

RESULTS FROM TALIS 2013-2014¹

Shanghai (China)

Key Findings from the Teaching and Learning International Survey (TALIS)^{1,2}

Teachers in Shanghai (China) hold strong constructivist beliefs and actively participate in professional collaboration.

- The vast majority of teachers in Shanghai (China) hold strong constructivist beliefs about teaching. Nearly all (99%) teachers in Shanghai report that students should be allowed to think of solutions to practical problems themselves before the teacher shows them. Moreover, 96% of teachers in Shanghai believe that thinking and reasoning processes are more important than specific curriculum content.
- Teachers in Shanghai (China) report engaging more regularly in deeper forms of professional collaboration compared to teachers in other TALIS countries. In Shanghai, teachers are more likely to participate at least once a month in classroom observations (46%) and collaborative professional development (32%), compared to the TALIS average.

Nearly all principals have completed instructional leadership training.

- School principals seem well-prepared for their tasks in Shanghai (China). Nearly all of them (99.6%) have received training to fulfil their role, and only 2% of principals report that their formal education did not include instructional leadership training – i.e. 10 times less than in other TALIS countries.
- Principals' time use reflects the importance of instructional leadership in Shanghai (China), with more than one third of principals' working time devoted to curriculum and teaching, compared to approximately one fifth on average in TALIS countries.

Teachers are well-supported and more teachers feel that teaching profession is valued in the society than average.

- Shanghai (China) displays above-average access and participation in mentoring programmes. Around 37% of principals report that there are mentoring programmes available for all teachers in the school and approximately one fourth of teachers report that they presently have an assigned mentor to support them.
- Teachers in Shanghai (China) are more likely to report that teaching profession is valued in the society (46%) compared with the TALIS 2013-2014 average of 32%.

Classroom observation is an important method of feedback in Shanghai (China).

- Teachers' feedback is widespread in Shanghai (China). Direct classroom observations are most common, followed by the analysis of student test scores and the assessment of the content knowledge of teachers. In Shanghai, only 4% of teachers report they have never experienced classroom observation as a form of feedback.
- Furthermore, in Shanghai (China), more than 80% of teachers report that a development or training plan is established to improve their work as a teacher.

¹ TALIS was administered in 34 countries and economies in 2013. Four additional participants including Georgia, New Zealand, China (Shanghai) and the Russian Federation also administered the TALIS survey in 2014. Therefore, averages presented in this country note are based on the extended dataset of TALIS 2013-2014 participating systems and are not identical to the ones published in the original TALIS 2013 report.

² The results presented here represent lower secondary teachers and their school leaders.

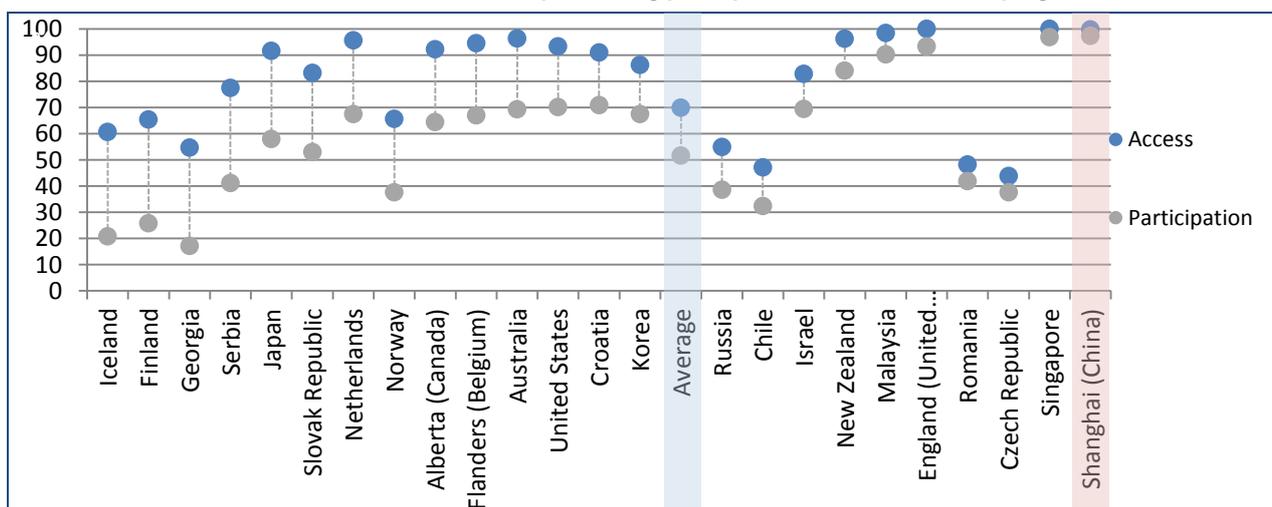
The typical teacher, principal and school environment in Shanghai (China)

Typical teacher in TALIS 2013-14 countries	Typical teacher in Shanghai (China)
69% are woman	72% are woman
Is 43 years old on average	Is 38 years old on average
91% completed university or other equivalent higher education	98% completed university or other equivalent higher education
90% completed a teacher education or training programme	98% completed a teacher education or training programme
Has an average of 16 years teaching experience	Has an average of 16 years teaching experience
82% are employed full-time and 80 % have permanent contract	99% are employed full-time and 26% have a permanent contract
Teaches in a class with 24 students on average	Teaches in a class with 35 students on average

Typical principal in TALIS 2013-14 countries	Typical principal in Shanghai (China)
50% are men	59% are men
Is 51 years old on average	Is 49 years old on average
96% completed university or other equivalent higher education	99% completed university or other equivalent higher education
91% completed a teacher education or training programme, 86% a school administration/principal training programme and 80% instructional leadership training	99% completed a teacher education or training programme, 100% a school administration/principal training programme and 98% instructional leadership training
Has an average of 9 years of experience as a principal and 21 years of teaching experience	Has an average of 8 years of experience as a principal and 26 years of teaching experience
60% are employed full time without teaching obligations and 36% are employed full time with teaching obligations	30% are employed full time without teaching obligations and 67% are employed full time with teaching obligations
Works in a school with 545 students and 45 teachers on average	Works in a school with 937 students and 79 teachers on average

New teachers' access to and participation in formal induction programme

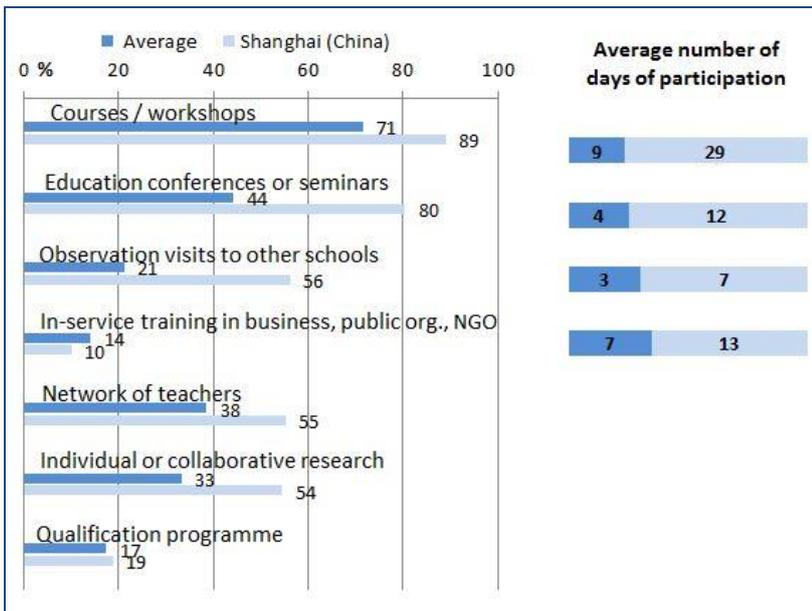
Percentage of lower secondary teachers with less than 3 years experience at their school and as a teacher, who are working in schools with the following reported access to formal induction programmes, and the percentage of teachers with the same characteristics who report having participated in formal induction programmes



- Not everywhere where induction programmes are accessible do teachers use them.
- However, in Shanghai (China), there is not only universal access to induction programmes, but also universal participation. 100% of principals report the existence of induction processes for new teachers in the school and 97% of teachers with less than 3 years of experience report having taken part in an induction programme during their first regular employment.

Participation in professional development (PD) in Shanghai (China)

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



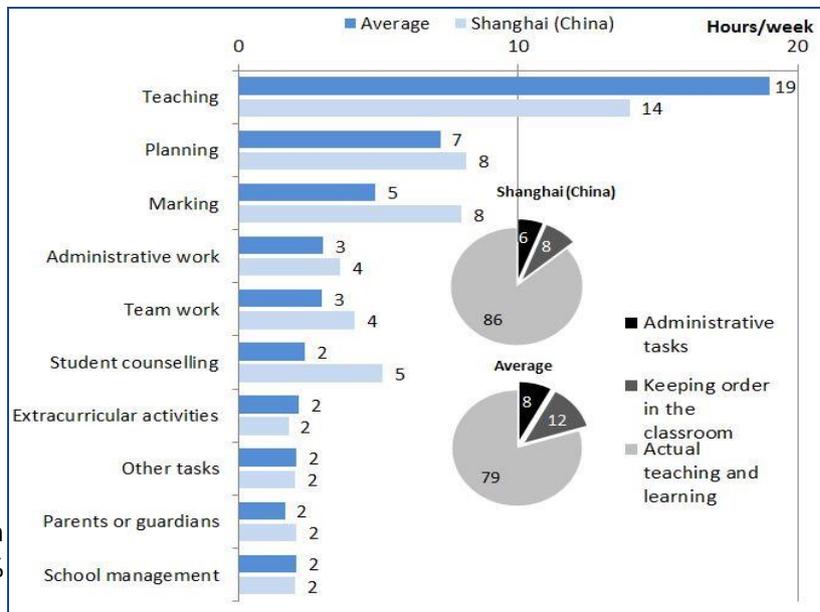
- Teachers in Shanghai (China) tend to report higher participation rates than average for a number of different PD activities, including courses and workshops (89%), education conferences (80%), observation visit to other schools (56%), network of teachers (55%) and individual or collaborative research (54%).
- Nearly one in five teachers in Shanghai (China) report having taken part in a qualification programme during the last year.

- Furthermore, teachers in Shanghai (China) tend to report spending more days engaging in PD activities in the past 12 months than the TALIS average. For instance, they report spending 29 days on courses and workshops compared with the TALIS 2013-2014 average of 9 days.

Teachers' work in Shanghai (China)

Teachers' reported working hours per week and distribution of time spent in the classroom during an average lesson

- On average, teachers in Shanghai (China) report spending 14 hours per week on teaching, i.e. 5 hours below the TALIS 2013-2014 average.
- However the corollary is that they report spending more time per week than in other TALIS countries on planning their lessons, marking and student counselling.
- Classroom time also seems to be spent more effectively, since teachers report spending only 8% of class time keeping order in the classroom (compared to 12% on average).



- The great majority of teachers' class time in Shanghai (China) is spent on actual teaching and learning (86%, compared with the TALIS 2013-2014 average of 79%).

What is TALIS?

We know that effective teaching and teachers are key to producing high-performing students. So how can countries prepare teachers to face the diverse challenges in today's schools? TALIS is the first international survey to focus on the learning environment and the working conditions of teachers in schools. TALIS aims to provide valid, timely and comparable information to help countries review and define policies for developing a high-quality teaching profession. It provides an opportunity for teachers and school principals to give their input into educational analysis and policy development in key policy areas. Cross-country analysis from TALIS enables countries to identify other countries facing similar challenges and to learn from other policy approaches.

Understanding that recruiting, retaining and developing teachers is a priority in school systems worldwide, TALIS examines the ways in which teachers' work is recognised, appraised and rewarded. TALIS assesses the degree to which teachers' 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 that school leadership plays in fostering an effective teaching and learning environment, TALIS describes the role of school leaders and examines the support that they give their teachers. Finally, TALIS examines the extent to which certain factors may relate to teachers' feelings of job satisfaction and self-efficacy.

Key features of the TALIS 2013-2014 survey

- TALIS began in 2008 in 24 countries, focusing on lower secondary education. TALIS 2013 covers 33 countries and although the main focus remains lower secondary education, some countries opted to also conduct the survey in their primary (6 countries) and upper secondary (10 countries) schools. Further, 8 countries have chosen to gain additional insights by conducting the survey in schools that participated in the 2012 Programme for International Student Assessment (PISA). In 2014, four countries including Georgia, New Zealand, Shanghai (China), and Russian Federation additionally participated in TALIS. Therefore, average values in this country note are based on the data of TALIS 2013-2014 countries and are not identical to the ones in original TALIS 2013 report.
- The international target population for TALIS is comprised of teachers and school leaders of mainstream public and private schools. In each participating country, a representative sample of 200 schools and 20 teachers along with their school principal within each school were selected for the study.
- A conceptual framework was developed by subject-matter experts, the international research consortium and the OECD. The purposes of the conceptual framework are to steer development of the TALIS instruments and serve as a guide for future TALIS cycles. The framework is based on the concept of effective teaching and learning conditions. In the case of TALIS, effective teaching and learning environments are environments that contribute to student learning. The TALIS 2013-2014 themes and the individual items that they comprise represent the elements that participating countries agree contribute to student learning. The framework is available on the TALIS website, along with all publications and the international database.
- Separate questionnaires for teachers and school leaders, each requiring between 45 and 60 minutes to complete, were used to gather the data. Questionnaires were filled in on paper or online.
- Over 121 000 lower secondary teachers responded to the survey, representing more than 4 million teachers in over 30 participating countries.
- In Shanghai (China), 3 925 teachers and 193 principals completed the TALIS questionnaires.

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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/edu/talis