

Country profile Czech Republic

- The typical teacher in lower secondary education in Czech Republic is a 44 year old woman, who reports having 18 years of teaching experience and who completed a teacher education or training programme. The proportion of female principals is lower than the proportion of female teachers (48% and 76%, respectively). On average, principals in Czech Republic are 50 years old and report having 10 years of experience in their role.
- 82% of lower secondary teachers report having undertaken professional development in the 12 months prior to the survey. The areas in which the highest proportions of teachers report a high need for professional development are developing information and communications technology (ICT) skills for teaching and strategies for student behaviour and classroom management.
- Teachers in Czech Republic report spending 84% of their lesson time on actual teaching and learning. This means that 15% of their time is reportedly spent on administrative tasks and keeping order in the classroom (7% and 9%, respectively). They also report spending 18 hours per week on average teaching, 8 hours preparing lessons and 5 hours marking student work.
- More than 85% teachers report overall satisfaction with their job. However, only 12% of them believe that teaching is a valued profession in society.

HIGHLIGHTS

Teachers

- A larger proportion of teachers are female than in most other TALIS countries. (76.5%) [Download Indicator](#)
- On average, teachers in Czech Republic have spent more years teaching than in most other TALIS countries. (17.7 Years) [Download Indicator](#)
- A smaller proportion of teachers have completed a teacher education or training programme than in most other TALIS countries. (76.7 %) [Download Indicator](#)

School leadership

- Principals in Czech Republic are on average younger than in most other TALIS countries. (50.3 Years) [Download Indicator](#)
- A smaller proportion of principals believe that the teaching profession is valued in society relative to other TALIS countries. (24.7 %) [Download Indicator](#)
- A smaller proportion of principals are satisfied with their job relative to most other TALIS countries. (94.7 %) [Download Indicator](#)

Professional development of teachers

- A smaller proportion of teachers report having a mentor assigned compared to most other TALIS countries. (3.8 %) [Download Indicator](#)
- A smaller proportion of teachers report having undertaken professional development in the 12 months prior to the survey than in most other TALIS countries. (82.5 %) [Download Indicator](#)
- A smaller proportion of teachers report a high level of need for professional development aimed at developing their ICT skills for teaching compared to most other TALIS countries. (14.8 %) [Download Indicator](#)
- A smaller proportion of teachers report a high level of need for professional development to develop their skills to teach students with special needs compared to most other TALIS countries. (8 %) [Download Indicator](#)

Teacher appraisal and feedback

- Compared to most other TALIS countries, a smaller proportion of teachers report that the feedback they received has led to an increase in the number of hours of professional development they undertake. (30.3 %) [Download Indicator](#)
- In Czech Republic, a larger proportion of teachers work in schools where the principal reports the use of some kind of formal appraisal than in most other TALIS countries. (99.8%) [Download Indicator](#)
- Of those schools where the principal reports formal appraisal practices, a larger proportion of teachers have their classrooms directly observed than in most other TALIS countries. (100 %) [Download Indicator](#)

Teaching practices

- On average, teachers report spending fewer hours per week teaching compared to most other TALIS countries. (18 Hours) [Download Indicator](#)
- Teachers report spending more hours per week individually planning and preparing lessons compared to most other TALIS countries. (8 Hours) [Download Indicator](#)
- Teachers report spending less of their average lesson time on administrative tasks (such as marking attendance) than most TALIS countries. (6.6 %) [Download Indicator](#)
- Teachers report spending less of their average lesson time on keeping order in the classroom than most other TALIS countries. (8.8 %) [Download Indicator](#)
- Teachers report spending more of their average lesson time on actual teaching and learning than most other TALIS countries. (84 %) [Download Indicator](#)

Teachers' self-efficacy and job satisfaction

- A smaller proportion of teachers believe that they are able to help their students to value learning, relative to most other TALIS countries. (39 %) [Download Indicator](#)
- A smaller proportion of teachers believe that they can help their students to think critically, relative to most other TALIS countries. (51.8 %) [Download Indicator](#)
- A smaller proportion of teachers believe that the teaching profession is valued in society relative to most other TALIS countries. (12.2 %) [Download Indicator](#)
- A smaller proportion of teachers are satisfied with their job relative to most other TALIS countries. (88.6 %) [Download Indicator](#)

DATA TABLE

Indicator		Czech Republic	TALIS average
TEACHERS			
Percentage of female teachers	(2013) Download Indicator	76.5	68.1
Mean age of teachers	(2013) Download Indicator	44.2	42.9
Average years of working experience as a teacher in total	(2013) Download Indicator	17.7	16.2
Completion of teacher education or training programme (percentage)	(2013) Download Indicator	76.7	89.8
SCHOOL LEADERSHIP			
Female principals (percentage)	(2013) Download Indicator	48.4	49.4
Age of principals (average)	(2013) Download Indicator	50.3	51.5
Principals' experience (in years)	(2013) Download Indicator	9.7	8.9
Principals believing that the teaching profession is valued in society (percentage)	(2013) Download Indicator	24.7	44.0
Principals who are satisfied with their job (percentage)	(2013) Download Indicator	94.7	95.6
PROFESSIONAL DEVELOPMENT OF TEACHERS			
Teachers having taken part in a formal induction programme (percentage)	(2013) Download Indicator	45.2	48.6
Teachers having a mentor assigned (percentage)	(2013) Download Indicator	3.8	12.8
Teachers who are mentors to another colleague (percentage)	(2013) Download Indicator	7.7	14.2
Teachers who undertook professional development in the last 12 months (percentage)	(2013) Download Indicator	82.5	88.4
Teachers who report a high level of need to develop their ICT skills for teaching (percentage)	(2013) Download Indicator	14.8	18.9
Teachers who report a high level of need to develop the skills to teach students with special needs (percentage)	(2013) Download Indicator	8.0	22.3
TEACHER APPRAISAL AND FEEDBACK			
Teachers who report that feedback has increased the number of hours of professional development they undertake (percentage)	(2013) Download Indicator	30.3	45.8

Indicator		Czech Republic	TALIS average
Teachers who report that feedback has improved their teaching practice (percentage)	(2013) Download Indicator	56.9	62.0
Schools that use some kind of formal appraisal (percentage)	(2013) Download Indicator	99.8	92.6
Teachers having their classrooms directly observed in schools with formal appraisal practices (percentage)	(2013) Download Indicator	100	94.9
TEACHING PRACTICES			
Teaching time per week (hours)	(2013) Download Indicator	18	19
Individual time per week spent planning and preparing lessons (hours)	(2013) Download Indicator	8	7
Time spent marking and correcting work (hours per week)	(2013) Download Indicator	5	5
Class-time time spent on administrative tasks such as marking attendance (percentage)	(2013) Download Indicator	6.6	8.0
Class-time spent on classroom management (percentage)	(2013) Download Indicator	8.8	12.7
Class-time spent on actual teaching and learning tasks (percentage)	(2013) Download Indicator	84	78.7
TEACHERS' SELF-EFFICACY AND JOB SATISFACTION			
Teachers who believe they help their students to value learning (percentage)	(2013) Download Indicator	39	80.7
Teachers who believe they help their students to think critically (percentage)	(2013) Download Indicator	51.8	80.3
Teachers who believe that the teaching profession is valued in society (percentage)	(2013) Download Indicator	12.2	30.9
Teachers who are satisfied with their job (percentage)	(2013) Download Indicator	88.6	91.1

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.

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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