OVERVIEW OF COUNTRY RESULTS IN TALIS\textsuperscript{1}: SLOVENIA

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

- In Slovenia, teacher self-efficacy and job satisfaction are above the TALIS average [Figure 4.15].

Quality of the classroom environment

- On average classroom disciplinary climate is viewed rather positively by teachers in Slovenia and the percentage of lesson time lost to disruptive student behaviour or administrative issues is relatively low compared to other 23 countries [Figures 4.9 and 4.11].

Professional development of teachers

- Almost 97\% 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 8.3 days, well below the TALIS average of 15.3 days [Table 3.1].
- Almost 85\% of teachers in Slovenia paid nothing for the development they received (TALIS average= 65\%) and a relatively high percentage - 79\% - received scheduled time allocation for undertaking the development (TALIS average= 63\%) [Table 3.5].
- Unsatisfied demand for more development is well below the average for Slovenia: 35\% teachers wanted more development than they received (TALIS average= 55\%) [Table 3.3].
- The areas of greatest development need for teachers in Slovenia, as in almost all other countries was teaching students with special learning needs (40\% of teachers report this; TALIS average=31\%) and student discipline and behaviour problems (32\% compared with TALIS average of 21\%) [Table 3.4].

Teaching beliefs, practices and attitudes

- As in almost all countries teachers in Slovenia 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 Slovenia is medium compared to other countries [Figure 4.2].
- In terms of practices, teachers in Slovenia as in all countries reported using practices aimed at ensuring learning is well structured (“structuring practices”) more often 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”) [Figure 4.4].
- In Slovenia, 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

\textsuperscript{1} Based on reports from teachers of lower secondary education and the principals of their schools.
collaboration such as team teaching. This relative use of professional collaboration in Slovenia is low compared to teachers in other countries [Figure 4.7].

Teacher appraisal, feedback and school evaluation

- Only 7% of teachers in Slovenia had not received feedback or appraisal in their school (7th lowest of the 23 countries) and 16% of teachers are in schools that had no evaluation (external or self-evaluation) in the last 5 years [Figure 5.3].
- Of those teachers receiving appraisal/feedback, almost 50% reported that it resulted in a development plan to improve their teaching. This percentage is above the TALIS average (37%) [Figure 5.6].
- In terms of the general impact of appraisal and feedback in their school, in Slovenia around one third 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, above the TALIS averages of 25% [Table 5.9].
- Furthermore, only 9% of teachers believe that a teacher will be dismissed for sustained poor performance in their school (TALIS average= 28%), the lowest rate amongst the 23 countries [Table 5.9].

School leadership

- School principals in Slovenia tend towards a high instructional leadership compared to the others countries [Table 6.3].
- As in a number of countries, where instructional leadership is more frequently practiced in Slovenia, teacher appraisals and feedback are more likely to recognise teachers' participation in professional development [Table 6.9].

Job experience for teachers

- Length of experience of teachers in Slovenia is above the TALIS average: the percentage of teachers working for 20 years or more= 45% (TALIS average =36%) [Table 2.3].

Teacher behaviours hindering instruction

- Teacher absenteeism is a relatively serious problem in Slovenia: 39% of teachers are in schools where the principal reports this hindering instruction a lot or to some extent (TALIS average 26%) [Table 2.8].