SUPPORTING THE TEACHING PROFESSION IN A CHANGING WORLD
TALIS 2018 FIRST RESULTS AND KEY MESSAGES

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WHAT IS TALIS?
What is TALIS?

The largest international survey examining teaching and learning environments in schools. Asks teachers and school leaders about their work, their schools and their classrooms.

TALIS 2018 in figures
~270,000 teacher and school leaders
~15,000 schools across 3 levels of education
~1,000 variables for Volume I
TALIS 2008
24 countries
70,000 teachers
in 4,500 schools

TALIS 2013
34 countries
150,000 teachers
in 9,500 schools

TALIS 2018
3rd cycle with 48 participants worldwide

TALIS 2008
- 24 countries
- 70,000 teachers
- in 4,500 schools

TALIS 2013
- 34 countries
- 150,000 teachers
- in 9,500 schools

TALIS 2018
- 260,000 teachers
- in 15,000 schools
- representing more than 8 millions
- teachers across 48 countries

Note: TALIS is administered for a sub-national entity only in the following countries: Argentina (Buenos Aires), Canada (Alberta), China (Shanghai) and the United Kingdom (England).
This map is for illustrative purposes and is without prejudice to the status of or sovereignty over any territory covered by this map.
Teacher professionalism as the overarching framework for TALIS 2018

The quality of a school system cannot exceed the quality of its teachers and principals...

...and the quality of teachers and principals cannot exceed the quality of their education, their opportunities to collaborate and develop and the quality of their working conditions.
Teacher professionalism as the overarching framework for TALIS 2018

Five pillars in TALIS

- Knowledge and skills
- Responsibility and autonomy
- Collaborative culture
- Career opportunities
- Prestige (incl. well-being, job satisfaction)
WHAT IS THE PROFILE OF TEACHERS AND THEIR SCHOOLS?
An ageing teaching workforce?
Demographics of teacher workforce and its dynamics

Fig I.3.1

Statistically significant change greater than ± 3 pp since 2008/2013
Teachers are more female than are principals, reflecting some imbalance in promotions to leadership roles.
Teachers work in contexts of high diversity with societal changes impacting schools’ composition.

- More than 10% of students have special needs
- At least 1% of students are refugees
- More than 10% of students have a first language different from the language(s) of instruction
- More than 30% of students come from socio-economically disadvantaged homes
- More than 10% of students are immigrants or with migrant background

Percentage of teachers teaching in schools with the following composition:

- OECD average: 30%
School concentration of students whose 1st language is different from the language(s) of instruction

Percentage of teachers teaching in schools with more than 10% of students whose first language is different from the language(s) of instruction.
WHAT CHALLENGES DO SCHOOLS FACE?
What principals see as hindering quality instruction

Percentage of principals reporting that the following shortages of resources hinder the school's capacity to provide quality instruction “quite a bit” or "a lot"

OECD average-30

- Shortage of support personnel: 33%
- Shortage of teachers with competence in special needs students: 32%
- Shortage or inadequacy of time for instructional leadership: 32%
- Shortage or inadequacy of physical infrastructure: 21%
- Shortage or inadequacy of time with students: 20%
- Shortage or inadequacy of instructional space: 17%
- Shortage or inadequacy of digital technology for instruction: 17%
- Shortage of qualified teachers: 17%
- Shortage of teachers with competence in a multicultural setting: 17%
- Insufficient Internet access: 17%
- Shortage or inadequacy of necessary materials to train vocational skills: 17%
- Shortage of teachers with competence in disadvantaged students: 17%
- Shortage or inadequacy of library materials: 17%
- Shortage of vocational teachers: 17%
- Shortage or inadequacy of instructional materials: 17%

Figure I.3.15
Teachers’ views on spending priorities for lower secondary education

Percentage of teachers who reported the following spending priorities to be of “high importance”

OECD average-31

- Reducing class sizes by recruiting more staff
- Improving teacher salaries
- Offering high quality professional development for teachers
- Reducing teachers’ administration load by recruiting more support staff
- Improving school buildings and facilities
- Supporting students with special needs
- Investing in ICT
- Supporting students from disadvantaged or migrant backgrounds
- Investing in instructional materials

Fig I.3.16
Most schools are mostly immune from safety issues… with the exception of bullying

Percentage of principals reporting that the following incidents occurred at least weekly in their school

- Intimidation or bullying among students: 14%
- A student or parent/guardian reports unwanted electronic contact among students
- Intimidation or verbal abuse of teachers or staff
- Vandalism and theft
- A student or parent/guardian reports postings of hurtful information on the Internet about students
- Physical injury caused by violence among students
- Use/possession of drugs and/or alcohol

OECD average-30

Fig I.3.12
... albeit with large variations across countries and over time

Percentage of principals reporting that “physical and non-physical forms of bullying among students” occurred at least weekly in their school

0 10 20 30 40 50

2018 2013
Most teachers believe that the students’ well-being is important

Teachers and students usually get on well with each other

Most teachers are interested in what students have to say

If a student needs extra assistance, the school provides it

Teachers can rely on each other
WHAT ATTRACTED TEACHERS TO THE PROFESSION?
Making a difference...

90% of teachers say that the chance to influence children’s development and contribute to society was one of their major motivations for becoming a teacher.
Teachers joined the profession to make a difference

Percentage of teachers who report that the following elements were of "moderate" or "high" importance in becoming a teacher (OECD average)

- Teaching allowed me to influence the development of children and young people: 92%
- Teaching allowed me to provide a contribution to society: 88%
- Teaching allowed me to benefit the socially disadvantaged: 70%
- Teaching was a secure job: 65%
- Teaching provided a reliable income: 60%
- The teaching schedule fit with responsibilities in my personal life: 55%
- Teaching offered a steady career path: 45%

In nearly all countries teachers with higher values on the social utility index report greater commitment and tend to participate more in professional development activities after controlling for teachers’ characteristics.
Contrary to popular beliefs, teaching was the 1\textsuperscript{st} career choice for 2/3 of teachers.
Financial incentives are only one aspect of the attractiveness equation...

Percentage of lower-secondary teachers who reported the following spending priorities to be of “high importance” (OECD average)

- Reducing class sizes by recruiting more staff
- Improving teacher salaries
- Offering high quality professional development for teachers
- Reducing teachers’ administration load by recruiting more support staff
- Improving school buildings and facilities
- Supporting students with special needs
- Investing in ICT
- Supporting students from disadvantaged or migrant backgrounds
- Investing in instructional materials

Fig I.3.16
Financial incentives are only one aspect of the attractiveness equation…

Fig I.3.17

- Brazil
- Chile
- Mexico
- Iceland
- Denmark

Below the OECD average

Above the OECD average

Teachers’ statutory salaries, in public institutions (PPP equivalence)
HOW ARE TEACHERS AND SCHOOL LEADERS PREPARED?
Teachers typically hold a bachelor’s degree... And principals show similar patterns.

Percentage of teachers, by highest level of formal education completed:

- Below ISCED level 5
- ISCED level 5
- ISCED level 6
- ISCED level 7
- ISCED level 8

**Masters-level**

**Bachelors-level**

Fig I.4.3
Teachers lack preparation in some areas...

Percentage of teachers 1) for whom certain topics were included in their ITP 2) who felt prepared for these topics upon completion of their ITP (OECD average: -31)

- Content of some or all subject(s) taught: 54%
- General pedagogy: 11%
- Pedagogy of some or all subject(s) taught: 11%
- Classroom practice in some or all subject(s) taught: 27%
- Student behaviour and classroom management: 54%
- Monitoring students’ development and learning: 54%
- Teaching cross-curricular skills: 11%
- Teaching in a mixed ability setting: 27%
- Use of ICT for teaching: 11%
- Teaching in a multicultural or multilingual setting: 27%

Moreover, some areas are insufficiently covered.

Fig I.4.4
... and so do principals
Only half received training before taking up their role

Percentage of principals for whom the following elements were included in their formal education before taking up their role as a principal

- School administration or principal training programme or course
- Instructional leadership training or course

OECD average: 30%
HOW ARE NOVICE TEACHERS SUPPORTED?
More can be done to support new teachers: school allocation

Percentage of novice teachers, by school characteristics (OECD average-31)

- More can be done to support new teachers:
  - School allocation

Fig 1.4.9

By concentration of students from socio-economically disadvantaged homes

By concentration of immigrant students
More can be done to support new teachers: school allocation.

Percentage of novice teachers, by concentration of students from socio-economically disadvantaged homes.

- Fewer than or equal to 30%
- More than 30%
More can be done to support novice teachers: participation in induction

Percentage of teachers who did **not** take part in any induction activities during their first employment

Even though in about half of countries, teachers who took part in induction tend to report higher levels of self-efficacy.
More can be done to support novice teachers: induction provisions

Percentage of lower secondary teachers reporting that the following provisions are included in teacher induction at their current school (OECD average-31)

- Planned meetings with principal and/or experienced teachers
- Supervision by principal and/or experienced teachers
- Courses/seminars attended in person
- General/administrative introduction
- Networking/collaboration with other new teachers
- Team teaching with experienced teachers
- Portfolios/diaries/journals
- Online courses/seminars
- Reduced teaching load
- Online activities

Fig I.4.10

More can be done to support novice teachers: induction provisions

- Boosting self-efficacy & job satisfaction

- Team teaching: 45%
- Reduced teaching load: 21%
More can be done to support novice teachers: reduced teaching load

Average number of 60-minute hours teachers spend on teaching per week

Fig I.4.12
Percentage of principals reporting that the following outcomes of mentoring are of "high" importance (OECD average-30)

More can be done to support novice teachers: importance of mentoring...

- To support less experienced teachers in their teaching: 77%
- To improve teachers' pedagogical competence
- To improve teachers' collaboration with colleagues
- To strengthen teachers' professional identity
- To improve students' general performance
- To expand teachers' main subject(s) knowledge

Fig I.4.13
... few novice teachers have a mentor
... and even fewer experienced teachers do

Percentage of teachers who have an assigned mentor as part of a formal arrangement at the school, by teachers' teaching experience
HOW DO TEACHERS KEEP UP TO DATE?
90% of teachers and principals attended at least one professional development session in the last year.
Participation in professional development activities

Percentage of teachers who participated in professional development activities in the 12 months prior to the survey
Impact of professional development activities on teaching practices

Percentage of teachers who feel professional development activities in the 12 months prior to the survey had a positive impact on their teaching practices

This matters because teachers who took part in impactful PD tend to report higher levels of self-efficacy and job satisfaction.
Characteristics of effective professional development, according to teachers

Percentage of teachers for whom the most impactful professional development activities had the following characteristics (OECD average-31)

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>It built on the teacher's prior knowledge</td>
<td>90%</td>
</tr>
<tr>
<td>It adapted to the teacher's personal development needs</td>
<td>90%</td>
</tr>
<tr>
<td>It had a coherent structure</td>
<td>80%</td>
</tr>
<tr>
<td>It appropriately focused on content related to teacher's subjects</td>
<td>80%</td>
</tr>
<tr>
<td>It provided opportunities to apply new ideas in the classroom</td>
<td>80%</td>
</tr>
<tr>
<td>It provided opportunities for active learning</td>
<td>80%</td>
</tr>
<tr>
<td>It provides opportunities for collaborative learning</td>
<td>70%</td>
</tr>
<tr>
<td>It focused on innovation in the teacher's teaching</td>
<td>70%</td>
</tr>
<tr>
<td>It provided follow-up activities</td>
<td>60%</td>
</tr>
<tr>
<td>It took place over an extended period of time</td>
<td>50%</td>
</tr>
<tr>
<td>It took place at the teacher's school</td>
<td>40%</td>
</tr>
<tr>
<td>It involved most colleagues from the teacher's school</td>
<td>30%</td>
</tr>
</tbody>
</table>

**Fig I.5.5**
PD format: Type of professional development attended by teachers

Percentage of teachers who participated in the following professional development activities

- Courses and/or seminars attended in person
- Reading professional literature
- Education conferences
- Peer and/or self-observation and coaching as part of a formal arrangement
- Participation in a professional network
- Online courses and/or seminars
- Other types of professional development activities

OECD average-31: Teachers

Fig I.5.3
PD content:
Participation in PD and need for it

Percentage of teachers for whom... / who report...

- Topic was included in professional development activities
- High level of need for professional development in the topic

Knowledge and understanding of my subject field(s)
Pedagogical competencies in teaching my subject field(s)
Student assessment practices
Knowledge of the curriculum
ICT skills for teaching
Student behaviour and classroom management
Teaching cross-curricular skills
Analysis and use of student assessments
Approaches to individualised learning
Teaching students with special needs
Teacher-parent/guardian co-operation
School management and administration
Teaching in a multicultural or multilingual setting
Communicating with people from different cultures or countries

Fig I.5.6
Barriers to participation in professional development

Percentage of teachers and principals reporting the following barriers to their participation in professional development

- Professional development conflicts with the teacher's work schedule
- There are no incentives for participating in professional development
- Professional development is too expensive
- There is no relevant professional development offered
- Do not have time because of family responsibilities
- There is a lack of employer support
- Do not have the pre-requisites

OECD average-31: Teachers

<table>
<thead>
<tr>
<th>Barriers to participation in professional development</th>
<th>0</th>
<th>10</th>
<th>20</th>
<th>30</th>
<th>40</th>
<th>50</th>
<th>60 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional development conflicts with the teacher's work schedule</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>50</td>
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<tr>
<td>There are no incentives for participating in professional development</td>
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<td></td>
<td></td>
<td></td>
<td>40</td>
<td>50</td>
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<tr>
<td>Professional development is too expensive</td>
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<td>40</td>
<td>50</td>
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<tr>
<td>There is no relevant professional development offered</td>
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<td></td>
<td></td>
<td>30</td>
<td>40</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Do not have time because of family responsibilities</td>
<td></td>
<td></td>
<td></td>
<td>30</td>
<td>40</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>There is a lack of employer support</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Do not have the pre-requisites</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>
IMPLICATIONS FOR POLICY
Implications for policy

• **Strengthen initial and continuous training and address (emerging) needs**
  – Review content and quality of initial teacher preparation and the offer (type and content) for CPD
  – Address (emerging) needs: ICT for teaching, teaching special needs students, diverse classrooms
  – Incentivise participation in professional development

• **Better support novice teachers**
  – Review allocation of new and experienced teachers to challenging schools
  – Develop induction and mentoring
  – Foster collaboration and team-teaching for new teachers and pair them with more experienced teachers to learn from in classroom management especially

• **Empower teachers and school leaders as agents of change**
  – Review administrative burden
  – Encourage and empower teachers to innovate
  – Make the most of diversity in schools

• **And more broadly, shift toward “Teaching 2.0” to enhance intellectual attractiveness & prestige of the profession**

Keep posted for Vol II!
COMING UP NEXT
What is coming next?

• March 2020 → TALIS 2018 Volume II
  
  **Teachers and School Leaders as Valued Professionals**
  – Special focus on four other pillars of professionalism: prestige and job satisfaction, career opportunities, professional collaboration, autonomy and responsibility

• TALIS 2024
  – Will continue exploring the policy challenges of TALIS 2018
  – Work starting, countries expected to join by April 2020
  – **Special session tomorrow 17.15 to 18.15** for those interested in the making of TALIS and contemplating participation
Find out more about TALIS 2018

www.oecd.org/education/TALIS

- All publications
- Teachers’ guide
- Videos
- Podcasts
- Infographics
- Country notes for all participants
- Micro-level database
  ~270,000 observations and ~1,000 variables

Special session tomorrow

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