

## OVERVIEW OF COUNTRY RESULTS IN TALIS<sup>1</sup>: ESTONIA

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

- In **Estonia**, job satisfaction are similar to the TALIS average but teacher self-efficacy are low compared to the other participating countries [Figure 4.15].

### Quality of the classroom environment

- On average classroom disciplinary climate is viewed very positively by teachers in **Estonia** and the percentage of lesson time lost to disruptive student behaviour or administrative issues is very low compared to other 23 countries [Figures 4.9 and 4.11].

### Professional development of teachers

- Almost 93% of teachers participate in professional development activities in the survey period (18 months) (TALIS average= 89%) [Table 3.1].
- Average number of days of development taken was 13.1 days, below the TALIS average of 15.3 days [Table 3.1].
- Almost 73% of teachers in **Estonia** paid nothing for the development they received (TALIS average= 65%) and 64% of teachers received scheduled time allocation for undertaking the development (TALIS average= 63%) [Table 3.5].
- Unsatisfied demand for more development is just below the average for **Estonia**: 49% teachers wanted more development than they received (TALIS average= 55%) [Table 3.3].
- The areas of greatest development need for teachers in **Estonia**, as in almost all other countries was teaching students with special learning needs (28% of teachers report this; TALIS average=31%) and ICT teaching skills (28% compared with TALIS average of 25%); other areas of need for teachers in **Estonia** are in student discipline and behaviour problems [Table 3.4].

### Teaching beliefs, practices and attitudes

- As in almost all countries teachers in **Estonia** 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 preference for a constructivist view is especially pronounced in **Estonia** compared to others countries [Figure 4.2].
- In terms of practices, teachers in **Estonia** 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 **Estonia**, 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

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

team teaching. Differences in the relative frequencies of both forms of co-operation are comparatively small in **Estonia** [Figure 4.7].

### **Teacher appraisal, feedback and school evaluation**

- Only 5% of teachers in **Estonia** had not received feedback or appraisal in their school (5<sup>th</sup> lowest of the 23 countries) and 12% of teachers are in schools that had no evaluation (external or self-evaluation) in the last 5 years [Figure 5.3].
- Of those teachers receiving appraisal/feedback, around 30% reported that it resulted in a development plan to improve their teaching. This percentage is below the TALIS average (37%) [Figure 5.6].
- In terms of the general impact of appraisal and feedback in their school, in **Estonia** around 20-25% 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; this level corresponds to the TALIS average [Table 5.9].
- Furthermore, 30% of teachers believe that a teacher will be dismissed for sustained poor performance in their school (TALIS average= 28%) [Table 5.9].

### **School leadership**

- In **Estonia**, school principals don't emphasize on their management leadership styles; they have amongst the lowest average use of instructional leadership and administrative style of school leadership [Table 6.3].

### **Job experience for teachers**

- Length of experience of teachers in **Estonia** is above the TALIS average (6<sup>th</sup> highest of the 23 countries): the percentage of teachers working for 20 years or more= 46% (TALIS average =36%) [Table 2.3].

### **Teacher behaviours hindering instruction**

- While on average across TALIS countries around one-quarter of teachers work in schools whose school principal reported that teacher absenteeism and lack of preparation hindered instruction "to some extent" or "a lot", this is not the case for **Estonia** where only 3-5% of teachers are in schools where the principal reports this. [Table 2.8].