

OVERVIEW OF COUNTRY RESULTS IN TALIS¹: PORTUGAL

Teachers' perceptions of their own effectiveness (self efficacy) and job satisfaction

- In **Portugal**, teacher self-efficacy and job satisfaction are below the TALIS average [Figure 4.15].

Quality of the classroom environment

- Teachers in **Portugal** report having a very low mean score for classroom disciplinary climate (the second lowest among TALIS countries); the percentage of lesson time lost to disruptive student behaviour or administrative issues is also relatively high [Figures 4.9 and 4.11].

Professional development of teachers

- Almost 86% of teachers participate in professional development activities in the survey period (18 months) (TALIS average= 89%) [Table 3.1].
- Average number of days of development taken was 18.5 days, well above the TALIS average of 15.3 days [Table 3.1].
- Nearly 25% of teachers in **Portugal** paid all of the cost of the development they received, this is the highest percentage among TALIS countries (TALIS average= 8%) and only 25% (the lowest percentage among TALIS countries) received scheduled time allocation for undertaking the development (TALIS average= 63%) [Table 3.5].
- Unsatisfied demand for more development is above the average for **Portugal**: 76% teachers wanted more development than they received (TALIS average= 55%) [Table 3.3].
- The areas of greatest development need for teachers in **Portugal**, as in almost all other countries was teaching students with special learning needs (50% of teachers report this, the second highest among TALIS countries; TALIS average=34%) and ICT teaching skills (although, the reported value is 24%, just below the TALIS average of 25%); other areas of need for teachers in **Portugal** are school management and administration and, in correspondence to results for classroom disciplinary climate, student discipline and behaviour problems [Table 3.4].

Teaching beliefs, practices and attitudes

- As in almost all countries teachers in **Portugal** predominantly see their role as a facilitator of active learning by students who seek out solutions for themselves (constructivist beliefs) as opposed to a role in transmitting knowledge and providing correct solutions about teaching (direct transmission beliefs), though the strength of preference in **Portugal** is not as great as in the majority of countries [Figure 4.2].
- In terms of practices, teachers in **Portugal** as in all countries reported using more often practices aimed at ensuring learning is well structured ("structuring practices") than they used student-oriented practices, such as adapting teaching to individual needs. Both of these teaching practices are used more often than activities such as project work ("enhanced activities"). Teachers' use of

¹ Based on reports from teachers of lower secondary education and the principals of their schools.

structuring practices is relatively more pronounced in **Portugal** than in three fourths of other countries [Figure 4.4].

- In **Portugal**, as is the case for all countries, co-operation by teachers takes the form of exchanging and co-ordinating ideas and information more often than direct professional collaboration such as team teaching. The relative use of professional collaboration in **Portugal** is low compared to teachers in other countries [Figure 4.7].

Teacher appraisal, feedback and school evaluation

- Just above one quarter of teachers in **Portugal** had not received feedback or appraisal in their school (the third highest among TALIS countries) and almost one third of teachers are in schools that had no evaluation (external or self-evaluation) in the last 5 years (the third highest among TALIS countries) [Figure 5.3].
- Of those teachers receiving appraisal/feedback, slightly more than one quarter reported that it resulted in a development plan to improve their teaching. This percentage is low compared with the TALIS average (37%) [Figure 5.6].
- In terms of the general impact of appraisal and feedback in their school, in **Portugal** around 17% of teachers report that they will receive some reward (monetary or non-monetary) for improving the quality of their work or being innovative in their teaching, below the TALIS average of 25% [Table 5.9].
- In **Portugal** 27% of teachers believe that a teacher will be dismissed for sustained poor performance in their school (TALIS average= 28%) [Table 5.9].

School leadership

- School principals in **Portugal** tend towards a more administrative style of school leadership (but on the average of all countries) rather than an instructional style of leadership. The extent to which instructional leadership is reported (supervision of instruction, supporting teachers' professional development, setting the school goals) is relatively weak in **Portugal** compared with the other TALIS countries [Table 6.3].
- In **Portugal**, as in almost half of countries, instructional leadership as well as administrative leadership are not conclusively correlated to the application of either school self-evaluations or external evaluations [Table 6.14], although teacher appraisals and feedback are more likely to recognise teachers' participation in professional development when school principals adopt a more pronounced administrative style of leadership [Table 6.9].

Job experience for teachers

- In Portugal, 27% of teachers had 10 or less years of experience (TALIS average= 38%), 47% had worked as teachers for 11 to 20 years (almost twice the TALIS average of 27%), while only 26% had taught for 20 years or more (TALIS average- 36%) [Table 2.3].

Teacher behaviours hindering instruction

- All of three factors considered to hinder instruction (arriving late at school, absenteeism, lack of pedagogical preparation) are below TALIS averages. Nevertheless, lack of pedagogical preparation is the issue that principals report mostly (19%) as hindering instruction a lot or to some extent ; TALIS average 24% [Table 2.8].