

## RESULTS FROM TALIS 2013

# THE NETHERLANDS

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

### Teacher job satisfaction and the prestige of the teaching profession can and should be improved

- In the Netherlands, although more than 9 in 10 teachers are satisfied with their jobs overall, only 4 of every 10 believe teaching is a valued profession in society. However, teachers who participate in decision making are 75% more likely to think society has a positive view of their profession.
- Teachers in the Netherlands who believe that the feedback they receive on their work influences their teaching practices also have higher job satisfaction. In contrast, teachers who perceive their feedback to be only an administrative exercise also have lower levels of job satisfaction.

### Encourage collaboration and promote individualised teaching

- In the Netherlands, although teachers are more likely than their international peers to engage in collaborative behaviours with their colleagues, more than two-thirds of teachers in the Netherlands report never engaging in joint teaching (compared with the international average of 42%). These kinds of activities should be encouraged, however, because observing other teachers classes to provide feedback and taking part in collaborative professional learning are related to higher teacher self-efficacy.
- While on average across TALIS countries less than half of teachers (44%) report regularly giving different work to those students having difficulties learning or to those who can advance faster, the use of this practice is even less common in the Netherlands (20%). This is a challenging but increasingly necessary task for teachers. It also requires additional planning and preparation for each lesson.

### Resolving teacher shortage and school climate issues

- Almost three-quarters of teachers in the Netherlands work in schools where principals report a shortage of qualified or well-performing teachers. One-fifth of teachers there who teach reading, writing and literature or mathematics have not received formal education or training to teach these subjects.
- In the Netherlands, nearly all teachers (98%) report positive teacher-student relations in their school. However, the problems of students arriving late or being absent are more severe than in most other TALIS countries. More than three-quarters of teachers work in schools where principals report that students arrive late on a weekly basis, and 53% of teachers work in schools where absenteeism occurs every week (the TALIS averages are 52% and 39% respectively). Similarly, 58% of teachers in the Netherlands work in schools where principals report that cheating occurs at their school (compared with 13% on average for TALIS countries).

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

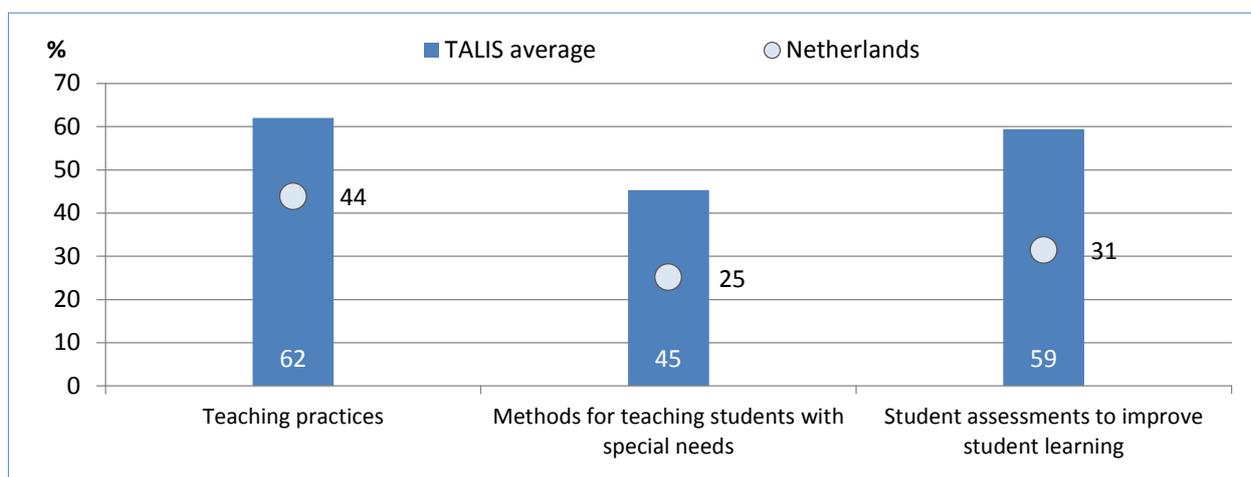
## The typical teacher and principal in the Netherlands

Typical teacher in TALIS countries		Typical teacher in the Netherlands	
68% are women	Is 43 years old on average	55% are women	Is 43 years old on average
91% completed university or other equivalent higher education		95% completed university or other equivalent higher education	
90% completed a teacher education or training programme		92% 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		43% are employed full time and 84% have a permanent contract	
Teaches in a class with 24 students on average		Teaches in a class with 25 students on average	

Typical principal in TALIS countries		Typical principal in the Netherlands	
51% are men	Is 52 years old on average	69% are men	Is 52 years old on average
96% completed university or other equivalent higher education		100% 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		89% completed a teacher education or training programme, 96% a school administration/principal training programme and 91% instructional leadership training	
Has an average of 9 years of experience as a principal and 21 years of teaching experience		Has an average of 10 years of experience as a principal and 20 years of teaching experience	
62% are employed full time without teaching obligations and 35% are employed full time with teaching obligations		85% are employed full time without teaching obligations and 13% are employed full time with teaching obligations	
Works in a school with 546 students and 45 teachers on average		Works in a school with 870 students and 74 teachers on average	

## Impact of teacher feedback in the Netherlands

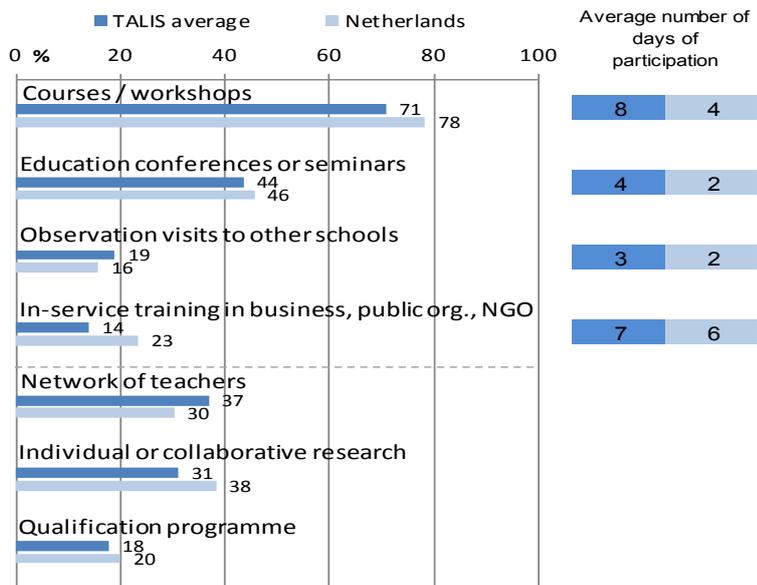
Percentage of teachers who report a moderate or large positive change in these areas after they received feedback on their work



- 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 the Netherlands, fewer teachers report that the feedback they received led to positive changes in their teaching practices (44%), their methods for teaching special-needs students (25%) or their use of student assessment to improve student learning (31%).

## Participation in professional development (PD) in the Netherlands

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



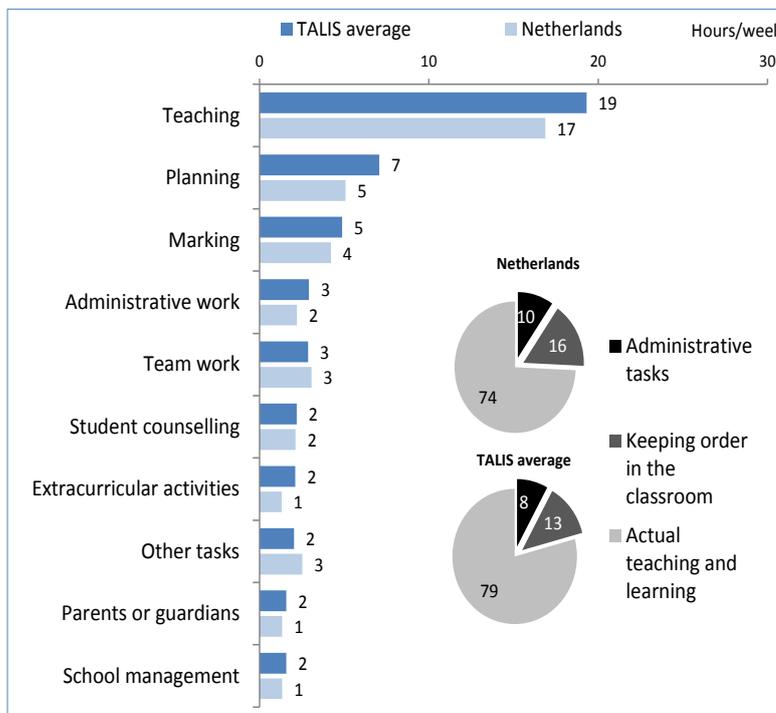
- Teachers in the Netherlands tend to report slightly higher participation rates than average for a number of different PD activities, including courses and workshops (78%), education conferences (46%), in-service training in outside organisations (23%), individual or collaborative research (38%) and attending a qualification programme (20%).
- Less than a third of teachers in the Netherlands report having taken part in a network of teachers during the last year.

- On the other hand, teachers in the Netherlands tend to report spending fewer days than average engaging in PD activities in the past 12 months. On average they report spending four days on courses and workshops (compared with eight days on average for all TALIS countries).

## Teachers' work in the Netherlands

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. Teachers in the Netherlands spend 74% of their lesson time on actual teaching and learning, which is only slightly below the average in TALIS countries (79%). They report spending slightly more time on keeping order in the classroom (16%) and on administrative tasks (10%) than the TALIS average.
- Teachers in the Netherlands report spending a similar number of hours per week performing a variety of work-related tasks compared with the TALIS average. They report spending 17 hours teaching and 5 hours planning their lessons per week.



## 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 the Netherlands, 1 912 lower secondary teachers and 119 principals from 127 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)