

## RESULTS FROM TALIS 2013

# FRANCE

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

#### Teachers in France are satisfied with their profession, although they think it is not valued in society

- Most teachers in France say they are satisfied with their profession (86%). In France, 58% of teachers feel that the advantages of being a teacher outweigh the drawbacks, compared with a TALIS average of 77%, but only 5% believe that the profession is valued in society, well below the TALIS average of 31%. By comparison, in Finland, the Netherlands, Singapore and Alberta (Canada), between 40% and 68% of teachers think that their profession is valued in society.
- Yet, a large majority of teachers in France say that they are satisfied with their performance in their school (88% vs. 93% on average for TALIS) and feel involved in their school's life: 73% of teachers in France say they actively participate in school decisions (vs. 57% in England [United Kingdom]).

#### Enhancing peer feedback among teachers in France could be worthwhile and help disseminate innovative teaching practices

- There are substantial differences between countries regarding who provides feedback. While 70% of teachers in France report receiving feedback from external individuals (inspectors), above the TALIS average of 29%, nearly 8 of 10 teachers in France never observe other teachers' classes and provide feedback, which compares with a TALIS average of less than 5 of 10.
- A majority of teachers in France consider feedback to have a moderate or large positive impact on their motivation (62%), job satisfaction (59%), and confidence as a teacher (65%).
- Limited numbers of teachers in France report using pedagogies such as differentiating work for students who have learning difficulties or who can advance faster (22% in France vs. a TALIS average of 44% or vs. 63% in England [United Kingdom]) or using ICT for class work (24% vs. 37% on average or vs. 74% in Denmark or Norway).

#### Increasing participation in professional development activities among teachers in France could help them feel better prepared for pedagogical and classroom practices.

- Among teachers in TALIS countries, those in France report being the least prepared in terms of the pedagogy and the practical components of the subjects they teach. Only 6 of 10 teachers report being well or very well prepared in these areas against the TALIS average of 9 in 10 teachers.
- Teachers in France report participating in professional development activities less than their counterparts in other TALIS countries (76% vs. a TALIS average of 88%), especially in private schools (only 69% vs. a TALIS average of 86%), even if they generally benefit from financial or other support for their participation.
- In France, even though 76% of teachers work in schools where the principal reports the existence of mentoring systems for teachers (a percentage similar to the TALIS average), less than 4% of teachers report having an assigned mentor, compared with 13% for the TALIS average.

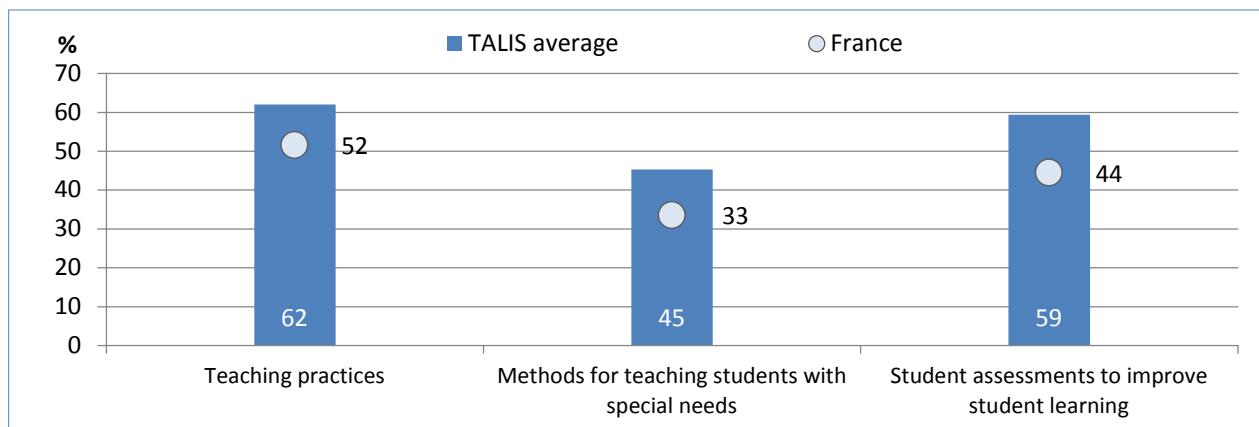
<sup>1</sup> The results presented here represent lower secondary teachers and their school leaders.

## The typical teacher, principal and school environment in France

Typical teacher in TALIS countries	Typical teacher in France
<b>68%</b> are women <b>91%</b> completed university or other equivalent higher education <b>90%</b> completed a teacher education or training programme Has an average of <b>16</b> years teaching experience <b>82%</b> are employed full time and <b>83%</b> have a permanent contract Teaches in a class with <b>24</b> students on average	<b>66%</b> are women <b>96%</b> completed university or other equivalent higher education <b>90%</b> completed a teacher education or training programme Has an average of <b>17</b> years teaching experience <b>85%</b> are employed full time and <b>96%</b> have a permanent contract Teaches in a class with <b>25</b> students on average
Typical principal in TALIS countries	Typical principal in France
<b>51%</b> are men <b>96%</b> completed university or other equivalent higher education <b>90%</b> completed a teacher education or training programme, <b>85%</b> a school administration/principal training programme and <b>78%</b> instructional leadership training Has an average of <b>9</b> years of experience as a principal and <b>21</b> years of teaching experience <b>62%</b> are employed full time without teaching obligations and <b>35%</b> are employed full time with teaching obligations Works in a school with <b>546</b> students and <b>45</b> teachers on average	<b>58%</b> are men <b>86%</b> completed university or other equivalent higher education <b>84%</b> completed a teacher education or training programme, <b>98%</b> a school administration/principal training programme and <b>70%</b> instructional leadership training Has an average of <b>8</b> years of experience as a principal and <b>15</b> years of teaching experience <b>85%</b> are employed full time without teaching obligations and <b>15%</b> are employed full time with teaching obligations (only in private sector) Works in a school with <b>543</b> students and <b>40</b> teachers on average

## Impact of teacher feedback in France

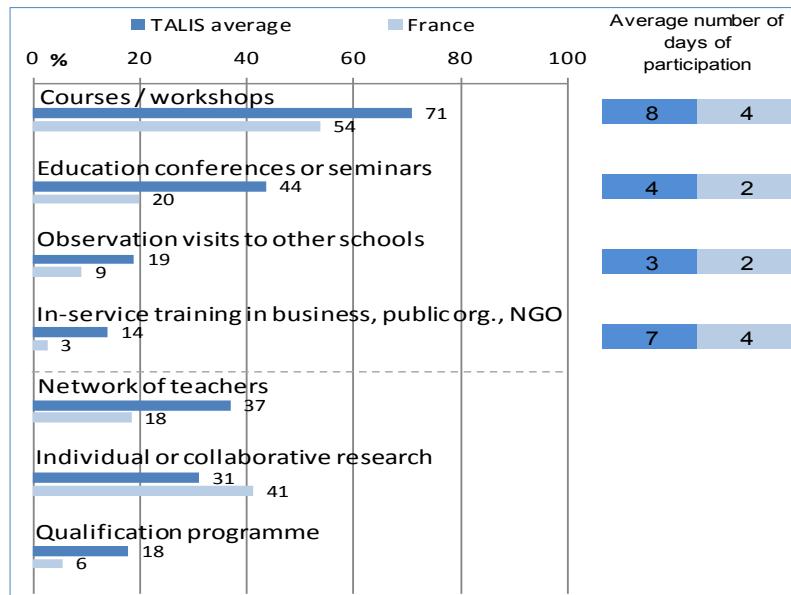
Percentage of teachers who report a moderate or large positive change in these areas after they received feedback on their work



- 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 France, fewer teachers report that the feedback they received led to positive changes in their teaching practices (52%), their methods for teaching special-needs students (33%) or their use of student assessment to improve student learning (44%).

## Participation in professional development (PD) in France

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

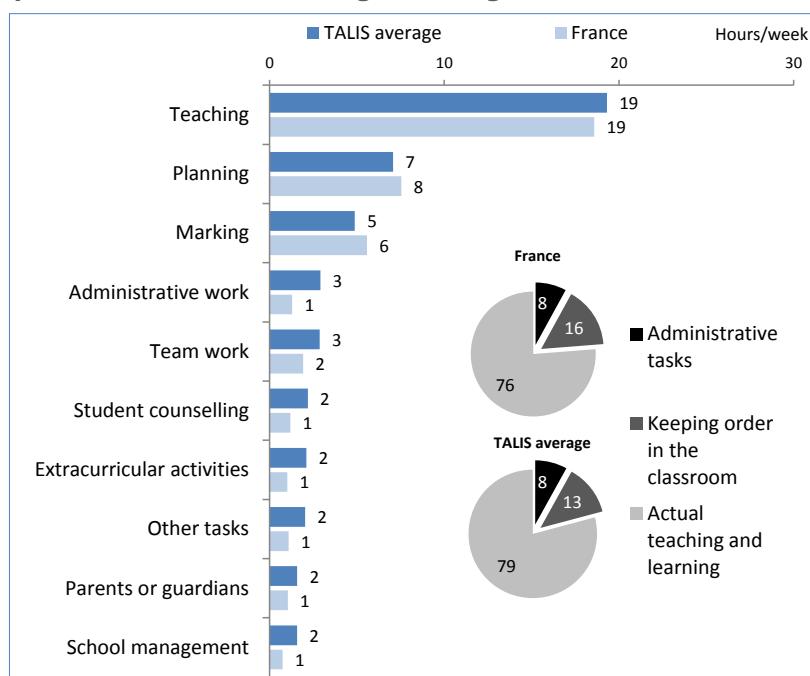


- Teachers in France report lower participation rates than average for most PD activities, including courses and workshops (54%), education conferences (20%), observation visits to other schools (9%), in-service training in outside organisations (3%) and network of teachers (18%). They report higher participation only in individual or collaborative research (41%).
- One in 16 teachers in France reports having taken part in a qualification programme during the last year.
- Furthermore, teachers in France report spending fewer days than average engaging in PD activities in the past 12 months. They report spending four days on average on courses and workshops (compared with eight days on average for all TALIS countries).

## Teachers' work in France

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

- The great majority of teachers' average lesson time is spent teaching. On average in TALIS countries and in France, teachers report spending more than 75% of their lesson time on actual teaching and learning.
- Teachers in France report spending 16% of their lesson time keeping order in the classroom.
- Teachers in France report spending a similar number of hours per week performing a variety of work-related tasks compared with the TALIS average. They report spending 19 hours teaching per week and 8 hours 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 France, 3 002 lower secondary teachers and 204 principals in 204 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)