OECD Teaching and Learning International Study (**TALIS**)

Creating Effective Teaching and Learning Environments

OECD Teaching and Learning International Survey (TALIS)

Creating Effective Teaching and Learning Environments - First Results from TALIS

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Policies to support effective teaching and learning

r **Effective teaching through appraisal and feedback**

r **Preparing and supporting a high quality teaching force**

r **Effective school leadership**

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Why TALIS?

r **Education at a Glance**

- Annual international indicators

r **OECD thematic studies**

- Teachers Matter
- Improving School Leadership

r **PISA**

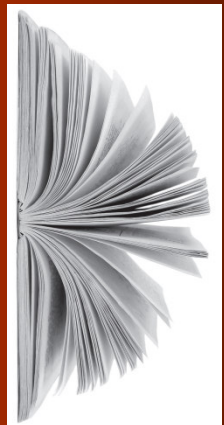- Assessing the competences of 15-year-olds

What is TALIS?

r

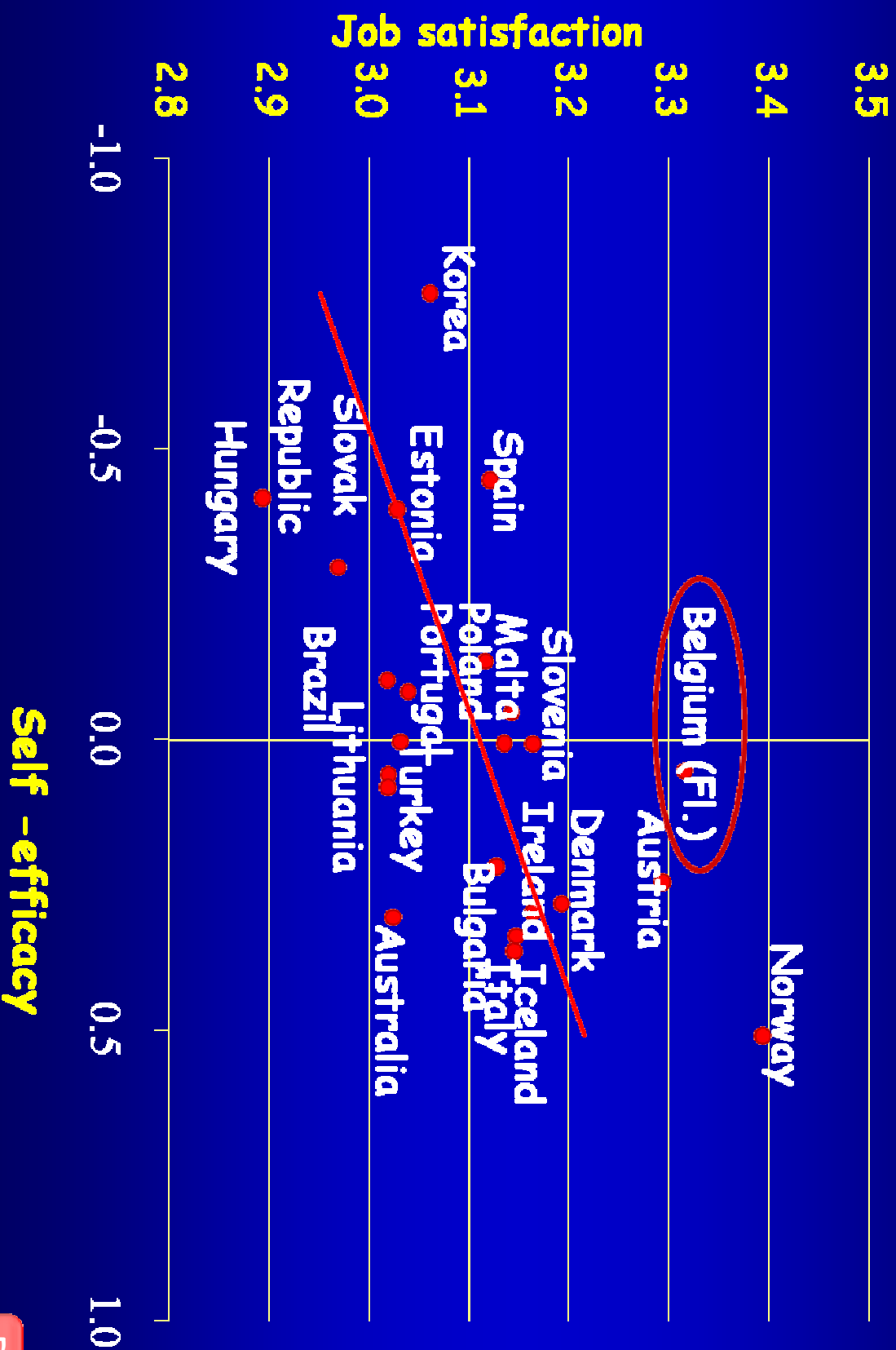|	
Australia	**Lithuania**
Austria	**Malta**
Belgium (Fl)	**Malaysia**
Brazil	**Mexico**
Bulgaria	**Netherlands**
Denmark	**Norway**
Estonia	**Poland**
Hungary	**Portugal**
Iceland	**Spain**
Ireland	**Slovak Republic**
Italy	**Slovenia**
Korea	**Turkey**

the

r

r

r 24 participating countries

r School year 2007-08

Conditions for effective learning

Country means of teacher self-efficacy and job satisfaction (2007-08)

Job satisfaction

Self -efficacy

Korea

Hungary

Slovak Republic

Slovak

Estonia

Spain

Brazil

Lithuania

Portugal

Poland

Malta

Turkey

Slovenia

Ireland

Denmark

Bulgaria

Iceland

Italy

Austria

Australia

Belgium (Fl.)

Norway

Figure 4.13

How much time is actually used for learning

■ Keeping order in the classroom   ■ Administrative tasks   ■ Actual teaching and learning
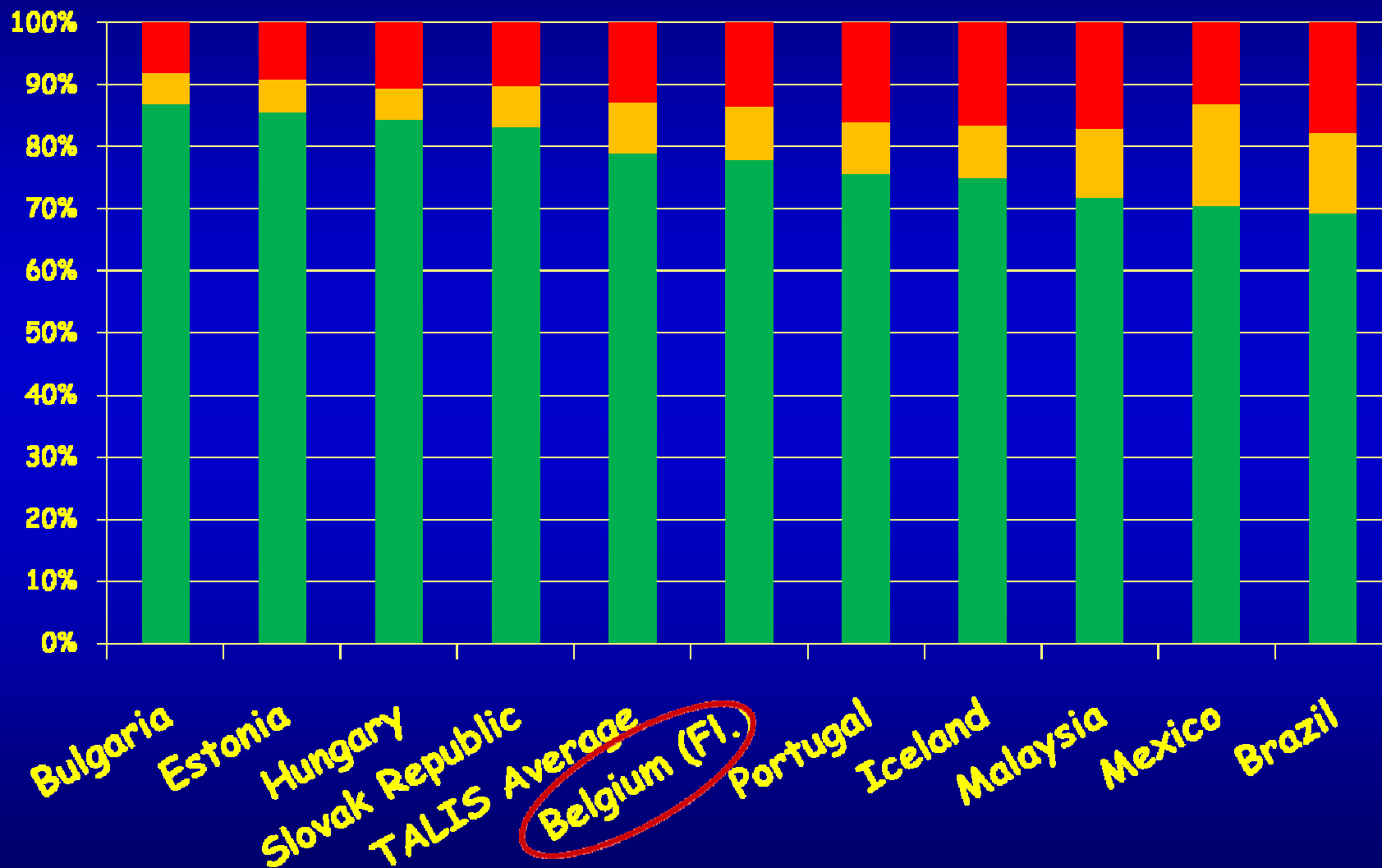
Countries are ranked in descending order of the percentage of actual teaching and learning time.
Source: OECD, TALIS Database.

Figure 4.9

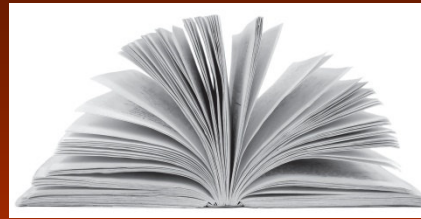# The quality of the classroom environment (2007-08)

Percentage of lesson time spent teaching and learning

Classroom disciplinary climate

Student discipline

r **A better disciplinary climate is more often found in classrooms where:**

- Teachers adopt more structuring in their teaching practices
- Class sizes are smaller
- Teachers are more experienced

Effective teaching through appraisal and feedback

TALIS shows that

Teachers who receive recognition for good performance from the principal or colleagues feel more effective

Teacher appraisal and feedback

- Teachers generally report that appraisal and feedback make a difference in their work

- The more feedback they receive on specific aspects of their work, the more they trust in their abilities to address the respective teaching challenges

But some teachers are left alone

Teachers who received no appraisal or feedback and teachers in schools that had no school evaluation in the previous five years
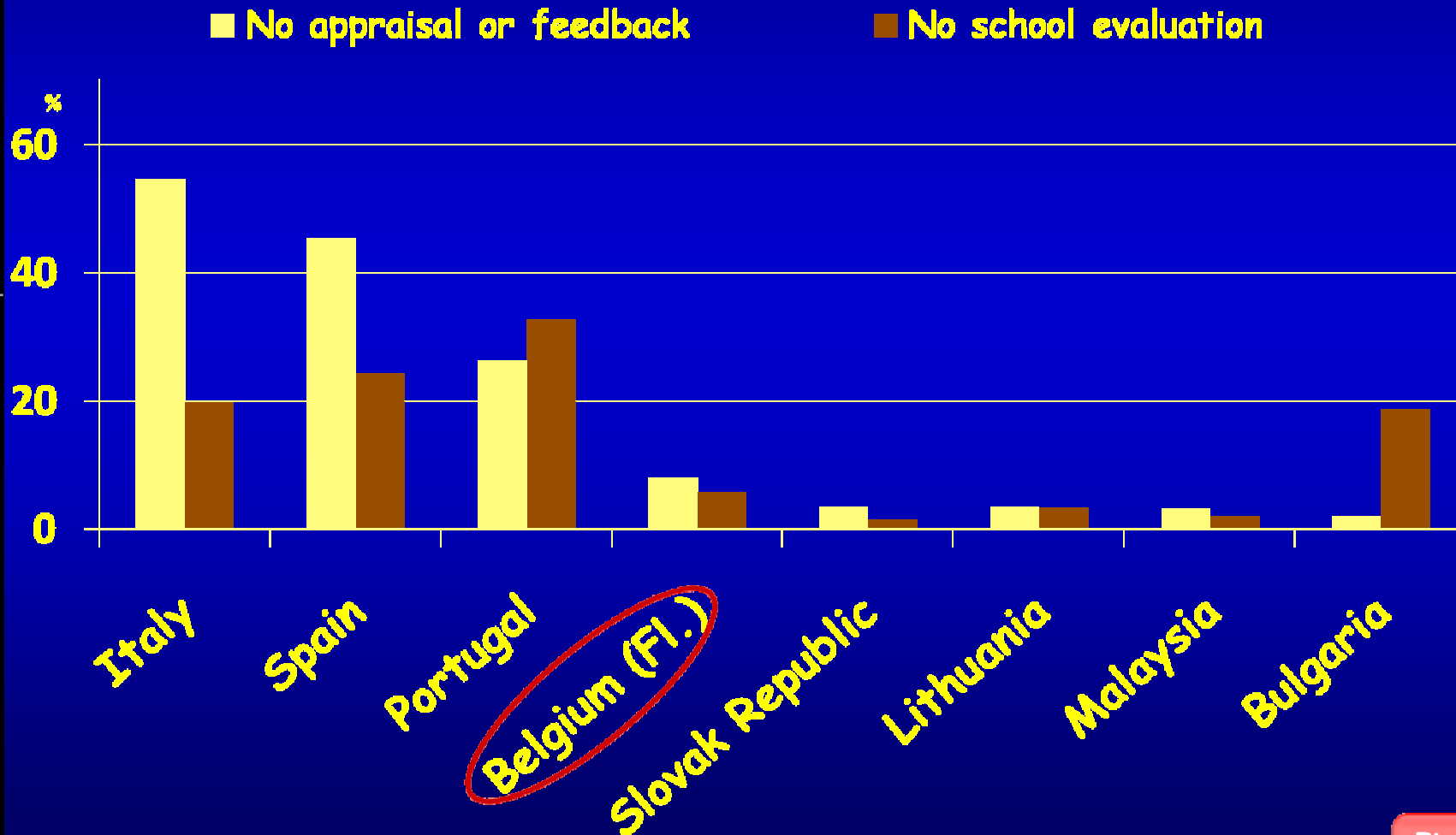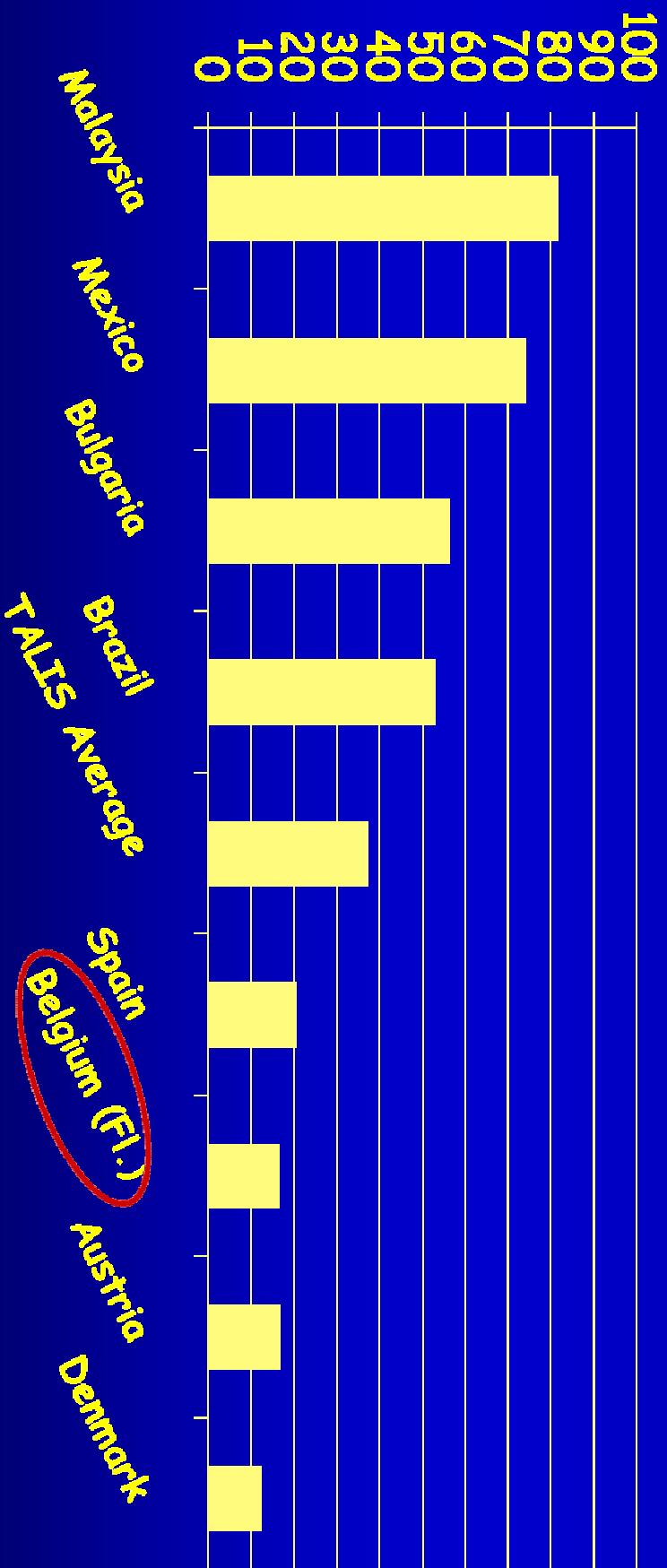
■ No appraisal or feedback   ■ No school evaluation

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Figure 5.3

Does appraisal and feedback make a difference for teaching?

Percentage of teachers reporting that appraisal and feedback led a development or training plan to improve their teaching %

Source: OECD. Table 5.1 and 5.3

Figure 5.6

Lack of incentives in some countries

Teachers who would receive increased rewards if they improve the quality of their teaching

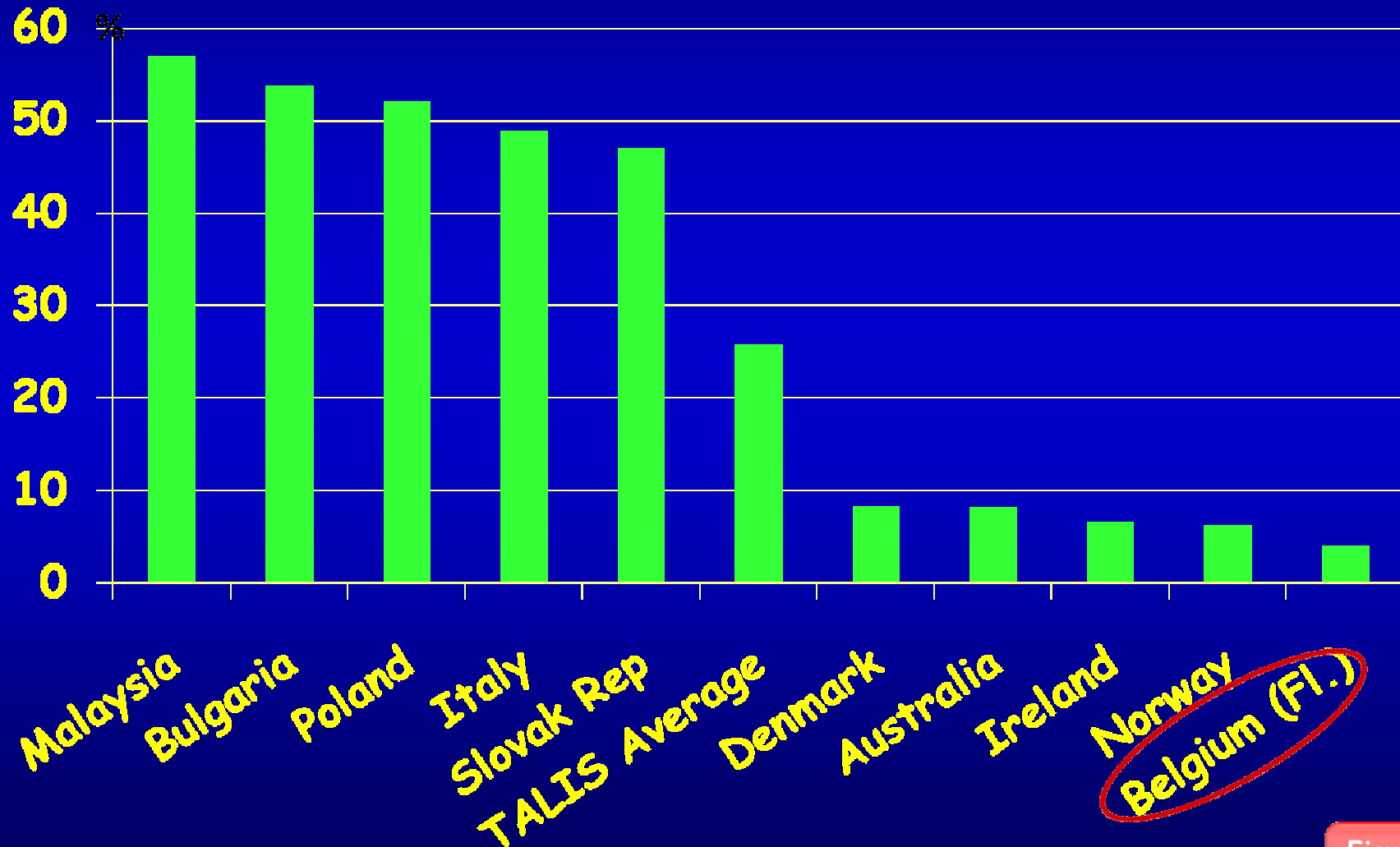OECD Teaching and Learning International Study (**TALIS**)

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%

Malaysia
Bulgaria
Poland
Italy
Slovak Rep
TALIS Average
Denmark
Australia
Ireland
Norway
Belgium (Fl.)

Figure 5.7

Perception of teachers of the appraisal and feedback and its impact in their school (2007-08)

15

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■ Teachers who agree that sustained poor performance would be tolerated by the rest of the staff

■ Teachers who agree that the most effective teachers receive the greatest rewards in their school
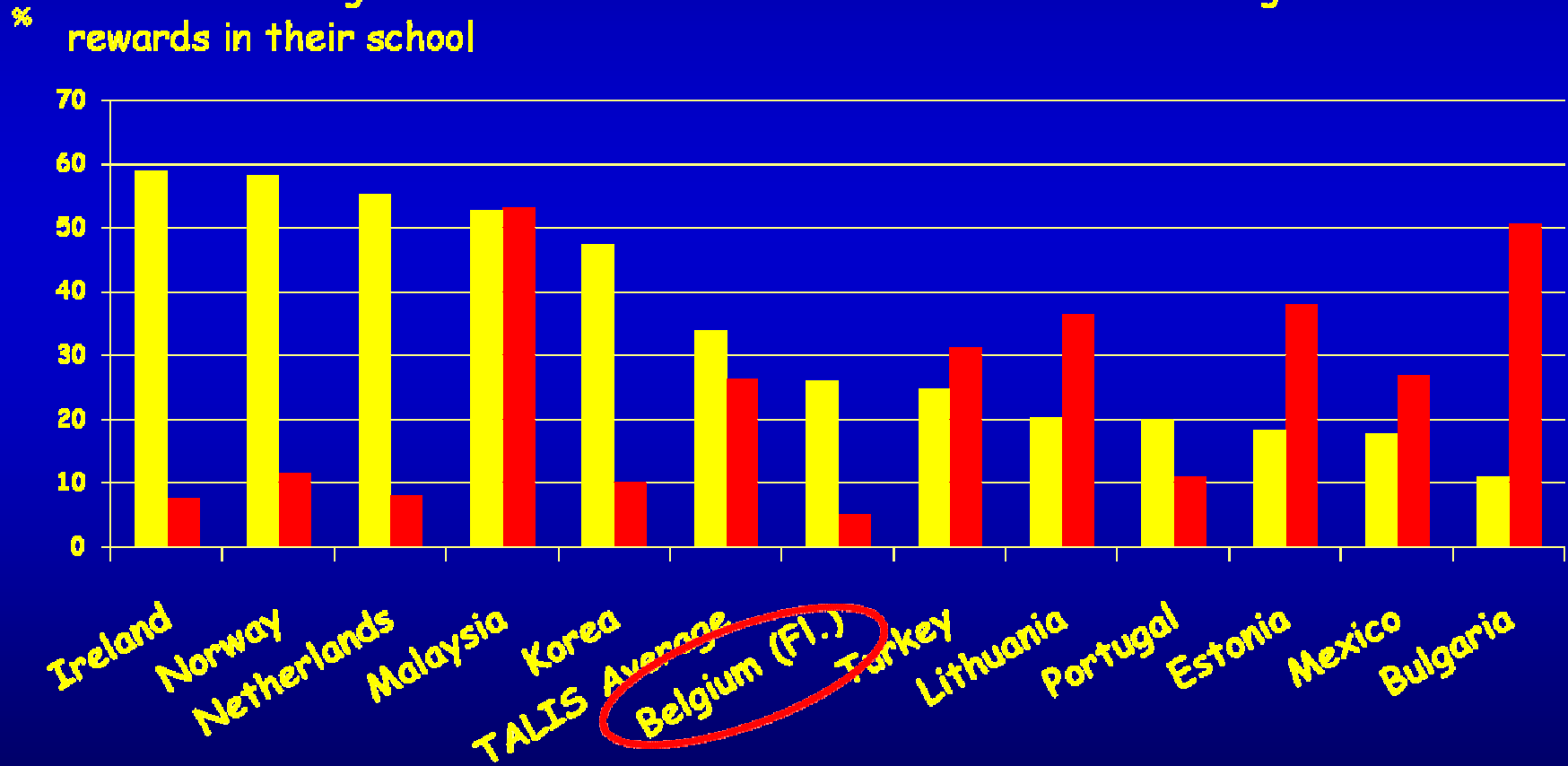
Source: OECD. Table 5.9.

Figure 5.7

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Teacher appraisal and feedback

r **An appraisal system and career structure that:**

- gives incentives to teachers

- focuses upon and promotes innovation and effectiveness

r **Would better assist school improvement programmes and efforts to increase school effectiveness**
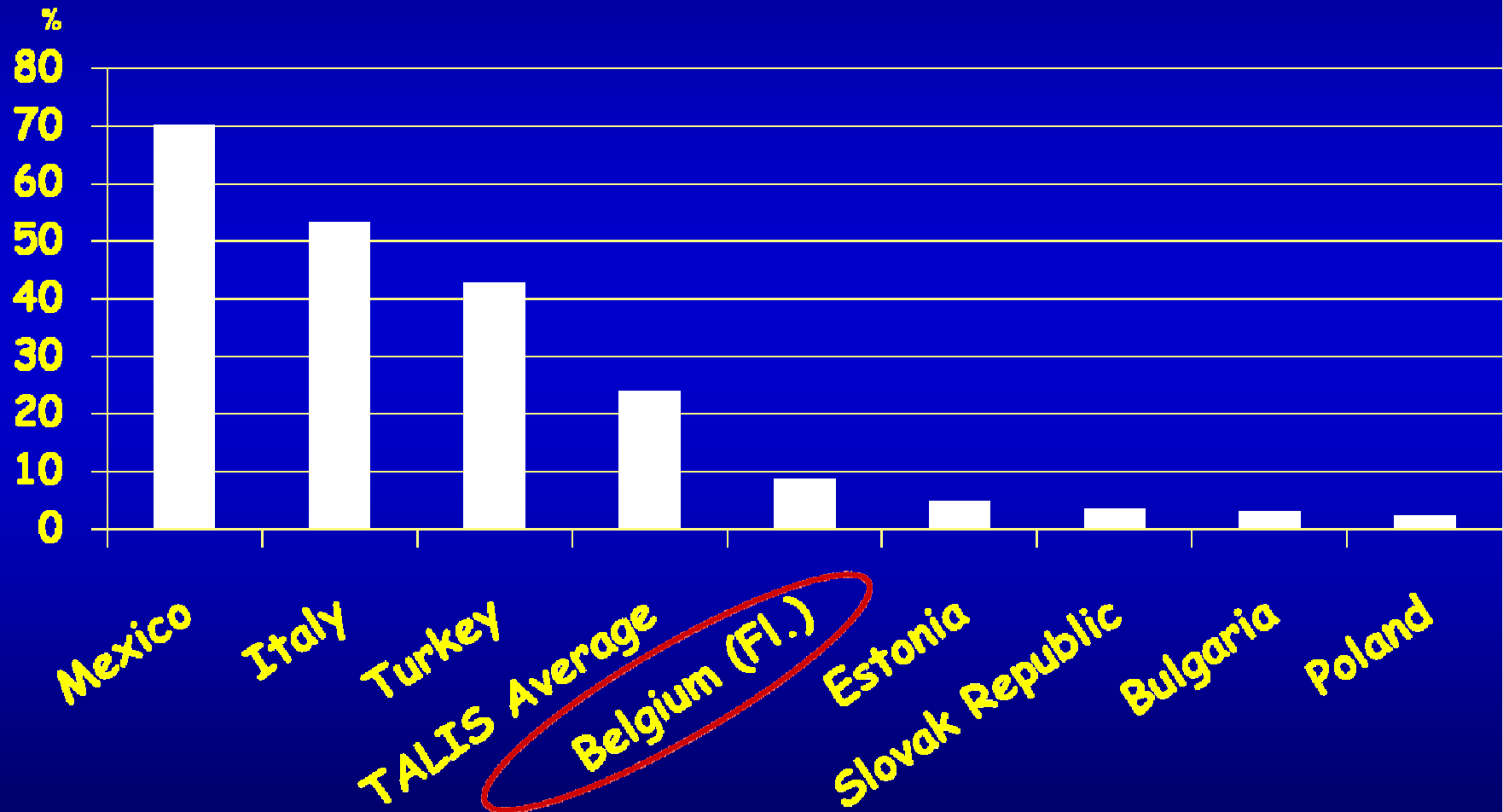
OECD
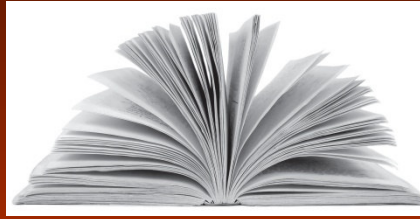
Preparing and supporting a high-quality teaching force

The quality of an education system cannot exceed the quality of its teachers
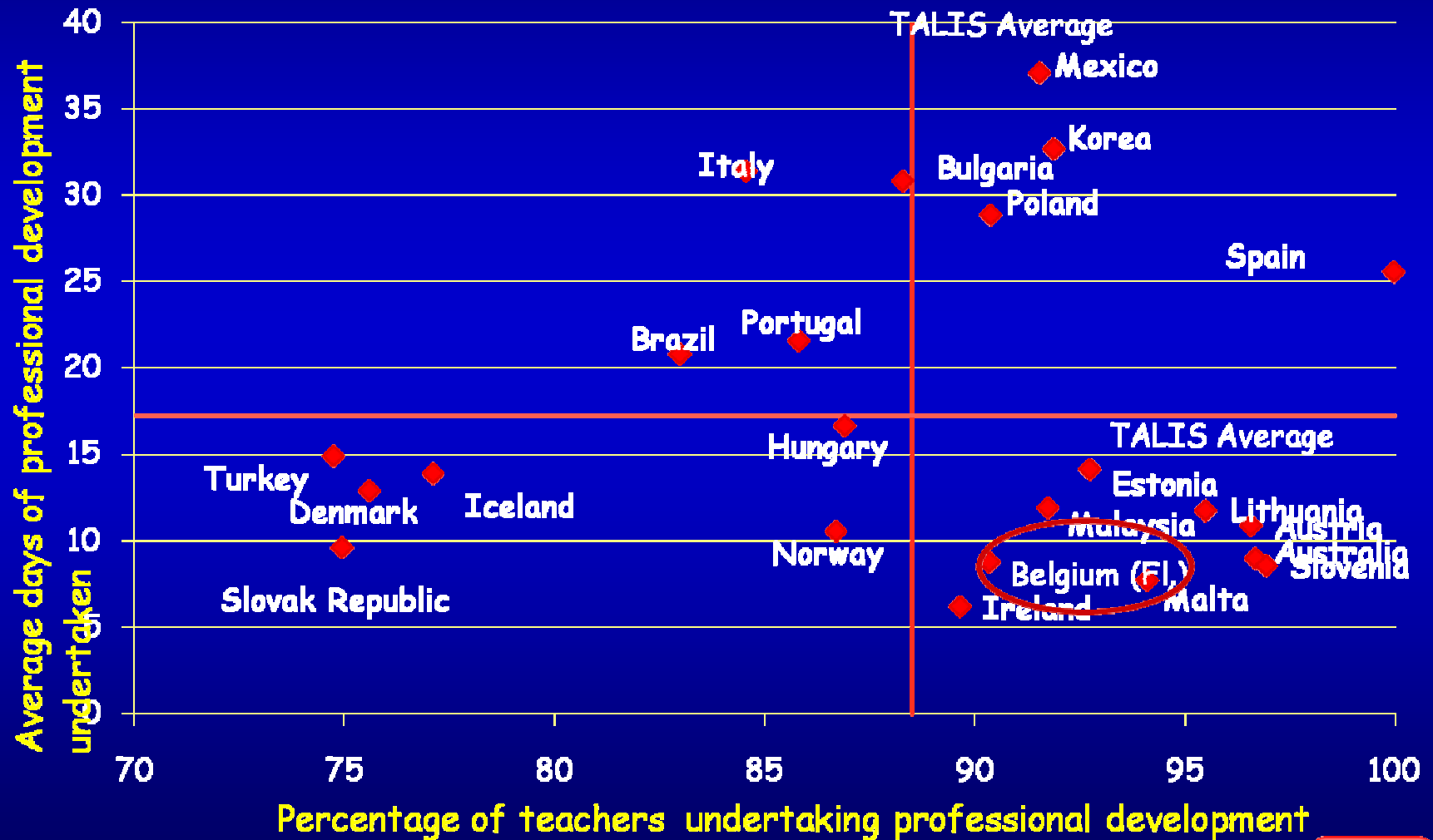
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How well prepared are teachers?

Percentage of teachers whose school principal reported that teachers' lack of pedagogical training hinders instruction in their school a lot or to some extent

Source: TALIS. Table 2.8.

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Figure 2.5

Comparison of the level and intensity of participation in professional development (2007-08)

Average days of professional development undertaken

TALIS Average	
Mexico	
Korea	
Italy	Bulgaria
	Poland
	Spain
Portugal	
Brazil	
	Hungary
	TALIS Average
Turkey	Estonia
Denmark	Iceland	Lithuania
	Malaysia	Austria
	Australia
	Slovenia
Norway	Belgium (Fl.)
Slovak Republic	Ireland	Malta

Percentage of teachers undertaking professional development

Source: OECD. Table 3.1

Figure 3.2

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And school systems support the professional development of their teachers

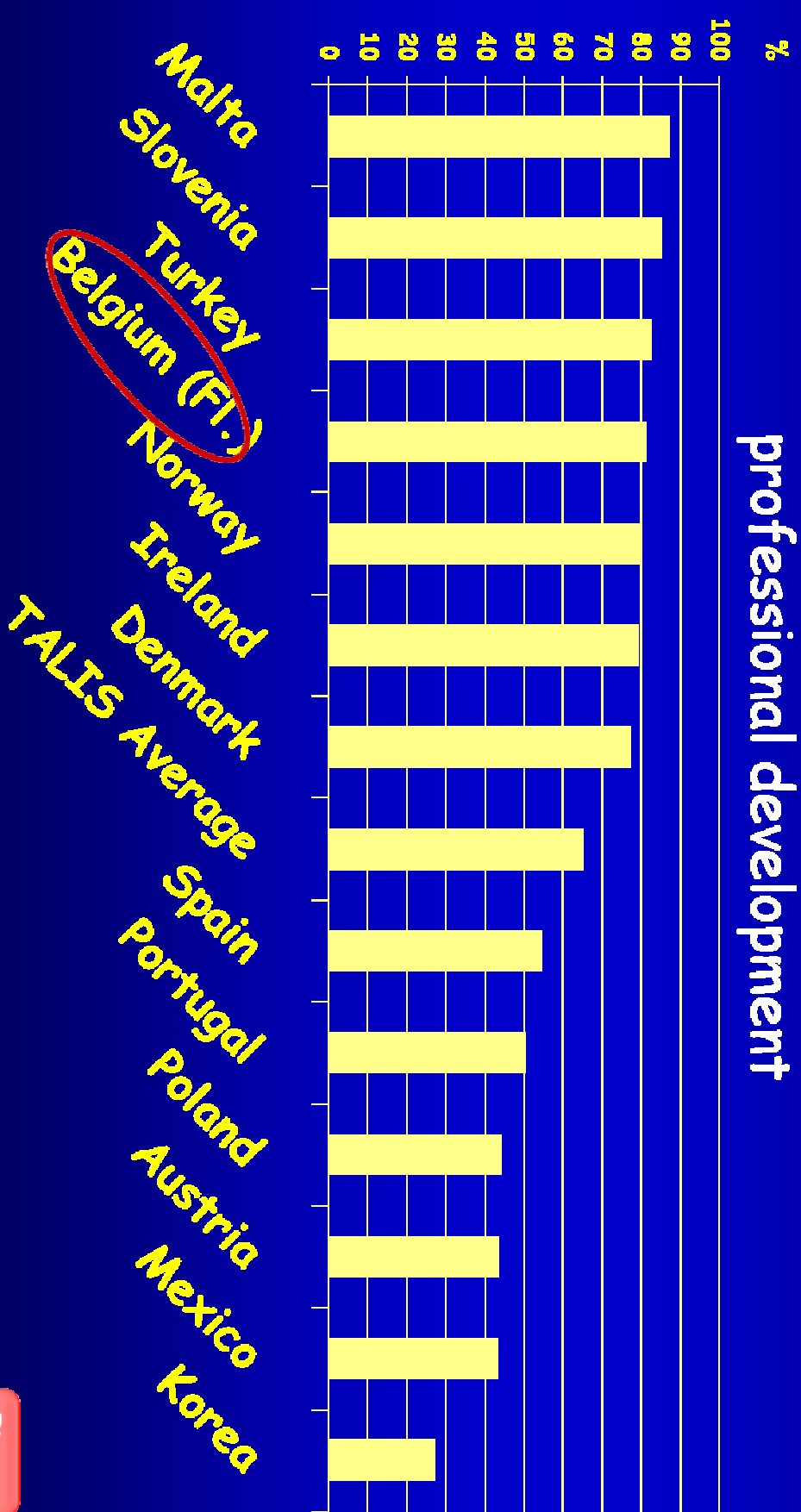Teacher had to pay none of the costs of the professional development

Malta
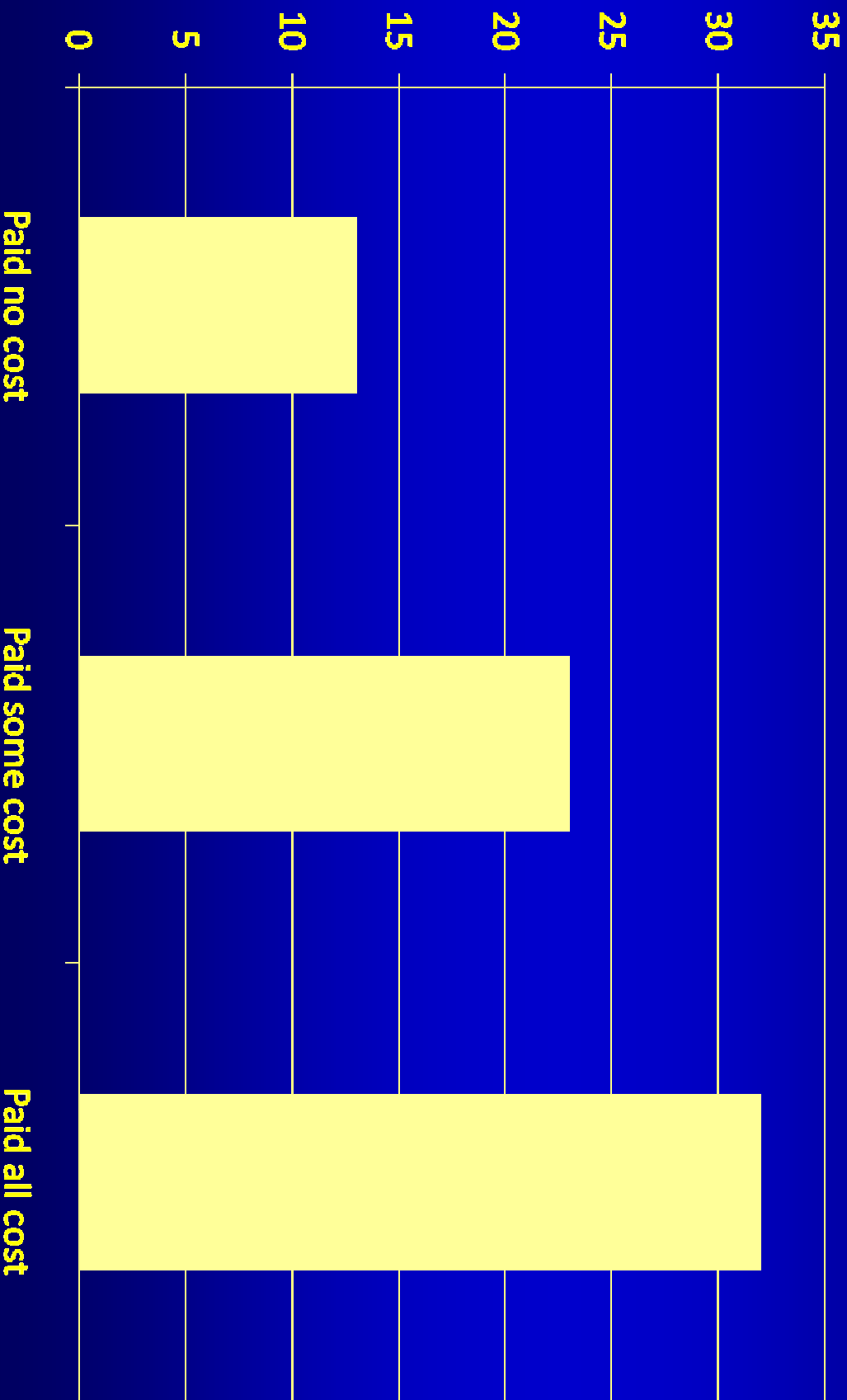Slovenia
Turkey
Belgium (Fl.)
Norway
Ireland
Denmark
TALIS Average
Spain
Portugal
Poland
Austria
Mexico
Korea

%
0 10 20 30 40 50 60 70 80 90 100

Figure 3.9

The teachers who paid most also did most professional development

Average days of development

Paid no cost

Paid some cost

Paid all cost

0 5 10 15 20 25 30 35

But demand is not satisfied
International average of percentage of teachers reporting a high level of need

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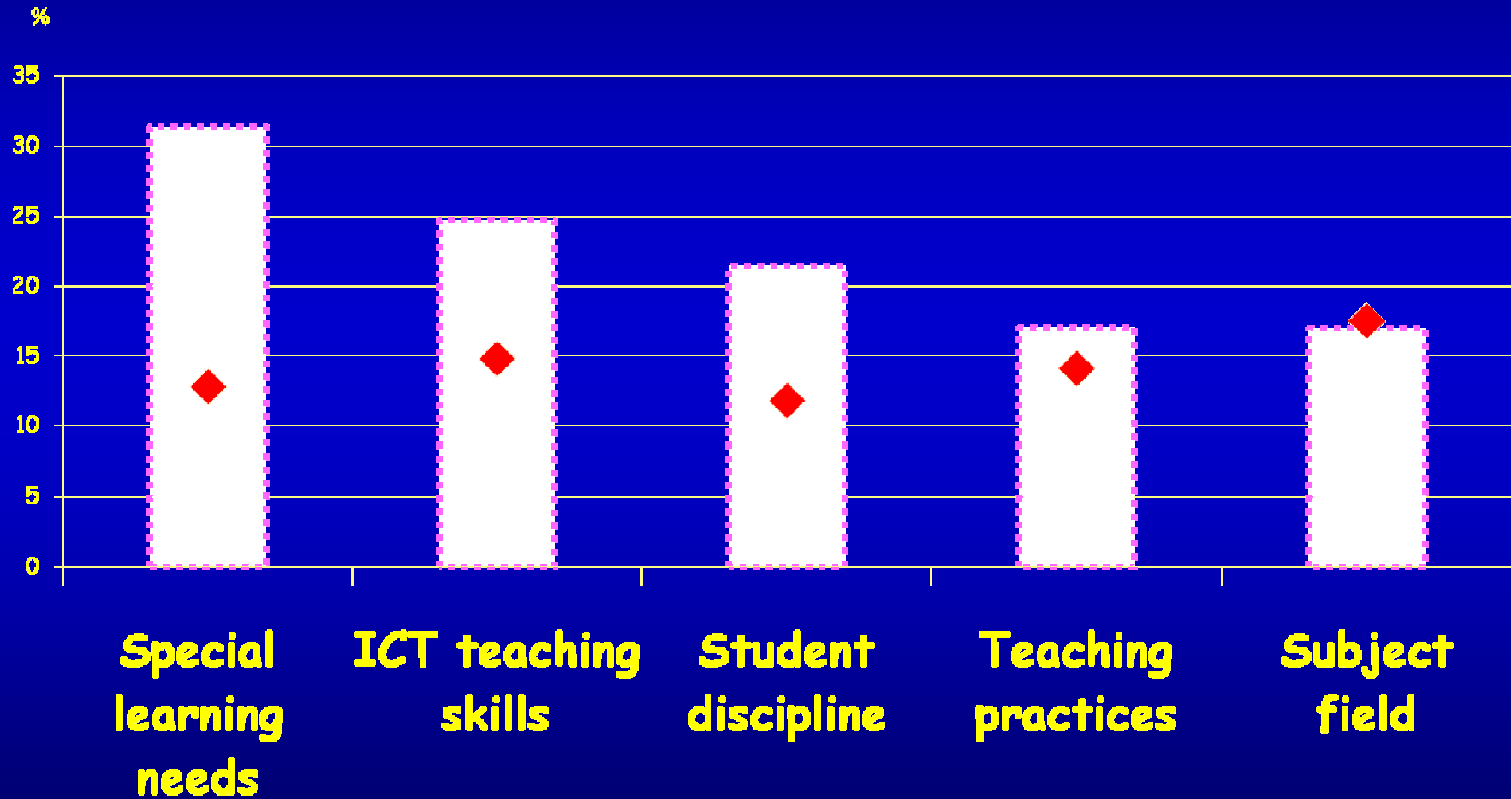
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Figure 3.6

Relatively few teachers participate in the kinds of professional development which they find has the largest impact on their work

TALIS Average

%

Impact — Participation — Impact — Participation — Impact — Participation — Impact — Participation

Individual and collaborative research | Qualification programmes | Courses and workshops | Education conferences and seminars
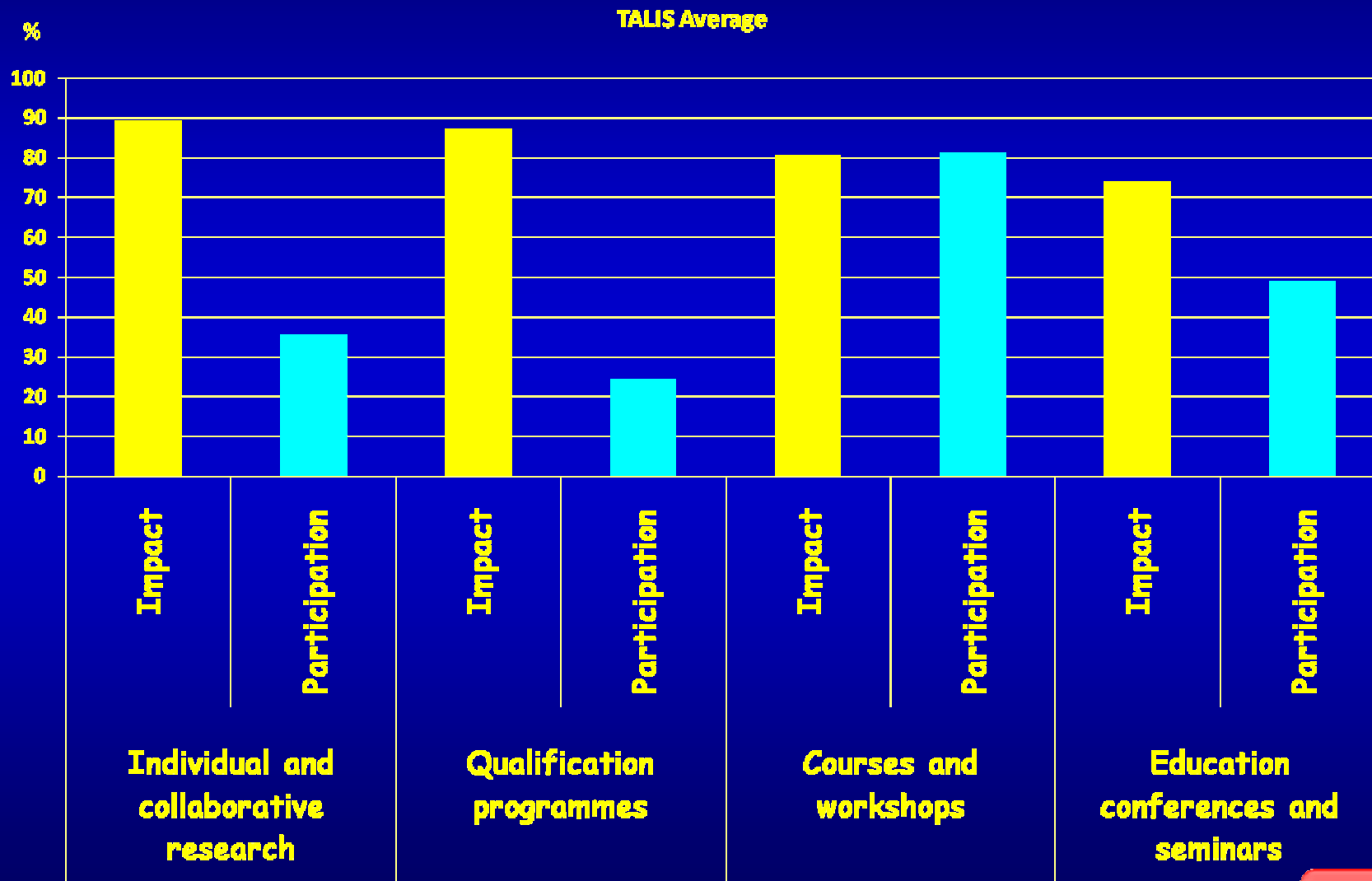
Figure 3.15

Professional development

r Countries are investing significantly in teachers' professional development.

r There is a lack of suitable development activities on offer to satisfy teachers' demand and it is notable that those teachers who take part in more days of development are more likely to have to contribute towards the cost themselves.

r This calls for a review to better match demand and supply and balancing cost and benefit.

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School leadership

r Pedagogical leadership evident in all countries but to varying degrees

r In a number of countries, where school leaders adopt a stronger pedagogical leadership role there is:

- more collaboration between teachers

- better student-teacher relations

- greater recognition given to teachers for innovative teaching practices and

- more emphasis on developmental outcomes of teacher appraisals.

Key policy messages

r **Systems that empower teachers to reach the highest standards**

- Effective appraisal and feedback systems
- Professional development that better meets the needs of teachers
- School leadership that provides pedagogical leadership as well as administrative management

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Thank you for listening!

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