

## **RESULTS FROM TALIS 2013**

# **AUSTRALIA**

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

#### Distributed leadership can be a key source of well-being for teachers

One way to help teachers feel valued is to involve them as professionals in school decisions. Although
more than 9 in 10 teachers in Australia report being satisfied with their job, only 39% of teachers in
Australia believe that teaching is valued as a profession by society (compared with 91% and 31% on
average in TALIS countries, respectively). However, teachers working in schools where they can be
active participants in school decisions are nearly three times as likely to say that teaching is a valued
profession and that they are satisfied with their job.

#### Australia is heavily invested in developing its teachers

• Teachers and principals in Australia report strong access to and support for teacher development programmes and significantly fewer unmet professional development (PD) needs than the TALIS average in every category measured. In Australia, teachers report almost universal access to PD opportunities (97%). Most teachers work in schools where the principals report that teachers have access to induction programmes (95%) and mentoring opportunities, either for all teachers (39%), new teachers to the school (39%) or those new to teaching (19%). Most teachers (75%) report not having to bear the cost of their PD and more receive a time allowance (79%). However, only a few (4%) report receiving salary supplements for out-of-hours activities.

#### But teachers do not always see a positive impact on their teaching

• In Australia, fewer teachers than the TALIS average report that their PD experiences had a meaningful impact on their capabilities. This is particularly evident in individualising learning, teaching students with special needs, and teaching cross-curricular skills such as problem solving and approaches to developing cross-occupational competencies for future work, where nearly twice as many teachers (between 37% and 42%) report little or no impact from their PD on their teaching, compared with the average for TALIS countries (20% to 23%). However, despite the lower average impact, more than three-quarters of teachers in Australia reported a positive impact in the development areas of subject knowledge and understanding, curriculum knowledge and pedagogical competencies.

#### Better feedback and appraisal

• Nearly all teachers in Australia (97%) report being formally appraised, and many report that their schools appoint a mentor (54%), establish a development plan (50%) or discuss measures to remedy weaknesses and help them improve their teaching (63%). However, nearly half of all teachers in Australia (43%) report that the appraisal and feedback systems in their school have had little or no impact on the way teachers teach in the classroom. The majority (62%) believe that appraisal and feedback is primarily an administrative exercise, and this has a detrimental effect on their job satisfaction. More than two-thirds (71%) of teachers in Australia agree that feedback provided to teachers is not based on a thorough assessment of their teaching, and a similar proportion (69%) do not believe that the best-performing teachers at their school receive the greatest recognition.

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

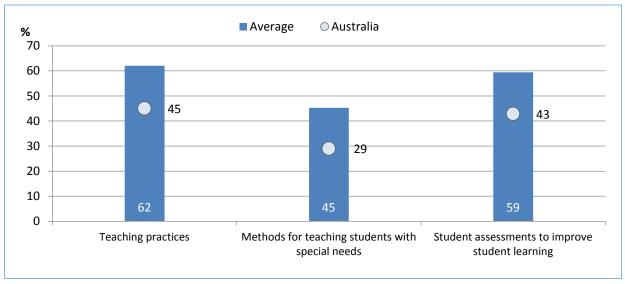
## The typical teacher, principal and school environment in Australia

Typical teacher in TALIS countries		Typical teacher in Australia	
68% are women	Is 43 years old on average	<b>59%</b> are women	Is 43 years old on average
91% completed university or other equivalent higher education		100% 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 of teaching experience		Has an average of 17 years of teaching experience	
82% are employed full time and 83% have permanent employment		84% are employed full time and 87% have permanent employment	
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 Australia	
51% are men	Is 52 years old on average	<b>61%</b> are men	Is 53 years old on average
96% completed university or other equivalent higher education		100% completed university or other equivalent higher education	
<ul><li>90% completed a teacher education or training programme,</li><li>85% a school administration/principal training programme</li><li>and 78% instructional leadership training</li></ul>		96% completed a teacher education or training programme, 64% a school administration/principal training programme and 69% instructional leadership training	
Has an average of <b>9</b> years of experience as a principal and <b>21</b> years of teaching experience		Has an average of <b>8</b> years of experience as a principal and <b>27</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		<b>79%</b> are employed full time without teaching obligations and <b>21%</b> are employed full time with teaching obligations	
Works in a school with <b>546</b> students and <b>45</b> teachers on average		Works in a school with <b>814</b> students and <b>67</b> teachers on average	

## Impact of teacher feedback in Australia

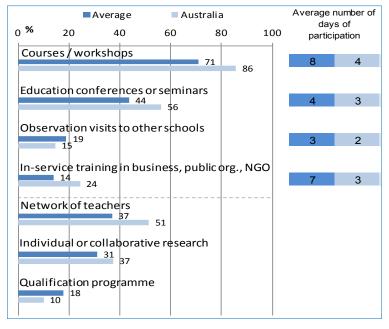
Percentage of teachers who report a moderate or large positive change in these areas after they received feedback on their work



- On average across TALIS countries and economies, many teachers report positive impacts following feedback they receive about their work (formally and informally).
- Compared with teachers from other countries, in Australia, fewer teachers report that the feedback they received led to positive changes in their teaching practices (62% vs. 45%), their methods for teaching special-needs students (45% vs. 29%) or their use of student assessment to improve student learning (59% vs. 43%). The same trend also applies to personal outcomes, such as motivation (65% vs. 50%) and confidence as a teacher (71% vs 57%).

## Participation in professional development (PD) in Australia

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

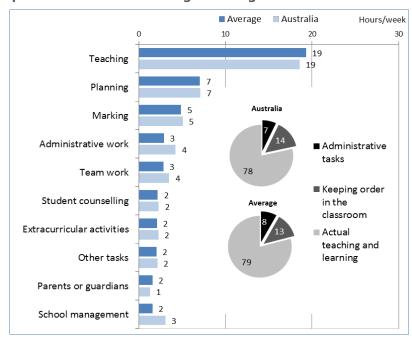


- Teachers in Australia tend to report higher participation rates than average for a number of different PD activities, including courses and workshops (86%), education conferences (56%), in-service training in outside organisations (24%), network of teachers (51%) and individual or collaborative research (37%).
- One in 10 teachers in Australia report having taken part in a qualification programme during the last year (compared with 18% on average for TALIS countries).
- In contrast, teachers in Australia 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 Australia

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

- Teachers in Australia report working on average 43 hours per week, 5 more than the average for TALIS countries.
- Teachers in Australia report spending similar numbers of hours per week on a variety of work-related tasks compared with the TALIS average. For example, teachers in Australia and other TALIS countries report spending 19 hours teaching per week, 7 hours planning and 5 hours marking.
- On average in TALIS countries and in Australia, teachers report spending about 80% of their lesson time on actual teaching and learning.



• Teachers in Australia report spending 14% of their lesson time keeping order in the classroom, and 7% of lesson time on administrative tasks, which is similar to the TALIS average.

### 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 Australia, 2 059 lower secondary teachers and 116 principals in 123 schools completed the TALIS questionnaires.

How? A conceptual framework for TALIS was by subject-matter experts, 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). 8 countries chose to gain additional insights by surveying schools that participated 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 guestions 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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