



A Teachers' Guide to TALIS 2018

Volume II



Foreword

“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

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

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What is TALIS?

The Teaching and Learning International Survey (TALIS), established in 2008, is the first major international survey of teachers and school leaders on different aspects that affect student learning. It gives a voice to teachers and school leaders, allowing them to provide input into educational policy analysis and development in key areas.

The international target population for TALIS 2018 is lower secondary teachers and their school leaders in mainstream public and private schools. In each country, a representative sample of 4 000 teachers and their school principals from 200 schools was randomly selected for the 2018 study. Across all survey

components, approximately 260 000 teachers responded to the survey, representing more than 8 million teachers in 48 participating countries and economies.

An OECD average is estimated based on the arithmetic average of lower secondary teacher data across the 31 OECD countries and economies participating in TALIS. In the case of principals, an OECD average is estimated based on the arithmetic average across 30 OECD countries and economies in TALIS.

More information is available at www.oecd.org/education/talis



Encouraging strong leadership throughout the school

Successful schools are ones in which all staff work towards a common vision centred around creating the best learning opportunities for their students. Teachers and school leaders need to agree on common objectives and share in the decision-making required to achieve those objectives. By instituting a system of distributed leadership that incorporates staff, parents and students in school decisions, school leaders can increase leadership capacity throughout their school so that everyone works as a team, pulling in the same direction.

The OECD Teaching and Learning International Survey (TALIS) finds that on average, teachers across countries are involved in decision-making at their school, for most issues. Nearly all school principals surveyed (98%) report that staff teachers have the opportunity to participate in school decisions. On average in OECD countries and economies, teachers are not able to take part in all school-level

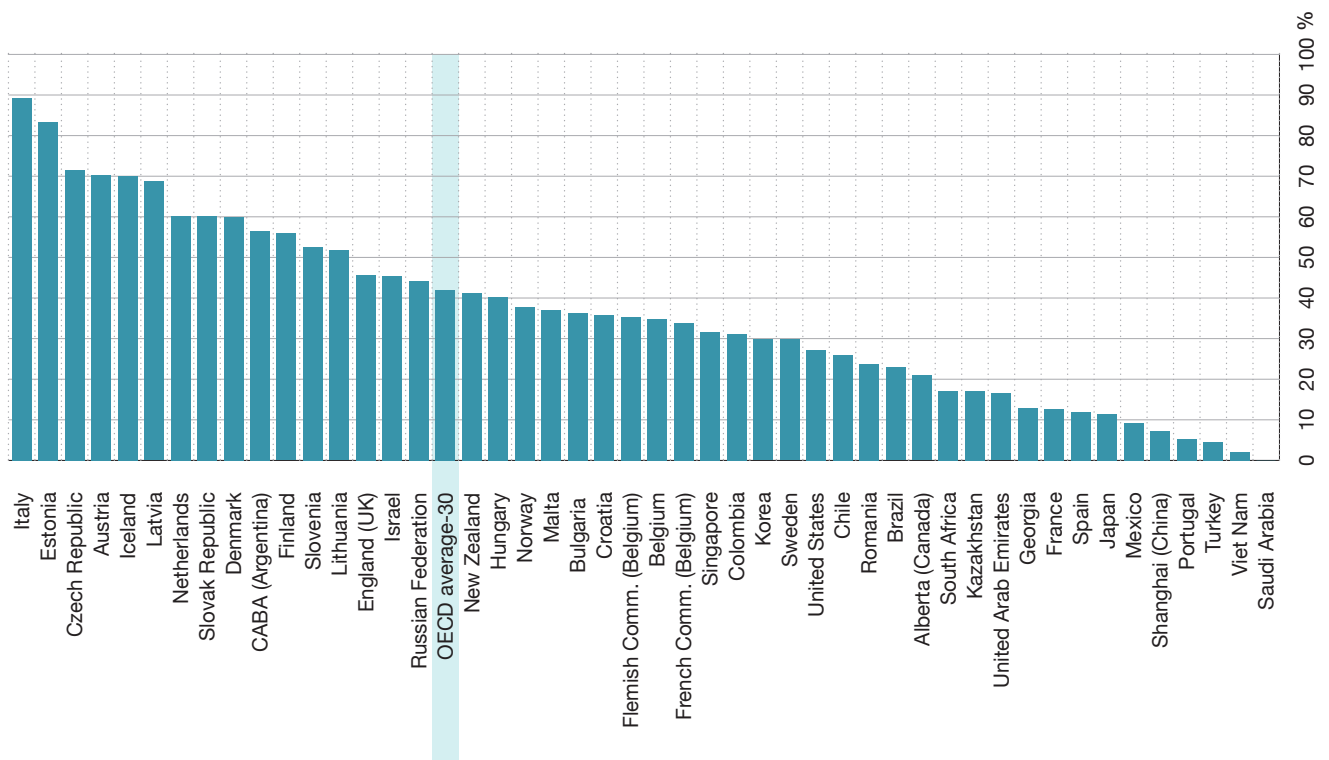
decision-making, however; across countries, while a majority of teachers have a say in choosing learning materials (75%) and determining course content (52%), only a small percentage of them are involved in decisions regarding staffing, budget or setting school policy.

The area in which teachers' input could be of greatest value concerns curriculum and instruction, and it's encouraging that principals report that teachers have significant responsibility for some of these tasks. However, across the OECD, only 42% of schools can be classified as ones in which teachers have significant responsibility for school policies around curriculum and instruction, according to principal responses. For example, only 39% of principals report that teachers are responsible for deciding which courses are offered at their schools.



Figure 1. Overall teachers' responsibilities for school policies, curriculum and instruction

Percentage of lower secondary principals who report that teachers have significant responsibility in a majority¹ of tasks related to school policies, curriculum and instruction¹



¹ This percentage is calculated based on whether principals report that teachers have significant responsibility in at least 4 of the following 6 tasks: "establishing student disciplinary policies and procedures"; "approving students for admission to the school"; "establishing student assessment policies"; "choosing which learning materials are used"; "deciding which courses are offered" and "determining course content".

Countries and economies are ranked in descending order of the percentage of lower secondary principals who report that teachers have significant responsibility in a majority of tasks related to school policies, curriculum and instruction.

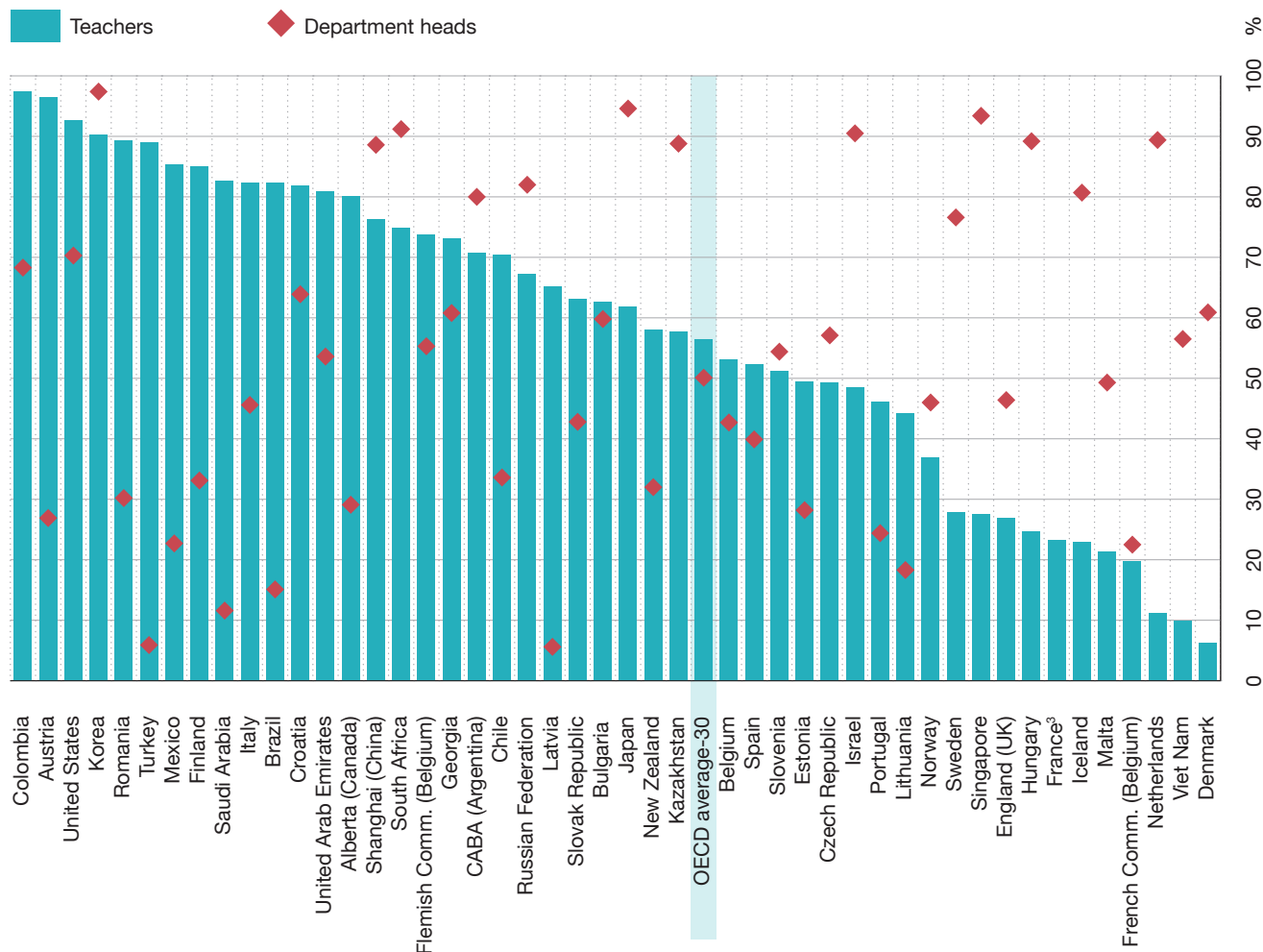
Source: OECD, TALIS 2018 Database, Table II.5.31.

One way to integrate teachers into school decisions is by adding teachers to the school's management team. Over half of school principals (56%) in TALIS participating countries

and economies report that teachers are already included in their school's management team.

Figure 2. Representation of teachers and department heads on school management teams

Percentage of lower secondary principals who report that teachers and department heads are represented on the school management team^{1, 2}



¹ "School management team" refers to a group within the school that has responsibilities for leading and managing the school in decisions such as those involving instruction, use of resources, curriculum, assessment and evaluation, and other strategic decisions related to the appropriate functioning of the school.

² Results based on the percentage of principals who report having a school management team.

³ France's values for department heads were not included, as this classification is not meaningful in the French system.

Countries and economies are ranked in descending order of the percentage of lower secondary principals who report that teachers are represented on the school management team.

Source: OECD, TALIS 2018 Database, Table II.5.10.

Providing strong teachers with leadership opportunities – without taking them out of the classroom – can serve as useful professional development and can keep teachers interested in their work over the course of their careers. In addition, when teachers are involved in school decisions, they are more likely to buy in to any changes in policy or practice and can act as champions for new initiatives with their colleagues. Ideally, school systems

would establish clear and flexible career tracks allowing the development of leadership skills. However, if such career tracks don't exist in your school system, both school leaders and teachers can help identify opportunities to build teacher leadership skills at a school level. This might involve giving teachers a place on the school management team, or creating new roles for teachers as department, curriculum or initiative leaders.

IN PRACTICE:

Creating opportunities for teacher leadership

In **New Zealand**, schools have created a number of additional leadership roles that are available for senior practitioners in primary and secondary schools. These range from curriculum leaders and department heads to leaders of pastoral care. In addition, the central government provides funding to schools for the purpose of appointing a Specialist Classroom Teacher (SCT). These SCTs are given time and remuneration to take on the responsibility of providing teaching and learning support to other classroom teachers at their schools.

Since 2001, the University of Cambridge in **England** has run the Leadership for Learning (LfL) programme with the aim of building leadership capacity at all levels within a school. The LfL network now includes over 100 member countries on all continents. They have developed a framework of five principles for developing leadership for learning practice in a school based on the overall belief that everyone in a school can be a leader and have a number of free resources and articles available for download.

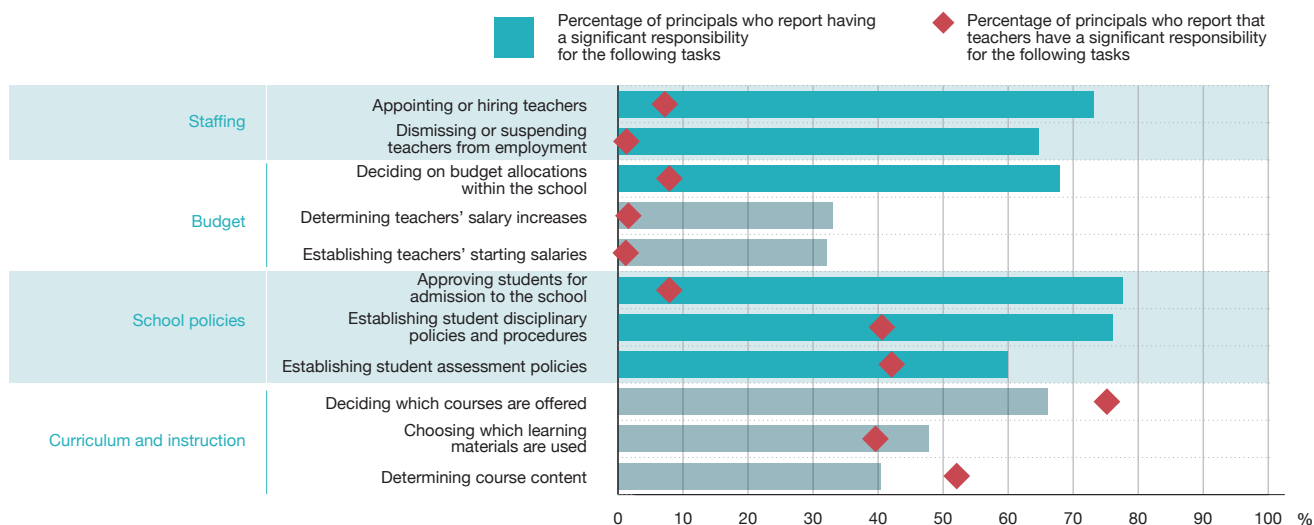
One of the hallmarks of being a professional is the level of autonomy that one is afforded to make decisions on the job. In most countries, both principals and teachers do report a high level of autonomy over key decisions relating to their work, and TALIS data indicate that this autonomy can also have implications for teachers in terms of their career progression or advancement.

TALIS 2018 looked at the reported autonomy of school leaders across school systems and found that on average across OECD countries

and economies participating in TALIS, more than 70% of principals report that their schools have the authority to make decisions about budget allocations within the school, student discipline, and which learning materials to use. Just a very low proportion of principals state that teachers have a say in areas related to budget and staffing, but more than half state they have a responsibility for deciding the course offers and determining course content.

Figure 3. Principals' and teachers' school responsibilities

Results based on responses of lower secondary principals (OECD average-30)



Values are grouped by school responsibilities and, within each group, ranked in descending order of the percentage of lower secondary principals who report they have significant responsibility for the tasks above within the four areas of school responsibility.

Source: OECD, TALIS 2018 Database, Table II.5.5.

Teachers were asked for the first time in TALIS 2018 about the extent to which they feel they have control over various aspects of their classroom teaching. Findings indicate that, overwhelmingly across OECD countries, teachers feel they have control over selecting the teaching methods they use (96%), assessing student learning (94%), disciplining students (92%), deciding the amount of homework to be assigned (91%), and determining course content (84%).

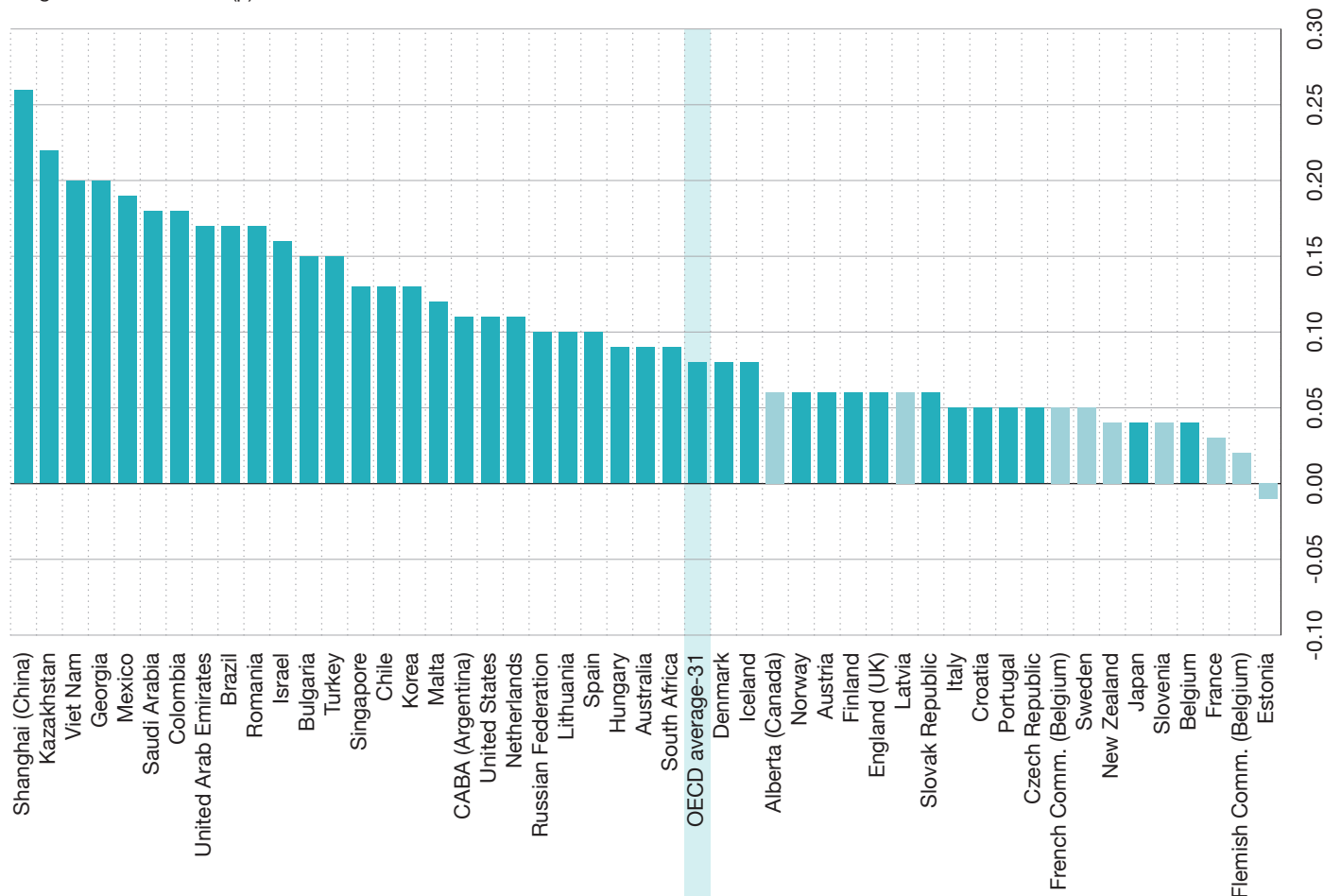
Analyses were then performed to understand what other factors might be related to teachers' feelings of autonomy in their teaching. On average across countries, teachers who feel a higher sense of control over their classroom teaching were more likely to report that they teach in an innovative environment. In addition, a higher sense of control was also shown to be related to teachers' feelings of confidence in their own abilities, their satisfaction with their career and workplace and their personal well-being.



Figure 4. Relationship between teachers' team innovativeness and target class autonomy

Change in the index of team innovativeness¹ associated with having the satisfaction with target class autonomy^{2, 3, 4, 5}

Regression coefficient (β)



¹ The index of team innovativeness refers to teachers' reports whether most teachers in their school strive to develop new ideas for teaching and learning; whether most teachers in this school are open to change; whether most teachers in this school search for new ways to solve problems; and whether most teachers in this school provide practical support to each other for the application of new ideas.

² The index of teachers' target classroom autonomy measures the the level of control teachers feel over determining course content, selecting teaching methods, assessing students' learning, disciplining students and determining the amount of homework to be assigned in their target class.

³ Results of linear regression based on responses of lower secondary teachers.

⁴ These data are reported by teachers and refer to a randomly chosen class they currently teach from their weekly timetable. The analysis is restricted to teachers reporting that their target class is not directed entirely or mainly at special needs students.

⁵ Controlling for the following teacher characteristics: gender, age, working full-time, years of experience as a teacher; and for the following classroom characteristics: share of low academic achievers, share of students with behavioural problems and share of students from socio-economically disadvantaged homes.

Note: Statistically significant coefficients are marked in a darker tone.

Countries and economies are ranked in descending order of the change in the index of team innovativeness associated with the index of target class autonomy.

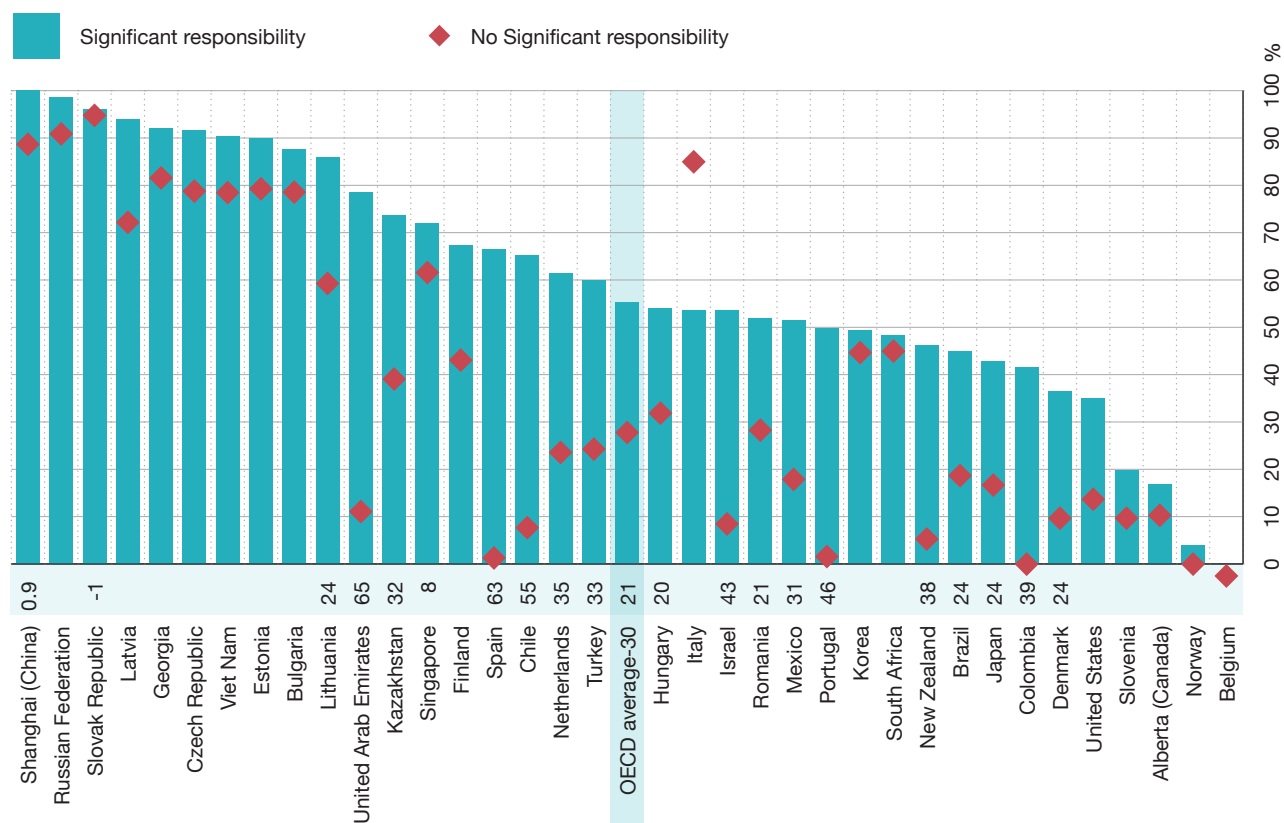
Source: OECD, TALIS 2018 Database, Tables II.5.37.

The authority of the school management to make certain administrative decisions also appears to have an influence on certain aspects of teachers' career progression. When school leaders have autonomy to make decisions regarding teacher pay and bonuses, they are afforded more flexibility in deciding when and how to offer financial incentives or rewards for good performance. TALIS data show that in schools where school leaders have this

authority to regulate teachers' salaries, 55% of teachers report receiving a financial award as a result of their appraisal. In schools where the leadership does not have this power, only 30% of teachers report that their appraisal led to a raise or bonus. Thus, the autonomy of school leaders can influence teachers not only in ways that support the development of their teaching, but also in ways that might impact teachers' careers.

Figure 5. Consequences of appraisal on teachers' salaries, by school management responsibility

Percentage of lower secondary teachers¹ whose school principals report that their teachers' formal appraisal can result² in an increase in a teacher's salary or payment of a financial bonus, by school³ responsibility⁴ on related matters.



¹ Excluding teachers whose school principal reports that their teachers are never formally appraised by any of the sources on which TALIS collects information ("principal"; "other member(s) of the school management team"; "assigned mentors"; "other teachers (not part of the school management team)" or "external individuals or bodies").

² "Sometimes", "Most of the time" or "Always".

³ "School management" means the principal or other members of the school management team.

⁴ A "significant responsibility" is one where an active role is played in decision-making.

Note: Statistically significant differences between "significant responsibility" and no "significant responsibility" are shown next to the country/economy name.

Countries and economies are ranked in descending order of the percentage of teachers whose school principals report that their teachers' formal appraisals result in an increase in a teacher's salary or payment of a financial bonus when school management has a significant responsibility over the determination of teachers' salary increases.

Source: OECD, TALIS 2018 Database, Table II.3.48.

If schools are to foster a culture of autonomy, both government and school leaders need to trust teachers to manage their own work and to make the best decisions, based on educators' own professional expertise and the requirements of the issues they face. At a school level, this involves school leaders supporting teachers in making decisions about teaching and learning in their own classroom, as well as involving them in developing school

policy. For example, teachers can also initiate and lead professional development for peers, allowing them to develop individual expertise in a topic as well as leadership skills as they are charged with developing their colleagues' skills in this area. Finally, governments need to trust school leaders to be the people on the ground who are best placed to make decisions for their schools.

IN PRACTICE:

Increasing teacher autonomy

In **Australia**, teachers have been heavily involved in developing the national standards that are required for teacher accreditation. When teachers participate in initial training, the self-regulation of their own professional development -- as well as the development of their profession -- is also emphasised. Thus teachers enter the profession with a set of standards, developed within the teaching profession, that they can use to develop their own practices, progress in their careers and help advance the teaching profession as a whole.

The **Austrian National Council** took measures to include additional autonomy for teachers and school leaders in their New Education Reform Act of 2017. The government recognised that each Austrian school has their own unique needs, and school leaders and teachers should have the authority to make decisions to address those needs. Schools now have new freedoms within their organisations, with policies that allow for more flexible teaching schedules for staff, for example. In addition, schools have the opportunity to join with other schools to form a cluster that takes advantage of shared leadership and other economies of scale.

Leadership in decision-making isn't the only kind of leadership in a school. Teachers are the main actors in exercising academic leadership based on their understanding of the school's curricular goals, their work implementing the curriculum and the high expectations they hold for the achievement of all of their students. On average across TALIS countries, over 90% of school principals say that their teachers frequently exhibit these facets of academic leadership.

However, teachers who teach in schools with higher proportions of socio-economically disadvantaged students are less likely to hold high expectations for student achievement, according to the data. It is the responsibility

of both teachers and principals to change this behaviour. Principals also play an important role in promoting an academic school climate; TALIS data indicate that, in most TALIS countries and economies, school leaders who display higher levels of instructional leadership also report that their schools have an academic climate centred on the improvement of student outcomes. In schools with high proportions of socio-economically disadvantaged students, principals should ensure that they and their staff maintain high expectations for all students. Many people join the teaching profession because they are committed to improving the lives of young people; it is important for all staff to remember that this desire is not restricted to wealthier students.

The variety of tasks for which school leaders are responsible pulls them in many different directions on a regular basis. However, it is important to remember that providing students with the best possible learning experience is the central objective of any school. Principals need to reflect on their workload and judge whether they dedicate enough time to providing

instructional leadership in their schools. They may need to expand the school leadership team or build teacher leadership capacity in order to delegate tasks and commit more of their own time to academic leadership.

IN PRACTICE:

Developing capacity for instructional leadership

The New Leaders organisation was founded in the **United States** in 2000 with the dual objectives of developing existing school leaders and providing a pathway and professional development for existing teachers to follow a school leadership career track. In 2007, the New Leaders programme created the Urban Excellence Framework, which focuses on the role of school leaders in improving student achievement. It was developed following more than 100 visits to schools and now informs all of the professional development and training for current and future school leaders.



Building a culture of collaboration within schools

Teaching is no longer the isolating profession it once was. In today's schools, success is reliant on teachers working with school leaders, their peers, parents and the wider community to create the best possible learning experiences for their students. OECD's own findings show that teacher collaboration has a positive impact on aspects of both teacher well-being and self-confidence. In addition, teachers' engagement with peers is promoted by researchers for a variety of purposes, and the presence or absence of this collaboration can define the working conditions and professional experience of the teaching community.

TALIS 2018 seeks to understand how today's teachers in schools around the world work together with their colleagues, and to identify any changes in the culture of teacher collaboration within and between countries. The survey looks at two kinds of collaborative practices:

- **Exchange and coordination:** This constitutes simple forms of teachers working together, such as exchanging teaching materials, having discussions about students or attending conferences together.
- **Professional collaboration:** These practices are deeper and include team teaching jointly in the same class, taking part in collaborative professional learning, or observing other teachers teach and providing feedback.

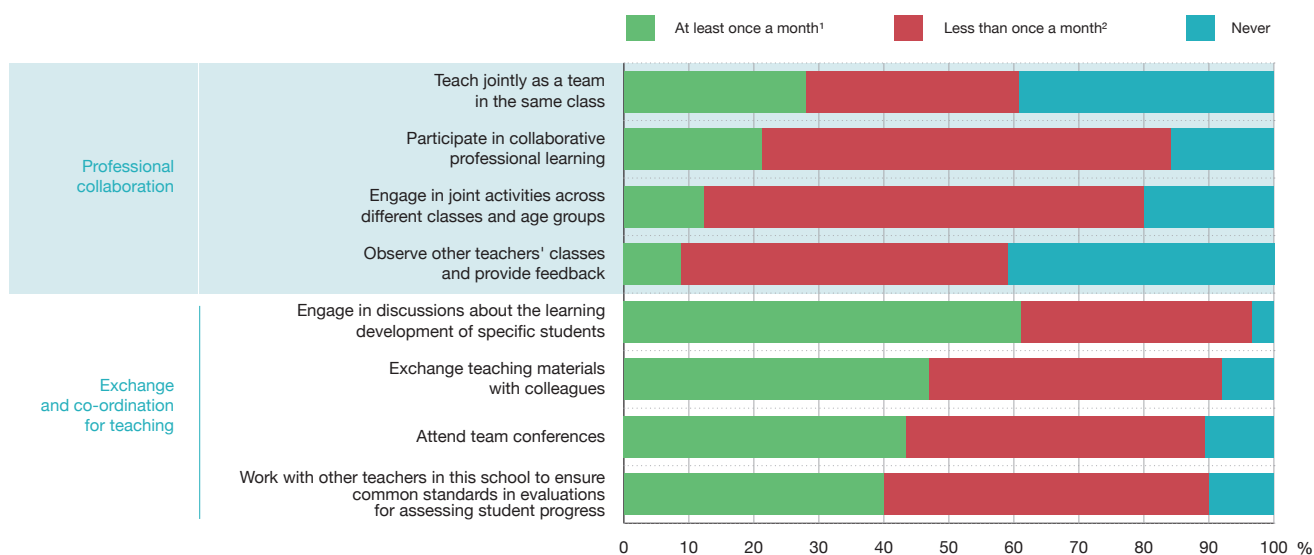
TALIS 2018 shows that teachers across OECD countries and economies frequently

participate in exchange and coordination activities with colleagues, but that deep forms of collaboration are far less prevalent. The most commonly reported collaborative activities amongst teachers are discussing the learning development of specific students, which 61% of teachers report doing at least once a month, and exchanging teaching materials with colleagues, which 47% of teacher report doing at the same frequency.

TALIS 2018 data show that the difference in teachers' engagement in surface-level exchange and coordination activities versus their reports of using deep forms of professional collaboration hasn't changed in the past five years. On average, across OECD countries and economies, professional collaboration (team teaching, providing feedback based on classroom observations, engaging in joint activities across different classes and participating in collaborative professional learning) is less prevalent than simple exchanges and coordination between teachers (exchanging teaching materials, discussing the learning development of specific students, working with other teachers to ensure common standards in evaluations and attending team conference).

Figure 6. Teachers' collaboration with colleagues

Percentage of lower secondary teachers who report engaging in the following collaborative activities in their school with the following frequency (OECD average=31)



¹ "At least once a month" covers the following response options: "1-3 times a month", "Once a week or more".

² "Less than once a month" covers the following response options: "Once a year or less", "2-4 times a year", "5-10 times a year".

Values are grouped by type of collaborative activity and, within each group, ranked in descending order of the collaborative activities in which lower secondary teachers report to engage at least once month.

Source: OECD, TALIS 2018 Database, Table II.4.1.

This is a missed opportunity as teachers who report engaging in professional collaboration with their peers on a regular basis also tend to report higher levels of self-efficacy (in all countries with available data), as well as higher levels of job satisfaction (in all countries with available data, except Malta).

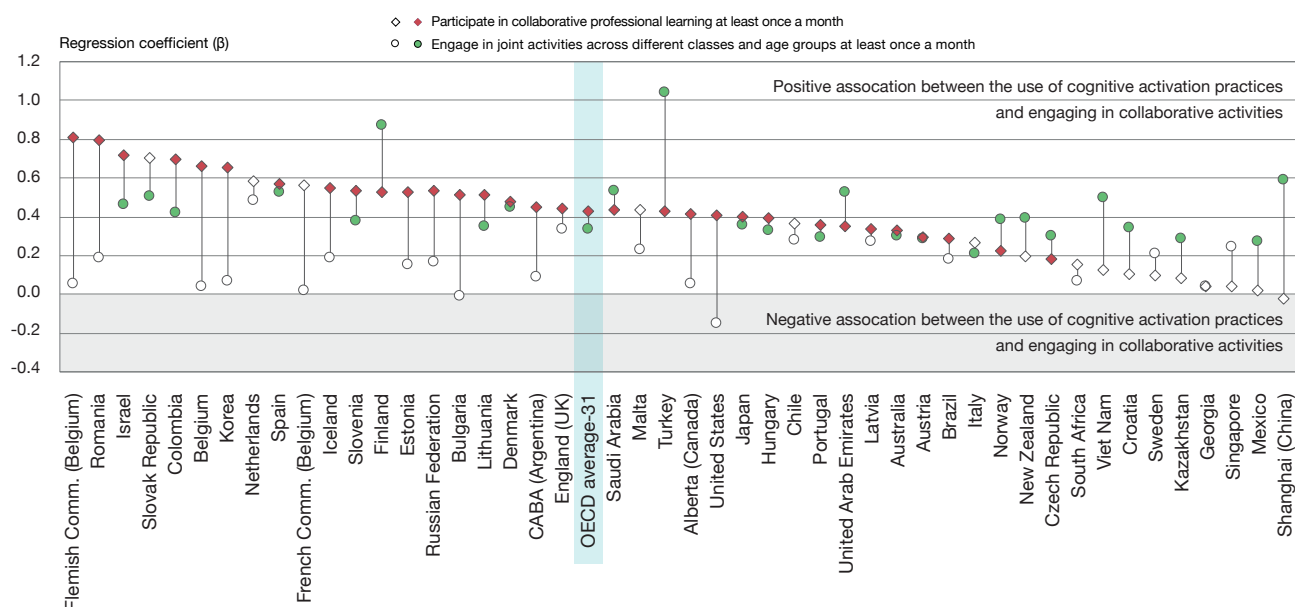
Furthermore, teachers who engage in professional collaboration also tend to use innovative teaching practices more often in

their classroom. Out of the four professional collaboration practices, participation in collaborative professional development stands out because of its positive association with the use of cognitive activation practices in most countries and economies with available data. Research has shown that the use of cognitive activation practices is related to both instructional quality and innovation.



Figure 7. Relationship between the use of cognitive activation practices and different collaborative activities

Change in the index of cognitive activation practices¹ associated with engaging in the following collaborative activities at least once a month^{2, 3, 4, 5}



¹ The index of cognitive activation practices measures the frequency with which a teacher uses cognitive activation practices in her/his classroom including giving tasks that require students to think critically, having students work in small groups to come up with a joint solution to a problem or task, asking students to decide on their own procedures for solving complex tasks and presenting tasks for which there is no obvious solution. These data are reported by teachers and refer to a randomly chosen class they currently teach from their weekly timetable.

² Results of linear regression based on responses of lower secondary teachers.

³ The sample is restricted to teachers reporting that their teaching in the target class is not directed entirely or mainly at special needs students.

⁴ The predictors are dummy variables: the reference category refers to teachers engaging in the respective collaborative activity less than once a month or never.

⁵ Controlling for the following teacher characteristics: gender, age, years of experience as a teacher at current school, working full-time; for collegiality as measured by collaborative school culture characterised by mutual support and teachers' mutual reliance; and for engaging at least once a month in other forms of collaboration: team teaching, providing feedback based on classroom observations, exchanging teaching materials with colleagues, working with other teachers in the school to ensure common standards in evaluations for assessing student progress and attending team conferences.

Note: Statistically significant coefficients are marked in a darker tone.

Countries and economies are ranked in descending order of the change in the index of cognitive activation practices associated with engaging in participating in collaborative professional learning at least once a month.

Source: OECD, TALIS 2018 Database, Table II.4.19.

In addition to being an important aspect of teacher professionalism, collaboration is beneficial to teachers in a number of other ways. It can be a valuable part of teachers' professional development, offering them support when needed and introducing them to new and useful teaching practices for their repertoire. Collaboration can take many forms, but the in-depth practices discussed previously can be especially beneficial in helping teachers implement new practices, learn from their peers' expertise, reflect on their own practices and build relationships with colleagues. The most valuable resource that school leaders can provide teachers

here is time: to attend professional development with colleagues, to visit classrooms of peers and watch them teach during the school day, or to plan for new curricula or lessons that incorporate team teaching or combining classes or year groups. Putting systems in place at a school level that make these kinds of collaborative practices the norm rather than the exception will help to build a collaborative school culture and allow all teachers to benefit from working closely with colleagues. Developing school, year group or departmental level professional learning communities for teaching staff is one good place to start.

IN PRACTICE:

Promoting the use of deeper forms of collaboration between teachers

The school system in **Shanghai, China**, has instituted a career structure for teachers that emphasises professional growth and self-evaluation. However, it also demonstrates the importance placed on teacher collaboration by the school system in Shanghai. Specifically, teachers are not promoted unless they can prove that they work collaboratively. Evaluations take into account teacher performance in professional learning -- rather than just their attendance -- and place special focus on collaborative learning groups. Much as in business, teacher evaluations also include peer feedback and 360 reviews.

In **Israel**, a team of researchers trained and coordinated teachers from schools across Israel to create professional learning communities around chemistry teaching in local schools. Two lead teachers from each of eight regional centres attended workshops and recruited their own teams of chemistry teachers to form local professional learning communities. These communities, referred to as “Tira professional learning community close to home,” meet once every three weeks. Each meeting starts with an activity designed to build trust and nurture new relationships amongst teachers and continues with lesson or idea sharing and development and feedback.

In order to increase the use of collaborative practices within a school, there must be a spirit of collegiality amongst staff. A foundation of positive interpersonal relationships needs to be in place to initiate and foster collaborative practices. In other words, teachers have to get along and want to work with one another.

TALIS data find that in the majority of schools around the world, these positive relationships between teachers exist already. On average across OECD countries and economies, 81% of teachers characterise their school's culture as being one of collaboration and mutual support. An even higher percentage of teachers (87%) agree that teachers in their school can rely on each other.

However, even though this spirit of collegiality is a precursor for collaborative professional practices – and most teachers feel they work in a school in which this precondition is met – a

collegial school culture on its own does not instigate teacher collaboration. Furthermore, one in five teachers works in schools where they report that such a collegial culture does not exist at all. Thus, school leaders – and teachers themselves – need to work on building collegiality amongst staff members before collaborative practices can flourish.

Collegiality is a defining feature of teachers' working environment. It can help teachers seek out colleagues for collaboration to address a variety of challenges faced in a school or classroom. It can also shape job satisfaction, as teachers may feel more supported when they have stronger inter-personal relationships with peers upon whom they know they can rely. This kind of culture should be nurtured in schools, as it has multiple benefits in addition to being one of the preconditions necessary for collaborative practices to flourish.

In addition to larger initiatives such as setting up professional learning communities or setting up projects with neighbouring schools, there are many small practices that can help staff to build relationships and demonstrate value to one other. One such example is providing mechanisms for teachers to publicly express appreciation or gratitude to another member of

staff in a school newsletter or on a notice board in the staff room. Another might be allocating time for all staff to come together socially, in a way that doesn't take away from their own personal time, such as by providing a staff meal before evening activities at the school.

IN PRACTICE:

Fostering teacher collegiality

Singapore developed the Teachers Network in 1998, which encourages teacher development through sharing and collaborating with colleagues, as well as self-reflection. One of the six components of the Teachers Network is teacher-led workshops, in which all teachers work together as co-learners. The workshops are planned in conjunction with the lead teacher and a professional development officer, who helps the lead teacher present the workshop not as the expert on that topic, but as a peer who is equally trying to learn how to address the challenges they face in the classroom.

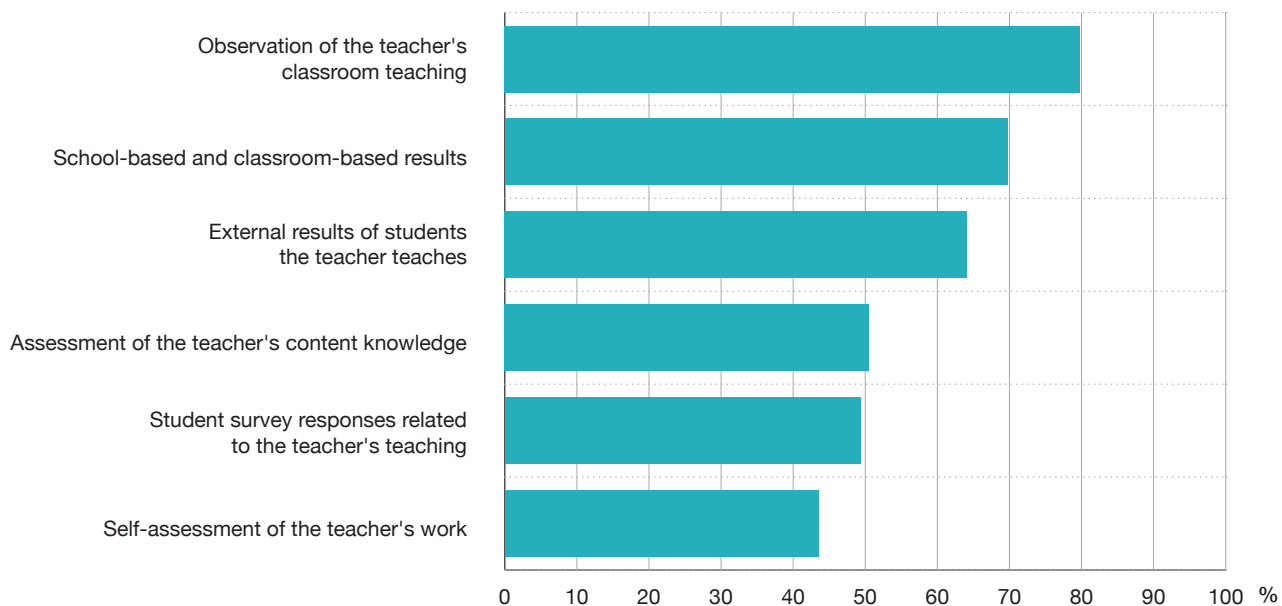
In **Kazakhstan**, all schools are part of associations in which teachers can meet regularly to discuss teaching methods and to collaborate on planning lessons or co-design instructional resources. These associations also allow teachers to visit their peers' classrooms to observe and offer feedback on teaching, as well as meeting to discuss areas in which they face difficulties, such as with challenging students. These associations and their practices are also fully supported by school leaders in Kazakhstan, whose own professional development framework obliges them to develop their own skills in fostering collaboration amongst their staff and with other key stakeholders.

An important teacher collaboration practice involves teachers observing their colleagues teach and providing formative feedback. In the first volume of TALIS 2018 findings, 44% of teachers on average across OECD countries reported that as part of a formal school arrangement they had participated in peer or self-observation and coaching as professional development.

This kind of collaboration isn't the only way of providing feedback to teachers, although it is common. More than half of teachers (52%) across OECD countries say that they have received feedback on their teaching through at least four different methods. Classroom observations, along with analysis of student results in a teacher's classroom, are the most commonly-cited basis of the feedback that is presented to teachers.

Figure 8. Methods of feedback received by teachers

Percentage of lower secondary teachers reporting they have received feedback based on the following methods (OECD average-31)



Values are ranked in descending order of the prevalence of methods of feedback received by lower secondary teachers.

Source: OECD, TALIS 2018 Database, Table II.4.44.

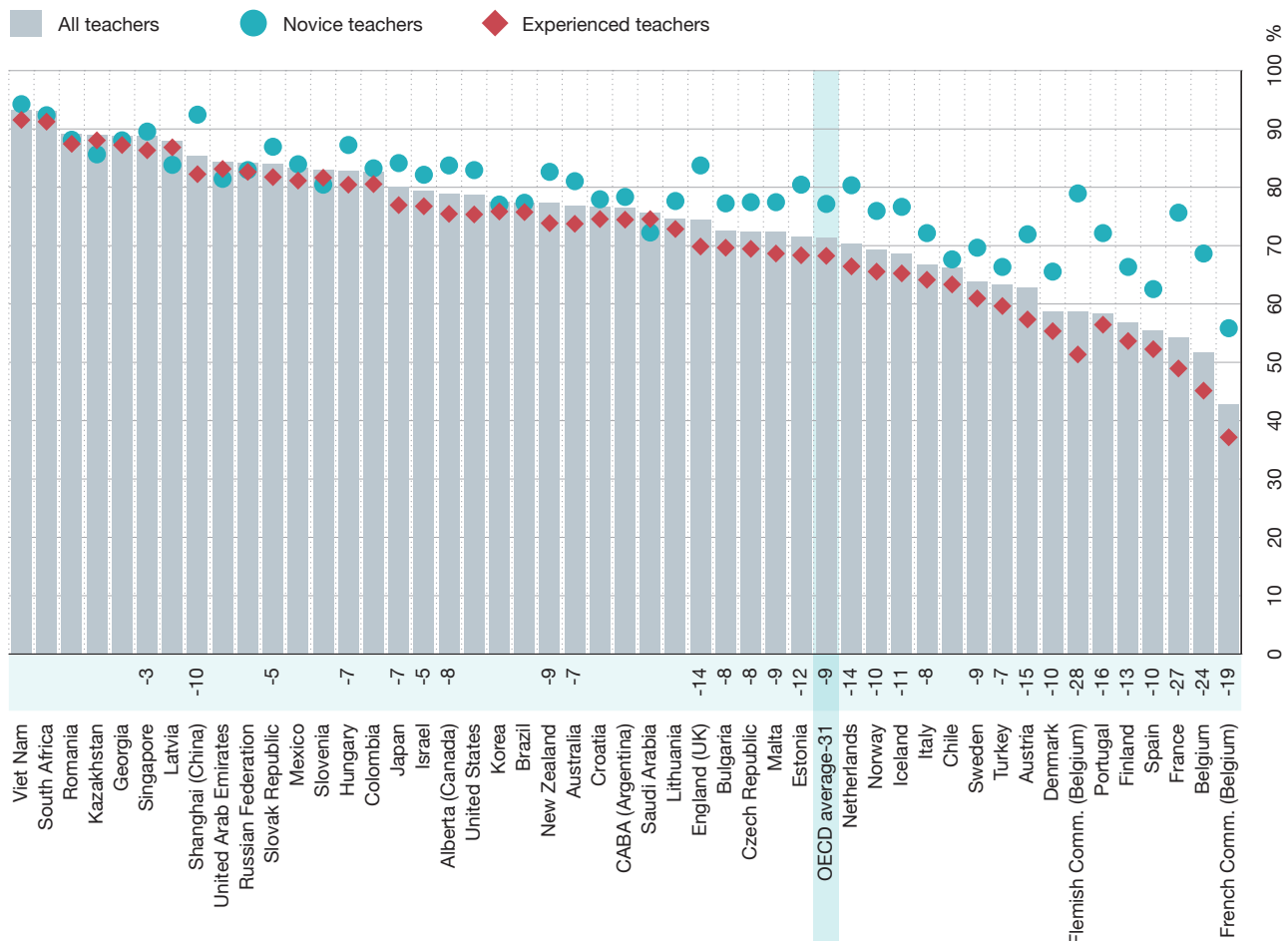
Research suggests that providing feedback to teachers on their practice is one of the most important ways to help teachers reflect on and improve their teaching. Furthermore, teachers find feedback valuable: 71% of teachers who have received feedback say that it was useful for their teaching practice. In particular, over half of these teachers (55%) specify that the feedback they received was helpful in improving their pedagogical competencies for the subject that they teach.

As might be expected, novice teachers are especially eager for feedback to improve their teaching; compared to older and more experienced teachers, a significantly higher share (9 percentage points) of novice teachers and younger teachers say that feedback they received was useful.



Figure 9. Impact of feedback on teaching, by teachers' teaching experience

Percentage of lower secondary teachers who report that the feedback they received in the 12 months prior to the survey had a positive impact on their teaching practice¹



¹ The analysis is restricted to the subset of teachers who report having received feedback at their current school.

Note: Statistically significant differences between experienced teachers (with more than 5 years of experience) and novice teachers (with less than or equal to 5 years of experience) are shown next to the country/economy name (see Annex B).

Countries and economies are ranked in descending order of the percentage of lower secondary teachers who report that the feedback they received in the 12 months prior to the survey had a positive impact on their teaching practice.

Source: OECD, TALIS 2018 Database, Table II.4.48.

However, in nearly all (98%) of the schools represented in TALIS 2018, principals indicate that teachers' formal evaluation does include some form of feedback that is provided to teachers to help develop their practice. In this way, the appraisal process can be used by school leadership as a teaching reflection in itself, rather than something solely for career advancement, financial increase, or worse, as simply a box-ticking exercise.

Finding ways to provide feedback to all teachers – regardless of age or experience – is one way to help improve the quality of

teaching and learning at your school and is also valuable to teachers themselves. This can be achieved through formal arrangements, such as mentoring or team teaching, or through simply granting teachers the time to visit one another's classes to observe. It is important that teachers feel that any feedback provided as part of these arrangements is not an evaluation of their teaching, or they may feel insecure and think that they are being criticised. For those colleagues who are unfamiliar with coaching or providing feedback to others, it may be worth offering professional development to staff on such practices.

IN PRACTICE:

Using regular peer-feedback as a tool to improve instruction

In **South Africa**, research was conducted to compare traditional teacher training delivered outside of school with a coaching model that was administered inside schools. Researchers looked at the impact of both forms of professional development on student outcomes and on the teaching practices of primary teachers. The study found that teachers who received coaching as professional development were able to more effectively use the resources provided to them for the teaching of reading and enacted positive changes in their teaching practice. In addition, students of these teachers improved their reading proficiency by a more considerable margin than did students of teachers who had received the traditional training outside of school.

A coaching programme for teachers was instituted in **Brazil** to help provide teachers with support and strategies on lesson planning, classroom management and student engagement in order to combat observed issues of student engagement in Brazilian schools. One-to-one online coaching was provided to teachers using video-conferencing software. The programme was shown to have increased the amount of instructional time teachers had with students due to decreased classroom management issues. Furthermore, students whose teachers were part of this nine-month programme also experienced an overall improvement of their outcomes in state and national tests.



Fostering a sense of fulfilment amongst teaching professionals

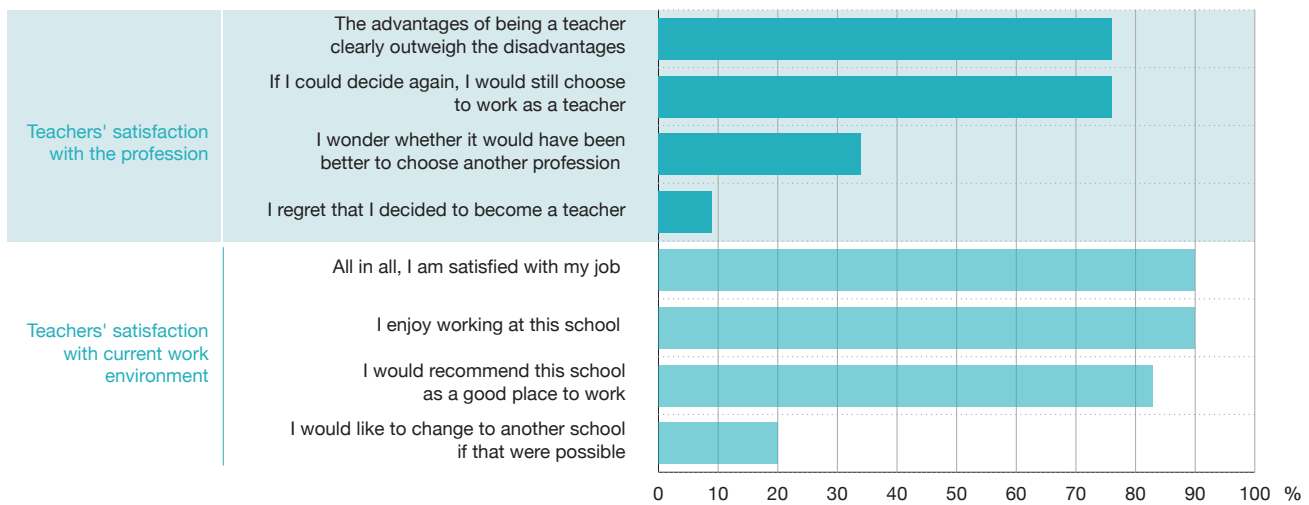
There's a lot that goes into preparing a teacher for teaching. Governments, individuals and other public and private entities invest time and money in initial teacher training for teachers, which can last anywhere from a few weeks to a few years. Schools spend more time mentoring, inducting and developing trainee and novice teachers. On the whole, it takes substantial financial and human resources to transform a new teacher into a good teacher. It is thus a significant loss when a teacher decides to leave the profession, requiring the system to begin the process over again to find a replacement. Many countries are suffering from these crises of attrition and recruitment of teachers at present. This problem trickles down to the school level, where it directly impacts the hiring, staffing and the quality of teaching and learning that can occur. Just as education systems want to keep high quality teachers teaching, so do

schools want to retain the strong, experienced teaching staff in whom they have invested.

Equally, when teachers feel fulfilled with their work, they are more satisfied with both their work and their profession. Teachers' job satisfaction is therefore vital for school leaders who don't want to lose staff, as research shows that job satisfaction is related to teacher attrition, burnout and their commitment to their work. It has also been shown to be related to teachers' performance as well as their attitudes toward teaching and confidence in their own abilities. TALIS 2018 finds that 90% of teachers in OECD countries are satisfied overall with their job and enjoy working at their current school. Furthermore, 83% of teachers say they would recommend their current schools as a good place to work.

Figure 10. Teachers' satisfaction with their profession and current work environment

Percentage of lower secondary teachers who "agree" or "strongly agree" with the following statements (OECD average-31)



Values are grouped by type of satisfaction and, within each group, ranked in descending order of the proportion of lower secondary teachers who "agree" or "strongly agree" with each indicator.

Source: OECD, TALIS 2018 Database, Tables II.2.10 and II.2.16.

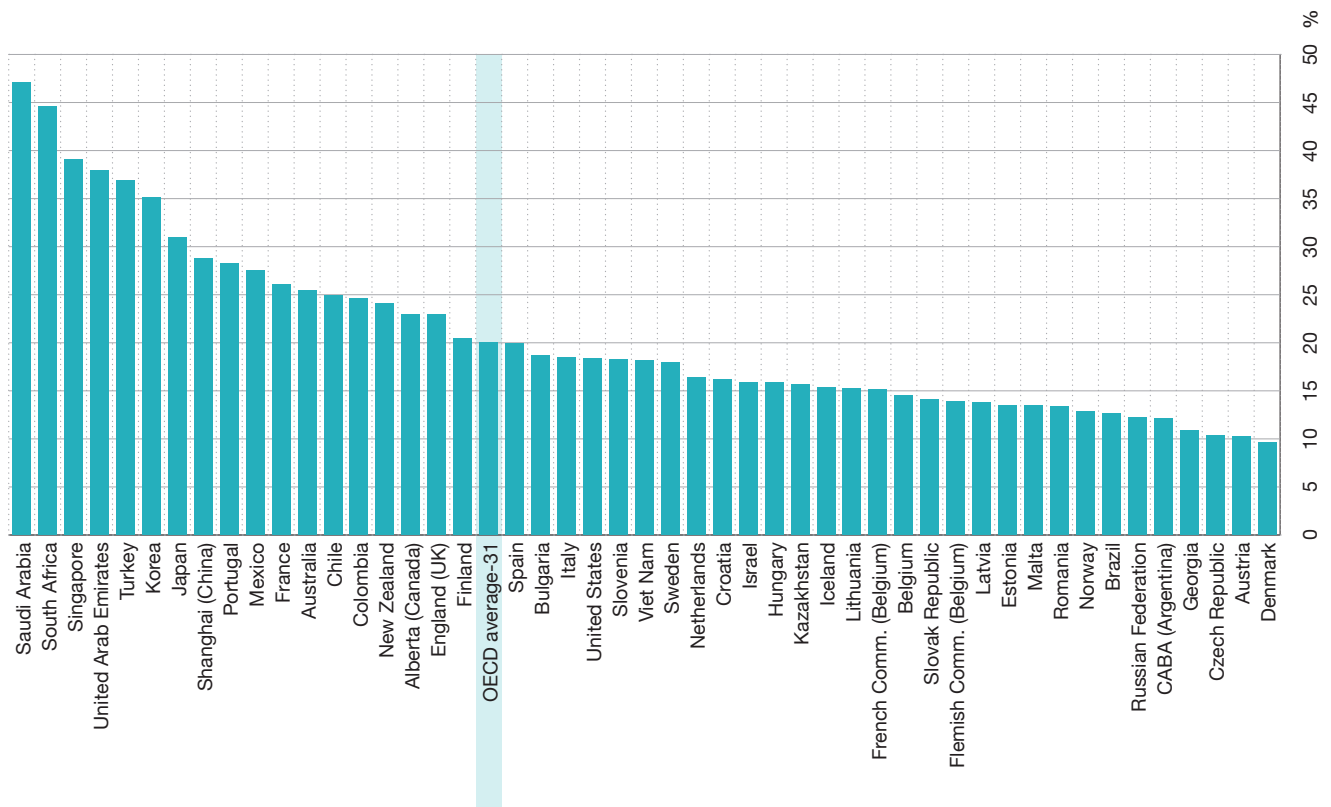
In further positive news, only 20% of teachers across OECD countries express the desire to change to another school if given a chance. Higher percentages of younger teachers say they would like to change schools than do their older colleagues. Perhaps not surprisingly, teachers who work in schools with more

disadvantaged students are more likely to wish to change schools than their colleagues who do not have as many challenging students at their schools.



Figure 11. Teachers' willingness to change school

Percentage of lower secondary teachers who "agree" or "strongly agree" that "I would like to change to another school if that were possible".



Countries and economies are ranked in descending order of the percentage of lower secondary teachers who "agree" or "strongly agree" that "I would like to change to another school if that were possible".

Source: OECD, TALIS 2018 Database, Table II.2.16.

In addition to asking teachers about their satisfaction with their current working environment, TALIS 2018 also asked about their satisfaction with being part of the teaching profession in general. Again, TALIS finds positive results here, with the majority of teachers around the world expressing satisfaction with their profession. Fewer than 10% of teachers across OECD countries say they regret choosing to become a teacher, and only a third of teachers question their decision.

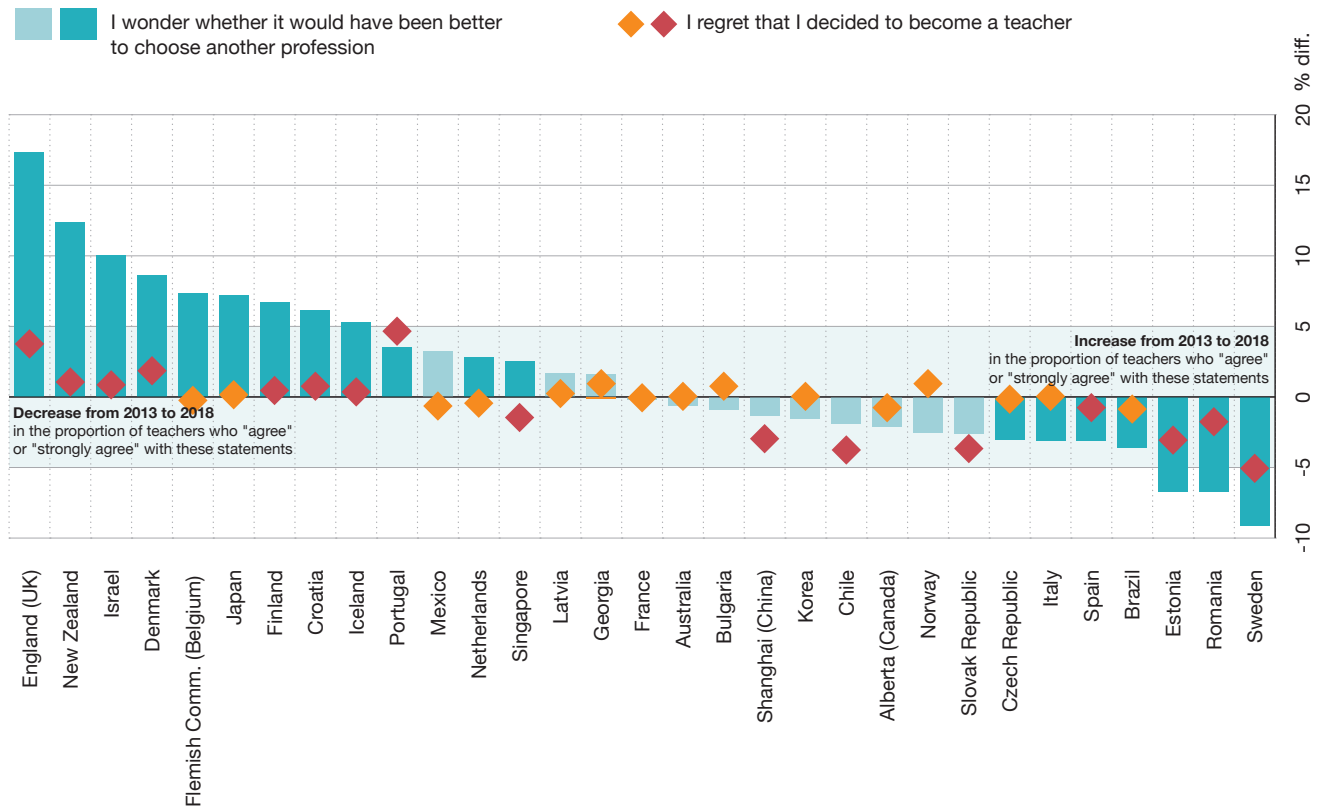
Contrasting teachers' satisfaction with the profession with their desire to change schools yields some interesting findings. On average across the OECD, teachers who wish to leave their school are less satisfied with the profession, did not choose teaching as a first choice career, are slightly younger and less

experienced in their current school, and are more likely to work full-time and to report teaching in a target class with a slightly higher concentration of disadvantaged students, low academic achievers and students with behavioural problems. As such, young, less experienced teachers working in challenging environments should be the focus of policies and school-level practices aimed at keeping teachers in the school. Indeed, teachers with a high level of satisfaction with the profession are less likely to report they wish to leave their school.

However, in almost half of the education systems surveyed, the proportion of teachers saying they are satisfied with the profession has decreased over the past five years.

Figure 12. Change in teachers' satisfaction with the profession from 2013 to 2018

Percentage point differences between 2013 and 2018 in the share of lower secondary teachers who "agree" or "strongly agree" with the following statements



Notes: Only countries and economies with available data for 2013 and 2018 are shown.

Statistically significant values are marked in a darker tone.

Countries and economies are ranked in descending order of the change between 2013 and 2018 in the percentage of teachers who "agree" or "strongly agree" with the statement "I wonder whether it would have been better to choose another profession" (TALIS 2018 - TALIS 2013).

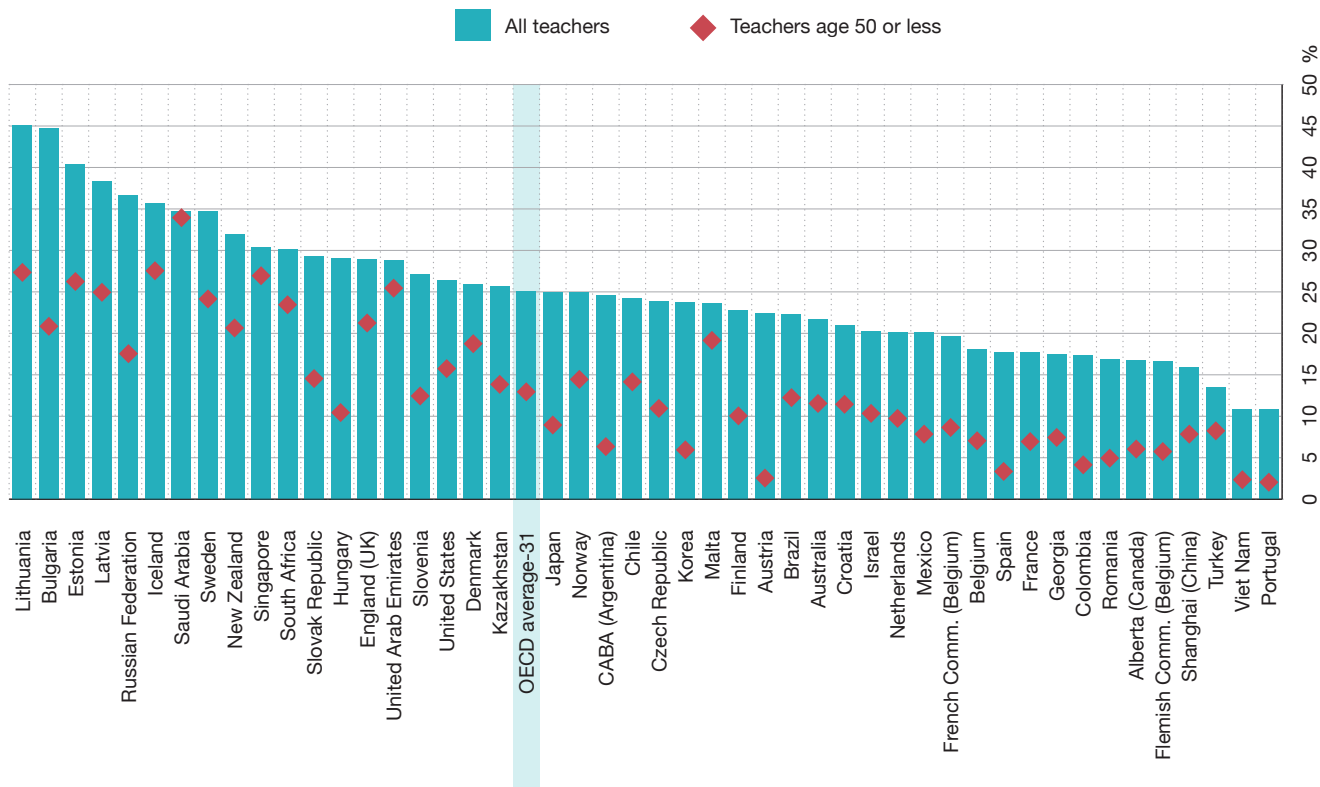
Source: OECD, TALIS 2013 and TALIS 2018 Databases, Table II.2.15.

In fact, TALIS data indicate that across OECD countries, 14% of teachers aged 50 years or less wish to leave teaching altogether within the next five years. There are many factors that could influence teachers wanting to leave the profession, but the value of the profession in

society is certainly an important one. Across OECD countries, only 26% of teachers believe that their profession is valued by their society. In general, older and experienced teachers tend to feel less valued than younger and novice teachers.

Figure 13. Teachers' wanting to leave teaching within the next five years

Percentage of lower secondary teachers wanting to leave teaching within the next 5 years



Countries and economies are ranked in descending order of the percentage of lower secondary teachers wanting to leave the profession within the next five years.

Source: OECD, TALIS 2018 Database, Table II.2.63.

To a certain extent, the policies and practices that regulate the teaching profession in countries and impact the societal prestige of the profession are out of the control of education practitioners. However, school leaders can create school cultures, policies and practices that make it fun and fulfilling to be a teacher – to help keep teachers teaching in their school

and in the profession. For example, creating a culture in which teachers feel appreciated for their contributions will help them feel more fulfilled with the profession and satisfied with their work. Providing teachers with challenges that help them develop new skills or tackle important initiatives beyond their classrooms can also provide a renewed sense of purpose.

IN PRACTICE:

Helping teachers feel fulfilled with their work and the profession

While many countries have instituted national policies designed to help keep teachers in the profession, these are often focused on monetary propositions (bonuses or salary increases) and have little to do with making the profession more fulfilling for its members. Even so, there are countries such as Finland in which elements of the national culture around schools can be replicated by school leaders within their individual schools. For example, in **Finland**, the amount of time teachers actually spend teaching is relatively low in comparison with other countries, allowing teachers time for their work and creating opportunities for better work-life balance. This freedom from class teaching also provides more space for professional development, collaboration with colleagues, or innovation of curriculum or pedagogy. School leaders can work to structure school schedules so that staff have more flexibility during the school day for these kinds of activities.

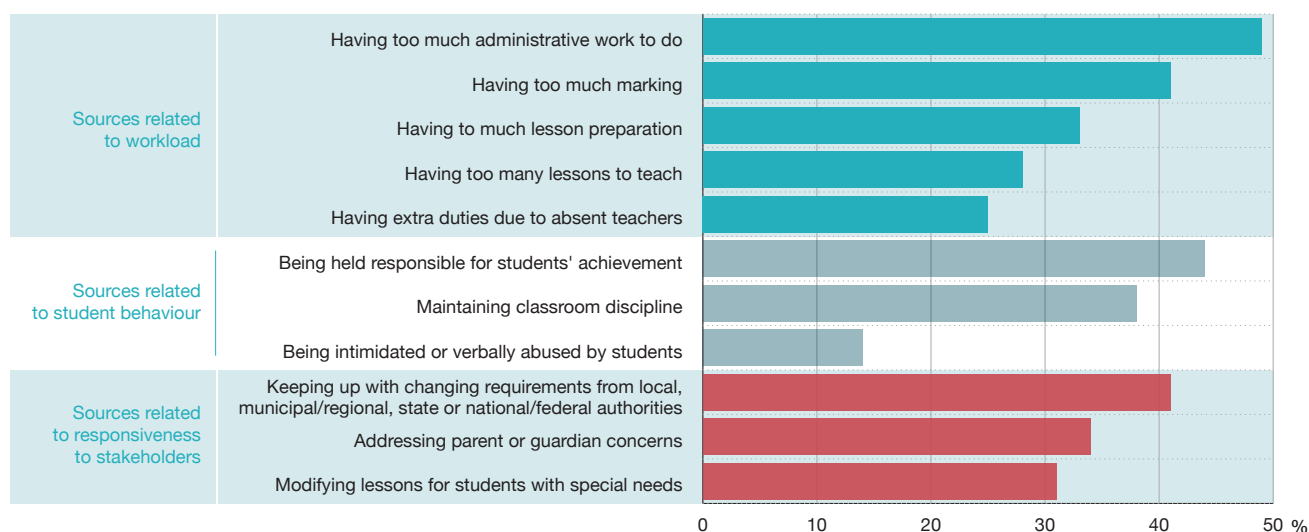
As in all professions, there is good stress and bad stress. Professionals are busy people, but when they are fulfilled, challenged and happy, any stress they experience may not have such a negative impact. However, stress that disrupts work-life balance, causes illness or manifests itself in other physical or psychological ailments is unhealthy. Indeed, stress is another aspect of teaching that teachers in many countries cite as a reason they are thinking of leaving the profession, and TALIS data indicate that teachers who experience stress a lot are almost twice as likely as their less-stressed colleagues to say that they will leave teaching within the next five years. It is often said that today's teachers have greater responsibilities than they did a generation ago, including, but not limited to, additional administrative work, differentiating instruction for increasingly

diverse groups of learners, supplementary social service responsibilities and enhanced accountability.

Indeed, TALIS 2018 shows us that around one in five teachers across OECD countries reports experiencing a high level of stress from their work. Teachers cite among their biggest sources of stress having too much administrative work, being held responsible for the achievement of their students and keeping up with changing requirements from the governments in their countries. Those teachers who report spending more time on administrative tasks are also more likely to report experiencing high levels of stress.

Figure 14. Teachers' sources of stress

Percentage of lower secondary teachers for whom the following are sources of stress "quite a bit" or "a lot" (OECD average-31)



Values are grouped by type of source and, within each group, ranked in descending order of the proportion of teachers reporting that the corresponding activities are a source of stress "quite a bit" or "a lot".

Source: OECD, TALIS 2018 Database, Table II.2.43.

There are ways to reduce these elevated levels of stress. TALIS 2018 shows that after taking into account the levels of teachers' job satisfaction, school support, motivation and self-efficacy, the relationship between stress and the intention to leave their work within the next five years stops being significant for almost half of the countries with available data.

However, there is only so much that school leaders can do to influence or alleviate the issues that cause teachers to want to leave the profession. Sometimes higher levels of stress are related to the kinds of school teachers work in. For example, TALIS data show that teachers who work in schools that are located in cities, are publicly managed or have high concentrations of disadvantaged students are more likely to report higher levels of stress than their peers in schools without these characteristics.

It's the school leader's role either to help teachers alleviate stress, or to provide skills or tools for teachers to use on their own. However, school leaders can't help their staff if they are unaware that the stress exists. Some of the responsibility here lies with teachers, who

should try to understand the cause of their stress and communicate it to leadership. It is also useful for leaders, especially in large schools, to check in with staff on at least a yearly basis to understand the stress levels within the schools. This can be easily accomplished through staff well-being surveys, written in such a way that they are straightforward to complete and administered during a regular staff meeting so that they don't add to a teacher's workload and cause additional stress.

Furthermore, teacher working time needs to be understood and accounted for by school leaders as the total time teachers are spending on all elements of their jobs. This includes actual teaching time and the planning, marking and other related tasks -- as well as any non-instruction tasks -- that teachers need to accomplish as part of the working week. School leaders should take all non-teaching tasks, such as meetings with parents, school meetings or administrative tasks, into account when determining teaching timetables for all teachers.

IN PRACTICE:

Alleviating identified sources of teachers' stress

In the **Slovak Republic**, national reforms have been enacted that consider the significant burden that administrative tasks can have on busy teachers. A working group was convened by the Ministry of Education, Science, Research and Sport in 2015 to put a plan in place to reduce the extra workload caused by the administrative tasks that teachers face. Together, government officials and education representatives were able to streamline, automate or eliminate many procedures that caused unneeded work for teacher. The government has committed to review and address teacher workload issues on an ongoing basis.

In **England**, the Department for Education has created a toolkit for schools with resources and practical suggestions designed to help reduce some of the workload that can lead to unnecessary stress in schools. This toolkit contains suggestions for supporting early career teachers, case studies of practices that have been proven to work in schools, advice from school leaders, reports from independent groups as well as research on reducing teacher workload.



For more information

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Read the full report

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Videos

How do teachers and school leaders respond to student diversity?

<https://www.youtube.com/watch?v=vnz6lO71Q8s&feature=youtu.be>

How do teachers innovate their practice for the 21st century?

<https://www.youtube.com/watch?v=2rH191iZKiE&feature=youtu.be>

What are the most effective professional development activities for teachers and school leaders?

<https://www.youtube.com/watch?v=c4oYHLFMfGA&feature=youtu.be>

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