


TEACHING AND LEARNING INTERNATIONAL SURVEY

A TEACHERS' GUIDE TO TALIS 2013




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The skills that students need to contribute effectively to society are in constant change. Yet, our education systems are not keeping up with the fast pace of the world around us. Most schools look much the same today as they did a generation ago, and teachers themselves are often not developing the practices and skills necessary to meet the diverse needs of today's learners... Recognising that education is the great equaliser in society, the challenge for all of us is to equip all teachers with the skills and tools they need to provide effective learning opportunities for their students.



Angel Gurría
OECD Secretary-General

Who are our teachers?

68% are women

91% completed university or other equivalent higher education

90% completed a teacher education or training programme

82% are employed full time and **83%** have a permanent contract

88% report that they had participated in at least one professional development activity during the 12 months prior to the survey

This teacher...

Is **43** years old, on average

Has an average of **16** years of teaching experience

Teaches in a class with **24** students, on average

Spends an average of **38** hours per week working

Who are our school leaders?

51% are men

96% completed university or other equivalent higher education

90% completed a teacher education or training programme, **85%** completed a school administration/principal training programme, and **78%** completed instructional leadership training

62% are employed full time without teaching obligations, and

35% are employed full time with teaching obligations

This school leader...

Is **52** years old, on average

Has an average of **9** years of experience as a principal and **21** years of teaching experience

Works in a school with **546** students and **45** teachers, on average

Profiles based on averages of lower secondary teachers / school leaders in TALIS-participating countries and economies



What is TALIS?

The OECD Teaching and Learning International Survey (TALIS) is a large-scale international survey that focuses on the working conditions of teachers and the learning environment in schools. TALIS, a collaboration among participating countries and economies, the OECD, an international research consortium, social partners and the European Commission, aims to provide valid, timely and comparable information to help countries review and define policies for developing a high-quality teaching workforce.

TALIS examines the ways in which teachers' work is recognised, appraised and rewarded, and assesses teachers' participation in professional development activities. The study provides insights into teachers' beliefs about and attitudes towards teaching, the pedagogical practices that they adopt, and the factors related to teachers' sense of self-efficacy and job satisfaction. TALIS also examines the roles of school leaders and the support they give their teachers.

The first cycle of TALIS was conducted in 2008 and surveyed teachers and school leaders of lower secondary education in 24 countries. In 2013, 34 countries and economies participated in TALIS.

Key features of TALIS 2013

Participating countries and economies

OECD countries: Alberta (Canada), Australia, Chile, the Czech Republic, Denmark, England (United Kingdom), Estonia, Finland, Flanders (Belgium), France, Iceland, Israel*, Italy, Japan, Korea, Mexico, the Netherlands, Norway, Poland, Portugal, the Slovak Republic, Spain, Sweden and the United States**.

Partner countries and economies: Abu Dhabi (United Arab Emirates), Brazil, Bulgaria, Croatia, Cyprus***, Latvia, Malaysia, Romania, Serbia and Singapore.

Participants

Lower secondary teachers and leaders of schools in 200 schools per country/economy were randomly selected (20 teachers and 1 school leader per school). Some 107 000 lower secondary teachers responded to the survey, representing more than 4 million teachers in more than 30 participating countries and economies.

The survey

The survey was conducted between September and December 2012 for countries in the southern hemisphere and between February and June 2013 for countries in the northern hemisphere.

The questionnaire, which took between 45 and 60 minutes to complete, either on paper or on line, covered the following issues:

- School leadership, including distributed or team leadership
- Teacher training, including professional development and initial teacher education
- Appraisal of and feedback to teachers
- Teachers' pedagogical beliefs, attitudes and teaching practices, including student-assessment practices
- Teachers' reported feelings of self-efficacy, job satisfaction and the climate in the schools and classrooms in which they work

* The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

** Data from the United States are only included in selected charts in this publication and are not included in the calculations for the international average. This is because the United States did not meet the international standards for participation rates. However, U.S. participation rates were sufficiently high to report the U.S. data independently.

*** *Note by Turkey:* The information in this document with reference to "Cyprus" relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Turkey recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Turkey shall preserve its position concerning the "Cyprus issue".

Note by all the European Union Member States of the OECD and the European Union: The Republic of Cyprus is recognised by all members of the United Nations with the exception of Turkey. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.



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eachers are at the heart of TALIS. While the survey offers a wealth of information to education policy makers, it can also be seen as a global “selfie” by teachers: a snapshot, taken by teachers themselves, of what they believe, how they work, and how they feel about the work they do. Even more, through TALIS results, teachers in one country can gain an understanding of what their peers elsewhere in their own country and in other countries are doing, and maybe even be inspired by them.

This publication not only presents the main results of TALIS 2013, it also takes those findings and, backed by the research literature on education and the large body of OECD work on education, offers insights and advice to teachers and school leaders on how they can improve teaching and learning in their schools. It is both a guide through TALIS and a handbook for building excellence into teaching.

What do teachers believe about student learning?

Teachers walk into a classroom with an established set of beliefs on how students learn. These beliefs, developed in teacher training programmes and/or through teachers’ own classroom experience, shape how teachers teach. For example, if teachers are convinced that students learn better when they are encouraged to think through and solve a problem on their own, before a teacher intervenes, then they are likely to use more active, student-centred approaches to teaching and learning, such as having students work in small groups, or requiring students to work on a project that takes more than a week to complete.

Some **93%** of teachers report that they believe that students should be allowed to think of solutions to a problem themselves before teachers show them the solution. In Italy, Norway, and Sweden, however, only between **45%** and **59%** of teachers agree that students learn best by trying to solve problems on their own.

TALIS also finds that teachers who report that they encourage their students to work in small groups frequently or in all their lessons are more likely to report that they believe strongly in student-centred learning than those who never or only occasionally have their students work in small groups. Nearly half (**47%**) of the teachers surveyed, on average, report that they frequently have their students work in small groups.

What do teachers do in the classroom?

How teachers' working hours are regulated by education authorities varies among countries; it also has an impact on their actual working hours.

Across the countries and economies that participated in TALIS, teachers report that they spend an average of **38 hours** per week working, ranging from **29 hours** in Chile and Italy to **54 hours** in Japan.

> *Chart page 9*

Ideally, teachers should spend most of their working time with students.

Teachers surveyed by TALIS report that they spend most of their working hours (an average of **19 hours** per week) teaching. This ranges from **15 hours** in Norway to **27 hours** in Chile. In most participating countries/economies, half of the teachers report that they spend **80%** or more of their lesson time on teaching and learning.

Japanese teachers report spending only **18 hours** per week teaching, which means that they spend considerably more time than their counterparts in other countries on

tasks other than teaching. By contrast, teachers in Alberta (Canada) report that they spend an average of **26 hours** per week teaching, teachers in Brazil, an average of **25 hours** per week teaching, and teachers in Chile and the United States, an average of **27 hours** per week teaching – which may mean that they have little time for other tasks, such as lesson planning, marking students' work, or meeting with students and parents. In addition, according to their reports, teachers in the United States and Alberta (Canada) work longer hours, overall, than their peers in other countries.

But as every teacher knows, there's more involved in a workweek than actual teaching.

Teachers report that they spend an average of **7 hours** per week planning or preparing lessons (from **5 hours** in Finland, Israel, Italy, the Netherlands and Poland, to **10 hours** in Croatia), an average of **5 hours** per week marking students' work (**10 hours** in Portugal and **9 hours** in Singapore), and an average of **2 hours** per week each on school management, working with parents, and extracurricular activities.

Administrative tasks and disciplining disruptive students also take time away from teaching.

In about half of the TALIS-participating countries/economies, **one in four** teachers reports spending at least **30%** of lesson time handling classroom disruptions and administrative tasks. In Brazil, Chile, Malaysia and Singapore, **one in four** teachers reports spending at least **40%** of lesson time on these tasks.

One in two teachers in Brazil, Malaysia and Singapore reports spending **15%** or more of lesson time on keeping order in the classroom. In contrast, **one in two** teachers in Bulgaria, Croatia, the Czech Republic, Estonia, Latvia, Poland and Romania reports spending **5%** or less of lesson time on keeping order. Nearly **one in three** teachers,

on average, reports losing “quite a lot of time” due to behavioural problems or waiting for students to settle down. Just over **one in four** teachers (**26%**) report that there is a lot of disruptive noise in their classrooms.

The climate in the classroom has a strong impact on how confident teachers feel about their own ability to teach and on their overall job satisfaction.

TALIS finds that teachers who report that they teach classes where more than **one in ten** students are low academic achievers or have behavioural problems report significantly less confidence in their teaching abilities (lower self-efficacy) and report less job satisfaction.

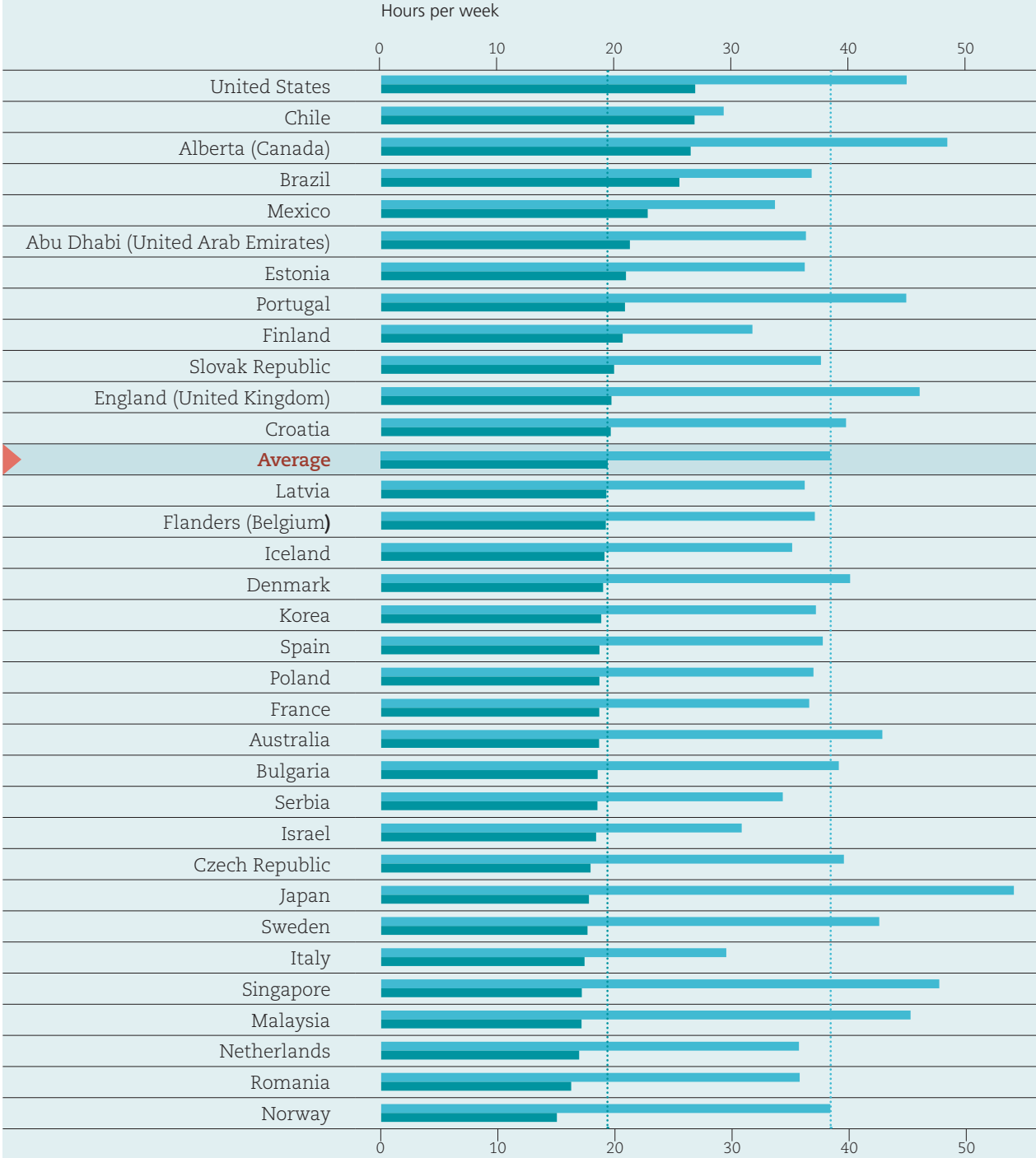
What teachers can do

- Expand their knowledge of pedagogy in the subjects they teach; that may free them to explore the use of active, student-centred teaching practices, such as having students work in small groups or having them work on projects that take longer than a week to complete.
- Engage in some kind of professional development activity – whether attending workshops and conferences, observing other teachers, individual or collaborative research, or mentoring – as TALIS results show that teachers who do engage in these types of activities are more likely to use student-centred teaching practices.
- Participate in mentoring systems to enhance co-operation among colleagues, build trust and promote a positive school climate. Co-operation is not only a way of sharing and comparing teaching practices, it can also lead to the development of more effective responses to student misbehaviour and disruptions in class.
- Report to the school leader on daily or weekly inefficiencies, such as administrative tasks that might be performed by support staff or automated, so that more time can be devoted to teaching.

Average hours spent working and teaching per week

Average number of 60-minute hours teachers report that they spent on teaching during the most recent complete calendar week

■ Total working hours
■ Hours spent on teaching



Countries are ranked in descending order of hours spent on teaching.
 Source: OECD, TALIS 2013 Database.

How do school leaders support their teachers?

School principals are the link between teachers, students and their parents or guardians, the education system and the wider community. Many also see principals as contributing to student achievement through their impact on how the school is organised, on the climate in the school and, especially, on teachers and teaching. School leaders can set the tone for teachers by encouraging teachers to co-operate with each other to develop new teaching practices and take responsibility for improving their teaching skills, and by ensuring that teachers feel responsible for their students' learning outcomes. These practices are part of what is known as instructional leadership, which is considered by many educators to be the most important of all principals' tasks.

By encouraging teachers to learn from one another, principals help teachers to keep their teaching methods up-to-date and may also help to develop more collaboration among teachers in their schools.

TALIS finds that an average of **64%** of principals report that they frequently take action to support co-operation among teachers to develop new teaching practices. In Chile, Malaysia, Romania, Serbia, the Slovak Republic and Abu Dhabi (United Arab Emirates), between **80%** and **98%** of principals report that they frequently support co-operation among their teachers to develop new practices, while in Denmark, Estonia, Japan, the Netherlands and Flanders (Belgium), more than **50%** of principals report that they never, rarely or only sometimes do this.

TALIS also finds that when principals exhibit greater instructional leadership, they are also more likely to develop a professional development plan for their school (this relationship was observed in **13 countries**), sit in on classes and observe them as part of a formal teacher appraisal system (**20 countries**), and report there is a high level of mutual respect among colleagues at the school (**19 countries**). These principals also tend to spend more time on curriculum and teaching-related tasks.

What school leaders can do

- Participate in instructional leadership training. More than one in five (22%) principals report that they had never participated in instructional training, and 31% report that they had, but only after becoming a principal.
- Give teachers the opportunity to participate in professional development activities, both

those related to improving their practice and those that focus on using class time effectively. These activities can – and should – include collaboration and mentoring activities within the school itself. They build trust, encourage co-operation and promote a positive school climate.

Teacher co-operation

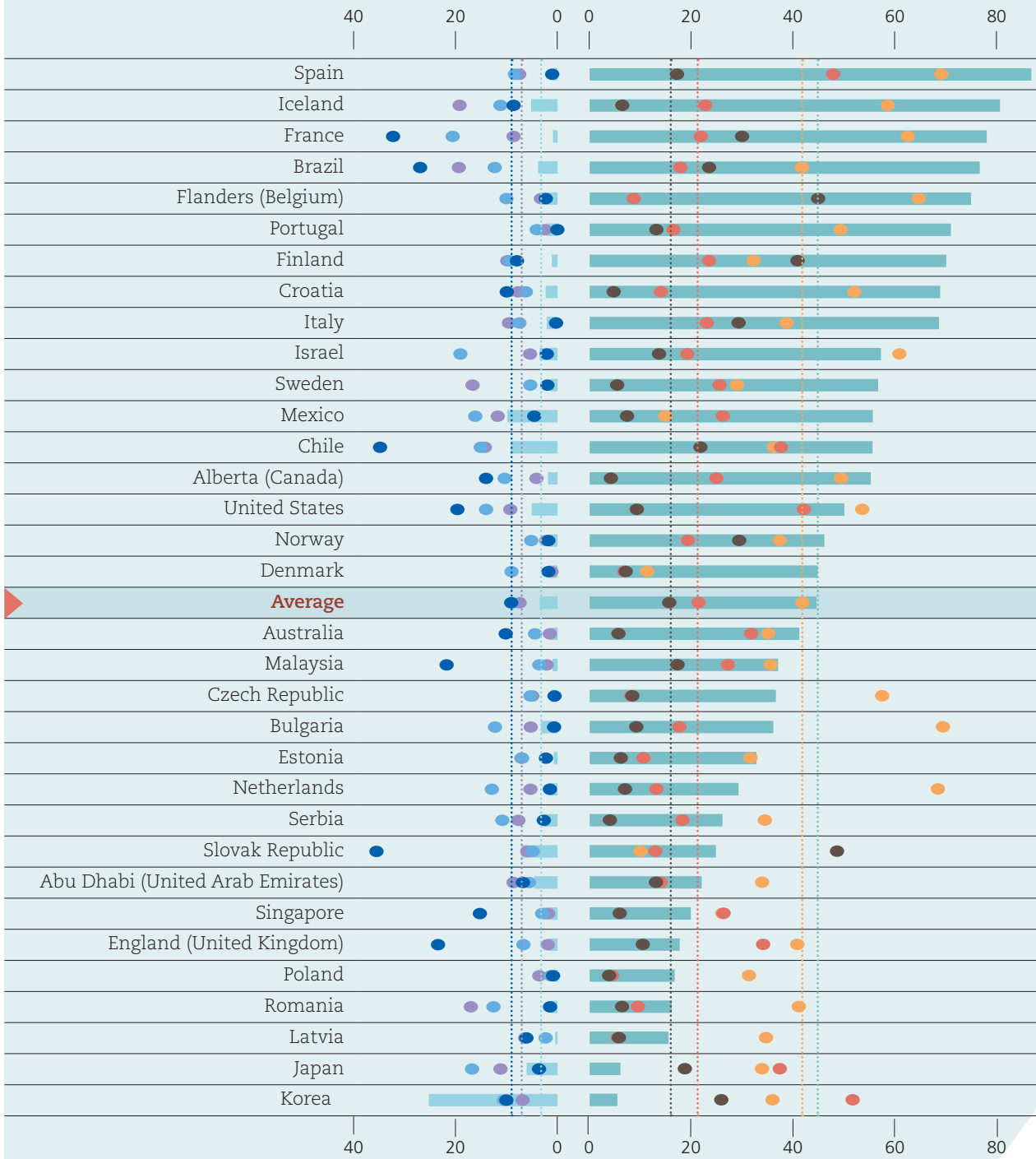
Percentage of lower secondary teachers who report that they

Exchange and co-ordination for teaching

- Never engage in discussions about the learning development of specific students
- Never exchange teaching materials with colleagues
- Never work with other teachers in the school to ensure common standards in evaluations for assessing student progress
- Never attend team conferences

Professional collaboration

- Never observe other teachers' classes and provide feedback
- Never teach as a team in the same class
- Never engage in joint activities across different classes and age groups (e.g. projects)
- Never take part in collaborative professional learning



Countries are ranked in descending order of the percentage of teachers who report that they never observe other teachers' classes and provide feedback. Source: OECD, TALIS 2013 Database.

To what extent do teachers participate in professional development activities?

No matter how good initial teacher education is, it cannot be expected to prepare teachers for all the challenges they will face during their first job as a teacher. Induction and mentoring programmes can provide teachers new to a school or new to teaching with invaluable assistance as they face their first students.

TALIS results find that around **75%** of teachers work in schools whose principals report that informal induction programmes are offered, and the same proportion work in schools whose principals report that mentoring programmes are available. In Australia, Malaysia, the Netherlands, Singapore, England (United Kingdom) and Flanders (Belgium), formal induction programmes are virtually universal for all teachers new to a school. While at least **nine out of ten** teachers in Australia, Finland, Iceland, Malaysia, Singapore and Flanders (Belgium) are in schools that offer informal induction activities for new teachers, fewer than **40%** teachers in Japan and Mexico work in schools that offer these activities.

But only around **one in two** teachers reports that he or she had participated in a formal induction programme. This indicates a significant difference between the reported availability of these programmes and teachers' participation in them.

Some **14%** of teachers, on average, report that they currently serve as mentors for other teachers; but in **19** participating countries and economies, fewer than **one in ten** teachers reports that he or she currently enjoys the support of a mentor.

> Charts pages 14 and 16

But for teachers, learning doesn't stop once teaching begins. Professional development, at all points in a teacher's career, is necessary to keep up with changing research, tools, practices and students' needs. And there is no better way to communicate to students the importance of lifelong learning than by teachers, themselves, setting the example of being lifelong learners.

Nearly nine in ten (**88%**) teachers report that they had participated in at least one professional development activity during the **12 months** prior to the survey. Some **71%** report that they had participated in at least one course or workshop, **44%** report that they had attended an education conference or seminar, and **37%** report that they had participated in a teacher network.

What teachers can do

- Participate in induction programmes, mentoring programmes and other professional development activities when they're offered.
- If these programmes are not offered in the school, encourage school leaders to make them available. These activities do not have to be costly or involve external experts. For example, collaboration among teachers

within a school can result in effective mentoring systems. Teachers should participate, both as mentors and as mentees, regardless of their level of work experience. They could also form or join already established collaborative research groups and teacher networks, and/or simply observe their colleagues as they teach.

Large proportions of teachers report that they had participated in professional development activities that focused on their knowledge and understanding of their subject (73%) or that focused on their pedagogical skills in teaching their subject (68%). And in almost all TALIS-participating countries and economies, around **nine in ten** teachers report that the professional development activity that focused on their knowledge and understanding of their subject and on their pedagogical skills had a moderate or large positive impact on their teaching.

Some 22% of teachers report that they would like more professional development activities related to teaching students with special needs (in Brazil, 60% of teachers report so, and in Mexico, 47% of teachers do). Yet only 32% of teachers report that they had participated in such activities. The second and third most often cited areas for further learning are related to teaching with information and communication technologies (ICT) (19% of teachers so report) and to using new technologies in the workplace (18% of teachers).

> Chart page 15

But what accounts for the discrepancy between the availability of professional development activities and teachers' participation in them?

TALIS finds that, across participating countries and economies, teachers most often cite conflicts with their work schedule (51% of teachers) and a lack of incentives (48%) as barriers to participating in professional development activities.

At least three out of four teachers in Japan (86%), Korea (83%) and Portugal (75%) cite conflicts with their work schedule, while large proportions of teachers in Italy (83%), Portugal (85%) and Spain (80%) report a lack of incentives for participating. Some 44% of teachers, on average, consider professional development activities to be too expensive.

> Chart page 16

What school leaders can do

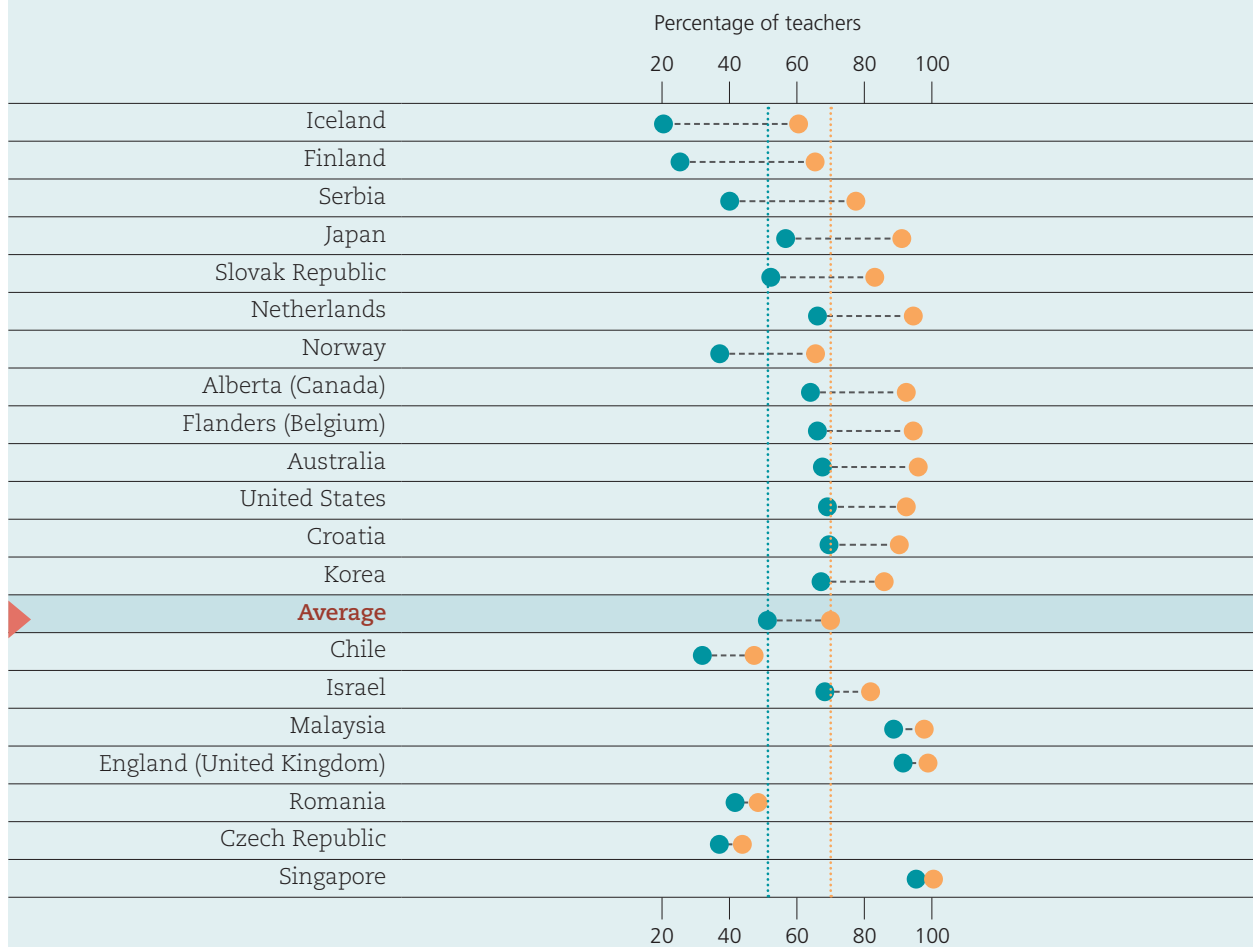
- Offer formal induction programmes to all new teachers.
- Encourage teachers to participate in mentoring programmes. School leaders should give teachers the time to participate in these programmes and arrange pairings of mentors/mentees who teach the same subject.
- Give teachers the support they need to participate in professional development activities. Such support can include paying fees, scheduling

time for training during the school day, modifying the school schedule to allow for team-teaching or peer observation and feedback, and recognising teachers' participation in these activities in front of the teachers' colleagues. Creating opportunities for professional development activities within the school or among nearby schools can be a relatively inexpensive way of promoting lifelong learning and fostering co-operation among teachers.

New teachers' access to and participation in formal induction programmes

Percentage of lower secondary teachers who have less than three years of experience at their school and less than three years of experience as a teacher who are working in schools whose principal reports that teachers have access to formal induction programmes, and the percentage of these teachers who report that they have participated in such programmes^{1,2}

● Access
● Participation

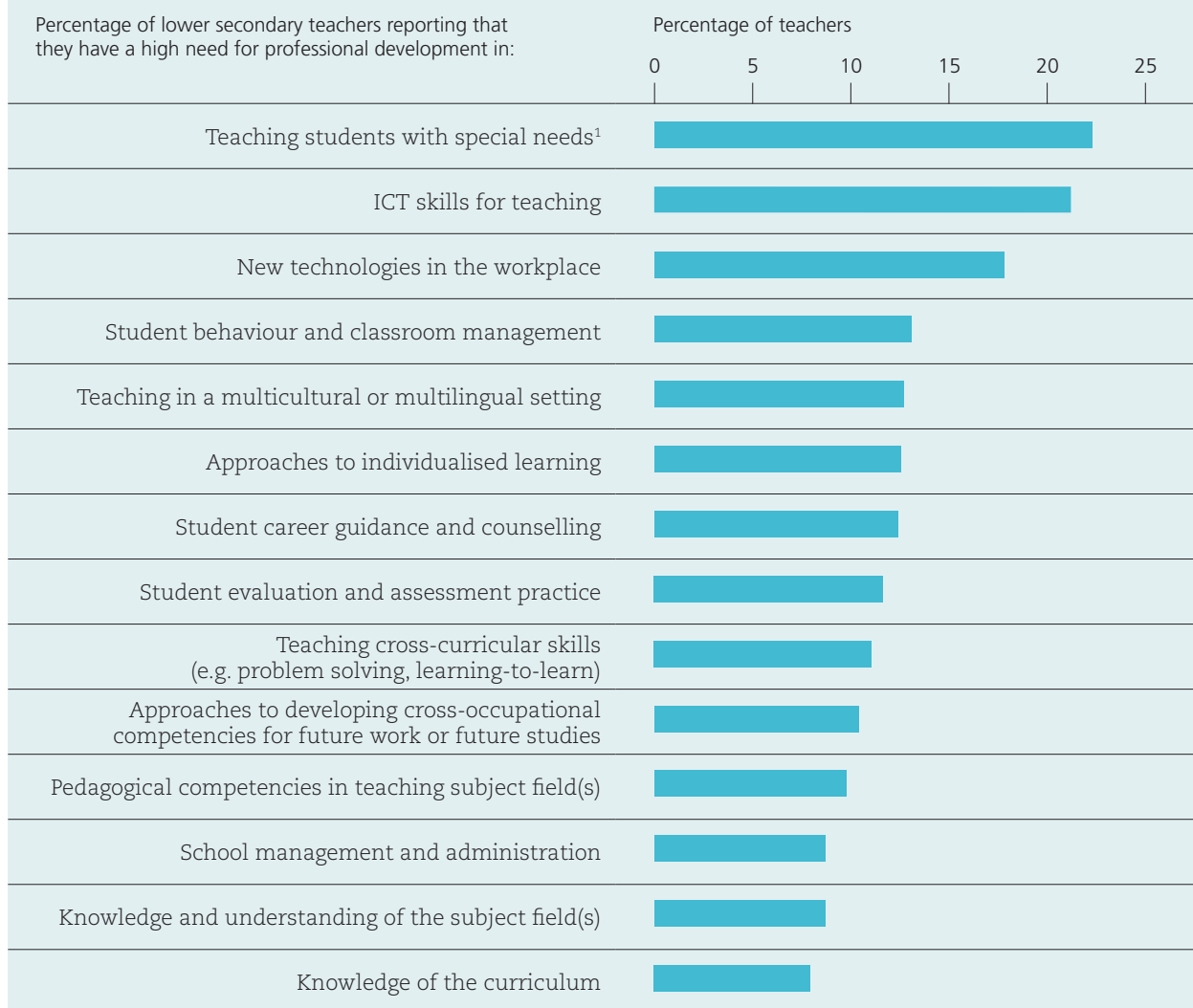


Countries are ranked in descending order of the gap between access to and participation in induction programmes. Countries are not presented in this graph if the percentage of teachers with less than three years of experience at their school and less than three years of experience as a teacher is below 5%.

1. Data on access to induction programmes are derived from the principal questionnaire, while data on participation are derived from the teacher questionnaire. Teachers were asked about their participation in an induction programme in their first regular employment as a teacher.
2. Data presented in this graph are for formal induction programmes only, meaning that they do not consider participation in or access to informal induction activities that are not part of an induction programme or a general and/or administrative introduction to the school.

Source: OECD, TALIS 2013 Database.

Teachers' needs for professional development

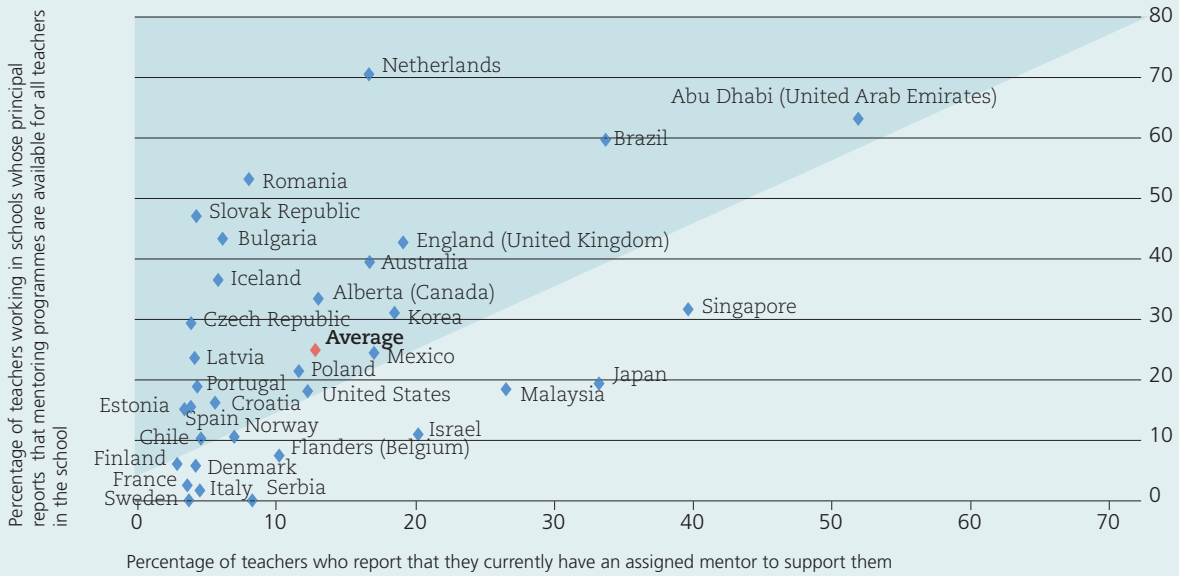


Items are ranked in descending order of the percentage of teachers reporting that they have a high need for professional development.

1. "Special needs students" are not well defined internationally but usually cover those for whom a special learning need has been formally identified because they are mentally, physically or emotionally disadvantaged. Often, special needs students will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education. "Gifted students" are not considered to have special needs under the definition used here and in other OECD work. Some teachers perceive all students as unique learners and thus have some special learning needs. That is why a formal identification is stressed above.

Source: OECD, TALIS 2013 Database.

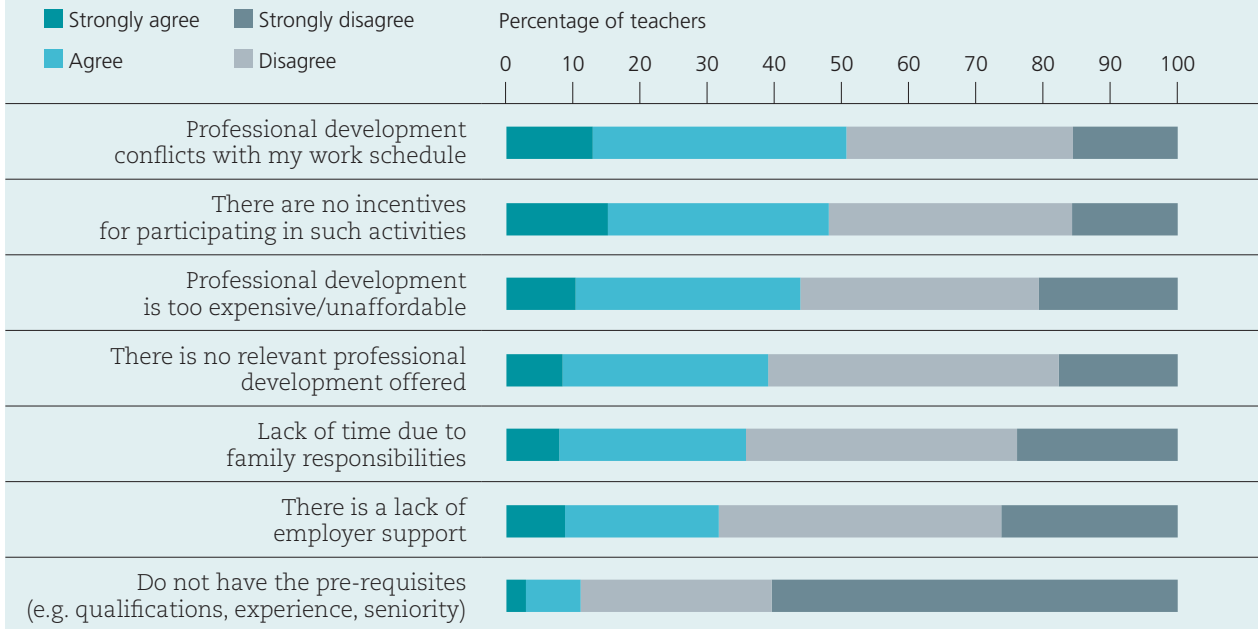
Availability of and participation in mentoring activities



Source: OECD, TALIS 2013 Database.

Barriers to participation in professional development

Percentage of lower secondary teachers who "strongly disagree", "disagree", "agree" or "strongly agree" with the following statements:



Barriers to teachers' participation in professional development activities are ranked in descending order of the percentage of teachers who "agree" or "strongly agree" with the statements.

Source: OECD, TALIS 2013 Database.

To what extent do schools use teacher appraisals?

Appraising teachers and providing them with feedback about their practices recognises and celebrates great teaching even as it challenges teachers to confront and address their weaknesses. Constructive and fair teacher appraisal and feedback have been shown to have a positive effect on teachers' job satisfaction and on their feelings of self-efficacy.

Some **88%** of teachers, on average, report that they receive feedback in their school. But in Denmark, Finland, Iceland, Italy, Spain and Sweden between **22%** and **45%** of teachers report that they have never received feedback in their current school.

More than one in two teachers (**54%**, on average) report receiving feedback from their school principal; slightly

fewer (**49%**) report that they receive feedback from members of the school management team. Meanwhile, fewer than one in two teachers (**42%**) reports that he or she receives feedback from other teachers, and only **29%** of teachers report that they receive feedback from individuals or bodies external to their schools.

Nearly **80%** of teachers, on average, report that they receive feedback following some sort of classroom observation; but fewer than one in two teachers in Finland, Iceland, Italy and Spain reports receiving feedback following a classroom observation. In these countries, comparatively small proportions of teachers report that they receive any feedback in their school.

> Chart page 19

What teachers can do

- Regard appraisals and feedback as tools to improve teaching practices to, in turn, improve student learning.
- Work with other teachers to develop a system of peer feedback on all aspects of teaching, from lesson planning and classroom practice to student evaluation.

Appraising teachers and offering them feedback on their work is essential for improving individual teachers' performance in class; but these practices are only effective if they are tied to real and meaningful consequences.

TALIS results find that while teacher feedback is related to changes in job responsibilities for most teachers, and career advancement for just over **one in three** teachers, on average, fewer teachers report that it is linked to their salary. On average, only **one in four** teachers reports that the feedback that he or she receives has had a moderate or large positive impact on his or her salary or that he or she has received a financial bonus as a result of feedback.

On average across TALIS-participating countries and economies, **62%** of teachers report that the feedback

they receive in their school leads to moderate or large positive changes in their teaching practices: more than one in two teachers report moderate to large improvements in their use of student assessments (**59%**) and in classroom management practices (**56%**), and **45%** of teachers report moderate or large improvements in the methods they use for teaching students with special needs.

However, **43%** of teachers, on average across TALIS-participating countries and economies, report that the teacher appraisal and feedback system in their school has little impact on classroom teaching. Slightly more than one in two teachers report that teacher appraisal and feedback is largely undertaken to fulfil administrative requirements.

> *Chart page 20*

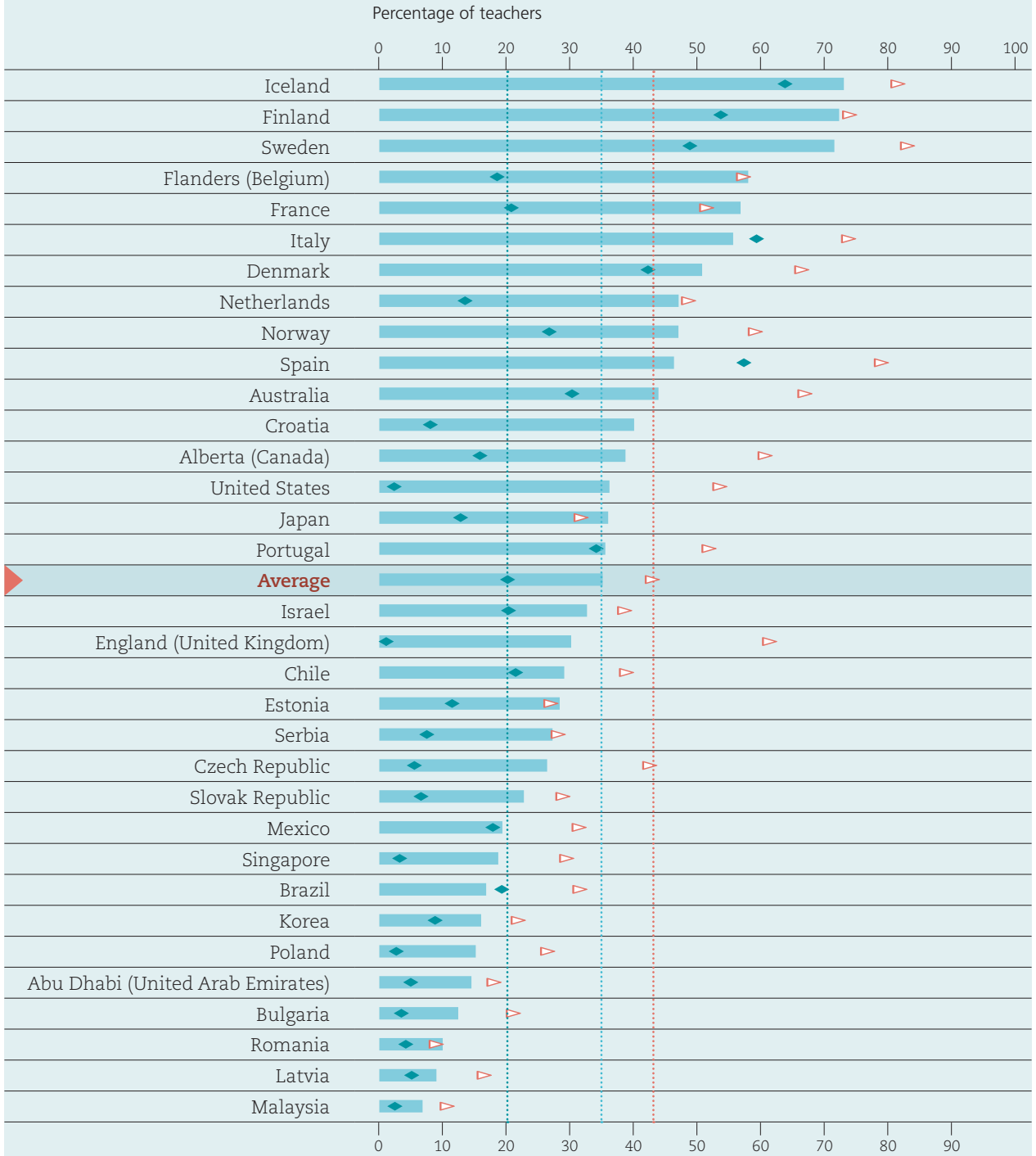
What school leaders can do

- Foster a climate in which peer appraisal, in addition to direct feedback from the school leader or school management team, can take place. Collaborative exchanges among teachers offer good opportunities for teachers to learn about their own practice and find support for professional development.
- Help teachers identify their individual professional development needs and incorporate these into the school's priorities.

Teachers who report that they have never received feedback

Percentage of lower secondary teachers who report that they have not received feedback from certain appraisal practices

- Analysis of students' test scores
- ◆ Direct classroom observation
- ▷ Assessment of content knowledge

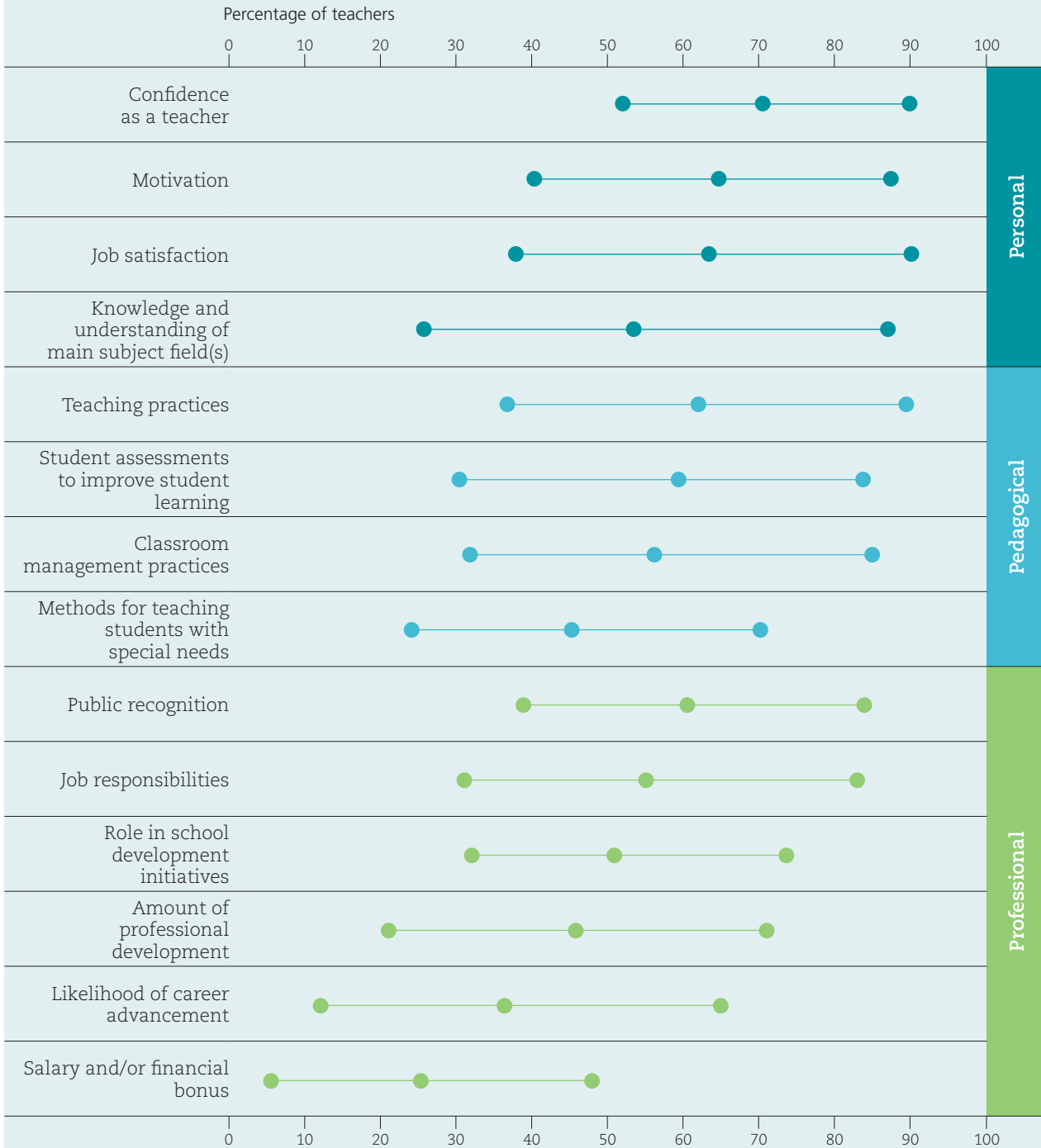


Items are ranked in descending order of the percentage of teachers who report that they have never received feedback after an analysis of students' test scores.

Source: OECD, TALIS 2013 Database.

Outcomes of teacher feedback

Percentage of lower secondary teachers who report a “moderate” or “large” positive change in the following after they receive feedback on their work at their school:¹



1. Dots represent the lowest and highest values among participating countries. The middle dot represents the international average.

Outcomes are ranked in descending order, in each group of outcomes, of the average percentage of teachers who report a “moderate” or “large” positive change in the selected areas after they receive feedback on their work at their school.

Source: OECD, TALIS 2013 Database.

Do our teachers feel confident in their ability to teach?

While TALIS doesn't – and can't – measure teachers' effectiveness in the classroom, it does ask teachers to describe their ability to manage their classes, provide instruction, and engage their students in learning. Research has shown that when teachers are more confident about their own abilities to teach (greater self-efficacy) their students tend to do better in school and are more motivated to learn, and the teachers, themselves, tend to use more effective instructional practices, have greater enthusiasm for, and are more committed to, teaching, and report greater job satisfaction. Equally, lower levels of self-efficacy among teachers are related to more problems with student misbehaviour, pessimism about student learning, greater job-related stress, and less job satisfaction.

In the majority of TALIS-participating countries and economies, between 80% and 92% of teachers, on average, answer survey questions in a way that suggests that they have high levels of self-efficacy. Teachers in the Czech Republic, Japan, Korea, Norway and Spain, however, report less self-efficacy than average in several areas of their practice.

In general, the more years of teaching experience, the greater the sense of self-efficacy.

In most countries, more experienced teachers tend to report greater self-efficacy: in Denmark, France, Italy, Japan, Latvia, Singapore, Sweden, Abu Dhabi (United Arab Emirates), Alberta (Canada) and Flanders (Belgium), teachers' sense of self-efficacy is much higher among those with more than five years of teaching experience compared to their less-experienced colleagues.

With debate about the ideal class size still raging in many countries, TALIS finds that, when it comes to teachers' self-efficacy, it's not the number of students but the kinds of students in their classes that has the strongest impact on teachers' feelings of self-confidence.

Class size seems to have only a minimal impact on teaching efficacy in just a few countries. But in many TALIS-participating countries and economies, teachers who report that they teach classes where more than one in ten students are low academic achievers or have behavioural problems also report significantly lower levels of self-efficacy.

TALIS results also show that, in many countries, the lower levels of self-efficacy that teachers report when they teach classes with larger proportions of low achievers or students with behavioural problems stem largely from the fact that they have to spend more time keeping order in the class – and thus, necessarily, less time actually teaching.

The quality of the relationships teachers have with their colleagues and their students also affects their self-confidence.

In all TALIS-participating countries, when teachers report more positive relationships with students and collaborative relationships with other teachers, they also report significantly higher levels of self-efficacy. In fact, in many countries, the association with self-efficacy is stronger with teacher-teacher relations than with teacher-student relations.

Indeed, TALIS results show that good interpersonal relations in school can at least partly offset the negative impact on teachers' sense of self-efficacy of teaching classes with significant proportions of low-achievers or students with behavioural problems.

In Brazil, France, Italy, Mexico, Portugal, Romania, Serbia, Spain and Abu Dhabi (United Arab Emirates), the strength of the association between self-efficacy and teaching more low-achievers is weaker or no longer significant when teachers have good working relationships with their colleagues and students. In Australia, Croatia, the Czech Republic, Denmark, Israel, Poland, Portugal, Romania, Spain, Abu Dhabi (United Arab Emirates) and England (United Kingdom), the association between self-efficacy and teaching more students with behavioural problems is also weaker when teachers have good working relationships in school.

When teachers have a say in how their school functions, they also tend to express higher levels of self-efficacy.

In 20 countries, teachers who agree that staff at their school are given opportunities to participate in decision making report greater self-efficacy.

Being well-prepared for teaching by participating in professional development activities, particularly those that focus on classroom management, instruction, and student engagement with learning, also has a positive impact on teachers' self-efficacy.

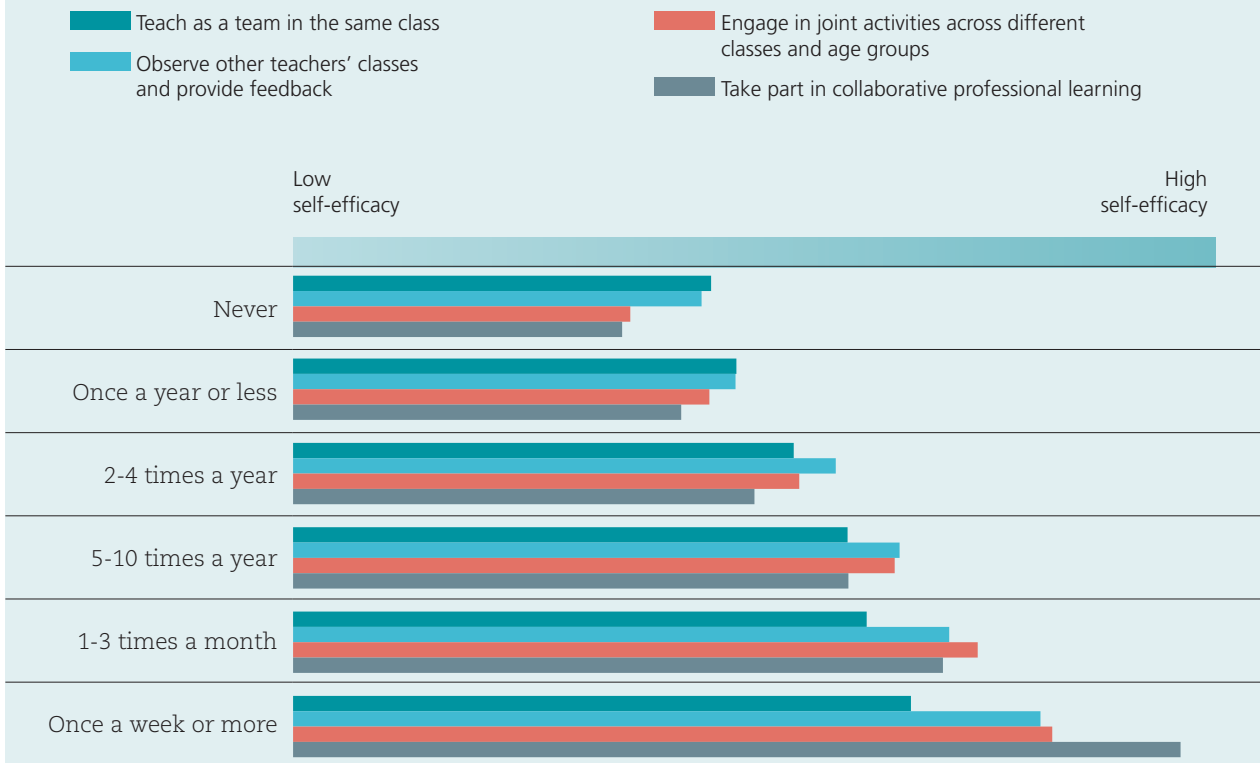
In 14 of the TALIS-participating countries, teachers who report that they had participated in a formal induction programme also report higher levels of self-efficacy; but in France, teachers who report that they had participated in such programmes report lower levels of self-efficacy. In Chile, the Czech Republic, Latvia and Norway, the relationship between self-efficacy and participation in a formal induction programme is moderately strong, while it is particularly strong in Poland.

While participating in a mentoring system does not seem to be consistently related to greater self-efficacy, acting as a mentor tends to be related to higher levels of self-efficacy than being mentored. This relationship is particularly strong in France, Japan and Korea, where teachers who report that they are mentors to their colleagues also report much higher levels of self-efficacy.

TALIS finds that teachers who collaborate more with their colleagues – teaching jointly in the same class, observing and providing feedback on each other's classes, engaging in joint activities across different classes and age groups, and taking part in collaborative professional learning – report a greater sense of self-efficacy.

In most countries, the association between teachers' self-efficacy and most collaborative activities is positive. Indeed, the association between teachers' self-efficacy and participating in collaborative professional learning activities is strong, particularly in Bulgaria, Chile, Estonia, Finland, Israel and Korea.

Teachers' self-efficacy and professional collaboration



Source: OECD, TALIS 2013 Database.

Do our teachers derive satisfaction from their daily work, and from being teachers?

While more than nine out of ten (91%) teachers across TALIS-participating countries and economies report that, overall, they are satisfied with their jobs, and nearly eight in ten (78%) report that, if they had to make the decision again, they'd still choose to become teachers, fewer than one in three teachers believes that teaching is a valued profession in society. This perception can have a chilling effect on recruiting and retaining high-quality candidates for the teaching profession; but it is not immutable: in all but one TALIS country, teachers who participate more in decision making in their school are also more likely to report that society values the teaching profession.

In Croatia, France, the Slovak Republic, Spain and Sweden, fewer than one in ten teachers believes that teaching is a valued profession. By contrast, in Korea, Malaysia, Singapore and Abu Dhabi (United Arab Emirates), at least two out of three teachers report that they believe their society values teaching as a profession.

Not surprisingly, TALIS finds that, as with the sense of self-efficacy, teachers who report that they teach classes with large proportions of low-achievers or students with behavioural problems also report less job satisfaction. And, as with teachers' self-confidence in their teaching abilities, much, if not all, of teachers' dissatisfaction in the face of such challenging classrooms stems from

the amount of time they have to spend managing unmotivated or disruptive students.

However, TALIS also finds that, in these cases, the negative impact of these students' behaviour on teachers' job satisfaction can be mitigated when teachers have good relations with their colleagues and students.

In fact, TALIS results show that having good relations with students has a stronger impact on teachers' job satisfaction than having good relations with other teachers.

> *Chart page 25*

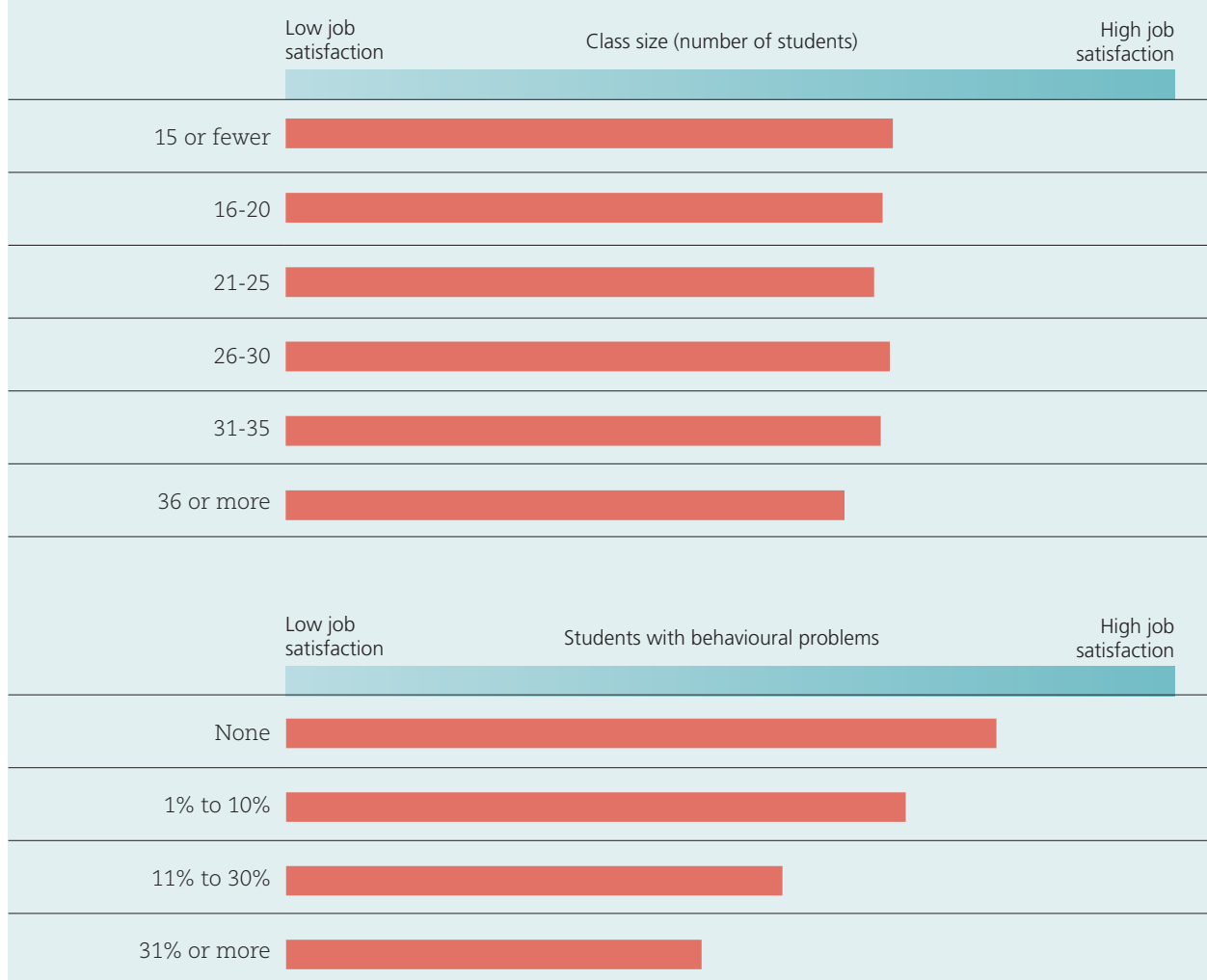
TALIS results show that teachers in most participating countries report greater job satisfaction when they receive feedback about classroom management and when they are appraised by at least two evaluators. TALIS also finds that teachers who believe that appraisal and feedback have an impact on their teaching practices also report greater job satisfaction.

In Bulgaria, the Czech Republic, Italy, Malaysia, Mexico, Norway, Poland, Romania, Singapore, Abu Dhabi (United Arab Emirates) and England (United Kingdom), the relationship between job satisfaction and teachers' perception that feedback influences their classroom practice is strong. By contrast, in all TALIS-participating countries and economies, when teachers perceive that appraisal and feedback are only administrative exercises, their job satisfaction plummets.

What teachers can do

- Be open to working together with colleagues and school leaders. If formal collaborative activities aren't already established, take the initiative to create them.
- Consider team teaching as a way of approaching classroom management, particularly when there are large numbers of students with behavioural problems in class.
- Take advantage of professional development opportunities, especially if they are provided in the school and involve colleagues.

Teachers' job satisfaction and class composition



Note: Data on class size and students with behavioural problems are reported by teachers and refer to a randomly chosen class they currently teach.

Source: OECD, TALIS 2013 Database.

As for most professionals, teachers derive the most satisfaction from their work when they feel that they are treated as professionals, when their opinions are sought and valued, and when they feel they have a say in how they work.

TALIS finds that, across all participating countries, when teachers report that they are given opportunities to participate in decision making at school they also report higher job satisfaction.

Similarly, when teachers work closely with their colleagues, whether teaching or learning together, job satisfaction increases substantially.

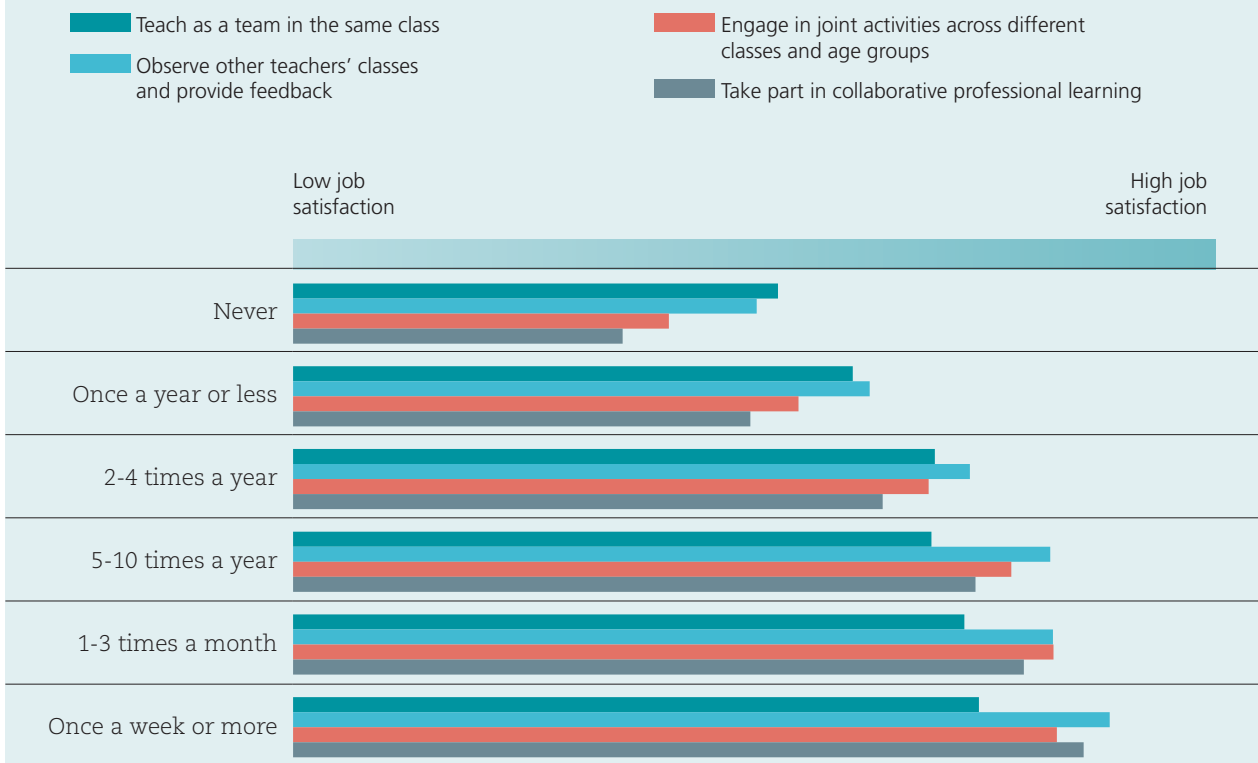
As with teacher self-efficacy, the strongest association between job satisfaction and collaboration with colleagues involves participating in collaborative professional learning activities. This relationship is observed in 2 out of 3 participating countries/economies. In Brazil and Chile, this association appears to be exceptionally strong.

> *Chart page 27*

What school leaders can do

- Develop meaningful appraisal and feedback systems that are linked to teachers' practice and, ultimately, to improving teaching and learning.
- Give teachers a say in how the school is managed. Teachers who report that they are given opportunities to participate in decision making at school also report higher levels of job satisfaction in all TALIS-participating countries and, in most countries, a greater sense of self-efficacy. Teachers are on the "front lines" of learning, and so may have a better idea than school leaders of how the curriculum is actually translated in class and how students are performing.
- Provide opportunities and support to build relationships within the school. This support could be in the form of a physical space where teachers can meet or by setting aside time away from class or administrative work to allow teachers to meet and develop relationships with students or colleagues.
- Encourage collaboration among teachers. TALIS data show that teachers benefit from collaboration with their colleagues, whether in professional development activities or team teaching. While collaboration may require adjustments to teachers' schedules, the benefits to teachers' practices – and to teachers' morale – are likely to outweigh any administrative inconveniences.

Teachers' job satisfaction and professional collaboration



Source: OECD, TALIS 2013 Database.

Consult *TALIS 2013 Results: An International Perspective on Teaching and Learning* on line at:
<http://dx.doi.org/10.1787/9789264196261-en>.

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