

RESULTS FROM TALIS 2013

MEXICO

Key Findings from the Teaching and Learning International Survey (TALIS)¹

Teachers in Mexico work in more challenging contexts and feel less prepared to do their work

- In Mexico, almost half of lower secondary teachers (44%) work in schools where 30% or more of the students are from a socio-economically disadvantaged background (TALIS average is 20%).
- More than half of teachers in Mexico work in schools where the school principal reports a shortage of support personnel (60%) and qualified and/or well-performing teachers (56%), compared with the TALIS average of 47% and 39%, respectively.
- Almost a quarter (24%) of teachers in Mexico report not feeling prepared to perform their work (the third largest share of teachers), compared with the TALIS average of 7%.

Teachers in Mexico have lower qualifications and higher participation in professional development

- Mexico is one of the countries in which lower secondary teachers with less than a tertiary education are most commonly found (9%). Mexico also has the lowest proportion of teachers who report having completed a teacher education or training programme (62%) among countries participating in TALIS.
- Moreover, the great majority of teachers in Mexico do not have access to formal induction (72%) or mentoring (60%) programmes in their institutions, as reported by their principal (the TALIS averages are 34% and 26%, respectively). In other countries—for example, England (United Kingdom) and the Netherlands—most teachers have access to at least one of these kinds of support.
- Teachers in Mexico also report high rates of participation in professional development activities. To help teachers improve, Mexico needs to ensure that professional development is of good quality, relevant to teachers' needs, and offers a coherent view of professional growth.

Teachers find appraisal useful to their individual practice

- Most teachers report receiving feedback on their teaching following analysis of their students' test scores (81%) and observation of their classroom teaching (82%). These are the most common types of teacher appraisal in Mexico. Across TALIS countries, fewer teachers report receiving feedback via these methods (64% and 79%, respectively). Moreover, Mexican teachers have largely positive views on how feedback has helped them improve their practice.

School principals have little decision-making capacity relative to teachers in their schools

- In general, compared with the TALIS average, a lower percentage of principals in Mexico report having considerable responsibility for school-related tasks. Such tasks include appointing or hiring teachers (16%, TALIS average is 39%), dismissing or suspending teachers (14%, TALIS average is 29%) and establishing teachers' starting salaries and pay scales (6%, TALIS average is 14%) and teachers' salary increases (8%, TALIS average is 18%). If greater autonomy is granted to schools, Mexico needs to also provide more support and capacity building to help school principals succeed.

¹ The results presented here represent lower secondary teachers and their school leaders.

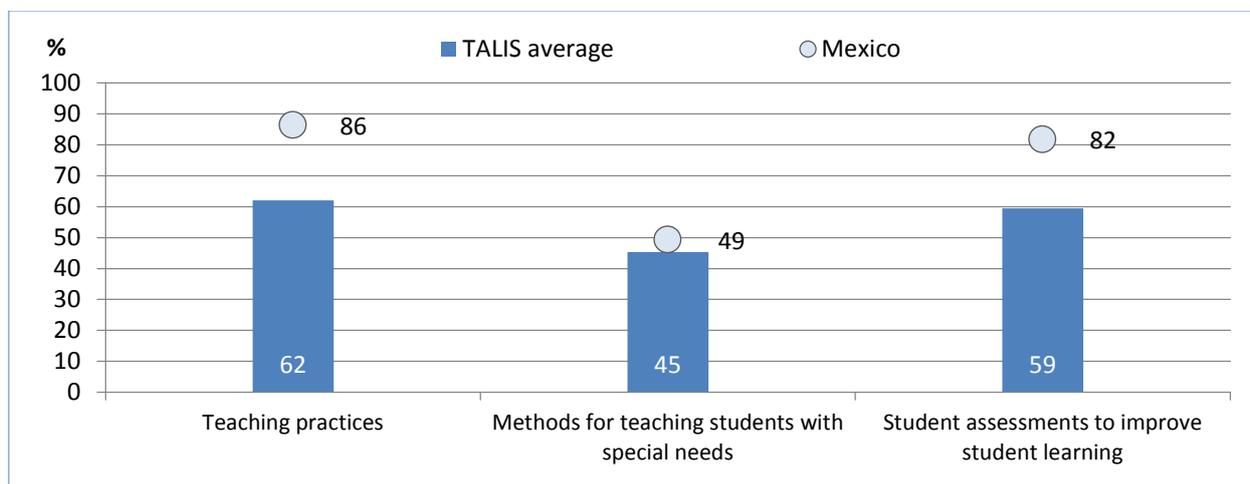
The typical teacher, principal and school environment in Mexico

Typical teacher in TALIS countries		Typical teacher in Mexico	
68% are women	Is 43 years old on average	54% are women	Is 42 years old on average
91% completed university or other equivalent higher education		90% completed university or other equivalent higher education	
90% completed a teacher education or training programme		62% completed a teacher education or training programme	
Has an average of 16 years of teaching experience		Has an average of 16 years of teaching experience	
82% are employed full time and 83% have a permanent contract		40% are employed full time and 76% have a permanent contract	
Teaches in a class with 24 students on average		Teaches in a class with 33 students on average	

Typical principal in TALIS countries		Typical principal in Mexico	
51% are men	Is 52 years old on average	59% are men	Is 52 years old on average
96% completed university or other equivalent higher education		99% 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		85% completed a teacher education or training programme, 90% a school administration/principal training programme and 89% instructional leadership training	
Has an average of 9 years of experience as a principal and 21 years of teaching experience		Has an average of 11 years of experience as a principal and 24 years of teaching experience	
62% are employed full time without teaching obligations and 35% are employed full time with teaching obligations		72% are employed full time without teaching obligations and 21% are employed full time with teaching obligations	
Works in a school with 546 students and 45 teachers on average		Works in a school with 417 students and 25 teachers on average	

Impact of teacher feedback in Mexico

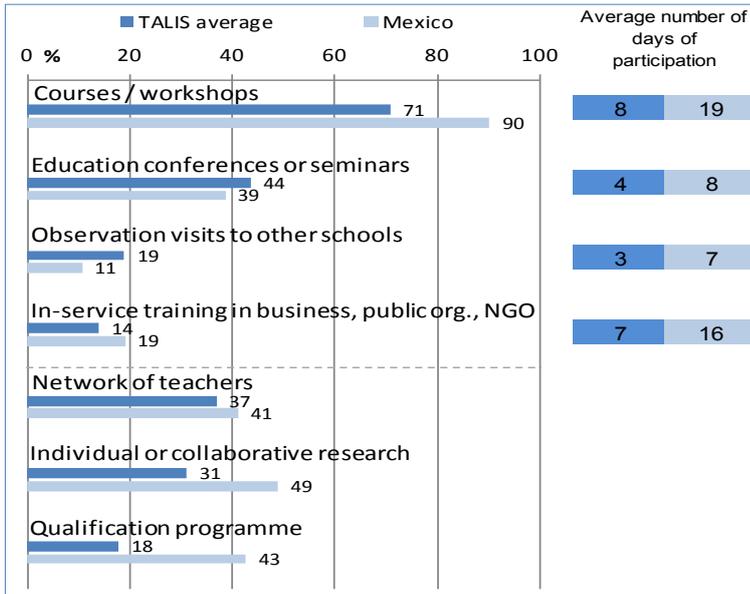
Percentage of teachers who report a moderate or large positive change in these areas after they received feedback on their work



- 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 Mexico, more teachers report that the feedback they received led to positive changes in their teaching practices (86%), their methods for teaching special-needs students (49%) or their use of student assessment to improve student learning (82%).

Participation in professional development (PD) in Mexico

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



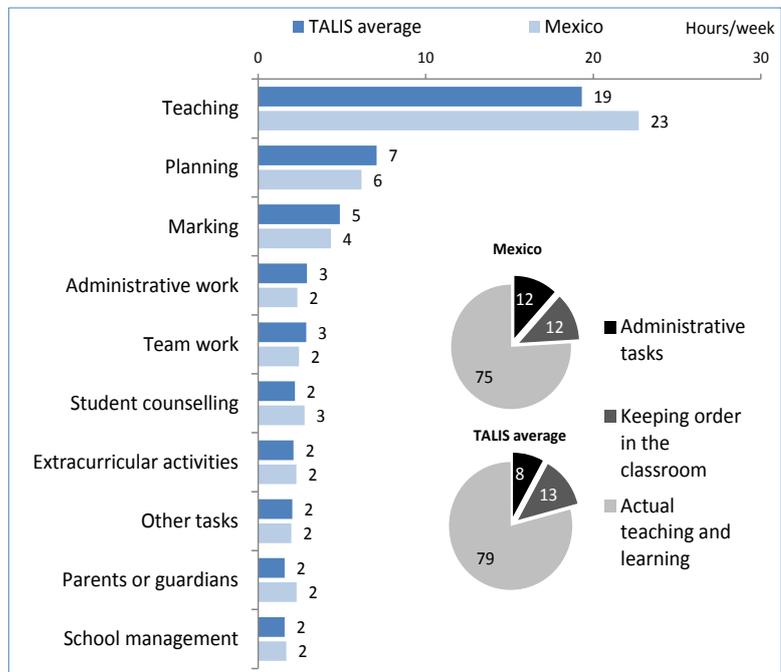
- Teachers in Mexico tend to report higher participation rates than average for a number of different PD activities, including courses and workshops (90%), in-service training in outside organisations (19%), network of teachers (41%) and individual or collaborative research (49%).
- The largest difference is with participation in qualification programmes: about 43% of teachers in Mexico report having taken part in such a programme during the last year, compared with 18% on average across TALIS countries.

- In addition, teachers in Mexico tend to report spending more days than average engaging in professional development activities in the past 12 months. On average they report spending 19 days on courses and workshops (compared with 8 days on average for all TALIS countries).

Teachers' work in Mexico

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 Mexico, teachers report spending more than 75% of their lesson time on actual teaching and learning.
- Teachers in Mexico report spending 12% of their lesson time keeping order in the classroom.
- Teachers in Mexico report spending 23 hours teaching per week.
- Teachers in Mexico report spending a similar number of hours performing a variety of other work-related tasks, compared with the TALIS average.



- Teachers in Mexico report spending six hours on average for planning their lessons and four hours marking.

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 Mexico, 3 138 lower secondary teachers and 186 principals from 187 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