

OVERVIEW OF COUNTRY RESULTS IN TALIS¹: MALTA

Teachers' perceptions of their own effectiveness (self-efficacy) and job satisfaction

- In **Malta**, job satisfaction is relatively high while self-efficacy is close to the TALIS average [Figure 4.15].

Quality of the classroom environment

- On average classroom disciplinary climate is viewed rather negatively by teachers in **Malta**, and the percentage of lesson time lost to disruptive student behaviour or administrative issues is close to the TALIS average (about 13%) [Figures 4.9 and 4.11].

Professional development of teachers

- 94% of teachers participated in professional development activities in the survey period (18 months) (TALIS average= 89%) [Table 3.1].
- The average number of days of development taken was 7.3 days, well below the TALIS average of 15.3 days [Table 3.1].
- 87% of teachers in **Malta** paid nothing for the development they received (TALIS average= 65%), and 78% received scheduled time allocation for undertaking the development, which is above the TALIS average (63%) [Table 3.5].
- Unsatisfied demand for more development is below the average for **Malta**: 43% teachers wanted more development than they received (TALIS average= 55%) [Table 3.3].
- The areas of greatest development need for teachers in **Malta**, as in almost all other countries, were teaching students with special learning needs (34% of teachers report this; TALIS average=31%) and school management and administration (13% compared with TALIS average of 10%); other areas of need for teachers in **Malta** are teaching in a multicultural setting [Table 3.4].

Teaching beliefs, practices and attitudes

- As in almost all countries, teachers in **Malta** predominantly see their role as a facilitator of active learning by students who seek out solutions for themselves (constructivist beliefs) as opposed to a role in transmitting knowledge and providing correct solutions about teaching (direct transmission beliefs); the strength of preference in **Malta** is similar to the TALIS average [Figure 4.2].
- In terms of practices, teachers in **Malta** as in all countries reported using practices aimed at ensuring learning is well structured ("structuring practices") more often than they used student-oriented practices, such as adapting teaching to individual needs. Both of these teaching practices are used more often than activities such as project work ("enhanced activities") [Figure 4.4].
- In **Malta**, as is the case for all countries, co-operation by teachers takes the form of exchanging and co-ordinating ideas and information more often than direct professional collaboration such as

¹ Based on reports from teachers of lower secondary education and the principals of their schools.

team teaching. Even so, the relative use of professional collaboration in **Malta** is relatively lower than in other countries [Figure 4.7].

Teacher appraisal, feedback and school evaluation

- Less than 8% of teachers in **Malta** had not received feedback or appraisal in their school (TALIS average = 13%) and less than 7% of teachers are in schools that had no evaluation (external or self-evaluation) in the last 5 years (TALIS average = 14%) [Figure 5.3].
- Of those teachers receiving appraisal/feedback, 25% reported that it resulted in a development plan to improve their teaching or a change to aspects of their teaching. This is below the TALIS average, while percentages of teachers having actual feedback or evaluation are lower compared with the TALIS averages [Figure 5.6].
- In terms of the general impact of appraisal and feedback in their school, in **Malta** 12% of teachers report that they will receive some reward (monetary or non-monetary) for improving the quality of their work or being innovative in their teaching, among the lower percentages of the 23 countries [Table 5.9].
- Furthermore, 10% of teachers report that they are in schools where the most effective teachers receive the greatest monetary or non-monetary rewards (TALIS average= 26%) [Table 5.9] .

School leadership

- School principals in **Malta** tend towards a more instructional style of school leadership rather than an administrative style of leadership. The extent to which instructional leadership is reported (supervision of instruction, supporting teachers' professional development, setting the school goals) is relatively moderate in **Malta** compared with most of the other TALIS countries [Table 6.3].

Job experience for teachers

- Length of experience of teachers in **Malta** is below average: the percentage of teachers working for 20 years or more= 17%; TALIS average =36% [Table 2.3].

Teacher behaviours hindering instruction

- Teacher absenteeism is to some extent a concern in **Malta**: 30% of teachers are in schools where the principal reports this hindering instruction a lot or to some extent ; TALIS average 26% [Table 2.8].