

## RESULTS FROM TALIS 2013

# SINGAPORE

## Key Findings from the Teaching and Learning International Survey (TALIS)<sup>1</sup>

**With a young teaching force resulting in a larger proportion of teachers with fewer years of teaching experience, Singapore has put in place strong teacher preparation and peer-mentoring programmes to help newer teachers succeed**

- Singapore has the youngest teaching force across all TALIS countries, with an average age of 36 years, suggesting that initial teacher education may positively impact classroom practices. Teacher education is thus designed with a strong classroom practicum component, and 83% of teachers (vs. a TALIS average of 67%) have undergone a practicum in the subjects that they teach before becoming full-fledged teachers.
- In Singapore, formal induction programmes are virtually universal for all new teachers to the school (99%), compared with 44% on average across TALIS countries and economies.
- Moreover, during a teacher's first two years in a school, further guidance is provided by assigning experienced mentors or senior teachers, enabling young teachers to learn practical knowledge and skills. Singapore has among the highest proportion of teachers serving as mentors for other teachers (39%) or who currently have an assigned mentor (40%), compared with the TALIS averages of 14% and 13%. In Singapore, 85% of mentees are matched with mentors who teach the same subject, compared with the TALIS average of 68%.

**School leaders seek to create a conducive professional environment through instructional and distributed leadership within their schools, but only a minority indicated collaborating frequently with principals of other schools**

- Virtually all principals in Singapore report that their school provides opportunities for staff and students to actively participate in decisions. More than 8 in 10 principals ensure that their teachers take responsibility for improving their teaching skills and students' learning outcomes.
- A large majority of teachers in Singapore (81%) say that they work in schools with a collaborative culture that is characterised by mutual support and respect.
- Collaboration between principals from different schools is one way that principals can learn from and support one another. While on average 62% of principals in TALIS countries and economies indicate that they frequently collaborate with principals in other schools, in Singapore, only 36% say they frequently collaborate with principals in other schools.

**On the whole, teachers in Singapore are satisfied with their jobs and feel that the teaching profession is valued in society**

- Most teachers in Singapore are satisfied with their job (88%). However, almost half the teachers (46%, compared with the TALIS average of 32%) wonder whether it would have been better to choose another profession, perhaps reflecting the high educational qualifications and wide choices of careers available to teachers in Singapore. That said, 82% of teachers in Singapore report that they would still choose to be a teacher if they could decide again (the TALIS average is 78%).
- Teachers in Singapore who are active in collaborative professional learning or are given opportunities to actively participate in school decisions tend to report higher levels of job satisfaction. Almost 7 in 10 teachers in Singapore believe that the teaching profession is valued in the Singapore society, more than twice that of the TALIS average (31%).

<sup>1</sup> The results presented here represent lower secondary teachers and their school leaders.

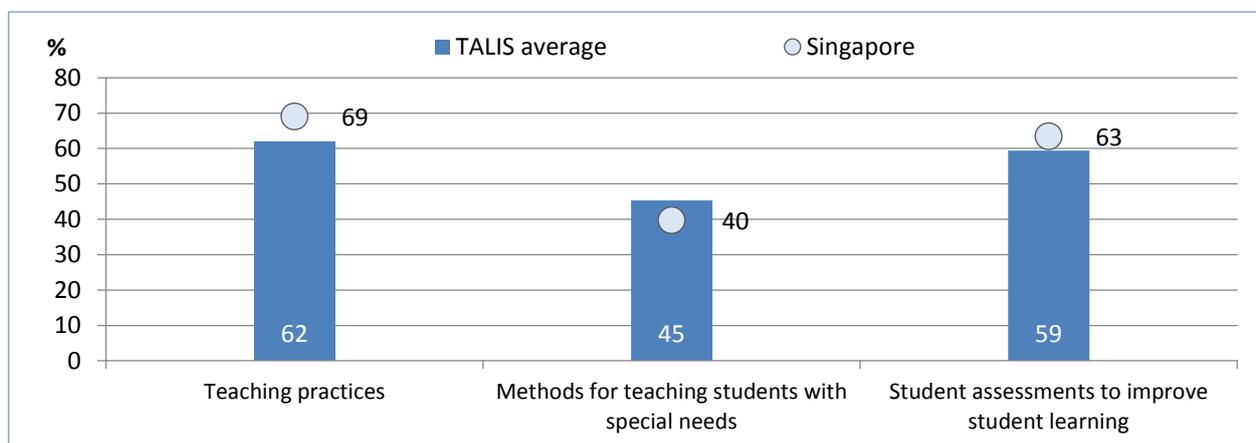
## The typical teacher, principal and school environment in Singapore

Typical teacher in TALIS countries	Typical teacher in Singapore
68% are women Is 43 years old on average	65% are women Is 36 years old on average
91% completed university or other equivalent higher education	93% completed university or other equivalent higher education
90% completed a teacher education or training programme	99% completed a teacher education or training programme
Has an average of 16 years of teaching experience	Has an average of 10 years of teaching experience
82% are employed full time and 83% have a permanent contract	96% are employed full time and 90% have a permanent contract
Teaches in a class with 24 students on average	Teaches in a class with 36 students on average

Typical principal in TALIS countries	Typical principal in Singapore
51% are men Is 52 years old on average	48% are men Is 48 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	97% completed a teacher education or training programme, 93% a school administration/principal training programme and 91% 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 15 years of teaching experience
62% are employed full time without teaching obligations and 35% are employed full time with teaching obligations	99% are employed full time without teaching obligations and 1% are employed full time with teaching obligations
Works in a school with 546 students and 45 teachers on average	Works in a school with 1 251 students and 91 teachers on average

## Impact of teacher feedback in Singapore

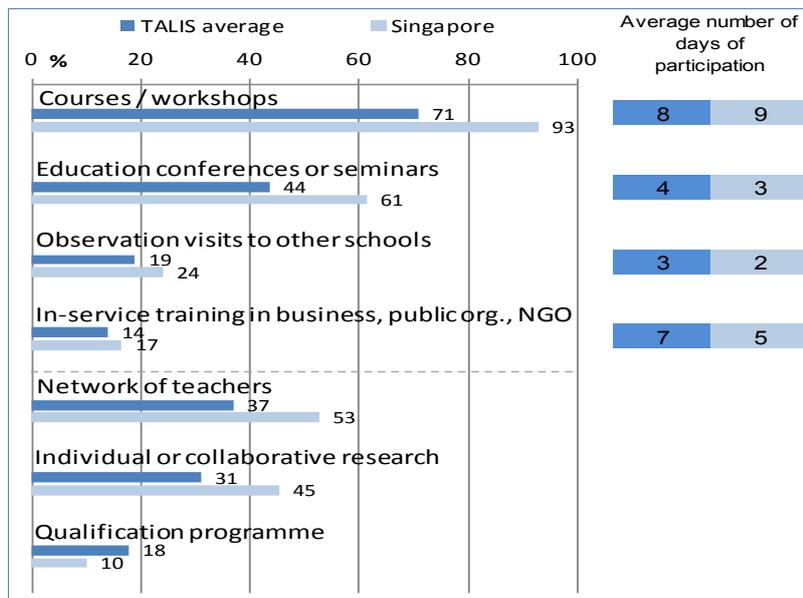
Percentage of teachers who report a moderate or large positive change in these areas after they received feedback on their work



- On average across TALIS countries and economies, many teachers report positive impacts following feedback they receive about their work, including on their classroom teaching.
- Compared with other countries, in Singapore, more teachers report that the feedback they received led to positive changes in both their teaching practices (69%) and their use of student assessment to improve student learning (63%).
- However, slightly fewer teachers report positive changes in their methods for teaching special-needs students (40%).

## Participation in professional development (PD) in Singapore

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

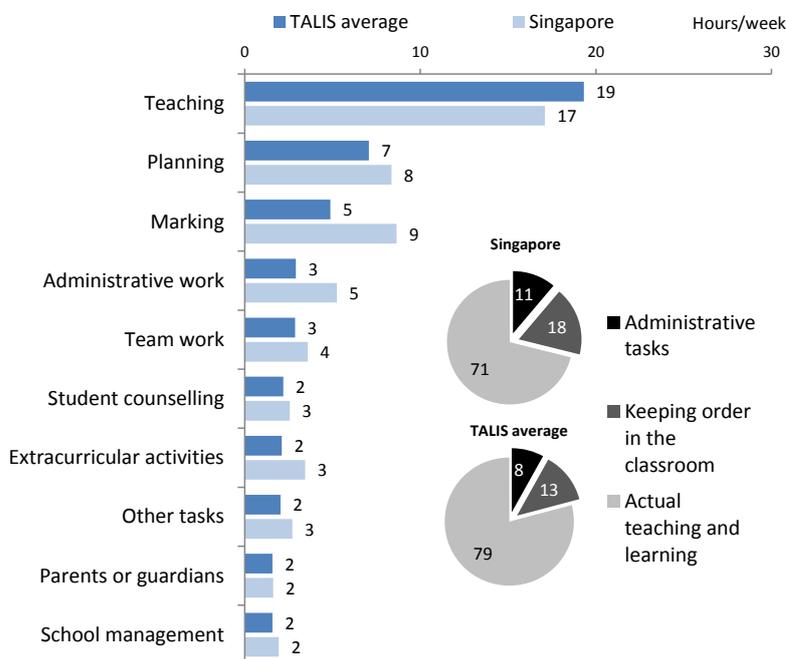


- Teachers in Singapore have higher participation rates than average for a number of PD activities, including courses and workshops (93%), education conferences (61%), in-service training in external organisations (17%), network of teachers (53%) and individual or collaborative research (45%).
- One in 10 teachers in Singapore reports having taken part in a qualification programme during the last year.

## Teachers' work in Singapore

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. In Singapore, teachers report that they spend 71% of their lesson time on actual teaching and learning, slightly lower than the TALIS average of 79%.
- In Singapore, teachers report spending 18% of their class time keeping order in the classroom, higher than the TALIS average (13%).
- The number of hours that teachers in Singapore spend on a variety of work-related tasks is comparable with the TALIS average.



- Teachers in Singapore spend more time on planning their lessons (eight hours) and on marking their students' work (nine hours) compared with the TALIS averages (seven hours and five hours, respectively).

## 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 Singapore, 3 109 lower secondary teachers and 144 principals from 159 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](http://www.oecd.org/talis)