

RESULTS FROM TALIS 2013

ALBERTA (CANADA)**Key Findings from the Teaching and Learning International Survey (TALIS)¹****Teachers in Alberta report high levels of job satisfaction and confidence in their abilities**

- More than nine in ten teachers (92%) in Alberta report being satisfied with their job, and 90% report that the advantages of being a teacher clearly outweigh the disadvantages.
- However, only half (47%) of all teachers report that teaching is a valued profession in society. One way to help teachers feel valued is to involve them as professionals in school decisions: Alberta teachers who report that their school provides staff with the opportunity to participate in school decisions are 2.5 times more likely to report that teaching is a valued profession.
- Teachers in Alberta report being more confident in their classroom management and instructional skills but less confident in their ability to motivate disinterested students.

The vast majority of teachers receive feedback, but the impact of feedback could be improved

- TALIS findings suggest that one way to increase teachers' confidence in their abilities is to provide them with meaningful feedback, and 93% of teachers in Alberta report receiving formal or informal feedback from a number of different sources.
- However, of the teachers who report receiving feedback, only 51-60% report positive impacts on their confidence, motivation and job satisfaction (compared with the TALIS average of 63-70%); 44% report that the formal or informal feedback they received has led to a positive change in their public recognition (compared with a 61% TALIS average); and 34% say it has affected the likelihood of their career advancement (compared with a 36% TALIS average).

Continuing professional development for teachers is important

- When the content and pedagogy for subjects taught by teachers are included in formal education or training, teachers are five to nine times more likely to report feeling well prepared for teaching.
- While 98% of teachers in Alberta report having completed a teacher education or training programme, less than half of teachers report having received training in the content (44%) or the pedagogy (49%) of all the subjects they teach.
- This highlights the importance of induction, mentoring and professional development for teachers in Alberta as a tool to support teachers who did not receive training in all of the subjects they teach.

Positive teacher-student relations despite student behaviour problems

- In measuring school climate, principals in Alberta report some of the highest rates of weekly student absenteeism (62%) and late arrivals (70%) among TALIS countries. However, despite this, both principals and teachers report positive teacher-student relations.

¹ The results presented here represent lower secondary teachers and their school leaders.

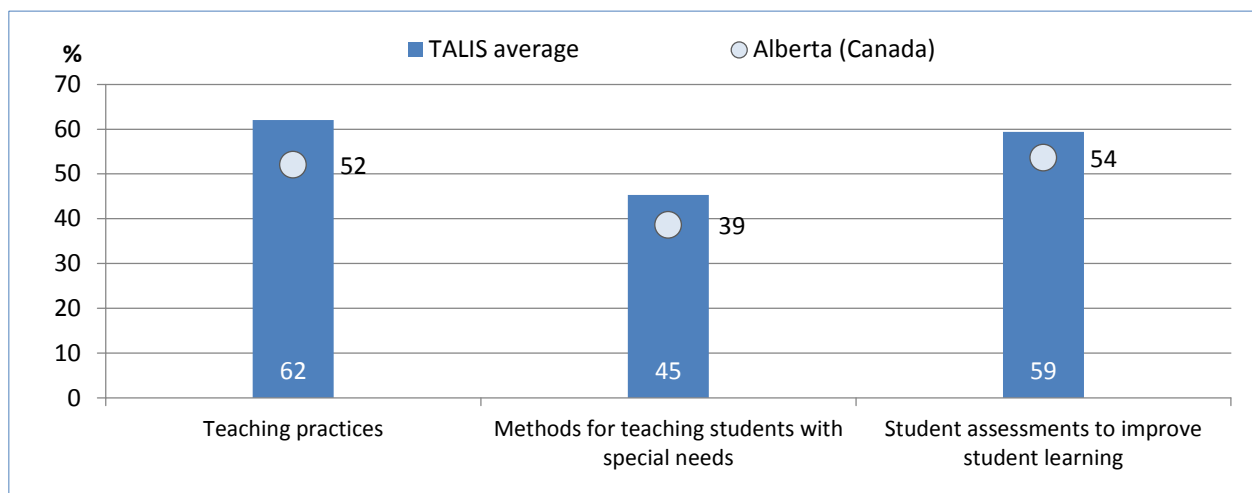
The typical teacher and principal in Alberta (Canada)

Typical teacher in TALIS countries		Typical teacher in Alberta (Canada)	
68% are women	Is 43 years old on average	60% are women	Is 40 years old on average
91% completed university or other equivalent higher education		99% completed university or other equivalent higher education	
90% completed a teacher education or training programme		98% completed a teacher education or training programme	
Has an average of 16 years of teaching experience		Has an average of 13 years of teaching experience	
82% are employed full time and 83% have a permanent contract		91% are employed full time and 80% have a permanent contract	
Teaches in a class with 24 students on average		Teaches in a class with 26 students on average	

Typical principal in TALIS countries		Typical principal in Alberta (Canada)	
51% are men	Is 52 years old on average	57% are men	Is 49 years old on average
96% completed university or other equivalent higher education		100% completed university or other equivalent higher education	
90% completed a teacher education or training programme, 85% a school administration/principal training programme and 78% instructional leadership training		98% completed a teacher education or training programme, 83% a school administration/principal training programme and 92% instructional leadership training	
Has an average of 9 years of experience as a principal and 21 years of teaching experience		Has an average of 8 years of experience as a principal and 21 years of teaching experience	
62% are employed full time without teaching obligations and 35% are employed full time with teaching obligations		39% are employed full time without teaching obligations and 50% are employed full time with teaching obligations	
Works in a school with 546 students and 45 teachers on average		Works in a school with 335 students and 18 teachers on average	

Impact of teacher feedback in Alberta (Canada)

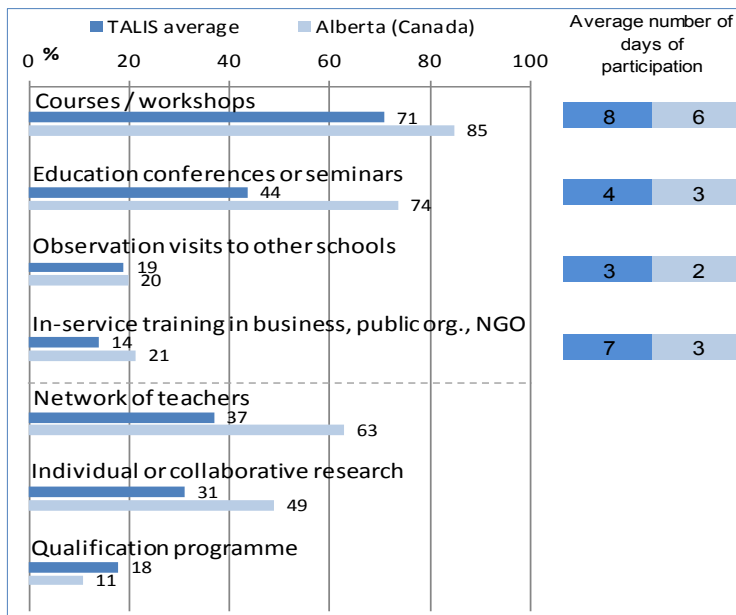
Percentage of teachers who report a moderate or large positive change in these areas after they received feedback on their work



- On average across TALIS countries and economies, many teachers report positive impacts following feedback they receive about their work, including on their classroom teaching.
- However, compared with other countries, fewer teachers in Alberta report that the feedback they received led to positive changes in their teaching practices (52%), their methods for teaching special-needs students (39%) or their use of student assessment to improve student learning (54%).

Participation in professional development (PD) in Alberta (Canada)

Participation rates and average number of days for each type of professional development in the 12 months prior to the survey



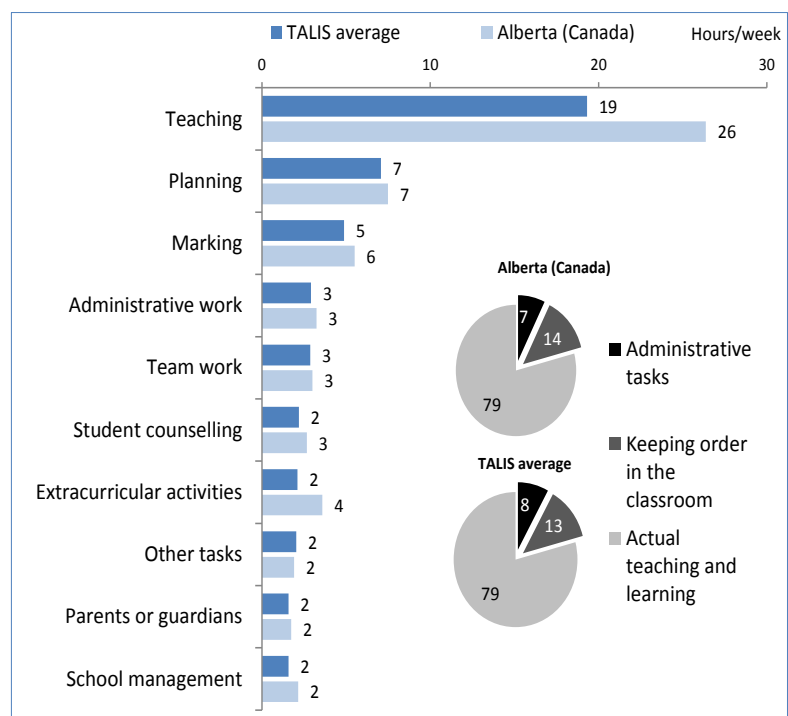
- Teachers in Alberta report one of the highest participation rates (98%) in PD (compared with the TALIS average of 88%), especially for courses and workshops (85%), education conferences or seminars (74%), participating in networks of teachers (63%), individual or collaborative research (49%) and in-service training in outside organisations (21%).
- Of teachers in Alberta, 11% report having taken part in a qualification programme during the last year.

- Teachers in Alberta also report the highest levels of support for participating in professional development: These include scheduled time to participate in PD activities during working hours (74%); supports such as reduced teaching loads, days off, or study leaves for activities outside of working hours (17%); and salary supplements (8%).

Teachers' workload in Alberta (Canada)

Teachers' reported working hours per week and distribution of time spent in the classroom during an average lesson

- The great majority of teachers' lesson time is spent teaching. On average in TALIS countries and in Alberta, teachers report spending almost 80% of their lesson time on actual teaching and learning.
- Similar to the TALIS average, Alberta teachers report spending 14% of their lesson time keeping order in the classroom.
- Compared with the TALIS average, teachers in Alberta report spending similar numbers of hours on performing a variety of work-related tasks, except for teaching activities. These are reported at 26 hours per week, compared with 19 hours on average for TALIS countries.



What is TALIS?

The **Teaching and Learning International Survey (TALIS)** collects internationally comparable data on the learning environment and the working conditions of teachers in schools across the world with the aim to provide valid, timely and comparable information from the perspective of practitioners in schools to help countries review and define policies for developing a high-quality teaching profession. Cross-country analysis from TALIS enables countries to identify other countries facing similar challenges and to learn from other policy approaches.

Recruiting, retaining and developing teachers are vital in ensuring high-quality student outcomes in school systems worldwide. TALIS examines the ways in which teachers' work is recognised, appraised and rewarded and assesses the degree to which teachers perceive that their professional development needs are being met. The study provides insights into the beliefs and attitudes about teaching that teachers bring to the classroom and the pedagogical practices that they adopt. Recognising the important role of school leadership, TALIS examines the roles of school leaders and the support that they give their teachers. Finally, TALIS examines the extent to which certain factors relate to teachers' reports of job satisfaction and self-efficacy.

Key features of the TALIS 2013 survey

Who? The international target population for TALIS is composed of lower secondary teachers and their school leaders in mainstream public and private schools. In each country, a representative sample of 20 teachers and their school principal from 200 schools was randomly selected for the study. Approximately 106 000 lower secondary teachers responded to the survey, representing more than 4 million teachers in more than 30 participating countries and economies.

In Alberta (Canada), 1 773 lower secondary teachers and 175 principals in 182 schools completed the TALIS questionnaires.

How? A conceptual framework for TALIS was developed by subject-matter experts, the international research consortium and the OECD to steer the development of the TALIS instruments. The framework is based on the concept of effective teaching and learning conditions. The framework is available on the TALIS website, along with all TALIS publications and the international database.

What? TALIS began in 2008 in 24 countries, focusing on lower secondary education. TALIS 2013 now covers more than 30 countries and economies, and although the main focus remains in lower secondary, some countries opted to also survey their primary schools (6 countries) and upper secondary schools (10 countries). Further, 8 countries chose to gain additional insights by surveying schools that participated in the 2012 Programme for International Student Assessment (PISA).

Separate questionnaires (paper and online) for teachers and school leaders, requiring between 45 and 60 minutes to complete, were used to gather the data. They included questions on:

- teacher characteristics
- working environments
- leadership
- learning and development opportunities
- appraisal and feedback
- pedagogical practices and beliefs
- self-efficacy and job satisfaction

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For more information on the Teaching and Learning International Survey and to access the full set of TALIS 2013 results, visit:
www.oecd.org/talis