

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

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Annual Meetings and 12th Policy Dialogue Forum  
Dubai, 8-11 December 2019***



# KEY RESULTS FROM TALIS 2018

The logo consists of three overlapping, white, curved lines that form a stylized 'C' shape, positioned on the left side of the slide.

Teaching & Learning

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 2018

3<sup>rd</sup> cycle with 48 participants worldwide



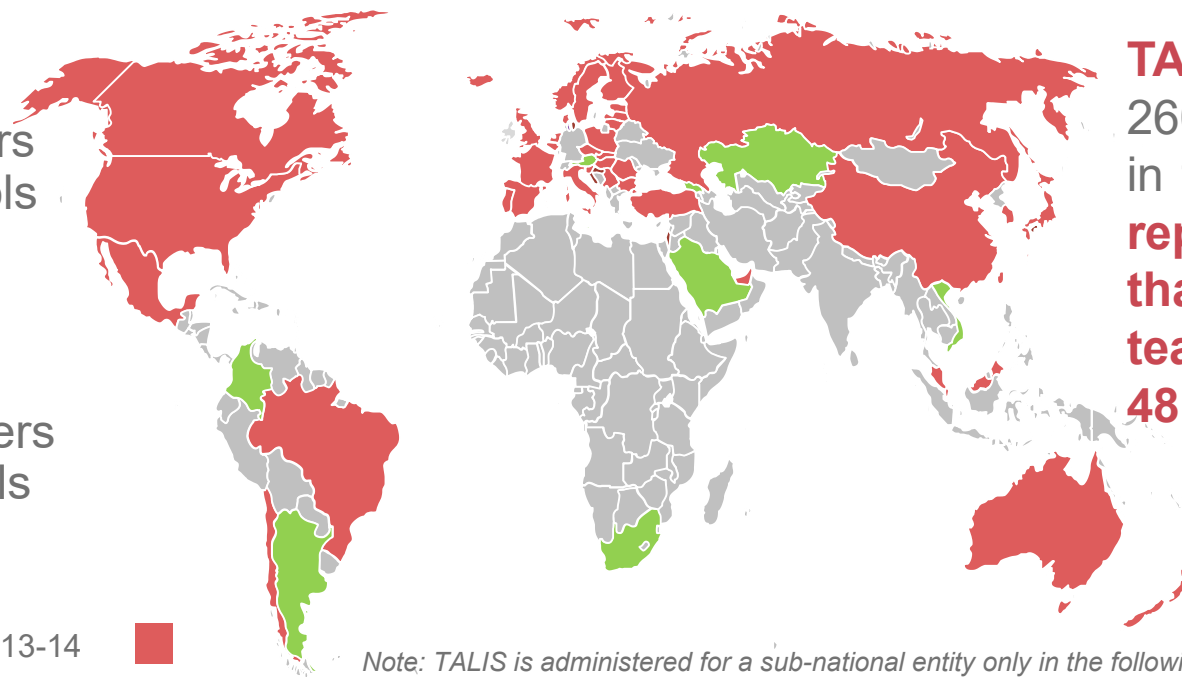
## TALIS 2008

24 countries  
70,000 teachers  
in 4,500 schools

## TALIS 2013

34 countries  
150,000 teachers  
in 9,500 schools

TALIS 2008 and 2013-14  
TALIS 2018 new systems

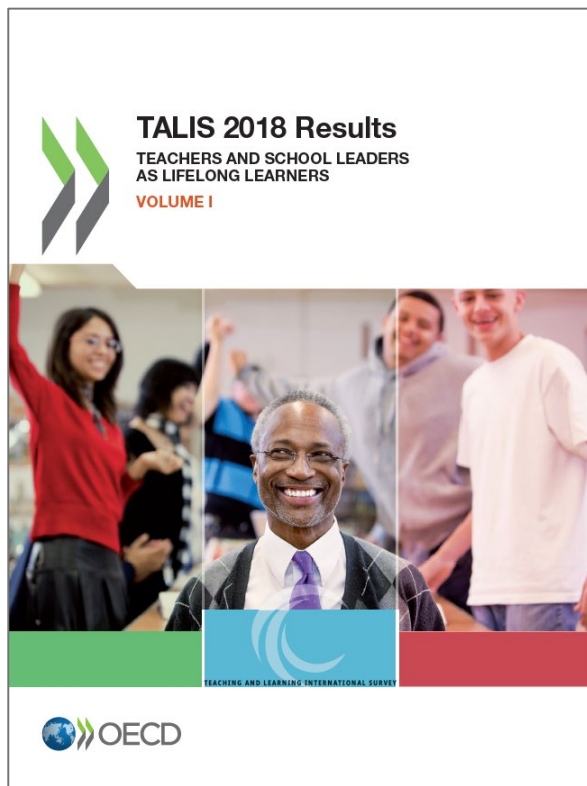


## TALIS 2018

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



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WHAT IS THE PROFILE OF  
TEACHERS AND THEIR SCHOOLS?



# An ageing teaching workforce?

## Demographics of teacher workforce and its dynamics

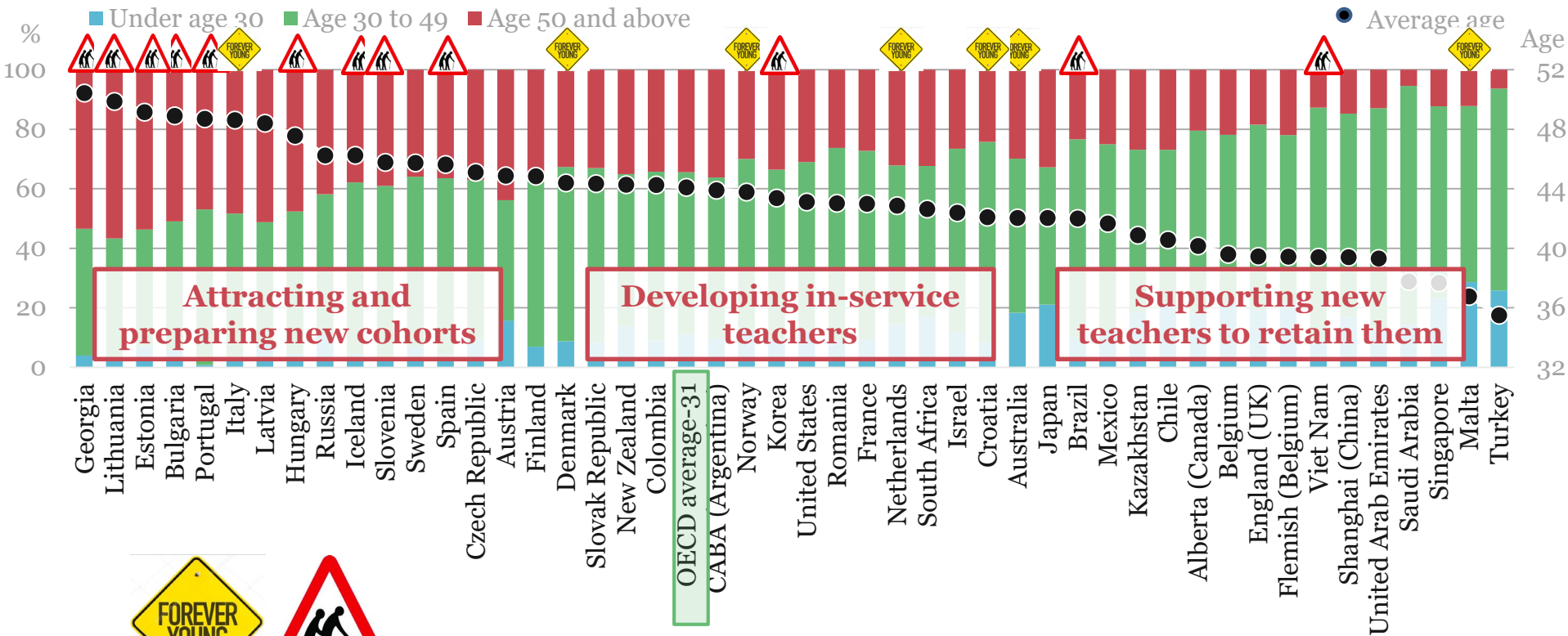


Fig I.3.1 Statistically significant change greater than ± 3 pp since 2008/2013

# Teachers are more female than are principals, reflecting some imbalance in promotions to leadership roles

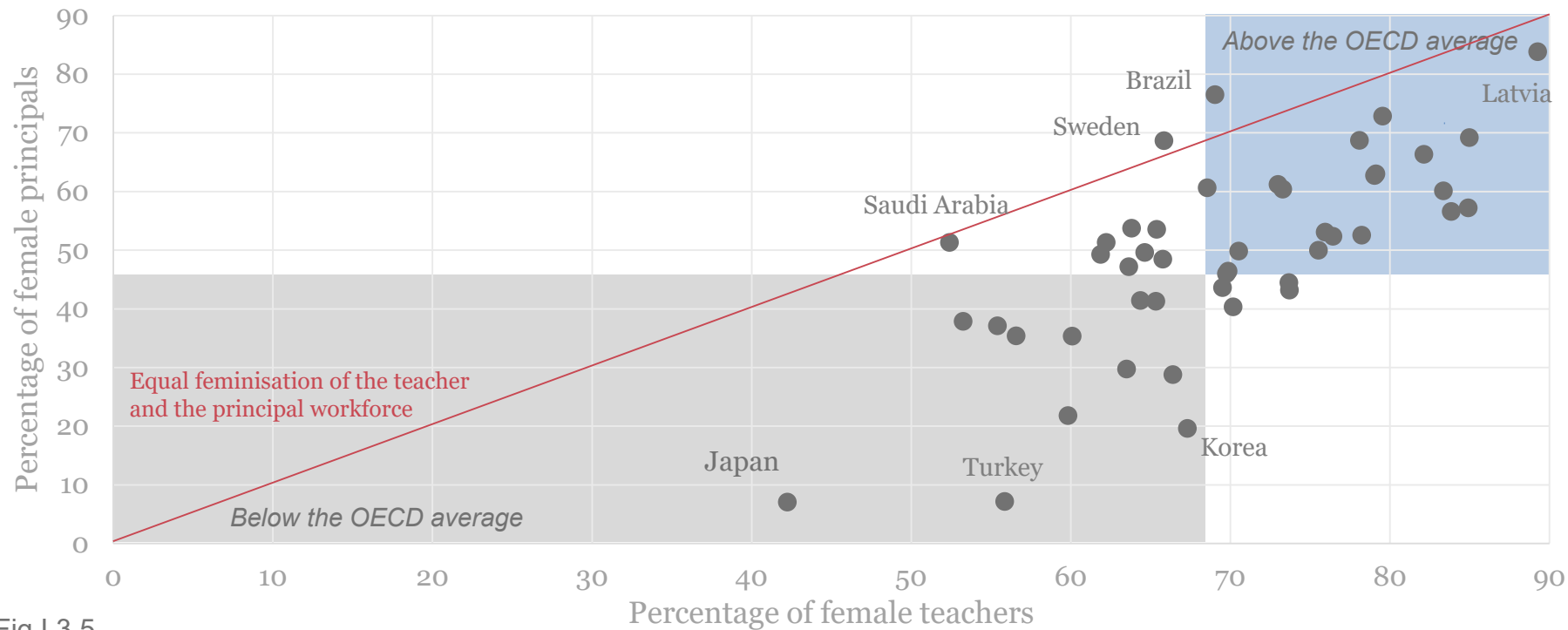
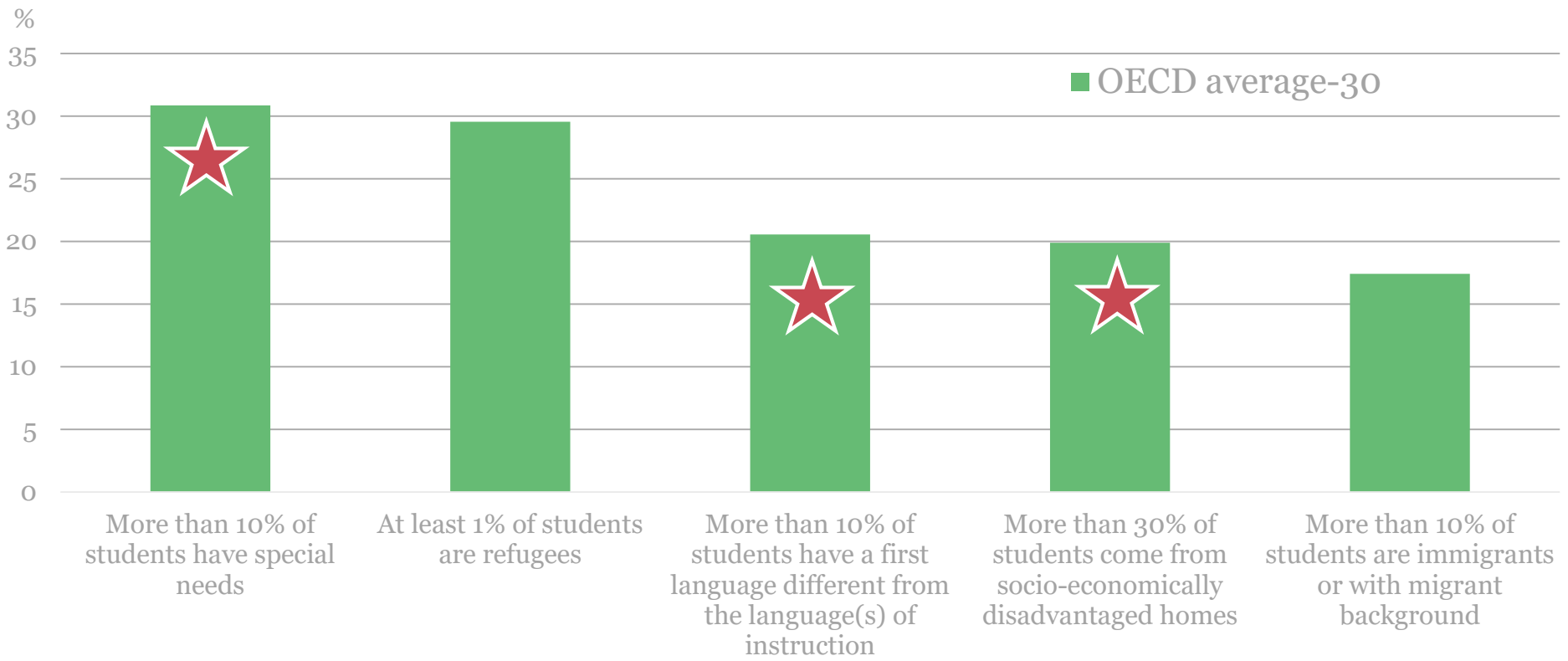


Fig I.3.5

# Teachers work in contexts of **high diversity** with societal changes impacting schools' composition



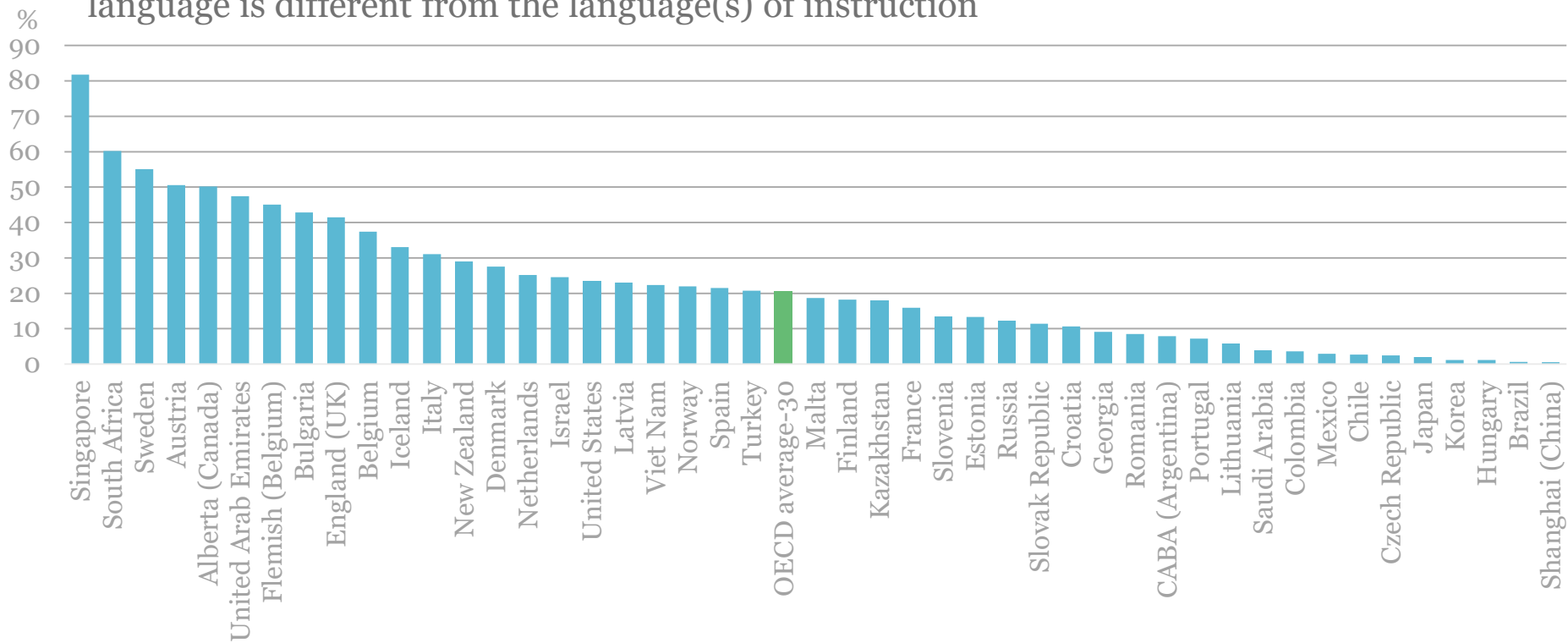
Percentage of teachers teaching in schools with the following composition



# 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



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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"

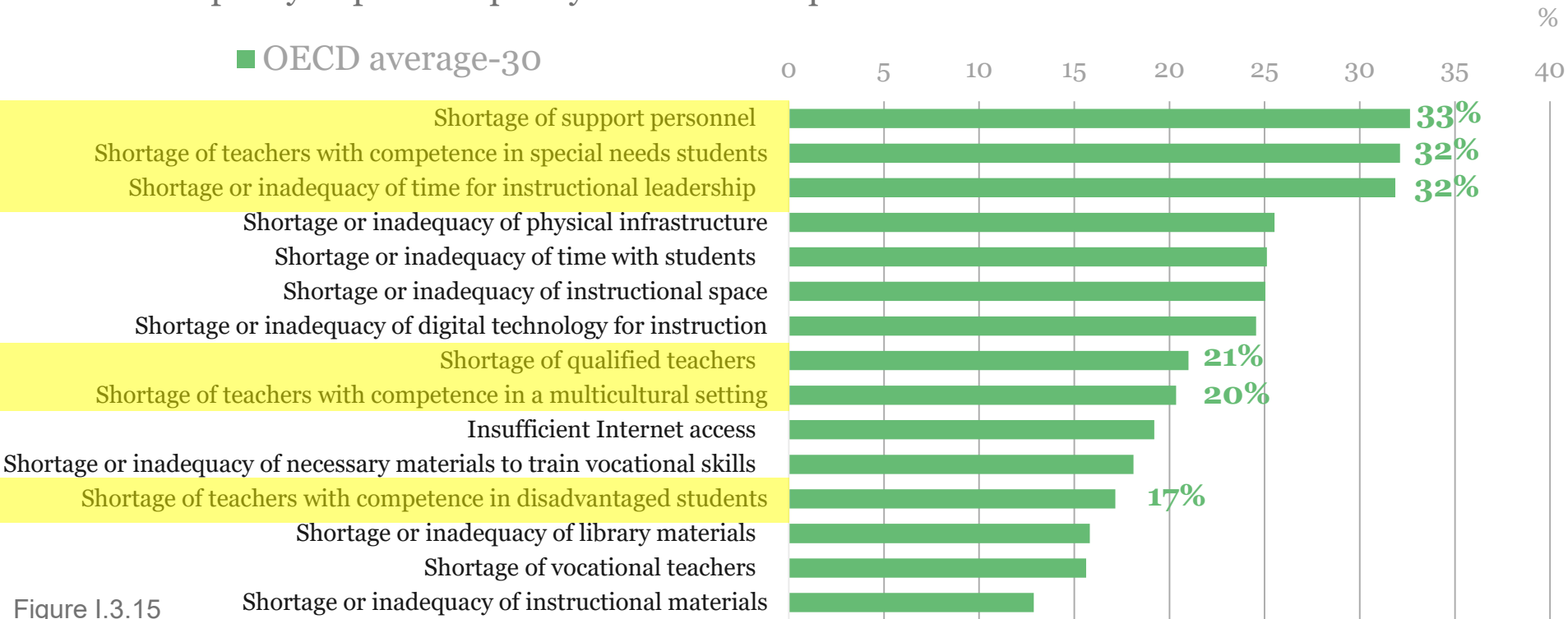


Figure I.3.15



# Teachers' views on spending priorities for lower secondary education



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

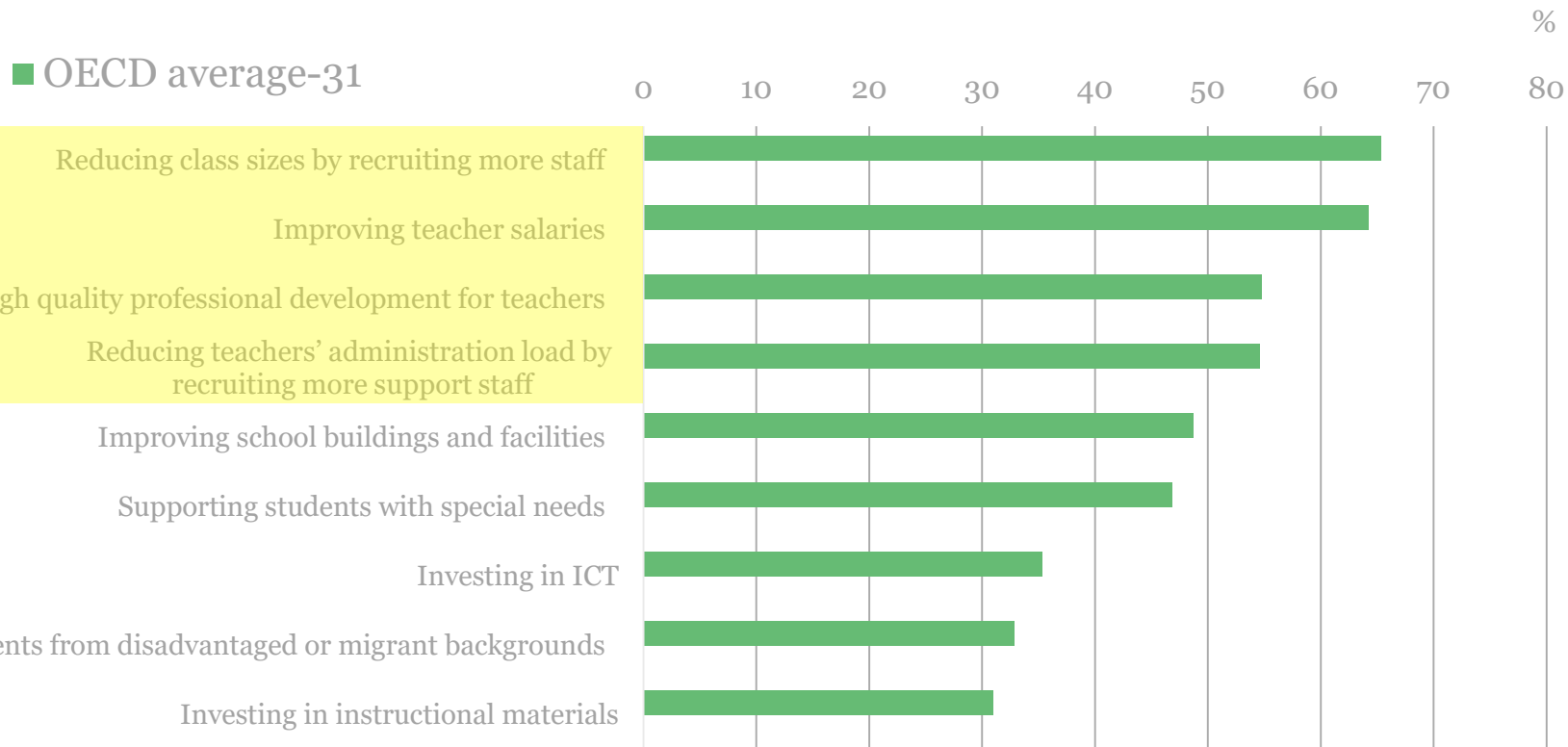


Fig I.3.16

# 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

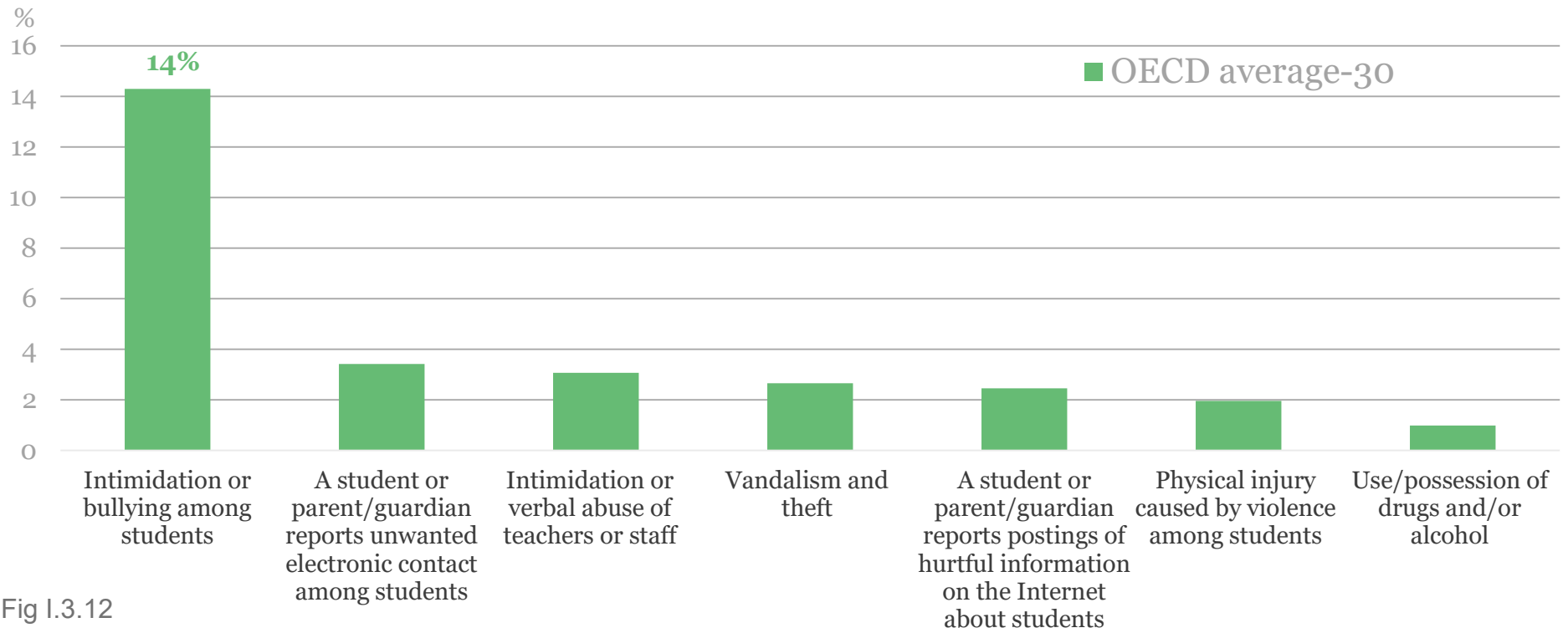


Fig I.3.12

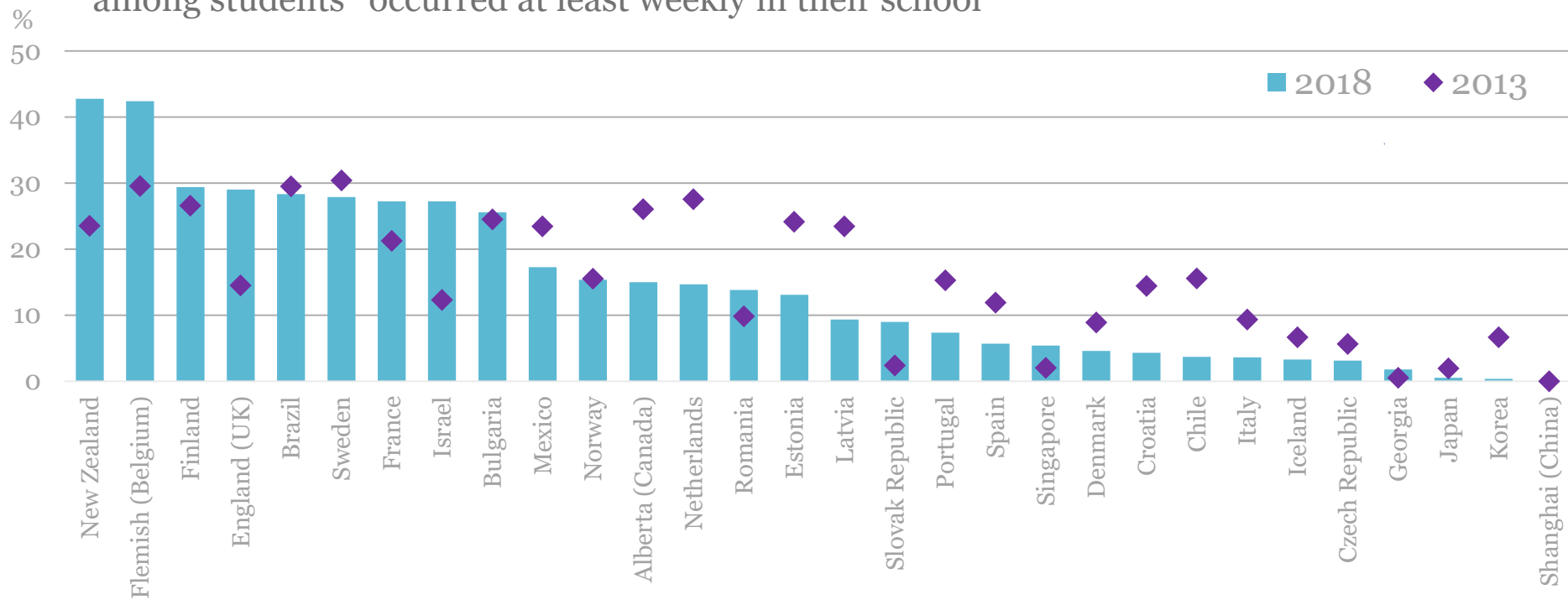




# ... albeit with large variations across countries and over time



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





# 1 in 8 teachers do not feel that teachers can rely on each other...



Percentage of teachers who "agree" or "strongly agree" with the following statements about what happens in their school (OECD average-31)

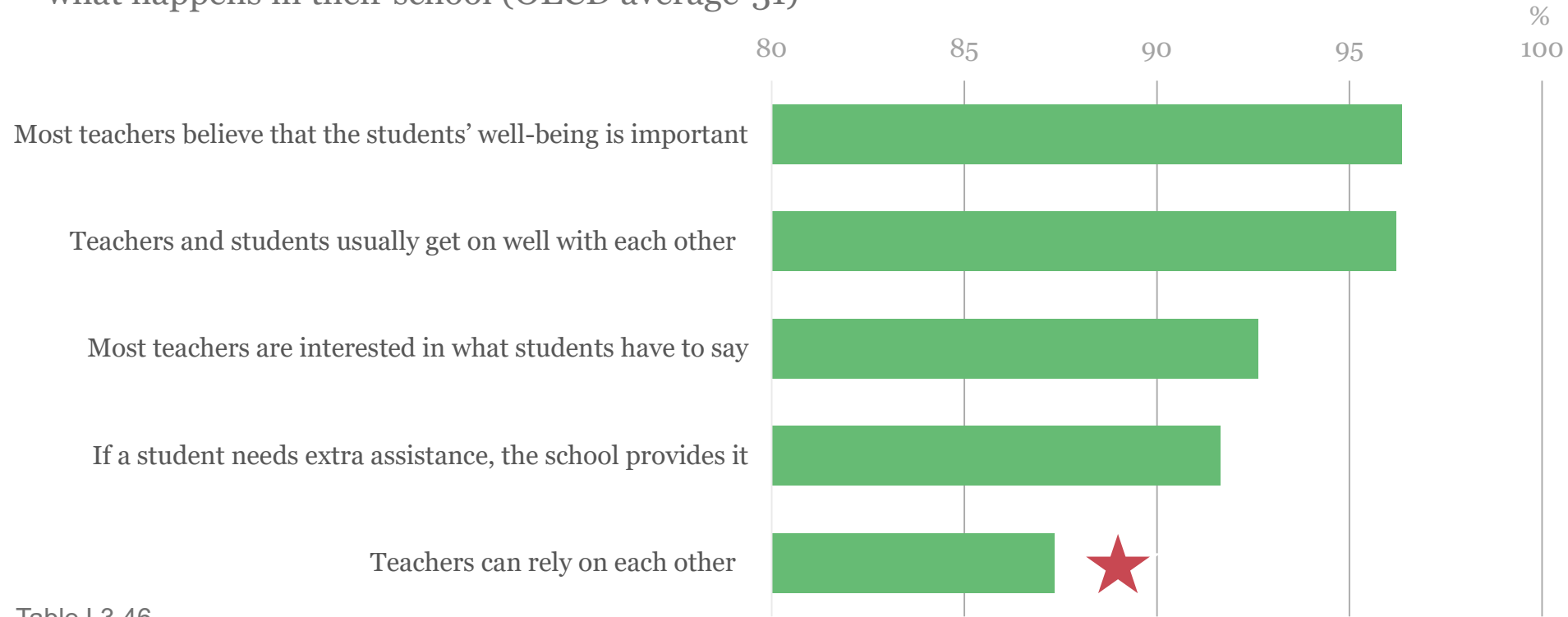


Table I.3.46

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# 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

CAREER



# 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)

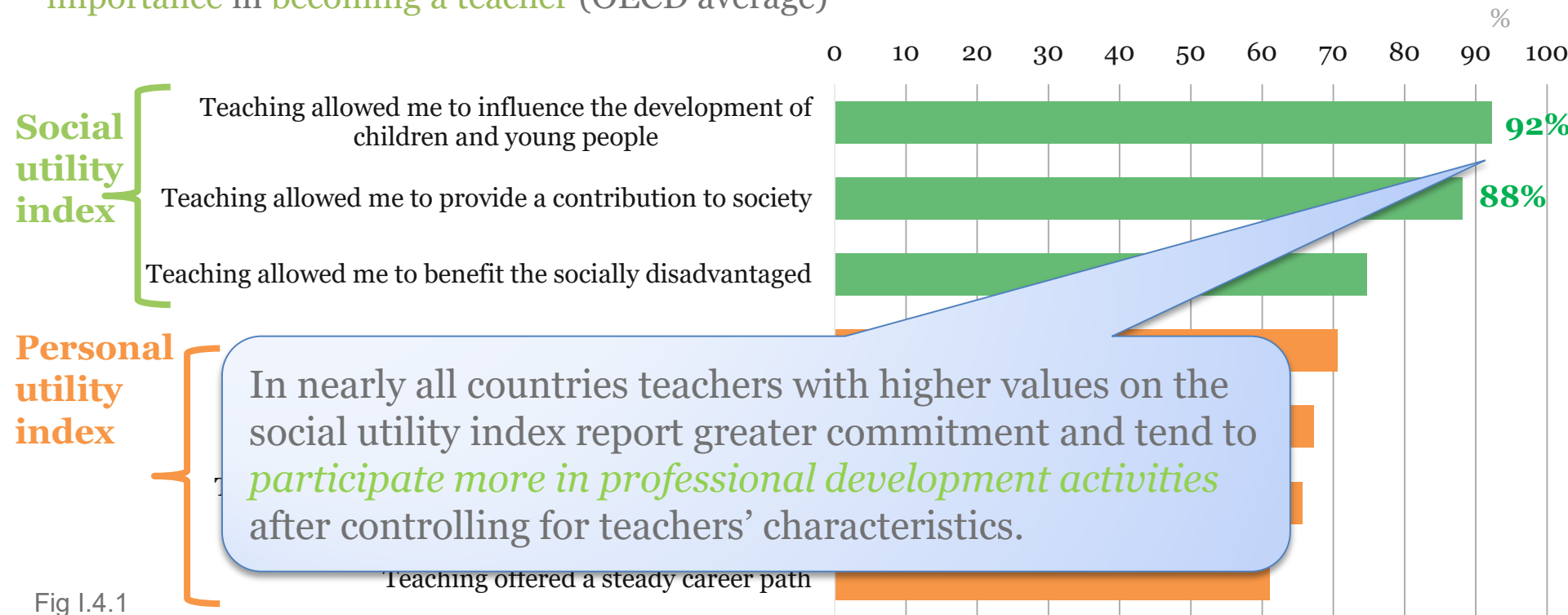


Fig I.4.1



# Contrary to popular beliefs, teaching was the 1<sup>st</sup> career choice for 2/3 of teachers



Percentage of teachers for whom teaching was their first choice as a career

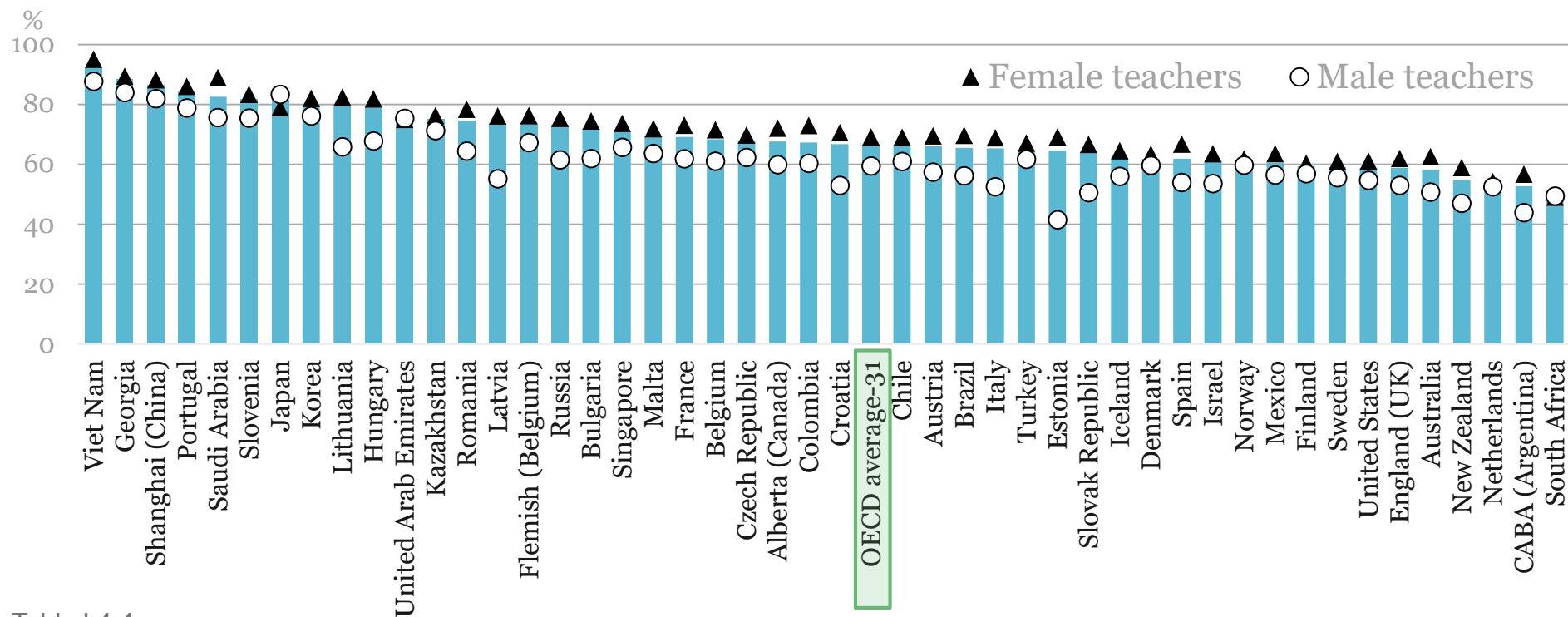


Table I.4.4



# 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)

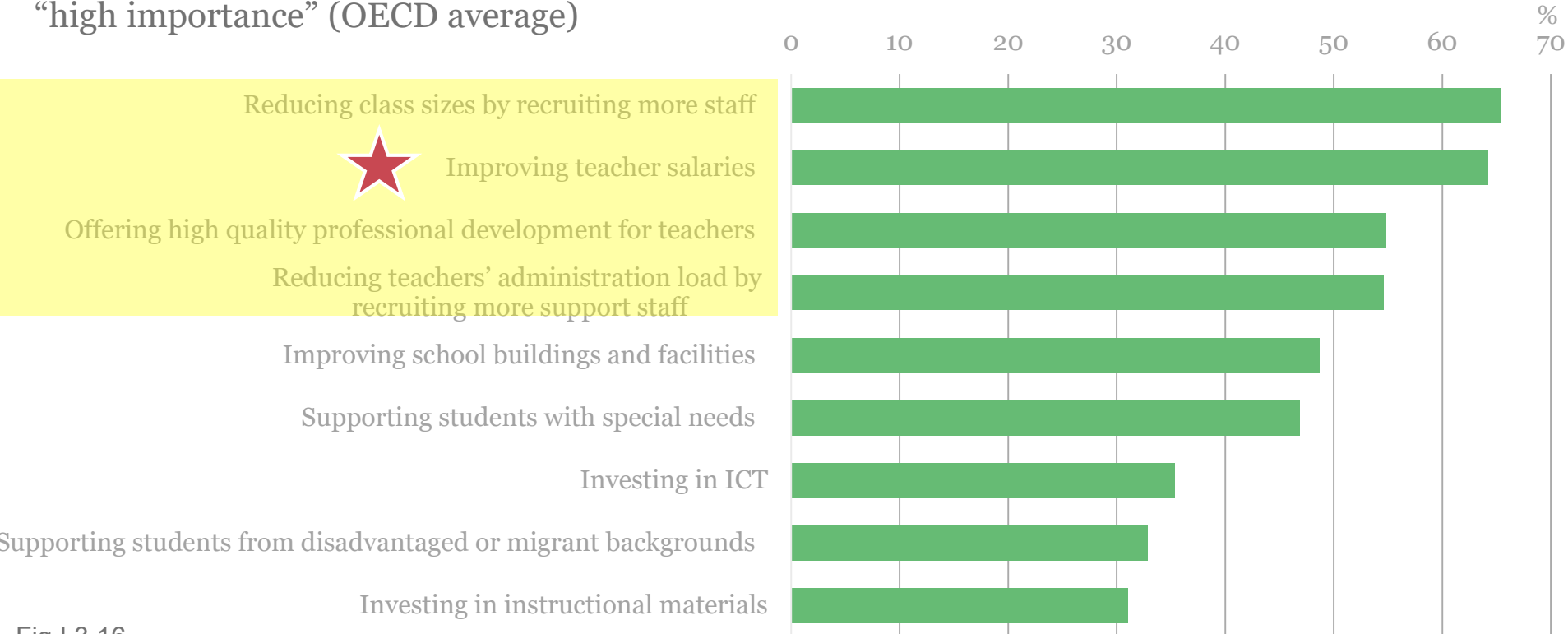


Fig I.3.16



# Financial incentives are only one aspect of the attractiveness equation...

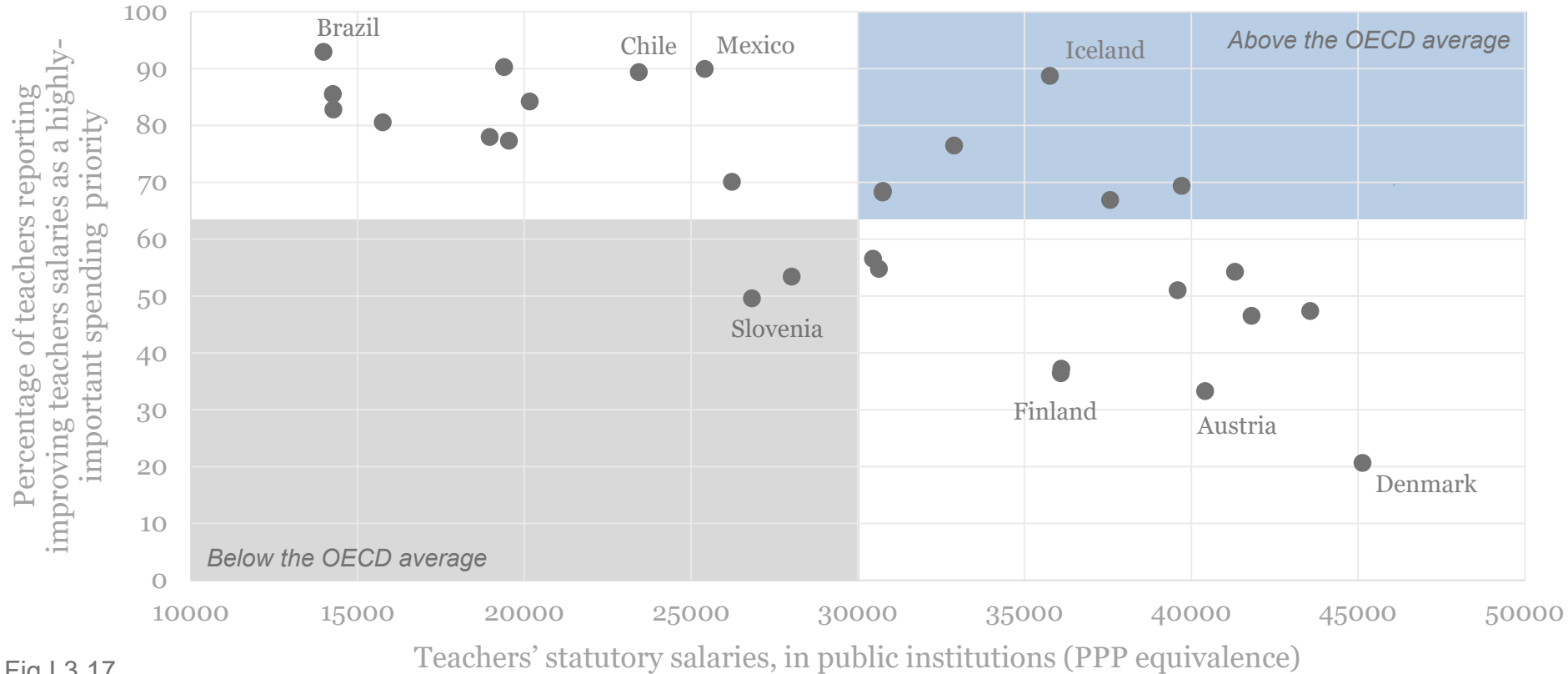


Fig I.3.17



The logo consists of three overlapping white crescent shapes that form a larger, stylized 'C' or 'E' shape. The text 'Teaching & Learning' is positioned to the right of these shapes.

Teaching & Learning

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

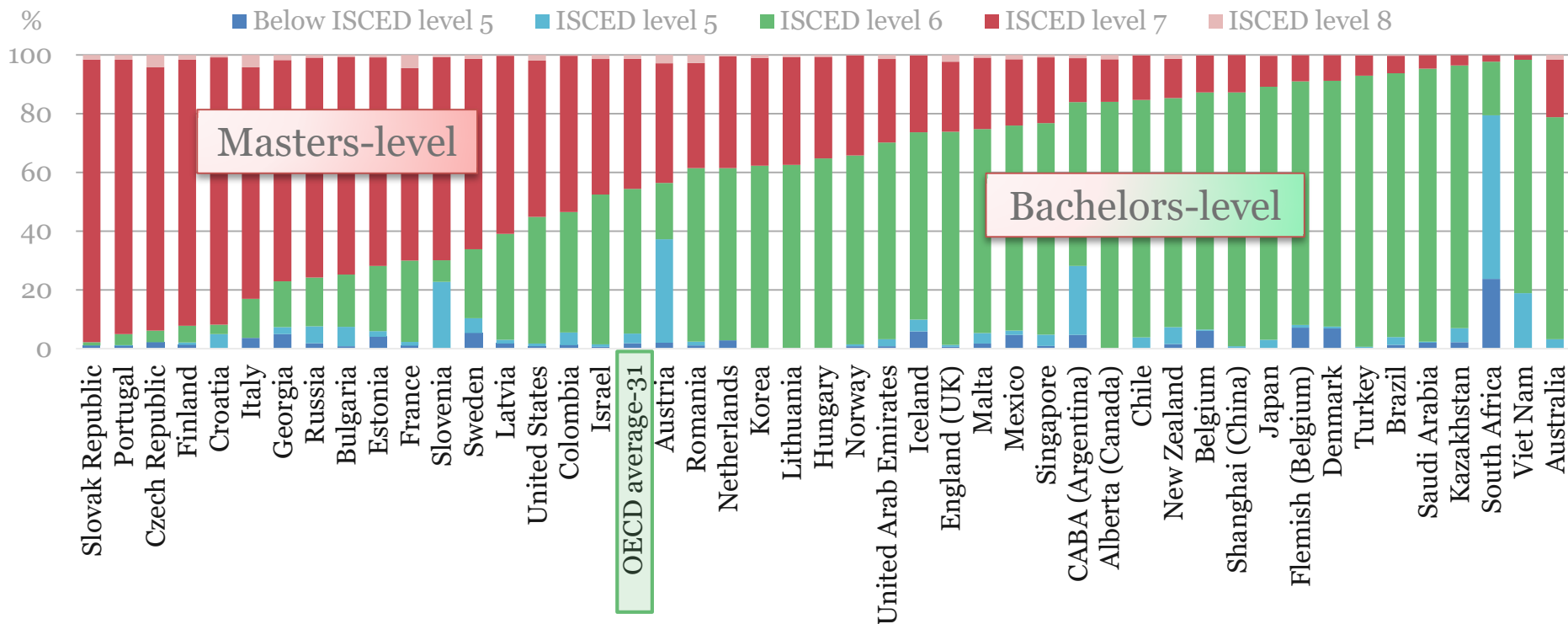


Fig I.4.3



# 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)

■ Element was included in formal education or training    ■ Well or "very well" prepared for the element

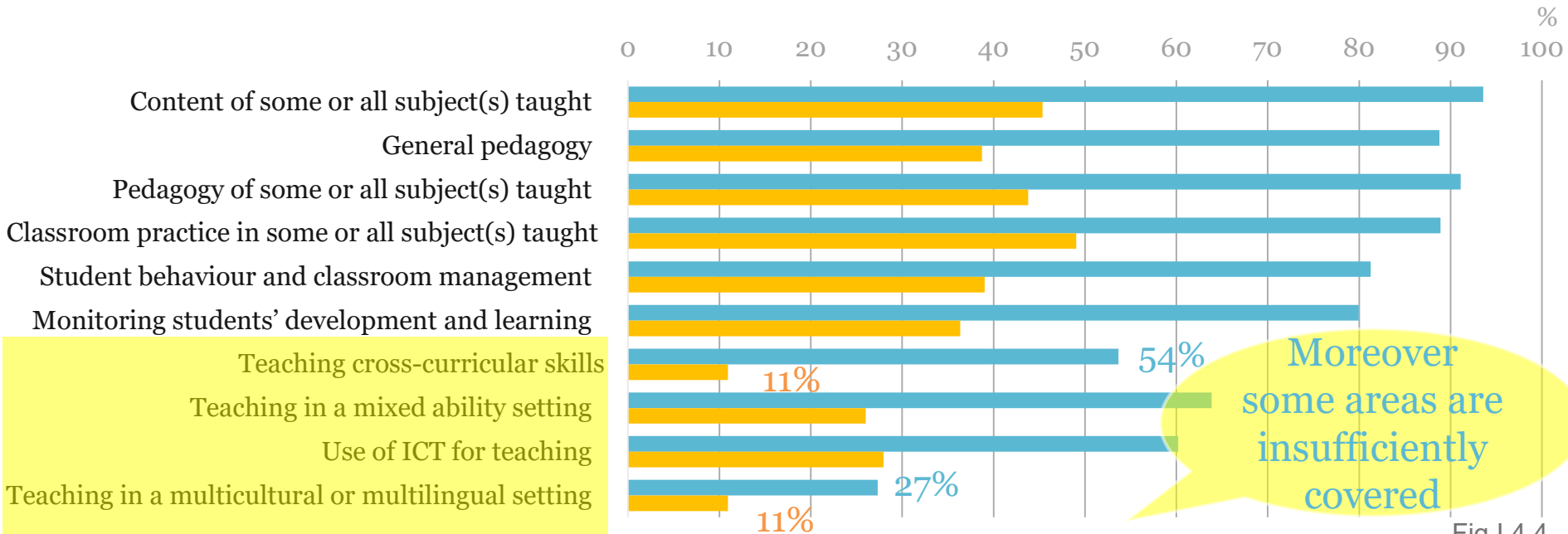


Fig I.4.4

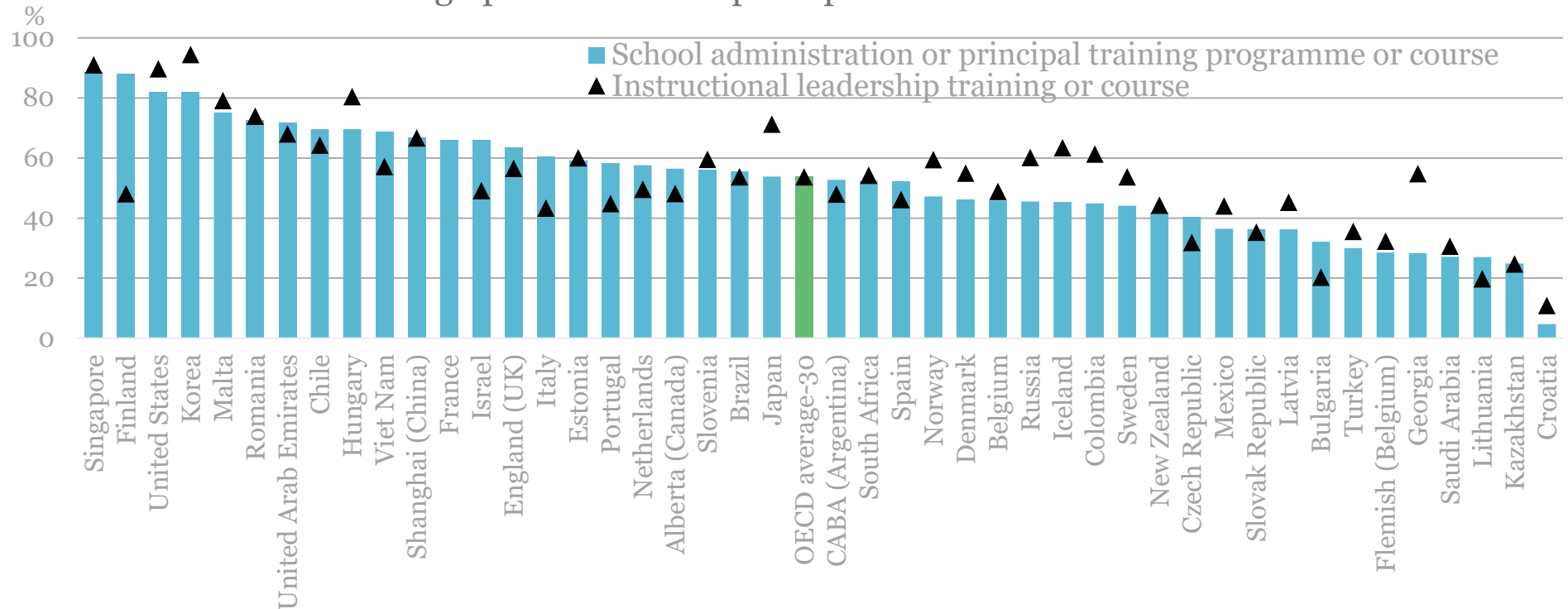


... and so do principals

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



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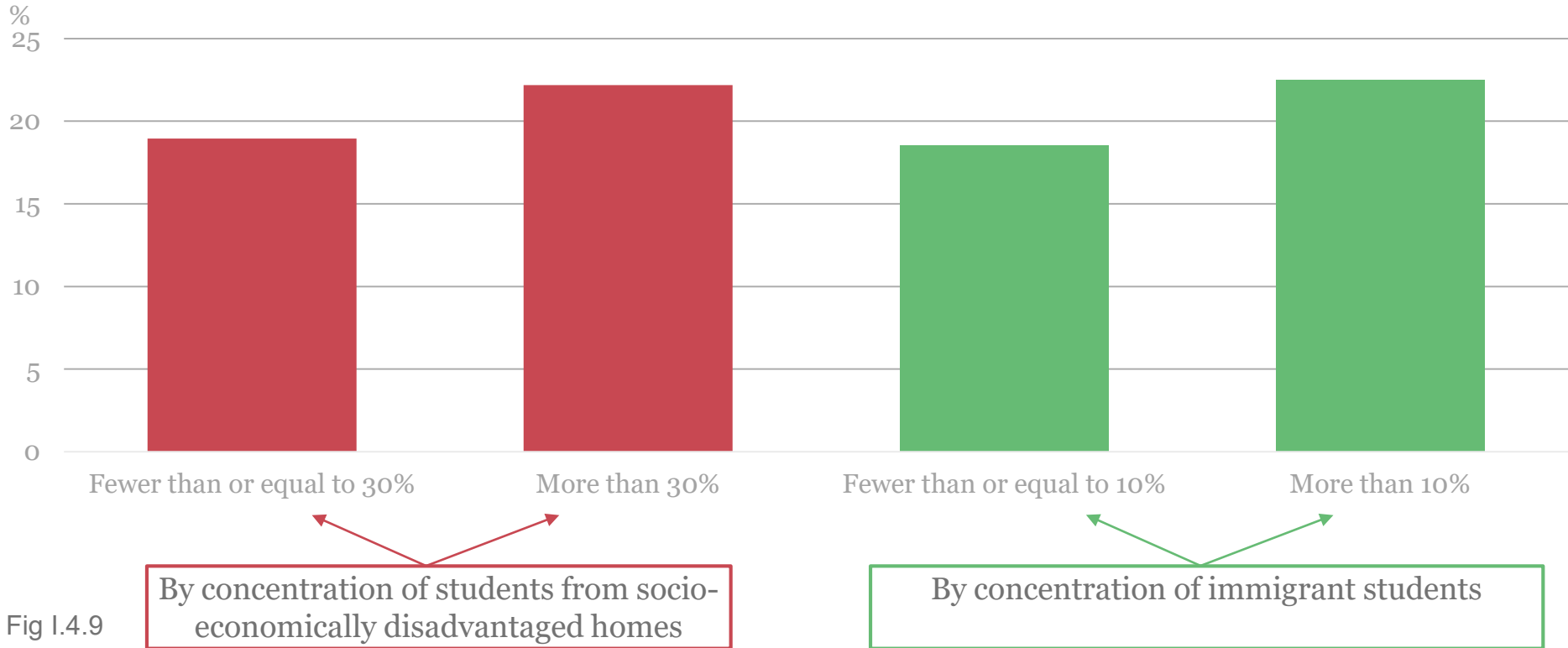
# HOW ARE NOVICE TEACHERS SUPPORTED?



# More can be done to support new teachers: school allocation



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

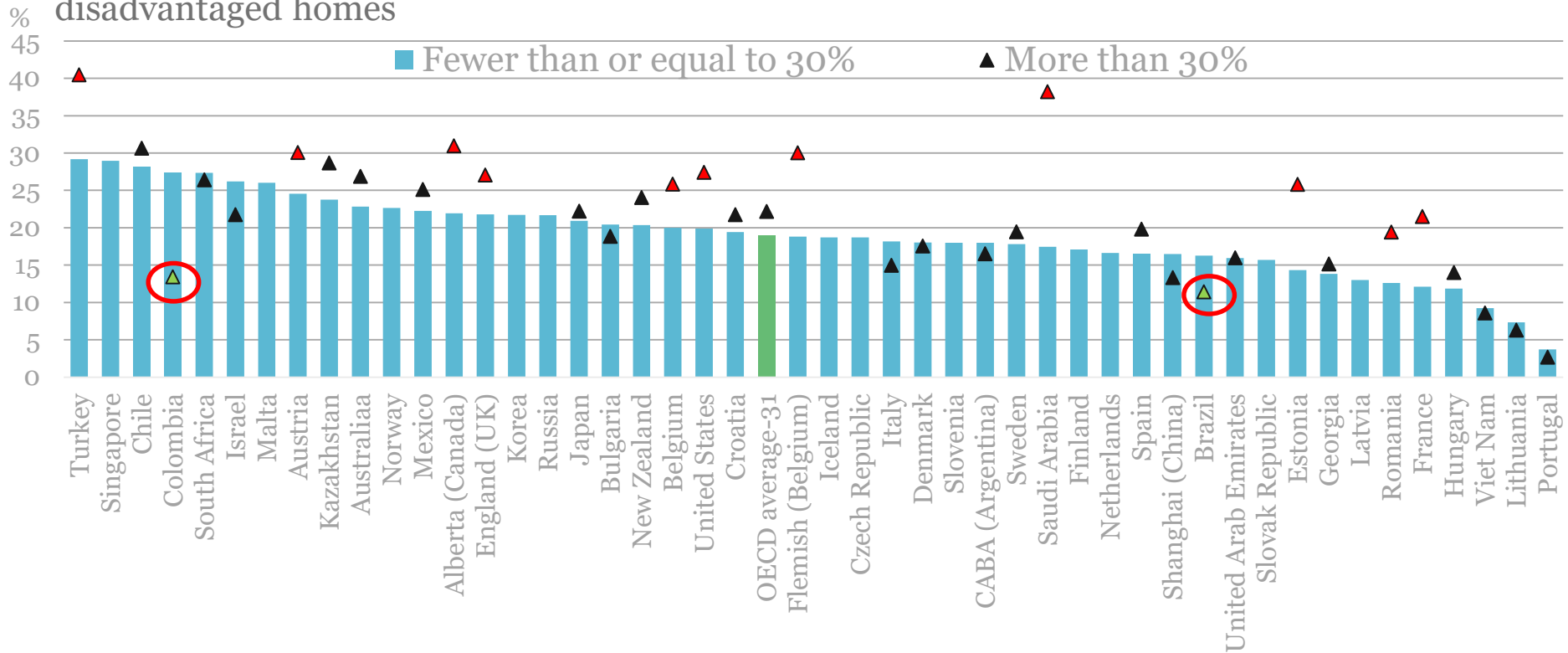




# More can be done to support new teachers: school allocation



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





# 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

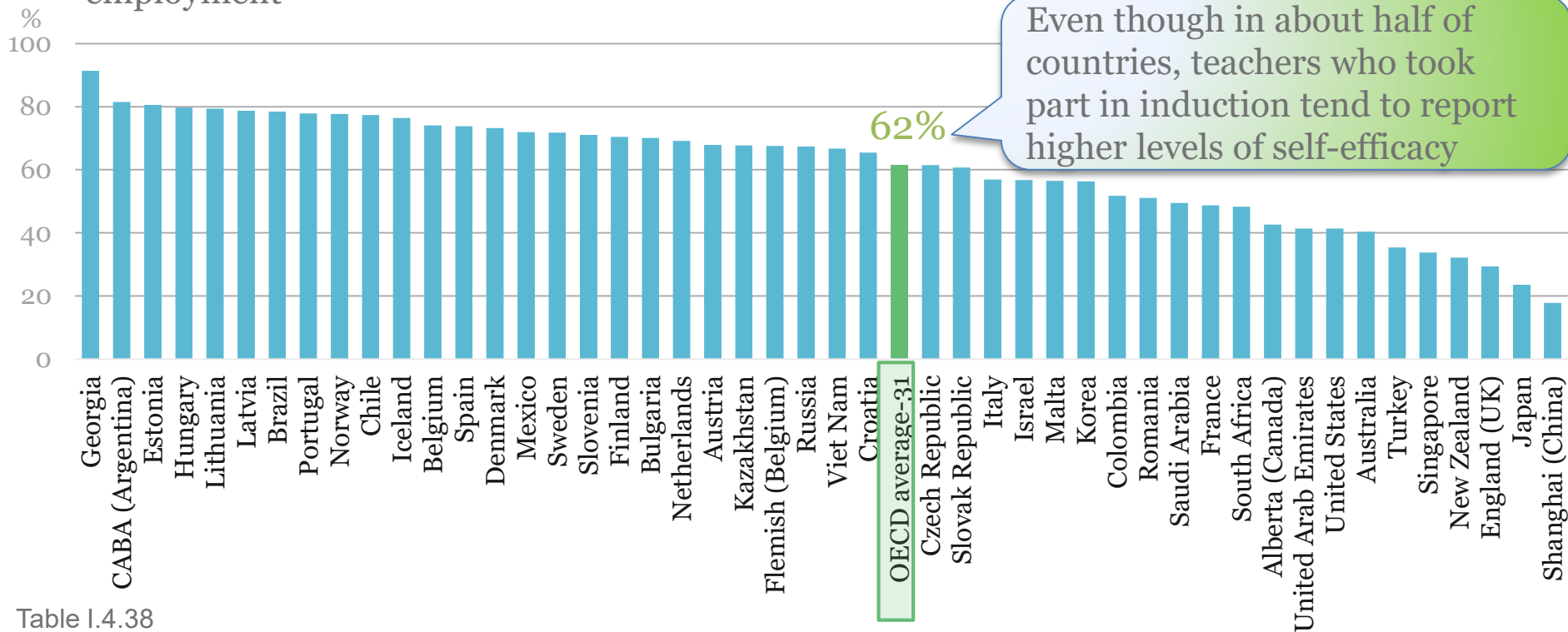


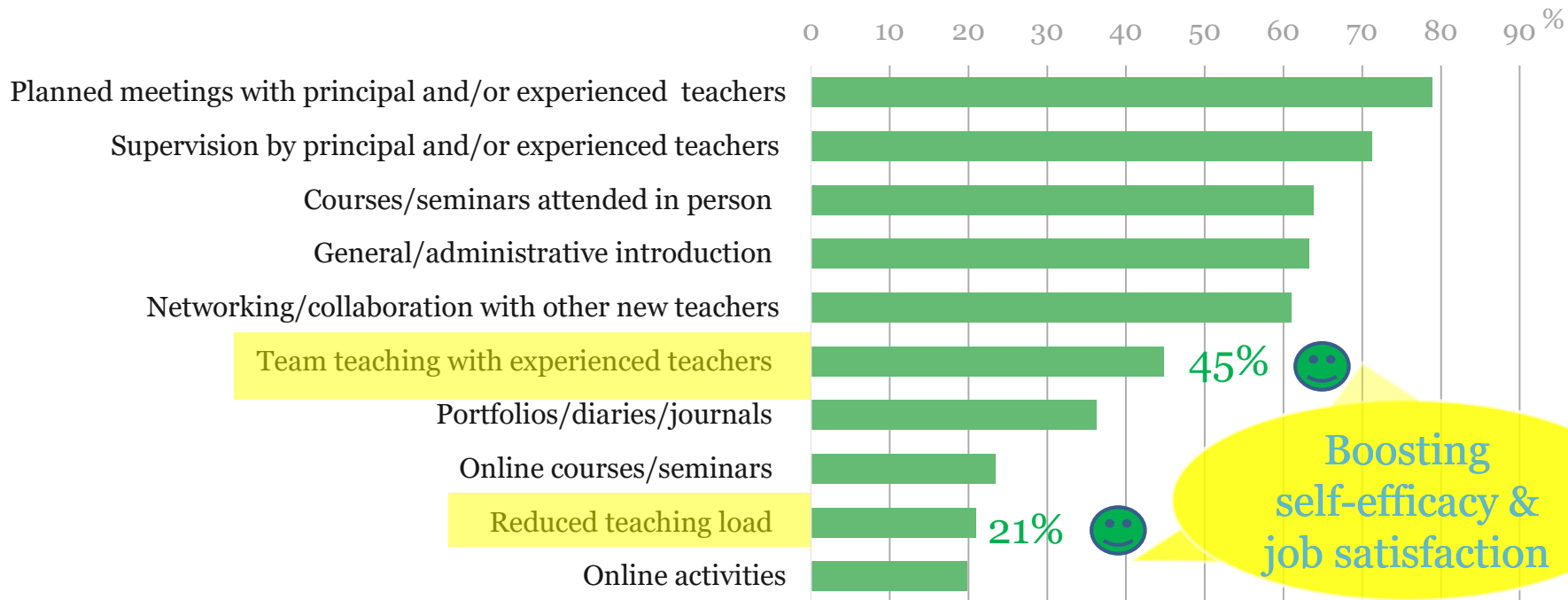
Table I.4.38



# 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)



Boosting  
self-efficacy &  
job satisfaction

Fig I.4.10



# More can be done to support novice teachers: reduced teaching load



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

Hours per week

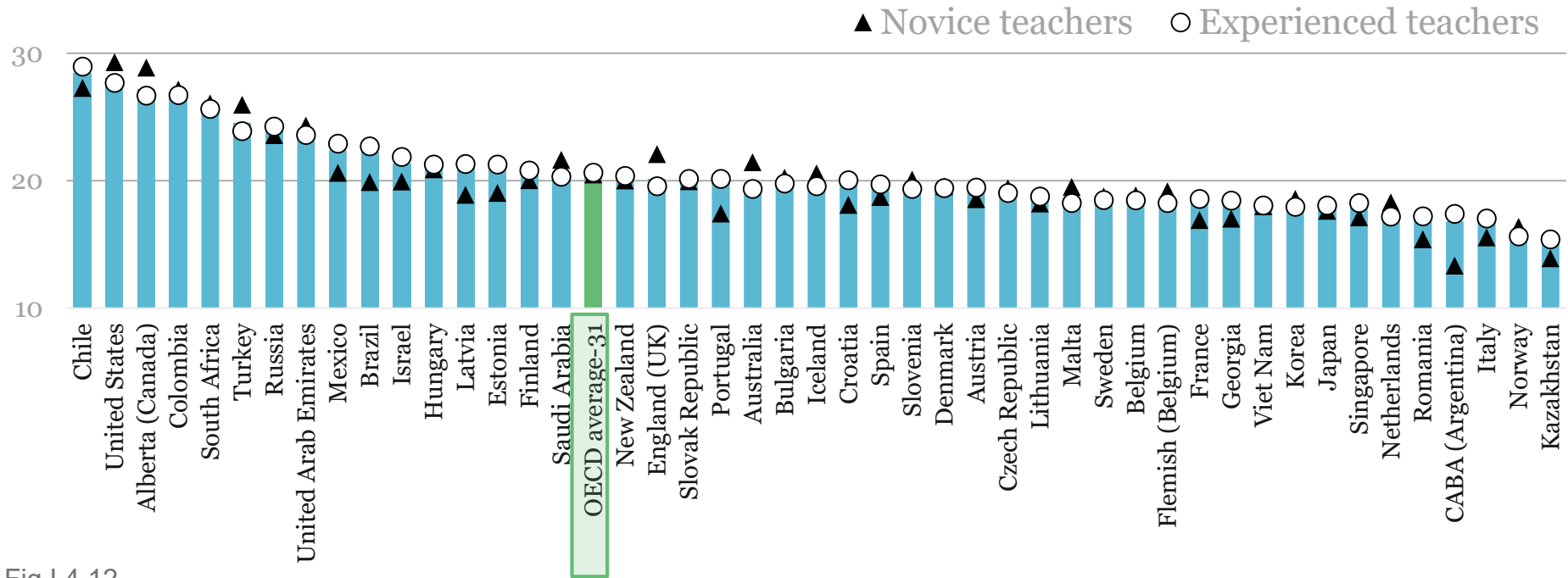


Fig I.4.12



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



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

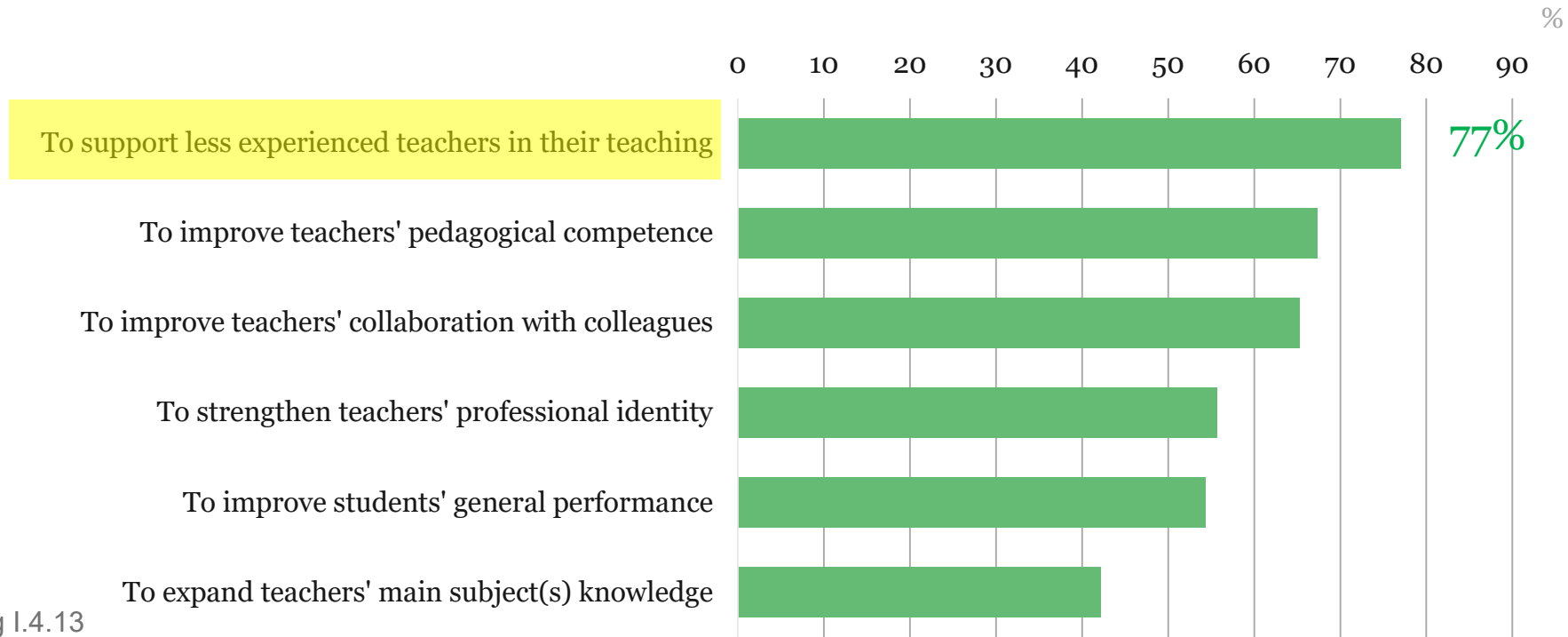


Fig I.4.13



# ... 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

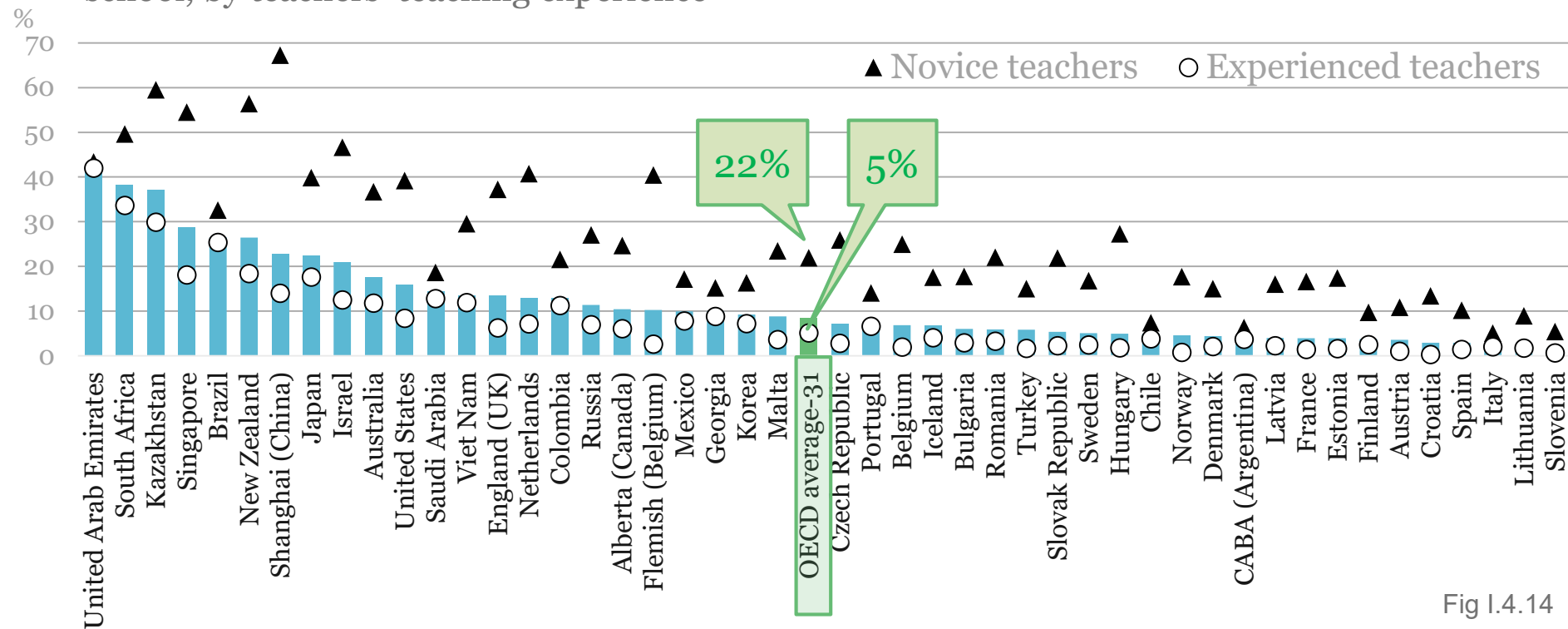


Fig I.4.14

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HOW DO TEACHERS  
KEEP UP TO DATE?



# Keeping up to date





# Participation in professional development activities



Percentage of teachers who participated in professional development activities in the 12 months prior to the survey

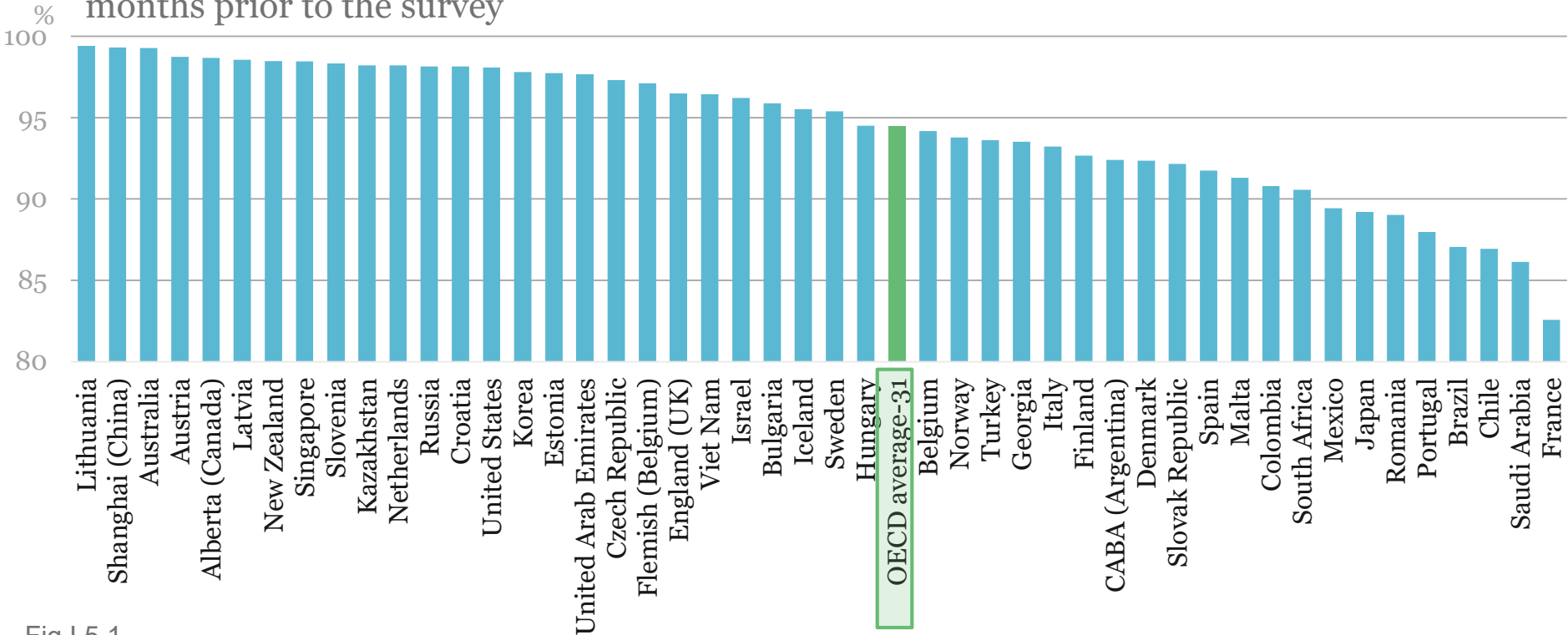


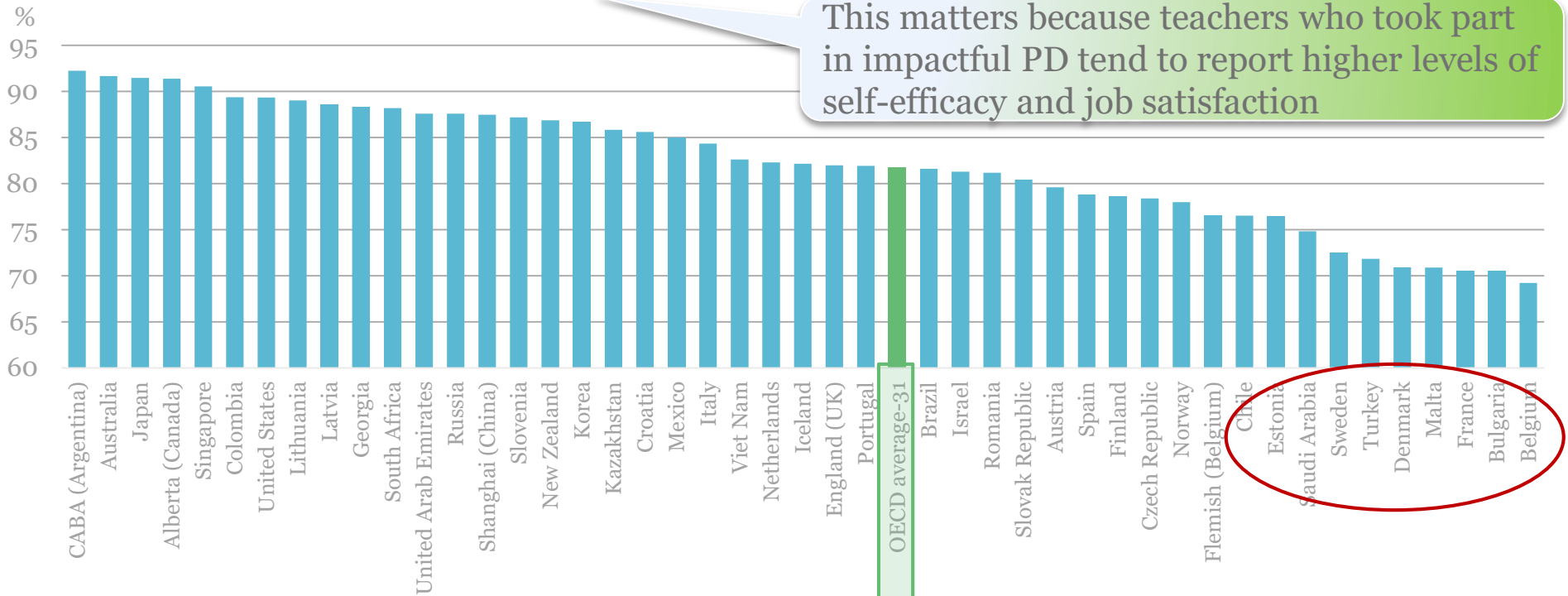
Fig I.5.1



# 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**







# 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)

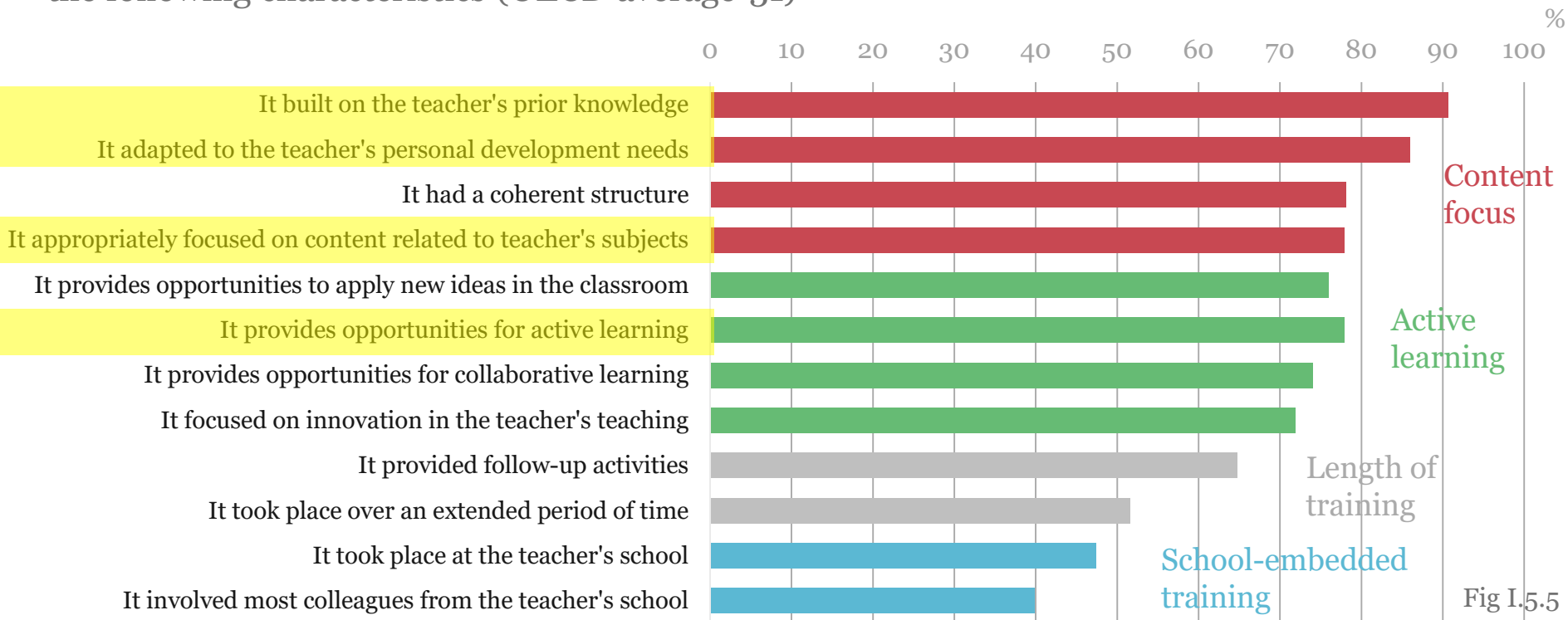


Fig I.5.5



# PD format: Type of professional development attended by teachers



Percentage of teachers who participated in the following professional development activities

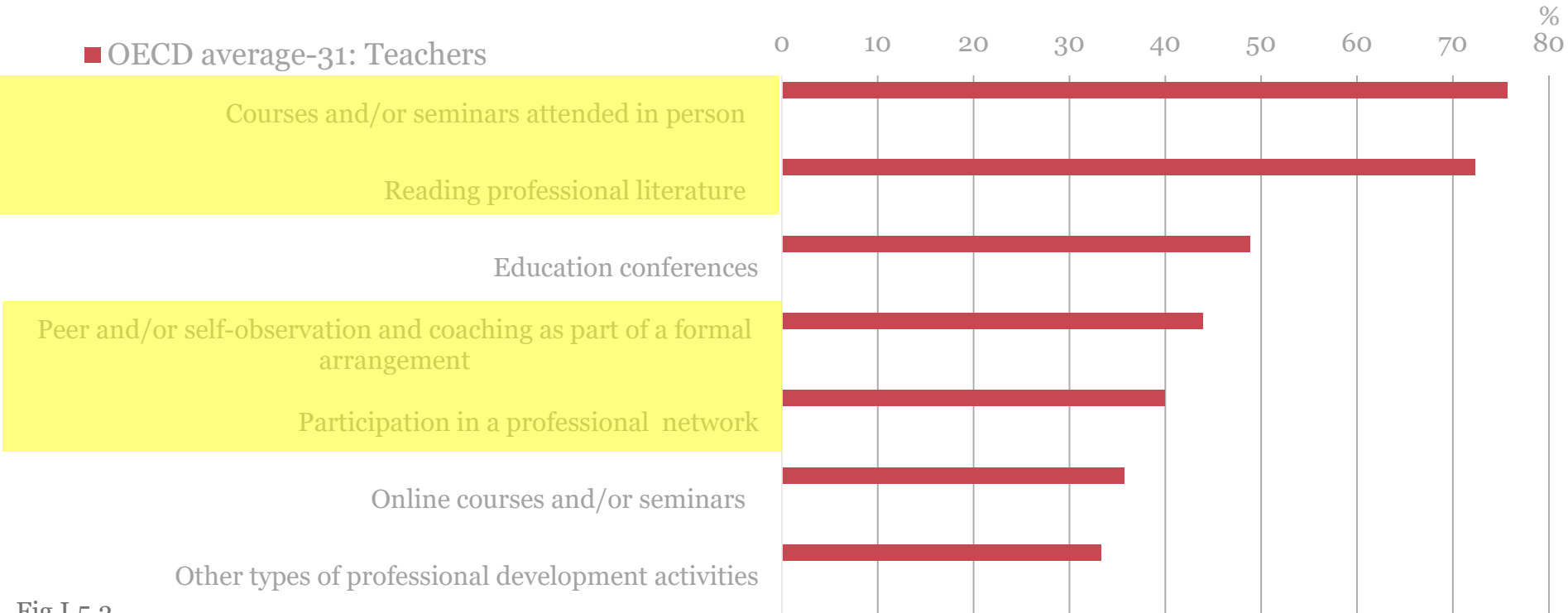


Fig I.5.3



# 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

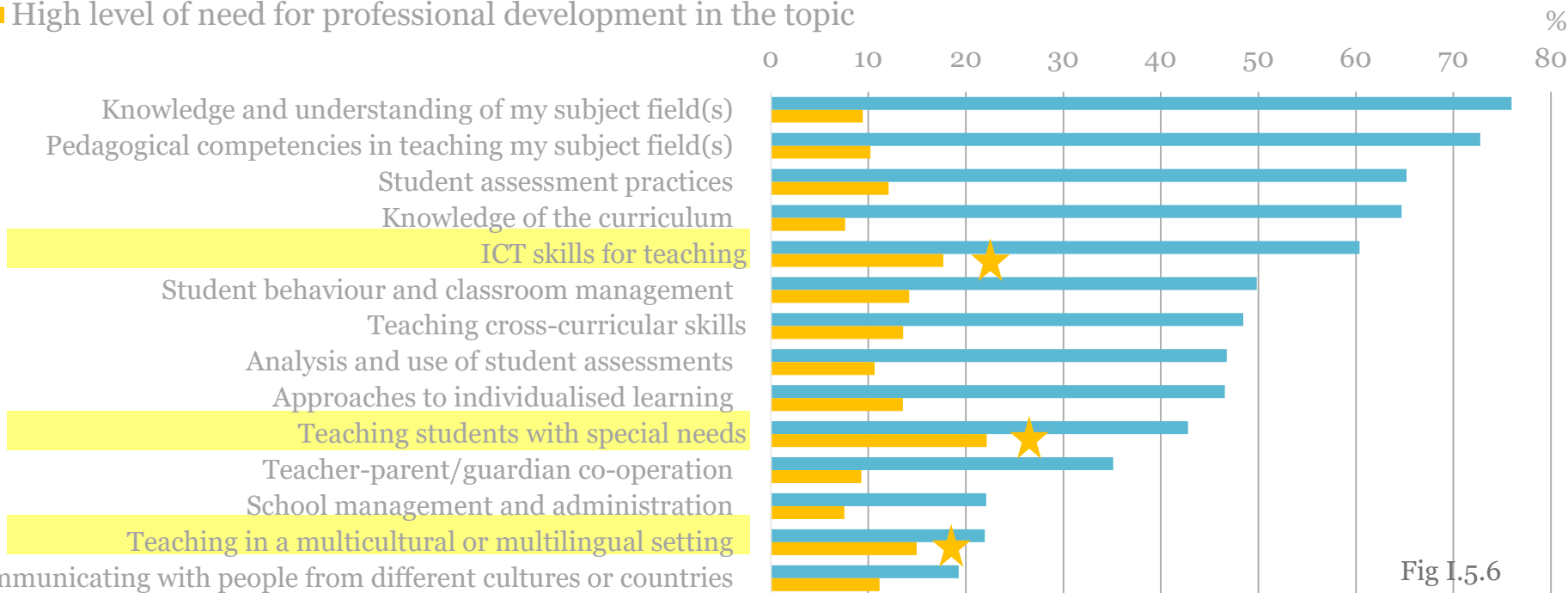


Fig I.5.6



# Barriers to participation in professional development

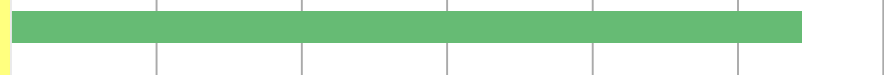


Percentage of teachers and principals reporting the following barriers to their participation in professional development

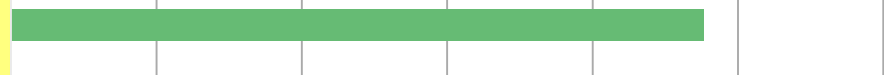
■ OECD average-31: Teachers

0 10 20 30 40 50 60 %

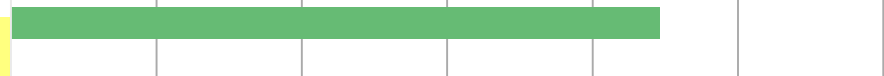
Professional development conflicts with the teacher's work schedule



There are no incentives for participating in professional development



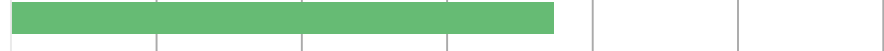
Professional development is too expensive



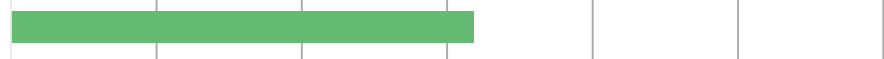
There is no relevant professional development offered



Do not have time because of family responsibilities



There is a lack of employer support



Do not have the pre-requisites



Fig I.5.14



# 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



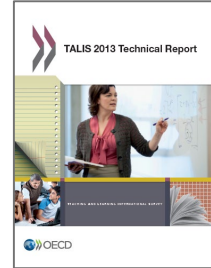


# Find out more about TALIS 2018



[www.oecd.org/education/TALIS](http://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

Email: [Karine.Tremblay@oecd.org](mailto:Karine.Tremblay@oecd.org) & [TALIS@oecd.org](mailto:TALIS@oecd.org)

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