

RESULTS FROM TALIS 2013

POLAND

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

Teachers in Poland are well educated and have a good theoretical background for their work

- Nearly all teachers in Poland report having higher education and teacher training qualifications. Also, compared to the TALIS average (38%), fewer Polish teachers (13%) work in schools where their principal reports a shortage of qualified or well-performing teachers.
- However, nearly one in seven teachers in Poland reports having a high need for training for working with special needs students. More than twice as many teachers in Poland work with these students as compared with their TALIS counterparts (58% vs. 26%). This may reflect a higher awareness of the phenomenon, but also the wider definition of special needs in Poland.

All teachers are subject to formal appraisal, but it is performed less often than in many other countries

- All teachers work in schools where appraisals are reportedly conducted by the principal.
- Teachers in Poland report that their feedback is mainly focused on teaching effectiveness: student performance (91%), classroom management (87%), teacher knowledge and understanding (86%) and pedagogical competency (86%).
- Teachers in Poland say that feedback strengthens their professional confidence (69%), job satisfaction (68%), and motivation at work (69%). However, almost half (43%) believe that appraisal performed in their school is only for administrative purposes and will not result in improved pay (67%), or that consistently underperforming teachers will not be dismissed (83%).

93% of teachers in Poland are satisfied with their job and have a strong sense of self-efficacy

- They especially value their high self-efficacy in terms of maintaining discipline in the classroom (88%). Indeed teachers in Poland declare the lowest percentage of class time spent on controlling behaviour (8%, TALIS average 13%).
- The biggest problems faced by teachers in Poland are: overwork (68% rated as "moderate" or "to high degree"), employment instability (67%), unsatisfactory earnings (78%) and the low general regard for the profession (69%)². Of those working part-time (19% of teachers), 77% said this was not by choice, but because they could not find full-time employment.

94% of teachers in Poland participate in different forms of professional development activities

- Over half of the teachers in Poland report having done professional development that aims to improve their knowledge of subject field (66%), pedagogical competencies (62%), knowledge of the curriculum (57%), student evaluation practices (58%), and individualised learning (53%). The areas where they most frequently state the need for more professional development include classroom management (13%), new technologies in the workplace (13%) and ICT skills for teaching (11%).

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

² Some of these data report on items added to the Polish national questionnaire and so do not have international comparisons

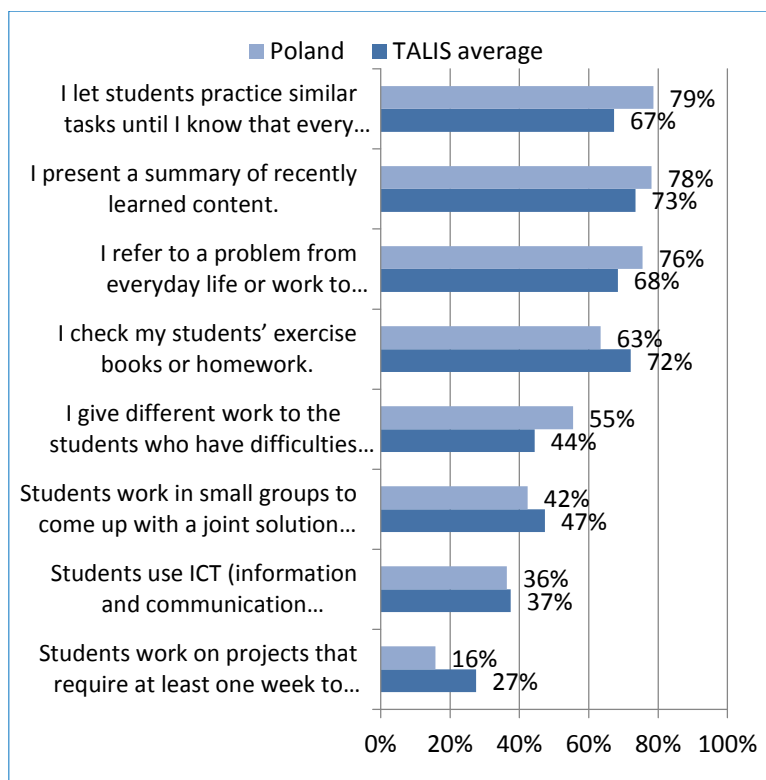
The typical teacher and principal in Poland

| Typical teacher in TALIS countries | | Typical teacher in Poland | |
|---|----------------------------|---|----------------------------|
| 68% are women | Is 43 years old on average | 75% are women | Is 42 years old on average |
| 91% completed university or other equivalent higher education | | 99% completed university or other equivalent higher education | |
| 90% completed a teacher education or training programme | | 99.5% completed a teacher education or training programme | |
| Has an average of 16 years of teaching experience | | Has an average of 17 years of teaching experience | |
| 82% are employed full time and 83% have a permanent contract | | 81% are employed full time and 84% have a permanent contract | |
| Teaches in a class with 24 students on average | | Teaches in a class with 21 students on average | |

| Typical principal in TALIS countries | | Typical principal in Poland | |
|---|----------------------------|--|----------------------------|
| 51% are men | Is 52 years old on average | 33% are men | Is 50 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 | | 84% completed a teacher education or training programme, 100% a school administration/principal training programme and 43% 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 25 years of teaching experience | |
| 62% are employed full time without teaching obligations and 35% are employed full time with teaching obligations | | 20% are employed full time without teaching obligations and 71% are employed full time with teaching obligations | |
| Works in a school with 546 students and 45 teachers on average | | Works in a school with 221 students and 27 teachers on average | |

Practices and beliefs about teaching for teachers in Poland

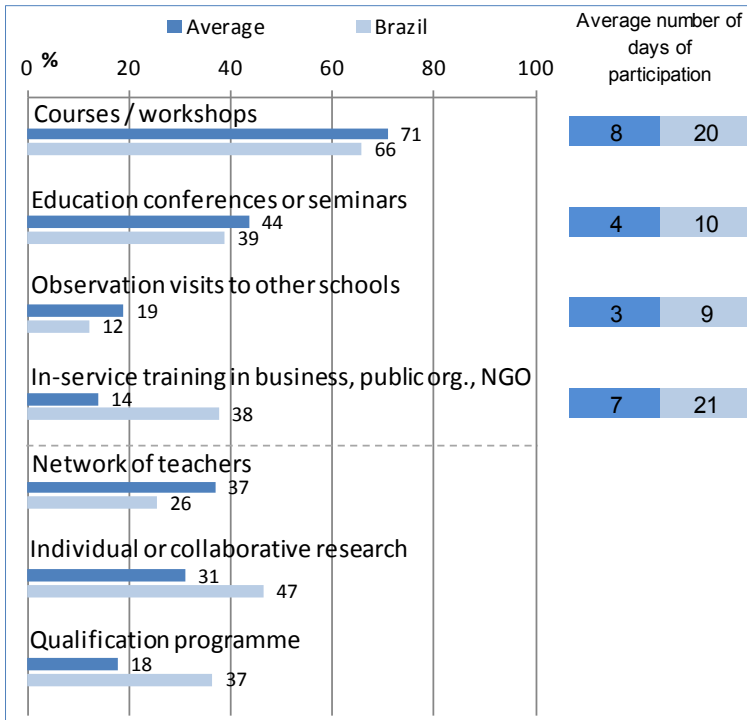
The percentage of lower secondary school teachers using the following activities during lessons—total for the answers "frequently" and "in all or nearly all lessons"



- The majority of teachers in Poland believe that students should find solutions to problems themselves during lessons and that the role of the teacher is to facilitate students' own inquiry (93% and 94%).
- However, fewer teachers in Poland report frequently using practices that reflect this belief, such as small group work (42%) or extended length projects (16%), than their counterparts in other countries (47% and 27% respectively).
- Teachers in Poland indicate that the teachers in their school are less interested in the well-being and opinions of their students than teachers in other countries.

Participation in professional development (PD) in Poland

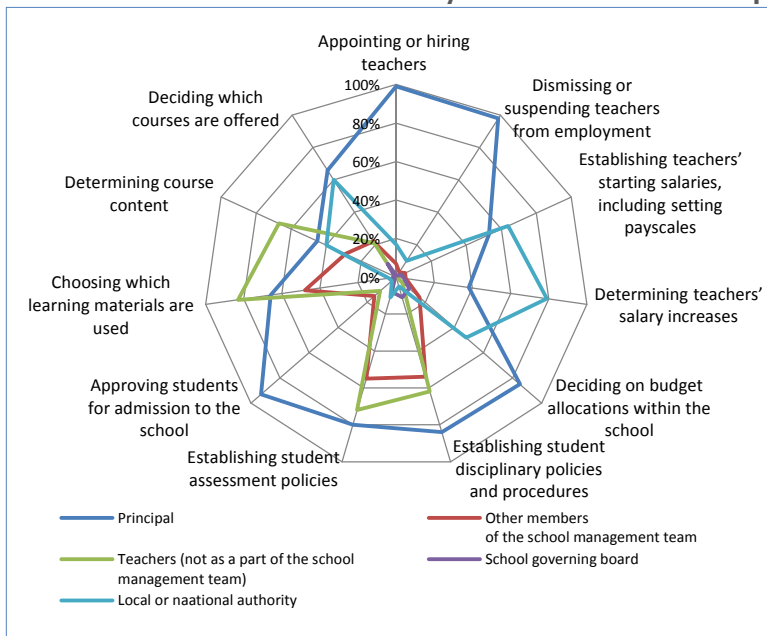
Participation rates and average number of days for each type of professional development in the 12 months prior to the survey



- Most teachers in Poland appreciate the benefits of participation in different forms of professional development; however, their evaluation of the impact on their teaching is rather modest: a rating of "moderate", depending on the subject field, was indicated by 44-58% of teachers and "large" by around 25-42%.
- Access to professional development could be improved by removing several barriers to professional development. Many teachers in Poland indicated that barriers included high costs (53%, TALIS average 44%), the lack of relevant professional development (47%, TALIS average 39%), and a lack of incentives (39%, TALIS average 48%).

Principals in Poland

Percentage of principals declaring that the following entities had carried out the particular tasks often or very often in the 12 months prior to the survey



- Whilst some principals are involved in setting teachers' starting salaries (53%) and determining salary increases (38%), this remains largely the role of external authorities (64% and 79% respectively).
- However, many principals in Poland feel responsible for issues in which they do not play a significant role in decision making, such as establishing teachers' starting salaries or determining salary increases. Nearly half of Poland's principals (43%) indicated that they make important decisions by themselves.
- The job of the principal in Poland demands not only management skills and knowledge of education law, but also employment legislation, competitive tendering and building codes. Four out of five principals in Poland declared the need for knowledge and skills about raising additional funds for their schools. As many as a third pointed to significant serious needs for knowledge in this area.¹

¹ Some of these data report on items added to the Polish national questionnaire and so do not have international comparisons

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 Poland, 3 858 lower secondary teachers and 188 principals in 195 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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Contacts:

Andreas Schleicher
Advisor to the Secretary-General on
Education Policy, Director for Education
and Skills

Andreas.SCHLEICHER@oecd.org

Telephone: +33 6 07 38 54 64

Julie Bélanger
Analyst
Directorate for Education and Skills

Julie.Belanger@oecd.org

Telephone: +33 1 45 24 91 93



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