

TEACHING AND LEARNING INTERNATIONAL SURVEY

TALIS 2018 SURVEY



Foreword

We need to attract the best and brightest to join the profession. Teachers are the key in today's knowledge economy, where a good education is an essential foundation for every child's future success. This survey provides strong evidence that teachers are open to change and keen to learn and develop throughout their careers. At the same time, they need to take more initiative to work with colleagues and school leaders, and take advantage of every opportunity for professional development.



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Andreas Schleicher
OECD Director for Education and Skills

TALIS in a nutshell

- Over **100 000** randomly selected lower secondary **teachers** and their school leaders from over **6 500 schools** representing more than **4 million teachers** from 34 countries and economies in 2013. Over 45 countries to join TALIS 2018.
- The first and only international survey that focuses on the learning environment and the working conditions of teachers in lower secondary schools.
- A collaborative endeavour between governments, an international consortium, the OECD and teachers' unions.
- It fills important information gaps in the international comparisons of education systems.
- It offers an opportunity for teachers and school principals to have a say in education analysis and policy development in key policy areas.
- It allows countries to compare themselves with other countries facing similar challenges, and to learn from other policy approaches.
- The third cycle will take place across OECD and partner countries and economies in 2015-18 with the first results to be published in 2019.

Participants in the TALIS Survey

- 24 countries and economies participated in TALIS 2008.
- This number rose to 34 in 2013, and another 4 countries administered the survey in 2014.
- For 2018, over 45 countries and economies have signalled their intention to join TALIS.

TALIS 2018: 47 countries and economies

OECD members

Australia	Hungary	Norway
Austria	Iceland	Portugal
Belgium (Fl., Fr.)	Israel	Slovak Republic
Canada (Alberta)	Italy	Slovenia
Chile	Japan	Spain
Czech Republic	Latvia	Sweden
Denmark	Korea	Turkey
Estonia	Mexico	UK (England)
Finland	Netherlands	United States
France	New Zealand	

Non-OECD members

Argentina (BA)	Lithuania
Brazil	Malta
Bulgaria	Romania
China (Shanghai)	Russian Federation
Chinese Taipei*	Saudi Arabia
Colombia	Singapore
Croatia	United Arab Emirates
Cyprus*, ^{1,2}	Viet Nam
Georgia	
Kazakhstan	

* Participation through IEA International Study Centre

1. 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".

2. 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.

Teaching moves up on the policy agenda

Effective teaching and teachers, as well as strong school leadership, are key to producing high performing students. Countries are looking for answers to questions such as:

- How well are today's teachers prepared to face the diverse challenges in schools?
- How can appraisal and feedback systems efficiently support good teaching and teachers' professional development?
- How can school leadership be strengthened to improve schools and students' achievement?
- How can policy makers ensure that resources invested in teachers' professional development will have a positive impact on teachers' work?

What does TALIS focus on?

The first cycle of TALIS, in 2008, focused on lower secondary education teachers and was conducted in 24 countries across four continents.

The second cycle of TALIS, in 2013, had a wider scope: it covered 34 participating countries or economies. New indicators on distributed or team leadership, initial teacher education and on the profile of student assessment practices were included. TALIS 2013 also gave participating countries the option of surveying teachers in primary and upper secondary schools. Furthermore, countries had the possibility of conducting TALIS 2013 in schools that participated in PISA 2012.

What did TALIS 2008 and 2013 tell us?

- Teachers who receive more professional development believe they work more effectively.
- Teachers who hold stronger beliefs about teaching methods report more collaborative behaviour with colleagues, more positive teacher-student relations, and feel that they are more effective.
- Teachers who report that they are provided with opportunities to participate in decision making at the school level report higher levels of job satisfaction in all TALIS countries and higher feelings of self-efficacy in most countries.
- Class size seems to have only a minimal effect on their teaching efficacy or job satisfaction in just a few countries. It is not the number of students, but the type of students that are in a teacher's class that has the largest association with teachers' feelings of self-efficacy and job satisfaction.
- The relationships that teachers develop with their school principal, other teachers, or with students in their schools, are valuable. Positive interpersonal relationships can negate the otherwise detrimental effects that challenging classrooms of students might have on a teacher's feelings of self-efficacy and job satisfaction.

DID YOU KNOW THAT?

Although fewer than a third of teachers believe that teaching is a valued profession in their country, those teachers who report that they can contribute to school decisions are more likely to report that teaching is valued in society (TALIS 2013).

Teachers who report participation in professional development activities involving individual and collaborative research, observation visits to other schools, or a network of teachers, are more likely to report using active student-centred practices, such as practices that involve small groups, projects requiring more than a week for students to complete and information and communications technology (ICT) (TALIS 2013).

The more teachers report that appraisal and feedback impact classroom teaching, the higher their level of self-efficacy. The same is true for job satisfaction (TALIS 2013).

TALIS 2018 design

Focus areas

TALIS 2018 will build upon the success of the TALIS 2013 survey, which had a strong focus on school leadership, teachers' professional environment, teaching conditions and the impact on school and teacher effectiveness.

The specific content of TALIS 2018 will be defined with participating countries through a priority rating exercise, with the possibility of including new indicators. It is expected that TALIS 2018 will have a similar content focus as TALIS 2013, and will investigate further:

- the quality of teachers' instructional practices and beliefs about teaching
- the learning environment: characteristics of teachers and schools
- the importance of school leadership
- examining teachers' professional practices and classroom environment
- the relevance of teacher education and initial education
- improving teaching through professional development, appraisal and feedback
- exploring the relevance of school climate, learning environments and relations with stakeholders
- teacher self-efficacy and job satisfaction: why they matter.
- teachers' openness to innovation in the classroom
- issues related with equity and diversity in the classroom.

Who will be surveyed?

Schools, as well as school teachers, are randomly selected to take part in TALIS. For each country, 200 schools and 20 teachers within each of these schools are sampled for each level of education surveyed (primary, lower secondary, upper secondary).

In addition, the school principal of each sampled school also responds to a specific survey.

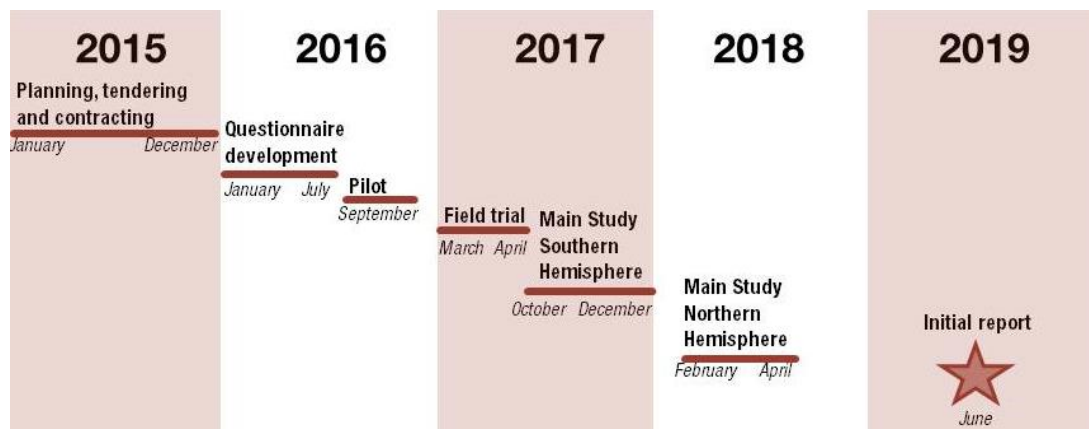
What form will the survey take?

Each questionnaire takes about 45 minutes to complete. The TALIS survey questionnaires (separate for teachers and school principals) can be completed on line or by pen and paper.

The survey responses are entirely confidential and at no time will names of individual teachers, school principals or schools be identified.

Timeline and deliverables

Provisional timeline



Deliverables

Like TALIS 2013, the TALIS 2018 survey will deliver a range of analytical products, including a series of international reports (core ISCED 2 report, survey options reports, a technical report), two thematic reports building on the analysis presented in the general report and regular *Teaching in Focus* policy briefs to broaden the dissemination of the TALIS results.

In addition, TALIS 2018 will also deliver data products with a fully documented international database and two analysis manuals to enable researchers to undertake further analyses.

TALIS 2018: a programme of activities beyond the core survey

TALIS 2018 has the same optional survey features as for TALIS 2013: countries will have the possibility of conducting the survey in primary and upper secondary schools, as well as in schools that will participate in PISA 2018. In 2018, the TALIS approach will also extend to pre-primary education, with the TALIS Starting Strong survey of staff in early childhood education and care settings.

Over 45 countries and economies have signalled their intention to join the 2018 round of TALIS.

In addition, the new TALIS 2018 cycle also encompasses two other new projects:

- The first one reviews initial teacher preparation across countries and will help countries find answers as to how to recruit the right people into the teaching profession, how to properly prepare them for teaching and how to keep them in the profession (see specific brochure).
- The second one involves classroom observations of teaching practices through a video study in order to obtain internationally comparative data on teaching practices and advance the research on teaching effectiveness (see specific brochure).

Further information on the TALIS 2018 survey and additional projects is available upon request by contacting talis@oecd.org at the OECD Secretariat.

Benefits to participating countries

Spain's participation in TALIS 2008 and TALIS 2013 has given us the opportunity to reflect upon our attitudes towards teaching and the challenges that education faces. The results from TALIS have generated a debate in our society about essential issues for all stakeholders, such as the need to take advantage of continuous professional development opportunities, collaboration among teachers, and the benefits that evaluation and feedback can bring to teachers' daily practice. These two areas – evaluation and feedback – have to be further developed in Spain as instruments to improve teachers' confidence in their ability.

This is a milestone because, as TALIS has confirmed, teachers have a central role in our education system and their value in society is undeniable.



Montserrat Gomendio,
OECD Deputy Director for Education and Skills
Former Spanish Secretary of State for Education, Vocational Training and Universities
and Former Chair of the TALIS Board of Participating Countries

Benefits to the teaching profession

TALIS is the only global survey of the teachers' views. As such it provides vital evidence for the development of countries' teacher policies. In fact we know that teachers' voices are vital in the development of sustained and effective education reforms. Since TALIS focuses on the day to day reality of teachers' working lives it is very much in the interest of the teaching profession to participate in TALIS.

One key message from TALIS 2013 is that teachers with high levels of self-efficacy are more likely to enjoy teaching and be innovative than those who lack confidence – a message vital for children's learning.

Both Education International – the global federation of teachers' unions – and OECD's Trade Union Advisory Committee supported TALIS 2013. Its findings will not only enrich policy discussions between teachers and their unions nationally but globally in the International Summit on the Teaching Profession.

Teachers and their unions have high hopes for TALIS 2018 and hope that as many countries as possible support it.



John Bangs,
Chair of the OECD's Trade Union Advisory Committee Working Group on Education, Training and
Employment Policy

TALIS 2008 and TALIS 2013 data products

To learn more about TALIS 2008 and TALIS 2013, see www.oecd.org/TALIS

TALIS 2013

- Thematic report on *School Leadership for Learning: Insights from TALIS 2013*
- Thematic report on *Supporting Teacher Professionalism: Insights from TALIS 2013*
- *New Insights from TALIS 2013: Teaching and Learning in Primary and Upper Secondary Education*
- *A Teachers' Guide to TALIS 2013*
- *TALIS 2013 Results: An International Perspective on Teaching and Learning*
- TALIS 2013 Technical Report
- International database and users' manual

TALIS 2008

- *Creating Effective Teaching and Learning Environments: First results from TALIS 2008*
- TALIS 2008 Technical Report
- Thematic report on *The Experience of New Teachers: Results from TALIS 2008*
- Thematic report on *Teaching Practices and Pedagogical Innovation: Evidence from TALIS*
- Many countries have produced national reports. This rich data is often used by international researchers. Furthermore, the European Commission published reports using TALIS 2008 and 2013 data from a European perspective.

The OECD and the Directorate for Education and Skills

The OECD provides a setting where governments compare policy experience, seek answers to common problems, identify good practices and co-ordinate domestic and international policies. It brings together countries committed to democracy and the market economy from around the world to:

- support sustainable economic growth;
- boost employment;
- raise living standards;
- maintain financial stability;
- assist member and non-member countries' economic development;
- contribute to growth in world trade.

In today's globalised economy, education is a major driving force for growth and development. The OECD Directorate for Education and Skills focuses on current key challenges facing education systems, including how to improve the quality of teachers, teaching and learning in order to provide the knowledge and skills needed in the 21st century.

For further information please visit our website:

www.oecd.org/talis

or contact us at:

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