

*Creating Effective Teaching and Learning Environments:  
First results from the OECD Teaching and Learning  
International Survey*

**TALIS**

*OECD Briefing Note  
For Belgium (Fl.)*

OECD's Teaching and Learning International Survey (TALIS) provides the first internationally comparative perspective on the conditions of teaching and learning, based on data from over 70,000 teachers and school principals who represent lower secondary teachers in the 23 participating countries.

TALIS examines important aspects of professional development; teacher beliefs, attitudes and practices; teacher appraisal and feedback; and school leadership. TALIS looks at these factors through the eyes of teachers and school principals. This innovative approach was chosen in order to examine how the intended school and teacher policies of education systems are actually perceived and implemented in schools and classrooms, recognising that the best intentions will only yield results if effectively and consistently implemented in the frontline.

This note contextualises key findings for **Belgium (Fl.)** with international trends among countries participating in TALIS, under the headings: conditions for effective learning, preparing and supporting a high-quality teaching force, improving teaching practice, supporting effective teaching through appraisal and feedback and shaping the development of teachers through effective school leadership.

TALIS Initial Report, as well as its executive summary, all data and web-only tables, can be downloaded free of charge at [www.oecd.org/edu/TALIS](http://www.oecd.org/edu/TALIS).

## **CLASSROOM CLIMATE, JOB SATISFACTION AND TEACHERS BELIEF IN THEIR EFFECTIVENESS**

*Classroom climate not only has been shown to affect student outcomes and attainment but is a prominent policy issue. Student behaviour and the creation of a safe and productive learning environment can be a challenging dimension of teachers' work. How successful teachers feel they are with regard to their students' education can be linked to productivity and can influence people's actions in the workplace. When teachers envisage effective teaching as a skill that can be acquired, this feeling of self-efficacy can help them better analyse and solve problems. Conversely, those teachers confronting a low feeling of self-efficacy can experience self-doubt and become preoccupied with evaluative concerns if efforts proved unsuccessful.*

### ***One teacher in four in most countries loses at least 30% of lesson time because of disruptive student behaviour or administrative tasks, and some teachers lose more than half.***

At least half of teachers in most countries spend over 80% of the lesson time on teaching and learning. However, often time is lost because students are disruptive or because teachers have to deal with administrative tasks. One teacher in four in most countries loses at least 30% of lesson time to these two factors, and some teachers lose more than half (Figure 4.10).

Teachers were also asked about their relations with students as an indicator of school climate. Teacher-student relations varied considerably within countries, although Norway stood out as a country in which over 95% of teachers reported better relations with students than the international average (Figure 4.13).

- Belgium (Fl.) falls near the TALIS average in its reports of the effect of student behaviour on the classroom environment. 27% of teachers agreed that a significant amount of time is lost due to interruptions, while 20% make the same statement about noise. (The TALIS averages are 29% and 24%, respectively.) Approximately one quarter of teachers in the Flemish Community reported that it is necessary to wait quite a long time for students to quieten down. However, 33% believe that students do not care to create a pleasant classroom atmosphere, five points above the TALIS average. In terms of amount of classroom time spent on actual teaching and learning, Belgium (Fl.) classrooms fall one point below the 79% average, reporting that 14% of the time is taken up by keeping order and 9% on administrative tasks (Tables 4.18, 7.3a to 7.3d).

### ***Teachers in the same school vary in terms of job satisfaction and belief in their effectiveness.***

TALIS asked teachers about their job satisfaction and about how successful they feel they are with regard to their students' education (self-efficacy). Teachers in Norway stand out as well above average on both measures. High scores for job satisfaction were also reported by teachers in Austria and Belgium (Fl.), while the opposite was true particularly in Hungary. Teachers in Korea were on average the least positive about their self-efficacy compared with other countries (Figure 4.15). Around 90% of overall variation on these measures is among teachers within schools.

- After Mexico and Norway, Belgium (Fl.) reported the highest percentage of teachers who strongly agreed that they were satisfied with their job (Figure 4.15). As in the rest of the TALIS countries, the job satisfaction of teachers in Belgium (Fl.) was identified as being dependent on classroom disciplinary climate, teacher-student relations and the teachers' own sense of efficacy. While some countries reported a positive correlation with teaching beliefs, Belgium (Fl.) was the only country to report that the stronger a teacher holds direct transmission beliefs about teaching, the lower was their job satisfaction (Table 4.12).
- Along with Bulgaria, Mexico and Norway, Belgium (Fl.) has the highest percentage of teachers across TALIS countries who agree or strongly agree that they are making a significant educational difference. Although the percentage of teachers who believe that they are successful with the students in their class is above average at 97%, 19% (above the TALIS average of 17%) disagree that they can make progress even with the most difficult and unmotivated students, and Belgium (Fl.) reports one of the highest percentages of teachers who believe they do not know how to get through to students. (The other countries are Korea, Mexico, Poland, the Slovak Republic and Spain) (Tables 7.2a-7.2d).

***Teachers who have undertaken more professional development tend to feel better equipped to deal with teaching challenges...***

In around half of the countries (Denmark, Estonia, Iceland, Italy, Korea, Lithuania, Malaysia, Malta, Mexico, Portugal and Slovenia), teachers who had received more professional development reported significantly higher levels of self-efficacy (Table 7.5a). TALIS also suggests that teachers' participation in professional development goes hand in hand with their mastery of a wider array of methods to use in the classroom, even if it is not clear to what extent professional development triggers or responds to the adoption of new techniques (Table 4.7).

- Unlike in a majority of participating countries, no correlation was found in Belgium (Fl.) between the number of days of professional undertaken and self-efficacy. Furthermore, no relationship was found between self-efficacy and the provision of induction processes or mentoring programs (Table 7.5a).

***...but professional development and intervention need to be targeted at individual teachers.***

TALIS identifies close associations between factors such as a positive school climate, teaching beliefs, co-operation between teachers, teacher job satisfaction, professional development, and the adoption of different teaching techniques (Table 4.12). For all of these factors, much of the variation identified was in differences among individual teachers rather than among schools or countries (e.g. Figure 4.3). The implication is that by addressing teachers' attitudes, beliefs and practices as a whole, there is scope for considerable improvement in teaching and learning, but that this may require individualised support for teachers rather than just whole-school or system-wide interventions.

***Teacher appraisal and feedback can be important instruments to raise self-efficacy, and public recognition can reinforce this relationship.***

In a number of countries, the appraisal and feedback which teachers receive is mirrored in the beliefs in their own teaching abilities, in other words, the more feedback they receive on their work in specific areas, the more they trust in their abilities to address the respective teaching challenges (Table 7.7a). However, this relationship is not always visible when other factors are accounted for, suggesting that third factors are at play too. In some countries teachers reported higher levels of self-efficacy when they had received public recognition for the improvements and innovations in connection with the appraisal (Austria, Belgium (Fl.), Estonia, Hungary, Ireland, Italy, Korea, Lithuania, Malta, Norway and Spain) and also when innovative practices were part of appraisal and feedback (Brazil, Iceland and Portugal) (Table 7.7a).

School evaluation and teacher appraisal show less relationship with classroom climate, in particular once other factors have been taken into account (Table 7.7). School evaluation was also not markedly associated with teacher efficacy (Table 7.7a).

- In Belgium (Fl.), teachers who have never received appraisal or feedback in their school are more likely to report lower levels of self-efficacy (although this does not hold when accounting for other analytical variables), though this is correlated with other aspects of schooling measured in TALIS. On the other hand, teachers who have received public recognition from the school principal or colleagues as a result of appraisal report a higher self-efficacy (Table 7.7a).

***Some teaching practices are more closely associated with classroom climate and self-efficacy than others.***

Structured teaching practices were associated with a good classroom disciplinary climate in around half of the countries (Australia, Austria, Belgium (Fl.), Bulgaria, Hungary, Ireland, Italy, Korea, Mexico, Portugal and Spain), and in some cases this effect was strong (Table 7.6). These practices were also associated with greater teacher self-efficacy in around the same number of countries, many the same ones (Australia, Austria, Belgium (Fl.), Iceland, Ireland, Korea, Malaysia, Mexico, Norway, Portugal and Spain). Similar results were found for teachers who adopted student-oriented teaching practices but the number of countries where such positive associations were evident was smaller (Table 7.6a).

Teacher co-operation tended not to be strongly associated with classroom disciplinary climate, but in just under half of the countries teachers who engage in more progressive forms of professional collaboration such as team

teaching were more likely to feel more effective in their teaching (Austria, Belgium (Fl.), Bulgaria, Estonia, Hungary, Iceland, Korea, Poland, Portugal and Spain) (Table 7.6a).

## PREPARING AND SUPPORTING A HIGH QUALITY TEACHING FORCE

*Education systems seek to provide teachers with opportunities for on-going professional development to fully prepare them for their work and to retain a high-quality teacher workforce. TALIS examined the take-up of professional development, the degree of unsatisfied demand for development and the factors that support or hinder meeting development needs.*

### **Several findings from TALIS underline the need for a better preparation of teachers.**

More than one teacher in three is in a school whose principal thinks that the school suffers from a shortage of qualified teachers (Table 2.5). This ranges from 12% in Poland to the great majority in Estonia, Mexico and Turkey.

The factors hindering instruction that school principals most frequently cited are a lack of equipment and a lack of instructional support personnel. There is a strong relationship between schools in which a shortage of instructional support staff and of other support staff hinders instruction, an indication that a squeeze on non-teacher resources can affect these two problems together. On the other hand there seems to be no correspondence between a shortage of qualified teachers and average class size. TALIS also found that in some countries, negative aspects of teacher behaviour such as absenteeism or lack of pedagogical preparation often hinder instruction. In Italy and Mexico for example, the majority of teachers are in schools whose principals thought that unprepared teachers hindered instruction (Table 2.8).

- Belgium (Fl.) is below the TALIS average in its lack of school resources in all categories, including lack of qualified teachers, instructional support personnel and other personnel as well as shortage or inadequacy of computers for instruction, library materials and other materials. Furthermore, at just 7% Belgium (Fl.) has the lowest reported lack of laboratory technicians after Denmark (3%) (compared to a TALIS average of 33%) and, following Austria (12%), the least shortage or inadequacy of instructional materials (14%, while the TALIS average is 34%). The most frequently reported resource issues in Belgium (Fl.) were lack of instructional and other support personnel (Table 2.5).

### **The great majority of teachers participate in professional development...**

Nearly nine teachers in ten reported taking part in a structured professional development activity during the 18 months preceding the survey. This is generally a high participation rate, but there is considerable variation in: *i)* The proportion of teachers participating in different countries: in Denmark, the Slovak Republic and Turkey, one in four reported no professional development. Given the broad definition of professional development used in the survey, this may be a concern (Table 3.1). *ii)* The intensity of participation: in some countries teachers' average participation is a handful of days a year, while in Korea and Mexico it is 30 days or more (Table 3.1). *iii)* Equity issues raised by the participation of various groups within countries: older teachers for example are under-represented and within-country variation is greatest in Korea, Spain, Italy, Poland and Mexico (Tables 3.1a and Table 3.1d). *iv)* The type of professional development activities (Table 3.2).

- The percentage of teachers in Belgium (Fl.) who report having participated in professional development courses is just above the TALIS average at 90%. However, after Ireland, Malta and the Slovak Republic, teacher in Belgium (Fl.) participated in the lowest number of days of professional development, reporting just eight days on average in the previous 18 months. Pronounced differences in participation according to age, gender, location or previous qualification level were not apparent, although teachers in public schools received four more days of professional development on average than those in private schools (Tables 3.1, 3.1a to 3.1b).
- Along with teachers in all other countries except Malta and Mexico, teachers in Belgium (Fl.) cited "Informal dialogue to improve teaching" (91%) as the type of professional development in which they most frequently participated; the second most common was "Courses and workshops" (85%). Compared with the international average, participation rates in Belgium (Fl.) were low in "Education conferences and seminars" (16 percentage points below the average), "Observational visits to other schools" (13 percentage points below the average), "Professional development network" (14 percentage points below the average), and "Mentoring and peer observation" (13 percentage points below the average) (Table 3.2).

On average among the participating countries, some 51% of teachers' professional development was compulsory (Table 3.1). The proportion ranged from about one-third or less in Austria, Belgium (Fl.), Denmark and Portugal to 78% in Malta and as high as 88% in Malaysia. The countries with the highest number of compulsory days on average were Mexico, Bulgaria, Spain, Italy and Korea and those with the lowest were Austria, Belgium (Fl.) and Ireland.

- Only 34% of professional development days were compulsory in Belgium (Fl.), one of the lowest of the countries participating in TALIS and well below the 51% TALIS average. This may contribute to the low number of days of professional development undertaken by teachers (Table 3.1).

***...but half do not think this meets their needs...***

Although the great majority of teachers received some professional development over the previous 18 months, 55% on average reported that they would have liked more. However, teachers' views on this varied widely: In Belgium (Fl.) and Slovenia, two-thirds of teachers felt that they had received enough professional development, while in Brazil, Malaysia and Mexico, over 80% did not. While some degree of unmet need can be expected, its extent in some of the countries will need closer examination (Table 3.3).

- Despite the low participation rates, Belgium (Fl.) also has the lowest percentage (31%) of teachers who reported that they would have liked more professional development than they received (Table 3.3).

***...with unmet demand concentrated in areas relating to dealing with heterogeneous learning groups, ICT and student behaviour.***

Teachers' demand for more professional development appears concentrated in certain areas. In particular, one teacher in three reports a high level of need for teaching students with special learning needs. This indicates a serious issue in terms of teachers' capacity to deal with heterogeneous learning groups. Teachers also frequently mentioned ICT teaching and student behaviour as areas in which they required more development (Table 3.4). It is noteworthy in this context that one teacher in four in most countries reports losing at least 30% of learning time because of disruptive student behaviour or administrative tasks. Since the greatest amount of variation in loss of teaching time is among different teachers within schools, policy attention will need to focus on addressing the skills and dispositions of individual teachers, rather than improving overall school climate and discipline.

- Teachers in Belgium (Fl.) reported a below average need in almost all areas of professional development. The lowest percentage of teachers reporting high professional development need in school management and administration, teaching in a multicultural setting and teaching special learning needs students were in Belgium (Fl.), whose teachers also reported the second lowest percentage of need in ICT teaching skills and student discipline and behaviour problems. In Belgium (Fl.), the aspect of teachers' work where the highest percentage of teachers reported a high level of need was "Subject field" (18%), the only area in fact that exceeded the TALIS average, albeit marginally (Table 3.4).

***Policy makers and practitioners need to ensure that incentives and support for professional development are better aligned with the types of activity that are effective in meeting teachers' needs.***

The great majority of teachers reported that the professional development they take part in, across a range of activities, had a moderate or high impact. The greatest perceived impact is in teacher research and qualification programmes (Table 3.8). Yet relatively few participate in this type of activity and those who do often feel frustrated by the lack of sufficient time to devote to them.

- Belgium (Fl.) follows the international pattern of the largest percentage of teachers reporting a moderate or high impact from participation in individual or collaborative research activities, with "Informal dialogue to improve teaching" reported as having the second greatest effect. However, teachers in Belgium (Fl.) take a generally low view of the impact of the development that they have undertaken. On average, the percentage of teachers who reported a moderate or large impact was around 20-30 percentage points lower than the international average (Table 3.8).

***Two-thirds of teachers paid nothing for their professional development...***

On average in TALIS countries, two-thirds of teachers paid nothing for the professional development they participated in, and a similar proportion received time from their employers to undertake it. This indicates a significant investment in teachers' professional development on the part of schools and public authorities (Table 3.5).

- Compared to the TALIS average of 65%, the percentage (81%) of teachers in Belgium (Fl.) who had to pay none of the costs of professional development is high, along with Malta, Slovenia and Turkey. Furthermore, 78% received scheduled time to undertake professional development, well above the TALIS average of 63%. At the same time, however, only 2% of teachers in Belgium (Fl.) received a salary supplement, the lowest percentage amongst TALIS countries only after Portugal (Table 3.5).

***...but free participation is not the only way to stimulate participation.***

However, where teachers paid for their own development, they tended to do more. Those who paid the full cost undertook over twice as much training as those who received it free (Table 3.5a). This partly reflects the fact that courses that are paid for tend to lead to professional qualifications and are more time-consuming. Teachers paying for their professional development are also more likely to feel that they need more than they get. This suggests that free provision is not necessarily the only way of stimulating participation.

- In Belgium (Fl.) conflict with work schedule was most often cited by teachers as a barrier to undertaking more professional development, but at 43%, the number is still below the TALIS average of 47%. In fact, the only barrier that was reported in Belgium (Fl.) as being above the TALIS average was family responsibilities, which was identified as a barrier by 41% of teachers. (Only Italy, Malta and Spain ranked higher.) 39% reported no suitable professional development, and 4% and 11% cited a lack of pre-requisites or a lack of employer support, respectively. Only 12% reported that professional development was too expensive, well under half the TALIS average of 29% (Table 3.7).

## IMPROVING TEACHING PRACTICE

*Teachers' beliefs, practices and attitudes are important for understanding and improving educational processes. TALIS examines a variety of these which previous research has shown to be relevant to school improvement and effectiveness.*

***Teachers tend to be more inclined to see their role as supporting active learning rather than directly transmitting information...***

Two alternative views of teaching emphasise, on the one hand, the teacher's role in transmitting knowledge and providing correct solutions, and on the other, the teacher's role as a facilitator of active learning by students who seek out solutions for themselves. The latter "constructivist" view of teaching generally has more support among the teachers surveyed today than the former "direct transmission" view (Figure 4.2), particularly so in Northern and Western European countries, Australia and Korea but less so in Southern Europe, Brazil or Malaysia.

***...Nevertheless, structured practices are more common than student-oriented practices, or project work...***

In the classroom, teachers 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"), which require more active participation by the student. This pattern is true in every country (Figure 4.4). Since each of these practices can raise student achievement, there may be scope for countries that make less use of student-oriented and enhanced activities to improve their results by using them more.

It is notable that the domination of structuring practices among countries is to some extent contrary to the general preference for constructivist beliefs, which would be expected to be more closely aligned to student-oriented practices. The factors that prevent teachers from putting their beliefs about teaching into practice require further investigation but this may nevertheless be a source of frustration for teachers.

Teachers of mathematics place greater emphasis on structuring. Teachers in the humanities report that they are relatively more likely to assign project work and other forms of enhanced activities, and in arts and subjects that teach practical skills, to use more student-oriented practices (Figure 4.5).

- Belgium (Fl.) follows these general patterns, although the frequency in the use of enhanced activities and student-oriented practices is closer here than in the other TALIS countries on average (Figure 4.4).

***There is also scope for strengthening teachers' collaboration, beyond exchanging ideas.***

In 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 team teaching (Figure 4.7). However, there are big differences among countries, with professional collaboration relatively more common in the Slovak Republic, Turkey and Poland and much less common in the Slovenia, Belgium (Fl.) and Spain. Generally, there seems scope to enhance this form of co-operation, which research has shown to raise school effectiveness.

- Along with Spain, Belgium (Fl.) reports a much greater preference for exchange and co-ordination among teachers as opposed to professional collaboration (Figure 4.7).

***Teacher-student relations vary across countries, but most variation is within schools, suggesting that some teachers need extra support to establish an effective learning environment.***

Teachers were asked about their relations with students as an indicator of school climate. Teacher-student relations varied considerably within countries, although Norway stood out as a country in which over 95% of teachers reported better relations with students than the international average (Figure 4.13). Within countries, a considerable amount of variation is due to differences among schools, but two-thirds of all variation is among teachers regardless of school or country differences. This suggests that some teachers need extra support to ensure a climate in which to teach effectively.

- On average in Belgium (Fl.), the quality of relations between teachers and students is perceived to be around the TALIS average level and teachers in Belgium (Fl.) differ in their views on teacher-student relations to a similar degree as other countries on average (Figure 4.13).

Countries with a high mean score for classroom disciplinary climate also have comparatively high mean scores for time on task. This is the case for Estonia and to a lesser extent for Austria, Bulgaria, Hungary, Ireland, Lithuania, Poland and Slovenia (Figure 4.11).

- The distribution of time spent on various tasks in classrooms in Belgium (Fl.) is very similar to the TALIS average, with 78% of the time dedicated to actual teaching and learning, as previously noted. While an above average number of teachers in Belgium (Fl.) report that significant time is lost due to interruptions or noise, one third believe that students do not care about creating a pleasant atmosphere in which to work (Figure 4.9 and Tables 7.3b and 7.3c).

**SUPPORTING EFFECTIVE TEACHING THROUGH APPRAISAL AND FEEDBACK**

*TALIS shows that strong school-level evaluation tends to feed through to better teacher appraisal and feedback, which in turn can feed through to improvements in the classroom. This is true not just for evaluation in general but for specific aspects of teaching, such as teaching students from diverse backgrounds. These links provide important policy levers for policy makers and useful guidance for shaping the framework for evaluating schools to facilitate and improve the work of teachers.*

***Teachers tend to feel positive about their appraisal and feedback, and see this as having an impact on their teaching skills...***

An important finding of TALIS is that teachers generally respond positively to appraisal and feedback (Table 5.7a). They report that it is fair and helpful for their work and that it increases their job satisfaction and to a lesser extent their job security. In addition, teachers report that it significantly increases their development as teachers (Table 5.7). Teachers' positive perceptions of appraisal and feedback show that it is possible to overcome concerns that have previously been raised about such practices.

- Teachers in Belgium (Fl.) were generally positive about the outcomes of appraisals, reporting that they were fair and helpful to the development of the teacher at a rate above the TALIS average. At the same time, however, a high percentage (68%, compared to the TALIS average of 62%) reported that appraisal and feedback led to no change in job security and 51%, the highest percentage after Australia and Korea, reported no change in job satisfaction (Tables 5.7, 5.7a).

Over eight teachers in ten reported that they had received some kind of appraisal or feedback on their work and most were carried out by school principals or other teachers within their school (Table 5.3).

- Appraisal and feedback to teachers from an external source is more likely in Belgium (Fl.) than other countries on average. The frequency of appraisal and feedback for teachers appears to be relatively low in Belgium (Fl.) compared with TALIS average: Around one third of teachers in Belgium (Fl.) report that appraisal or feedback from the principal occurs only once every two years or less (Table 5.3).

***...and see this as having an impact on their teaching skills...***

Not only do teachers report that the appraisal and feedback they receive improves their teaching skills, they also report that it leads to changes in specific aspects of their teaching. Greater emphasis on an aspect of teachers' work in appraisal and feedback is more likely to lead to changes in that area (Figure 5.8-Figure 5.13).

- For Belgium (Fl.), relatively low percentages of teachers reported that the appraisal and feedback they had received led to a moderate or large change in their work. The area that teachers most frequently reported has having been changed as a result of appraisal or feedback was their classroom management practices. Knowledge and understanding of instructional practices and student discipline and behaviour problems were also relatively affected (Table 5.8).
- “Classroom management” was one of the two most important aspects considered when teachers received appraisal and feedback. The other was the “knowledge and understanding of their main subject field” (Table 5.4).

***...especially where it is supported with effective school evaluation.***

Between 70% and 80% of teachers work in schools whose school principal reported that school evaluations had an effect on feedback to the school, the appraisal of management and teachers, and helping teachers improve their teaching skills (Table 5.2). This shows why school-level evaluation can be an important driver of school improvement.

- Only 6% of teachers in Belgium (Fl.) are working in schools that had no school evaluation in the past five years, and again external evaluation is more prevalent in Belgium (Fl.) than in other countries on average. And evaluations occur at a relatively infrequent rate in Belgium (Fl.), as just 13% are in schools that have a self-evaluation at least annually, and just 2% report external evaluations occurring at least once a year. (Only Austria and Ireland have lower percentages for self-evaluations, and only Ireland and Malta report fewer teachers in schools in which external evaluations are at least an annual occurrence.) (Table 5.1)
- Professional development undertaken by teachers and retention and pass rates of students are most frequently considered with high or moderate importance in school evaluations in Belgium (Fl.), while teaching in a multicultural setting and extra-curricular activities with students were considered the least (Table 5.1a).
- Despite the infrequency of school evaluations in Belgium (Fl.), 77% of teachers report that their schools published the results of the evaluation, the third highest percentage after Denmark and Iceland and significantly greater than the 55% TALIS average (Table 5.2a).

***But the framework for evaluating education in schools is weak in a number of areas and countries...***

At the same time, on average across TALIS countries 13% of teachers receive no appraisal and feedback on their work as teachers in their school. This was particularly apparent in Ireland and Portugal where over one-quarter of teachers had no appraisal and feedback and in Italy and Spain where around half of teachers had none (Table 5.3).

Furthermore on average just under one-third of teachers across TALIS countries worked in schools that had not been subject to an external evaluation in the previous five years. An average of one-fifth worked in schools that had not conducted a self-evaluation (Table 5.1).

In schools that are not evaluated, teachers are less likely to benefit from appraisal or feedback, as is the case of Korea, for example. This suggests that where school evaluation takes place, appraisal and feedback for individual teachers is encouraged.

- Although school evaluations are infrequent in Belgium (Fl.), an above-average percentage of teachers work in schools in which evaluations have an impact on teacher appraisal (74%, compared with 71%). However, as noted above, the frequency of appraisals in Belgium (Fl.) is also low (Table 5.2).

### ***...and teachers do not receive recognition for effective teaching...***

As shown in Figure 5.7, on average across TALIS countries, three-quarters of teachers report that they would receive no recognition for increasing the quality of their work. A similar proportion report that they would receive no recognition for being more innovative in their teaching. In addition, only around one half of teachers across TALIS countries reported that their school principal used effective methods to determine teachers' performance (Table 5.9).

Additionally, three-quarters of teachers reported that, in their school, the most effective teachers do not receive the most recognition and that their school principal does not take steps to alter the monetary rewards of a persistently underperforming teacher (Table 5.9). A similar proportion reported that, in their school, teachers would not be dismissed because of sustained poor performance.

The lack of recognition and incentives for teachers to develop their teaching and improve their effectiveness runs counter to efforts to lift school improvement. The resources devoted to countless school improvement initiatives across countries are not matched with either incentives or recognition for teachers to improve their own effectiveness. It would appear that an appraisal system and career structure that focuses upon and promotes innovation and effectiveness would better assist school improvement programmes and efforts to increase school effectiveness.

In schools that are not evaluated, teachers are less likely to benefit from appraisal or feedback. In Korea, for example, a teacher in a school that has not been evaluated is more than twice as likely not to receive appraisal or feedback as one in a school that has been evaluated. This suggests that where school evaluation takes place, appraisal and feedback for individual teachers is encouraged.

- Teachers in Belgium (Fl.) have a more negative view regarding the outcomes from appraisal and feedback than is the case on average in TALIS countries. Some 96% of teachers do not feel that if they improve the quality of their work or are innovative in their teaching believe that they will be rewarded. Moreover, only 5% (the lowest among TALIS countries) say that the most effective teachers receive the greatest monetary or non-monetary rewards. At the same time, 44% agree that teachers will be dismissed because of sustained poor performance, well above the TALIS average (Table 5.9).

### ***...and feedback tends to have limited impact on material reward systems or career advancement...***

School evaluations and teacher appraisal and feedback have little financial impact. On average across TALIS countries, only around 10% of teachers' appraisal and feedback is linked to any kind of monetary reward and for only 16% is it linked to career advancement (Table 5.5). In addition, school evaluations are linked to the remuneration of only one-quarter of teachers and less than four teachers in ten work in schools where school evaluations are linked to the school budget (Table 5.2).

- After Ireland, school evaluations in Belgium (Fl.) had little influence on teachers' remuneration and bonuses, with only 3% of teachers reporting an impact. Also, Belgium (Fl.) had the lowest percentages amongst TALIS countries of teachers reporting that appraisal and feedback led to a change in salary, a financial bonus or another kind of monetary reward, a change in the likelihood of career advancement, opportunities for professional development activities, changes in work responsibilities that make the job more attractive and a role in school development initiatives. Only Iceland and Malta reported less of a change in public recognition from the principal or colleagues (Tables 5.2, 5.5).

## SHAPING THE DEVELOPMENT OF TEACHERS THROUGH EFFECTIVE SCHOOL LEADERSHIP

*School leadership plays a vital role in teachers' working lives and on their effectiveness. A revolution in the model of school leadership in recent years has seen a substantial shift from a largely bureaucratic administration to a paradigm of "leadership for learning" with the school principal as instructional leader. TALIS is the first international survey to address in detail the management behaviour and style of school principals in secondary schools and to look at the presence of new trends in school leadership and their impact on teachers.*

### ***Instructional leadership often goes hand in hand with administrative leadership.***

Instructional leadership (actions to support or improve teachers' instruction and to set the school's goals and curriculum development) is present particularly in Brazil, Poland and Slovenia. Although, in the same countries, administrative leadership (actions to support or improve teachers' instruction and to set the school's goals and curriculum development) is also visible (Table 6.7).

Countries where administrative leadership is particularly evident are Bulgaria and Malaysia, whereas the opposite is true most notably in Denmark. Overall, school principals who are strong instructional leaders are more likely to be strong administrative leaders as well. This contradicts the notion that these are alternative styles.

- The use of instructional and administrative leadership styles in Belgium (Fl.) is less pronounced than in TALIS countries on average, although of the two, instructional leadership is closer to the average. Principals of schools in Belgium (Fl.) in which teachers' innovative teaching practices are important to the evaluations tend to follow an instructional leadership style of management, similar to the trend in Bulgaria, Estonia, Korea, Mexico, Norway, Portugal and Turkey.

### ***Leadership style has little direct association with teachers' beliefs, attitudes or practices...***

A school's leadership style has no direct pronounced relation to teachers' beliefs about teaching, to their teaching practices or to classroom climate (Tables 6.4, 6.5 and 6.7).

### ***...but often relates to the ways in which teachers are appraised, and the link between appraisal and professional development.***

In more than half of the TALIS countries there is a greater chance of teacher appraisal recognising the participation in professional development by teachers in schools where strong instructional leadership is present (Table 6.9). In most countries, school principals in such schools are also more likely to use further professional development to address teachers' weaknesses identified in appraisals.

- In Belgium (Fl.), a principal's use of a more instructional leadership style is positively related to the consideration of student test scores when conducting teacher appraisals. No relationship is evident between leadership style and the consideration of retention and pass rates of students, professional development undertaken by the teacher or innovative teaching practices (Table 6.9).
- In Belgium (Fl.), as in most countries, a more pronounced instructional leadership style goes hand in hand with a development or training plan being established for teachers as the result of an appraisal or feedback (Table 6.10).

## A PROFILE OF LOWER SECONDARY TEACHERS AND THEIR SCHOOLS

*TALIS establishes a profile of lower secondary teachers and their schools in order to contextualise its findings.*

### ***Teachers in lower secondary schools are mostly female...***

In every TALIS country, most teachers are female: almost 70%, on average, rising to 80-85% in Bulgaria, Estonia, Lithuania, the Slovak Republic and Slovenia. Turkey, Mexico and Spain are more balanced, with over 40% of male teachers (Table 2.1).

On the other hand, only 45% of school principals across countries are female, suggesting a “glass ceiling” for promotion possibilities within schools (Table 2.1).

- The percentage of female teachers in Belgium (Fl.) falls at the TALIS average, 69%. However, at just 38%, the percentage of school principals who are female is seven points below the average across TALIS countries (Table 2.1).

### ***...and the workforce is ageing.***

In most cases, the majority of teachers are over 40. On average across TALIS countries, the percentage of teachers over 50 is 27%, which is nearly double the percentage of teachers under 30 (15%). In Austria, Italy and Norway 40% or more of teachers are over 50 and less than 10% are under 30 (Table 2.1). Many countries will soon need to replace a large number of retiring teachers.

- Belgium (Fl.) has a comparatively young workforce, with 27% of teachers under the age of 30. (The TALIS average is 15%, and only Malta and Turkey have a higher percentage of young teachers.) Less than one percent of teachers are aged 60 years or more (Table 2.1).

### ***Most teachers are long-serving and on permanent contracts.***

Across TALIS countries some 85% of teachers are on permanent contracts. Over 60% have taught for more than ten years, and in Austria and Italy the majority have over 20 years of service (Table 2.3).

However, some teachers, particularly those first entering the profession, face the uncertainty and challenge of a fixed-term contract usually of a year or less. In Brazil, Iceland, Ireland and Portugal, at least one teacher in four is on a fixed-term contract (Table 2.3). For many, these are requirements that must be successfully fulfilled before being granted a permanent contract. Policy makers need to balance the advantages of supporting an experienced, long-serving teaching force against the need for dynamism and “new blood”.

- 81% of teachers in Belgium (Fl.) are permanently employed, below the 85% average across countries. Similar to the TALIS average, 5% are on a fixed contract of more than one school year, while an above-average 15% are on a contract of one school year or less. Reflecting the younger age of teachers in Belgium (Fl.), 44% have 10 years of service or fewer (Table 2.3).

### ***Schools have autonomy over many things, but generally not teachers’ pay.***

Three-quarters of teachers are in schools whose principals have little say over their pay. On the other hand, the great majority teach in schools with wide autonomy in other areas: around two-thirds teach in schools with considerable responsibility for hiring and firing, three-quarters in schools which formulate the school budget, and 95% in schools which establish their disciplinary procedures (Table 2.7).

- Schools in Belgium (Fl.) overall have a high level of autonomy in comparison with the average TALIS country, with all principals reporting that they have a considerable responsibility for establishing student disciplinary and assessment policies and choosing which textbooks are used. Similar percentages are reported for selecting and dismissing teachers. However, schools in Belgium (Fl.) have much less say over salaries, with the lowest percentage (under 1%) of teachers in any TALIS country reporting that their school principals have a considerable responsibility for establishing teachers’ starting salaries and determining their pay increases. School principals in Belgium (Fl.) are granted an above-average responsibility in allocating funds for teachers’ professional development, formulating the school budget, deciding on budget allocations within the school, approving students for admission to the school and deciding which courses are offered, but teachers report that the ability to determine course content is below the TALIS average (60%, compared to 66%) (Table 2.7).

