

## RESULTS FROM TALIS 2013

# SERBIA

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

### Ensuring that teachers feel valued in Serbia

- Only 20% of teachers in Serbia perceive their profession as being valued by society (compared with 31% on average in TALIS countries), and those with more experience are even less likely to share this view.
- However, teachers in Serbia who say that their school provides staff with opportunities to actively participate in school decisions are more than twice as likely to say that teaching is valued.

### Investing in teacher education in Serbia

- 71% of teachers in Serbia have completed some teacher education programme, compared with the TALIS average of 90% of the teachers.
- In Serbia, slightly fewer teachers than on average in TALIS countries report that their formal education included the content (93% vs. 95%), the pedagogy (89% vs. 92%) and the practical components (78% vs. 89%) for some or all of the subjects they teach.
- The areas in which teachers in Serbia report the highest level of need for professional development include teaching students with special needs (35% of the teachers) and teaching for new technologies in the workplace (21%).

### Promote the use of innovative teaching practices

- Nearly all teachers in Serbia (97%) agree that their role is to facilitate students' own inquiry (compared with 94% on average for TALIS countries), and 83% of teachers agree that thinking and reasoning processes are more important than specific curriculum content, which is similar to the TALIS average (84%).
- In Serbia, constructivist teaching beliefs are good predictors of teachers' use of active forms of teaching practices, such as having students work in small groups to come up with a joint solution to a problem or requiring students to use ICT for their projects or class work.

### Ensure that teachers receive precise, concrete and constructive feedback

- Among teachers in Serbia, 75% report receiving feedback following observation of their teaching and 48% after an analysis of their students' test scores. This feedback comes from principals according to most teachers (70%), while 38% of teachers in Serbia say they receive feedback from other teachers.
- Feedback is a significant predictor of teacher job satisfaction, though feedback that is perceived to be done largely to fulfil administrative requirements may cause job dissatisfaction.
- Receiving feedback on classroom management is particularly strongly related to higher self-efficacy in Serbia. Further, teachers who receive feedback on classroom management also report higher levels of job satisfaction.

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

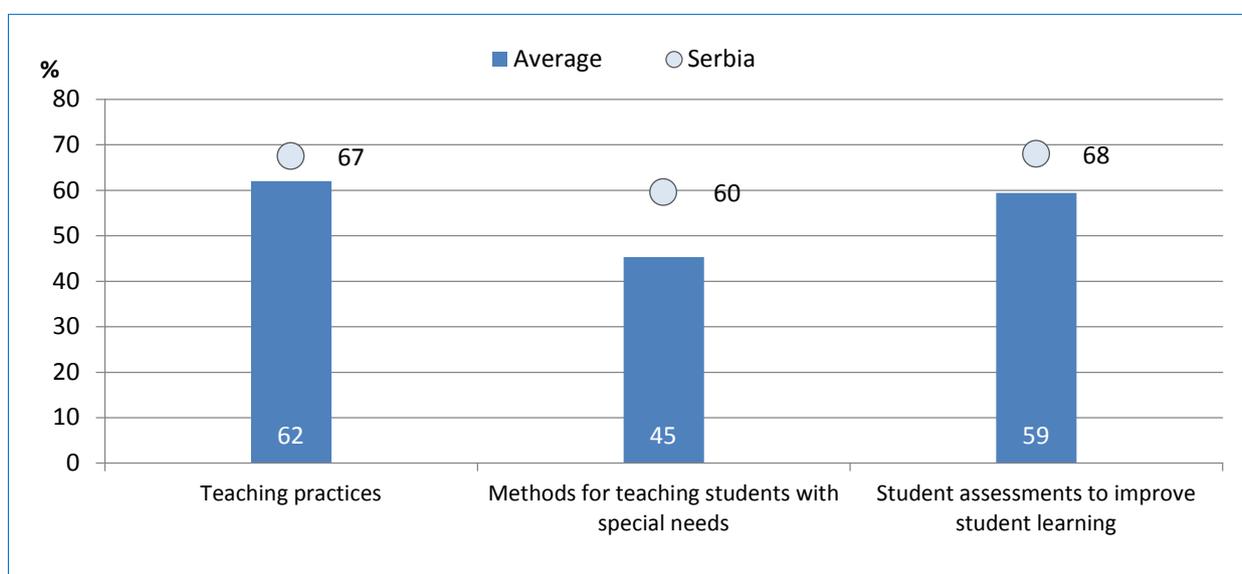
## The typical teacher and principal in Serbia

| Typical teacher in TALIS countries                            | Typical teacher in Serbia                                     |
|---|---|
| 68% are women   | 66% are women   |
| Is 43 years old on average                                    | Is 43 years old on average                                    |
| 91% completed university or other equivalent higher education | 83% completed university or other equivalent higher education |
| 90% completed a teacher education or training programme       | 71% completed a teacher education or training programme       |
| Has an average of 16 years of teaching experience             | Has an average of 15 years of teaching experience             |
| 82% are employed full time and 83% have a permanent contract  | 81% are employed full time and 82% have a permanent contract  |
| Teaches in a class with 24 students on average                | Teaches in a class with 22 students on average                |

| Typical principal in TALIS countries  | Typical principal in Serbia   |
|---|---|
| 51% are men   | 45% are men   |
| Is 52 years old on average  | Is 49 years old on average  |
| 96% completed university or other equivalent higher education   | 98% 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 | 86% completed a teacher education or training programme, 49% a school administration/principal training programme and 47% instructional leadership training |
| Has an average of 9 years of experience as a principal and 21 years of teaching experience  | Has an average of 7 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 555 students and 45 teachers on average  |

## Impact of teacher feedback in Serbia

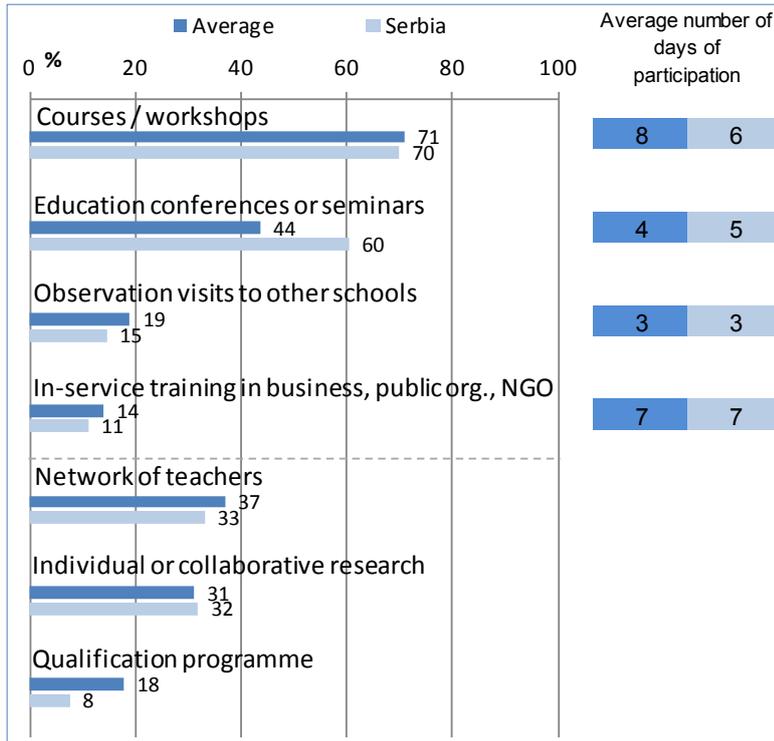
Percentage of teachers who report a moderate or large positive change in these areas after they received feedback on their work



- 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 Serbia, more teachers report that the feedback they received led to positive changes in their teaching practices (67%), their methods for teaching special-needs students (60%) or their use of student assessment to improve student learning (68%).

## Participation in professional development (PD) in Serbia

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

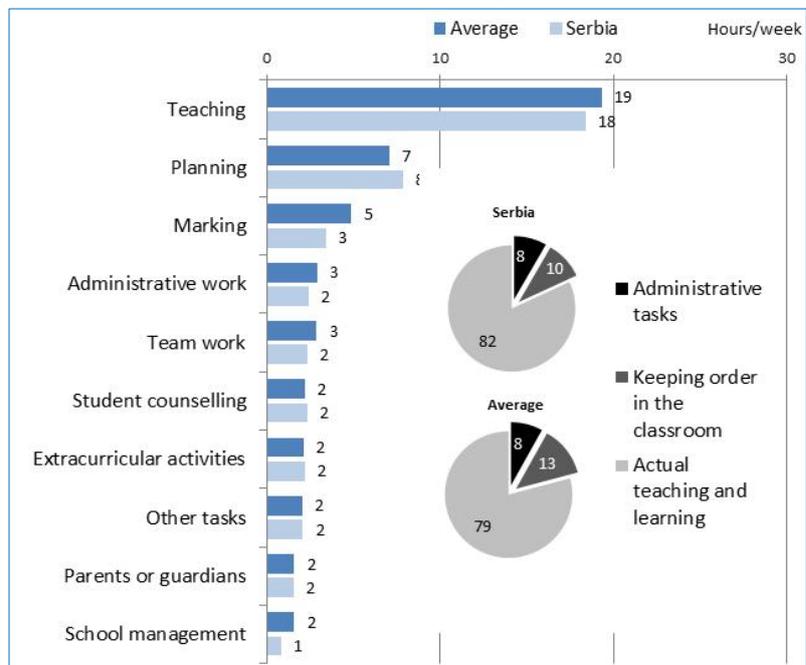


- Teachers in Serbia tend to report participation rates similar to the TALIS average for a number of different PD activities, including courses and workshops (70%), observation visits to other schools (15%), in-service training in outside organisations (11%), networks of teachers (33%), and individual or collaborative research (32%), but higher than average participation in education conferences (60%).
- Teachers in Serbia tend to report spending slightly fewer days than average engaging in PD activities in the past 12 months. On average they report spending six days on courses and workshops (compared with eight days on average for all TALIS countries).

## Teachers' work in Serbia

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. On average in TALIS countries and in Serbia, teachers report spending approximately 80% of their class time on actual teaching and learning.
- Teachers in Serbia report spending 10% of their class time keeping order in the classroom.
- Teachers in Serbia report spending similar numbers of hours per week on a variety of work-related tasks compared with the TALIS average. They report spending 18 hours teaching and 8 hours for planning their lessons.



## 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 Serbia, 3 857 lower secondary teachers and 186 principals from 191 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)