TALIS
An international perspective on professional development programs

2nd Policy forum- Strength through diversity

21-22 September 2017

Pablo Fraser
• Why is professional development important?
• Types and impact of professional development
• Supporting professional development
• Conclusion
Overarching goal: Fill key international and national data gaps on teachers, their professional development, teaching, the learning environment and the impact that teachers can have on students.

2 surveys to date:
- 2008 with 24 education systems covered
- 2013 with 34 education systems covered + 4 in 2014

3rd round in preparation:
- 2018 with 48 education systems covered
Why is professional development important?
Why is professional development important?

• Teacher training is increasingly seen as a process of lifelong learning.

• These kind of activities allow teachers to refresh, develop and broaden their knowledge and understanding of teaching and improve their skills and practices.

• Studies have shown the link between participation in professional development programs and students learning along with higher teachers’ retention rate.

• A lifelong learning approach to teacher development is essential, considering that the needs and expectations of staff may change over time.

• This is particularly relevant when teachers face new challenges such as the need to support immigrant and refugee students and promote inclusive and tolerant school climates.

• A professional development program needs coordinated support between institutions at a national/regional level and schools.
Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Outcome Targets [7]

4.1 Quality primary & secondary education
4.2 Early childhood & pre-primary education
4.3 Equal access to TVET & higher education
4.4 Relevant skills for work
4.5 Gender equality & equal access for all
4.6 Youth and adult literacy
4.7 Global Citizenship Education

Means of implementation [3]

4.a Learning environments
4.b Scholarships for higher education
4.c Teachers
| Global Indicators | 4.c.1 Proportion of teachers in:  
|                  | (a) pre-primary education;  
|                  | (b) primary education;  
|                  | (c) lower secondary education; and  
|                  | (d) upper secondary education who have received at least the minimum organised teacher training (e.g., pedagogical training) preservice or inservice required for teaching at the relevant level in a given country, by sex |
| Thematic Indicators | 4.c.2 Pupil-trained teacher ratio by education level |
|                     | 4.c.3 Proportion of teachers qualified according to national standards by education level and type of institution |
|                     | 4.c.4 Pupil-qualified teacher ratio by education level |
|                     | 4.c.5 Average teacher salary relative to other professions requiring a comparable level of qualification |
|                     | 4.c.6 Teacher attrition rate by education level |
|                     | 4.c.7 Percentage of teachers who received in-service training in the last 12 months by type of training |

**Source:** Adapted from *Education 2030 Incheon Declaration and Framework for Action for the Implementation of Sustainable Development Goal 4*, p. 81.
Since the adoption of the SDGs, UNESCO’s International Task Force on Teacher is used as a platform for dialogue around the meaning and implications of these goals. For the 10th iteration of the event, the topic chosen was professionally qualified teachers.

“Today’s world needs highly skilled professional teachers who shape the future citizens of the world we want to live”

4 sub-themes for discussion:
- Knowledge and Competence
- Governance
- Values and accountability
- Addressing diversity
Professional development participation: TALIS 2013

Percentage of lower secondary teachers participating in professional development activities 12 months prior to the survey

Source: TALIS 2013, database
Percentage of lower secondary education teachers who report having participated in professional development activities with the following content in the 12 months prior to the survey.

- Knowledge and understanding of subject field(s)
- Pedagogical competencies in teaching subject(s)
- Knowledge of the curriculum
- Student evaluation and assessment practices
- ICT skills for teaching
- Student behaviour and classroom management
- Approaches to individual learning
- New technologies in the workplace
- Teaching cross-curricular skills
- Developing cross-occupational competencies
- Teaching students with special needs
- Student career guidance and counselling
- School management and administration
- Teaching in a multicultural or multilingual setting

Source: TALIS 2013, database
Professional development focusing in teaching in multicultural or multilingual classrooms by country

Percentage of lower secondary education teachers who report having participated in professional development focusing in teaching in multicultural or multilingual classrooms by country

Source: TALIS 2013, database
Percentage of lower secondary education teachers reporting a high level of need on professional development in the following areas:

- Teaching students with special needs
- New technologies in the workplace
- ICT skills for teaching
- Teaching in a multicultural or multilingual setting
- Student career guidance and counselling
- Student behaviour and classroom management
- Approaches to individual learning
- Teaching cross-curricular skills
- Pedagogical competencies in teaching subject field(s)
- Student evaluation and assessment practices
- Developing cross-occupational competencies
- Knowledge and understanding of subject field(s)
- School management and administration
- Knowledge of the curriculum

Source: TALIS 2013, database
Professional development needs in teaching in a multicultural or multilingual setting.

Percentage of lower secondary education teachers reporting a high level of need in teaching in a multicultural or multilingual setting by country.

Source: TALIS 2013, database.
Types and impact of professional development
• According to TALIS teachers, the traditional model of training teachers outside of their schools (e.g. courses and workshops), where they just sit and listen to their instructors, does not lead to an improvement of practices.

• However, non-school embedded professional development is the type of activities that predominates across TALIS participating countries.

The graph shows the standardized participation of teachers in professional development where 0 represents no participation and 4 represents a high degree of participation.

Source: Opfer 2016
Impact: Teachers’ job satisfaction

Teachers' job satisfaction level following the frequency of teacher professional collaboration for the following items for lower secondary education teachers

- Teach jointly as a team in the same class
- Observe other teachers’ classes and provide feedback
- Engage in joint activities across different classes and age groups
- Take part in collaborative professional learning

Source: TALIS 2013, database
Impact: Teaching practices

High impact professional development:
- Duration
- Active learning focus
- Professional collaboration emphasis

Relationship between classroom practices and high impact professional development

Source: Barrera-Pedemonte 2016
• The results from PISA 2015 suggests that quality teaching is linked with student performance across education systems.

• Almost all 15 years old students attend to schools where teachers collaborate by exchanging ideas and materials. Overall, the school embedded professional development activities are more frequent in schools attending students from a high socio-economic background than in school with students from a middle or low socio-economic background.

• On average across OECD countries, professional collaboration is the only teachers’ practice associated with student performance after accounting by the student and the school socio-economic conditions.

• When the school leaders state that teachers do exchange ideas or materials, 15-years-old obtain a 9 points advantage in the PISA test.
Supporting professional development
Defining instructional and distributed leadership

**Instructional leadership**
- Refers to the efforts of the principal in supporting instruction and learning in their school.
- Index includes the frequency that principals: take action to support cooperation among teachers to develop new teaching practices, take action to ensure that teachers take responsibility for improving their teaching skills, take action to ensure that teachers feel responsible for their student’s learning outcomes.

**Distributed leadership**
- Acknowledges the collective effort of improving school quality by taking into account the involvement of other relevant stakeholders.
- Index includes the agreement degree of principals on whether: the school provides staff with opportunities to actively participate in school decisions, the school provides parents or guardians with opportunities to actively participate in school decisions, the school provides students with opportunities to actively participate in school decisions.
## Association between types of leadership and professional learning communities’ dimensions, across educational levels

<table>
<thead>
<tr>
<th></th>
<th>Reflective dialogue</th>
<th>Deprivatised practice</th>
<th>Shared sense of purpose</th>
<th>Collaborative activity</th>
<th>Collective focus on student learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary education</strong></td>
<td>Instructional leadership</td>
<td>+</td>
<td>+</td>
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<td>+</td>
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<tr>
<td></td>
<td>Distributed leadership</td>
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<tr>
<td><strong>Lower secondary education</strong></td>
<td>Instructional leadership</td>
<td>+</td>
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<td></td>
<td>Distributed leadership</td>
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<tr>
<td><strong>Upper secondary education</strong></td>
<td>Instructional leadership</td>
<td>+</td>
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<tr>
<td></td>
<td>Distributed leadership</td>
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</table>

Notes:
+ = positive effect; - = negative effect
Signs in bold font indicate significant effects at p < 0.01; grey signs indicate significant effects at p < 0.05
Results of association are controlled for other school and teacher characteristics that might influence these relationships.

Source: TALIS 2013, database
Conclusions

• Professional development is a key feature for the establishment of a quality educational system. In particular, professional development programs that are embedded within school seems to have a greater impact according to teachers. The role of the principal is key to install effective professional development programs.

• **What can teachers do?**
  • Be open to work with their colleagues and school leaders in their schools. If there are not professional development activities available, take the initiative to create them.
  
  • Consider to open your classroom to show your instruction to your colleagues. Be available to provide constructive feedback.
  
  • Take the professional development opportunities that are available, particularly if it takes place in your school and involves your colleagues.

• **What can principals do?**
  • Support within school professional development activities. For example, support a mentorship program.
  
  • Support opportunities for teacher relationship and collaboration. This could be done by guaranteeing a physical space for teacher meetings or assigning a specific time for teacher gather and develop a relationship with their colleagues.
35. We would like to understand the composition of the <target class>. Please estimate the broad percentage of students who have the following characteristics.

- "Socio-economically disadvantaged homes" refers to homes lacking the basic necessities or advantages of life, such as adequate housing, nutrition or medical care.
- A ‘refugee’ is one who, regardless of legal status, fled to another country, seeking refuge from war, political oppression, religious persecution, or a natural disaster.
- An ‘immigrant student’ is one who was born outside the country. A ‘student with migrant background’ has parents who were both born outside the country.

This question asks about your personal perception of student background. It is acceptable to base your replies on rough estimates.

Students may fall into multiple categories.

Please mark one choice in each row.

<table>
<thead>
<tr>
<th></th>
<th>None</th>
<th>1% to 10%</th>
<th>11% to 30%</th>
<th>31% to 60%</th>
<th>More than 60%</th>
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</thead>
<tbody>
<tr>
<td>a) Students whose [first language] is different from the language(s) of instruction or from a dialect of this/these language(s)</td>
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<td>b) Low academic achievers</td>
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<td>c) Students with special needs</td>
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<td>d) Students with behavioural problems</td>
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<td>e) Students from &lt;socio-economically disadvantaged homes&gt;</td>
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<td>f) Academically gifted students</td>
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<td>g) Students who are immigrants or with migrant background</td>
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<tr>
<td>h) Students who are refugees</td>
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Thinking of the professional development activity that had the greatest positive impact on your teaching during the last 12 months, did it have any of the following characteristics?

*Please mark one choice in each row.*

<table>
<thead>
<tr>
<th></th>
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<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>a)</td>
<td>It built on my prior knowledge.</td>
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<tr>
<td>b)</td>
<td>It adapted to my personal development needs.</td>
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<td>c)</td>
<td>It had a coherent structure.</td>
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<tr>
<td>d)</td>
<td>It appropriately focused on content needed to teach my subjects.</td>
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<tr>
<td>e)</td>
<td>It provided opportunities for active learning.</td>
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<tr>
<td>f)</td>
<td>It provided opportunities for collaborative learning.</td>
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<tr>
<td>g)</td>
<td>It provided opportunities to practise/apply new ideas and knowledge in my own classroom.</td>
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<td>h)</td>
<td>It provided follow-up activities.</td>
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<tr>
<td>i)</td>
<td>It took place at my school.</td>
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<td>j)</td>
<td>It involved most colleagues from my school.</td>
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<td>k)</td>
<td>It took place over an extended period of time (e.g. several weeks or longer).</td>
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<td>l)</td>
<td>It focused on innovation in my teaching.</td>
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For more info on TALIS go to [www.oecd.org/talis](http://www.oecd.org/talis)

- All publications
- Complete database

Email: pablo.fraser@oecd.org