Teaching and Learning International Survey (TALIS)

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TALIS IN A NUTSHELL...
Goals of TALIS

• Generate data relevant to develop and implement policies on school leaders, teachers and teaching
  – With an emphasis on aspects that affect student learning
• Give a voice to teachers and school leaders, to allow them to provide input into educational policy analysis and development
• Generate internationally comparable information to learn from the experience of other countries and economies, and in doing so:
  – Help promote the best conditions for effective teaching and learning
  – Foster discussion and reflection by the profession and other stakeholders on their practice and find ways to enhance it
  – Inform research on teachers and teaching (national and comparative)
What makes TALIS distinctive?

Largest international survey of teachers and school leaders
Self-reports on beliefs/opinions/practices → with their caveats
Unique perspective of practitioners for policy development

Monitoring data over time
2008: 24 education systems
2013: 38 education systems
2018: 48 education systems from all continents
2024: Next and 4th cycle of TALIS

Covers a range of populations for maximum country relevance
Main focus on lower-secondary education
But other optional populations as well
A diverse set of participants (although we can still improve on this…)

Note: TALIS only runs in a sub-national entity of 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.
TALIS is developed in partnership

TALIS is a partnership between

OECD

Educational systems

European Commission

International research consortium

Teachers’ Unions
How does it work in practice?

TAG
Technical Advisory Group

QEG
Questionnaire Expert Group

International Research Consortium

TALIS GB

NPM

Participating countries

Teachers' Unions

European Commission

OECD

UNESCO

Participating countries

European Commission

Teachers' Unions

QEG
Questionnaire Expert Group

International Research Consortium

TAG
Technical Advisory Group

How does it work in practice?
Role of TALIS GB delegate

• **Represents country view in TALIS key decision-making body**
  – Attends meetings of the TALIS GB (twice a year)
    • Optional for non-OECD countries
  – Expresses country policy priorities to be reflected in TALIS questionnaires
  – Feedback to OECD and Consortium at all stages of the study
  – Comments on analysis and draft reports
  – Promotes and disseminates TALIS results and findings at national level
THE MAKING OF TALIS…

POPULATIONS SURVEYED, OPTIONAL MODULES AND STUDY PHASES
Populations surveyed and optional modules

Core survey (ISCED 2)

Optional populations (TALIS 2024, subject to critical mass of participants)

- Early Childhood Education and Care (ISCED 0)
- Primary (ISCED 1)
- Upper secondary (ISCED 3)
- TALIS-PISA Link

Optional modules (New in TALIS 2024)

- Experience of new teachers
- Teacher Knowledge Survey module (building on ITEL)
### Study phases for TALIS 2018 development and implementation

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**“TALIS 2018” timeline**

- **CFT**
- **PILOT**
- **FT**
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- **MS**
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- **Launch Vol I**
- **Launch Vol II**

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**Pilot Study**

Purpose to « test » understanding of questionnaires by regular respondents, for fine tuning

**Field Trial**

Two-fold purpose:
1. Gather data to finalise the questionnaires
2. Real life test of all operational procedures

**Main Survey**

The real stuff!
THE MAKING OF TALIS...

DEVELOPMENT OF THE QUESTIONNAIRES
Questionnaire-based survey

• **Balancing information needs and survey burden**
  – Target duration of the survey: 45 minutes for teachers, a bit less for principals

• **Themes covered by the survey defined based on country priorities**
  – Scope for national options → possibility to add up to 5 minutes of national questions
  – Internationally-coordinated national options to enhance comparability (e.g. EU)

• **Development of questionnaires by QEG**
  – Prominent researchers in the main survey areas
  – Opportunities for countries’ comments (through NPMs/TALIS GB) → Final sign-off

• **Survey questionnaires answered by a nationally representative sample of principals and teachers**
  – Minimum response rates to be met for data adjudication
TALIS 2018 content - 11 themes

1. Initial training
2. Professional development
3. Teaching practices
4. Professional practices
5. Feedback and appraisal
6. Job satisfaction
7. Human resources issues
8. Leadership
9. Classroom/school climate
10. Innovation capacity (organisation and team innovativeness)
11. Equity and diversity (teaching in diverse environments)

New content to expand existing themes

- Commitment to teaching profession
  - (motivation to join profession, principals’ and teachers’ career plans/attrition)

- Stress and well-being
  - (stress, sources of stress)

- Policy influence
  - (perception of value and policy influence, teachers’ spending priorities)

Cross-cutting themes
### Thinking about the teachers in this school, how strongly do you agree or disagree with the following statements?

*Please mark one choice in each row.*

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
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</thead>
<tbody>
<tr>
<td>a)</td>
<td>Most teachers in this school strive to develop new ideas for teaching and learning.</td>
<td>[ ]</td>
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<tr>
<td>b)</td>
<td>Most teachers in this school are open to change.</td>
<td>[ ]</td>
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<tr>
<td>c)</td>
<td>Most teachers in this school search for new ways to solve problems.</td>
<td>[ ]</td>
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<tr>
<td>d)</td>
<td>Most teachers in this school provide practical support to each other for the application of new ideas.</td>
<td>[ ]</td>
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</table>
In teaching a culturally diverse class, to what extent can you do the following?

*Please mark one choice in each row.*

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<tr>
<th></th>
<th>Not at all</th>
<th>To some extent</th>
<th>Quite a bit</th>
<th>A lot</th>
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<tr>
<td>a) Cope with the challenges of a multicultural classroom ...</td>
<td>□₁</td>
<td>□₂</td>
<td>□₃</td>
<td>□₄</td>
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<tr>
<td>b) Adapt my teaching to the cultural diversity of students ...</td>
<td>□₁</td>
<td>□₂</td>
<td>□₃</td>
<td>□₄</td>
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<tr>
<td>c) Ensure that students with and without a migrant background work together ........................................................................</td>
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<tr>
<td>d) Raise awareness for cultural differences amongst students .................................................................................................</td>
<td>□₁</td>
<td>□₂</td>
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<td>□₄</td>
</tr>
<tr>
<td>e) Reduce ethnic stereotyping amongst students ..................</td>
<td>□₁</td>
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<td>□₃</td>
<td>□₄</td>
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Translation and adaptation

- **Source versions of questionnaires developed in English and French**
- **Translation and adaptation of questionnaires to national contexts**
  - For **ALL** countries, including francophone and English-speaking
  - Balancing national relevance/understanding/terminology without compromising international comparability
  - Done by national teams following guidance/instructions from the Consortium
  - Quality of translation to count more towards data adjudication in TALIS 2024
THE MAKING OF TALIS…
SURVEY ADMINISTRATION
Survey implementation

Key role of the National Project Manager

• **Appointed by each participating country**
  – Main contact person for the Consortium
  – Attends 4-5 international NPM meetings during the duration of the cycle (compulsory)
  – Needs adequate qualifications and English fluency
  – Responsible for the implementation of TALIS at the national level with TALIS GB delegate
    • Manages the national centre
    • Manages/oversees
      – Sampling plans
      – Adaptation and translation of questionnaires
      – National data collection procedures and manuals and quality control measures
      – Overall conduct and progress of the data collection/data capture
      – Cleaning and verification steps
Respondents are selected randomly
Sampling procedures

- **Because we want the sample to be representative of the entire population of teachers**
  - Target coverage: ISCED 2 teachers and school leaders in mainstream public and private schools
  - Exclusion of some special schools (e.g. exclusively for adult education or special needs students)
- **Target size of the samples**
  - TALIS 2018
    - 200 schools (hence 200 principals) and 20 teachers selected randomly per school
    - Smaller countries → census
    - Possibility to increase sample size to enable comparisons between sub-populations
  - TALIS 2024
    - Sample sizes may increase if we rotate questionnaires
Survey administration

• **Follows stringent technical standards to ensure data quality**
  – Agreed by countries through the TALIS Governing Board
  – Process of data adjudication with consequences in case a country fails to meet these standards

• **A survey window of about 6-8 weeks typically in the second half of the school year**
  – Hence different survey windows for Southern and Northern hemisphere countries

• **2 modes of survey administration**
  – Online (preferred)
  – Paper-based

• **Survey is voluntary and anonymous**
  – Respondents can stop at any time
  – Great care for data privacy at each stage of the survey
TALIS 2024 KEY FEATURES AND TENTATIVE TIMELINE
New features considered

- New populations and modules
- Likely move to a rotation design
- Social desirability scale
### TALIS 2024 indicative timeline

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CONTEMPLATING TALIS?

THE CASE OF LOWER INCOME COUNTRIES/ ECONOMIES
Making TALIS relevant to all countries/economies

• Recruitment process for TALIS 2024 to take place in 2020
  – Discussion of broader global relations strategy for TALIS in the future

• TALIS Governing Board open to establishing TALIS as a more global vehicle to monitor some SDG teacher indicators
  – TALIS indicators developed in context of OECD countries and adaptations may be needed for the survey to be relevant to the context of other countries
  – Further discussions needed with interested non-OECD countries to discuss the relevance of TALIS to their contexts and/or adjustments to instruments needed
  – Meeting in 2020 with selected non OECD countries and IOs working at global level to discuss these issues, and how this could be done in practice
TALIS potential contribution to SDG 4 progress monitoring
TALIS potential contribution to SDG 4 progress monitoring

4.1.1 Learning environments #facilities and #infrastructures

4.4.1 #skills #ICT

4.5.1 #reading #writing

4.6.1 #proficiency #numeracy

4.7.1 #global citizenship inclusion in teacher ed. #school policies on promotion of tolerance...

4.7.1.1 #global citizens...
JOINING TALIS 2024
TALIS 2024 tentative costs

- **International costs**
  - Not known yet (Call for Tenders for appointment of Consortium)
  - Also depend on number of participants (economies of scale)
  - Likely in the order of 170-200 KEUR for 6 years (~30 KEUR per year)

- **For EU/EEA member countries**
  - Possibility of financial support by the European Commission (80% international costs)

- **National costs**
  - National centre staff (NPM, data manager, school coordinators, quality observer)
  - Attendance of NPM meetings (compulsory) and TALIS GB meetings (optional)
  - Translation and adaptation of questionnaires (especially if multiple languages)
  - Survey administration costs (printing if paper-based, travel of quality observers...
TALIS 2024 recruitment process

- Recruitment process for TALIS 2024 to take place in 2020
  - Interested countries and economies can register their interest to receive information updates as they become available (no commitment)
  - **Formal confirmation by end April 2020 ideally** (minimize per country costs)

- Contact point for TALIS 2024
  - To participate in TALIS 2024, please contact project leader Karine Tremblay at karine.tremblay@oecd.org cc: talis@oecd.org
Where to find further information?

• TALIS Frequently Asked Questions

• TALIS 2018 Questionnaires

• TALIS 2018 conceptual framework and publications
  – https://www.youtube.com/playlist?list=PLqjNc44fuJ5aWWlCBly_eYyphufy5XtzR

• TALIS Teachers’ Guide

• TALIS 2018 videos
  – https://www.youtube.com/playlist?list=PLqjNc44fuJ5aWWlCBly_eYyphufy5XtzR

• Write to us: karine.tremblay@oecd.org cc. talis@oecd.org.