OECD TALIS: Teaching and Learning International Survey

Teacher Education for Diversity Experts Meeting
Genoa, Italy
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What is TALIS?

- The first international survey to focus on teachers, teaching and the learning environment in schools
  - To help policy makers develop policies and practices that support positive conditions for teaching and learning in schools
  - Complementary to Teacher Education for Diversity project
Policy themes of TALIS

- Representative sample of teachers of lower secondary education and the principals of their schools

- TALIS investigates:
  - Appraisal of teachers and feedback to teachers
  - Teaching practices, attitudes and beliefs
  - School leadership
  - Professional development of teachers
24 Countries participating

- Australia
- Austria
- Belgium (FI)
- Brazil
- Bulgaria
- Denmark
- Estonia
- Hungary
- Iceland
- Ireland
- Italy
- Korea
- Lithuania
- Malta
- Malaysia
- Mexico
- Netherlands
- Norway
- Poland
- Portugal
- Spain
- Slovak Republic
- Slovenia
- Slovenia
- Turkey
TALIS initial report

Creating Effective Teaching and Learning Environments: First results from TALIS

• Chapter 1: Introduction
• Chapter 2: A profile of the teacher population and the schools in which they work
• Chapter 3: The professional development of teachers
• Chapter 4: Teaching practices, teacher beliefs and attitudes
• Chapter 5: School evaluation, teacher appraisal and feedback for teachers
• Chapter 6: School leadership
• Chapter 7: Key factors in providing the conditions for teachers’ professional success
Chapter 3: The professional development of teachers

- How much does the amount and profile of teachers’ professional development vary within and among countries?
  - Level and intensity of participation in professional development
  - Types of activities
  - Support received by teachers

- How well are teachers’ professional development needs being met?
  - Extent of unsatisfied demand
  - Aspects where need is greatest

- How best should unsatisfied demand be addressed?
  - What barriers do teachers perceive prevents them for taking more development?
  - How effective were the types of development that teachers took?
Chapter 4: Teaching practices, teacher beliefs and attitudes

- Beliefs about the nature of teaching and learning
  - Direct transmission and constructivist beliefs
- Classroom teaching practices
  - Structuring practices; Student oriented practices; Enhanced activities
- Cooperation and collaboration between staff
- School climate
- Self-efficacy and job satisfaction
- How are these related?
  - Context and background variables
  - Effects of professional development
Chapter 5: School evaluation, teacher appraisal and feedback for teachers

- The nature and impact of school evaluations
  - Frequency; focus; influence
- Form of feedback and appraisal of teachers
  - Frequency; source; criteria
- Outcomes of feedback and appraisal of teachers
  - Financial and non-financial benefits; sanctions
- Impact of feedback and appraisal of teachers on teachers’ work- how has it helped?
- Links between school evaluation, teacher appraisal and professional development
Chapter 6: School leadership

• School management behaviours of school principals
  • Management towards school’s goals
  • Instructional management
  • Direct supervision of instruction in school
  • Accountable management
  • Bureaucratic management

• Fit into two management styles
  • Instructional leadership
  • Administrative leadership

• Relationship of these with:
  • School and principal characteristics
  • Teaching beliefs and practices
  • Professional collaboration among teachers
Chapter 7: Key factors in providing the conditions for teachers’ professional success

Focus on two ‘outcome’ variables
- Teachers’ self-efficacy
- Classroom climate

What factors are associated with these?
- Teacher and school background
- Teachers’ professional development
- Teaching practices and beliefs
- Student-teacher relations
- Professional collaboration
- School evaluations
- Teacher appraisal and feedback
- School leadership behaviours
Specific implications for TED

• A number of implications for *Teacher Education for Diversity*

• TALIS designed to examine links between
  • Criteria for school evaluations
  • Criteria for teacher appraisal and feedback
  • Impact following teacher appraisal and feedback
  • Teachers’ professional development needs

• Two issues examined within each of these stages are:
  • Teaching in a multicultural setting
  • Teaching students with special learning needs
    • Important for analysis within each stage and for the links between each stage
Specific implications for TED (2)

Extent that teaching in a multicultural setting is a criteria for school evaluations

Extent that teaching in a multicultural setting is a criteria for teacher appraisal and feedback

Extent that teaching in a multicultural setting changed following teacher appraisal and feedback

Extent of teachers’ professional development needs for teaching in a multicultural setting

- Findings of this analysis would be linked to a number of issues
  - Only some of these covered by TALIS
Publication of results

- **International launch of the initial report** — 16 June 2009, Brussels
  - OECD press conference planned jointly with European Commission and Flemish Ministry of Education
- **Other press events** planned for Mexico, Italy, Madrid and perhaps others
- **Further round of dissemination events** in September-November 2009
- **Public access international database** — June 2009
- **Publication of a thematic report on teachers’ professional development** — end of 2009
  - Jointly with the European Commission
Thank you for Listening

Comments or questions?

www.oecd.org/edu/TALIS