



RESULTS FROM TALIS 2018

The OECD Teaching and Learning International Survey (TALIS) is an international, large-scale survey of teachers, school leaders and the learning environment in schools. This note presents findings based on the reports of lower secondary teachers and their school leaders in mainstream public and private schools.

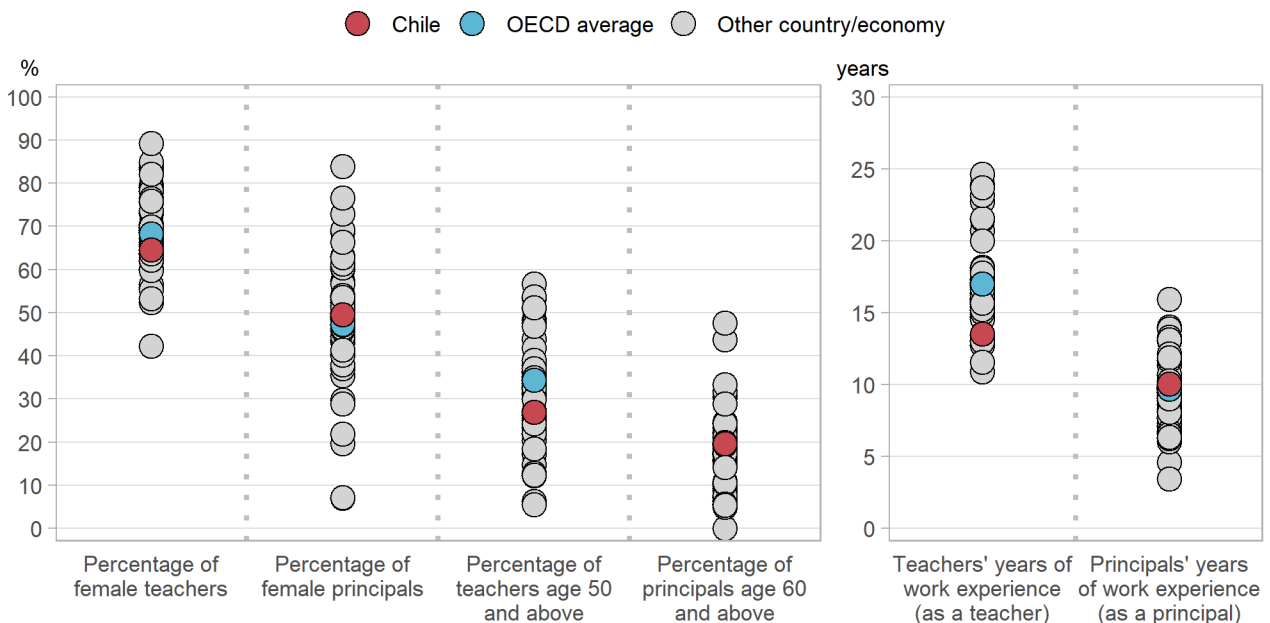
Chile

Who are today's principals and teachers and the students in their classrooms?

- Teaching was the first-choice career for 66% of teachers in Chile and for 67% in OECD countries and economies participating in TALIS. In terms of why they joined the profession, at least 97% of teachers in Chile cite the opportunity to influence children's development or contribute to society as a major motivation.
- In Chile, teachers are, on average, 41 years old, which is lower than the average age of teachers across OECD countries and economies participating in TALIS (44 years old). Furthermore, 27% of teachers in Chile are aged 50 and above (OECD average 34%). This means that Chile will have to renew about one out of four members of its teaching workforce over the next decade or so.

Figure 1. Socio-demographic and experience profiles of teachers and school leaders

Results based on responses of lower secondary teachers and principals



Note: Only countries and economies with available data are shown.

Source: OECD, TALIS 2018 Database, Tables I.3.17, I.3.21, I.3.1, I.3.5, I.3.9 and I.3.13.

- In Chile, principals are, on average, 53 years old, which is not significantly different from the average age of principals across OECD countries and economies participating in TALIS (52 years old). Furthermore, 20% of principals in Chile are aged 60 and above, compared to 20% on average across the OECD.
- Information about the gender distribution of the teacher and principal workforces makes it possible to gauge the degree of gender imbalance in the teaching profession and of gender disparities in the scope for promotion to leadership positions. In Chile, only 50% of principals are women, compared to 65% of teachers. This can be benchmarked against the OECD averages of 47% of women among school leaders and 68% among teachers.
- In terms of classroom environments, relations between students and teachers are positive overall, with 96% of teachers in Chile agreeing that students and teachers usually get on well with each other. However, 4% of principals report regular acts of intimidation or bullying among their students, which is lower than the OECD average (14%).
- In Chile, 8% of teachers work in schools where at least 10% of the students have a migrant background (OECD average 17%). At the same time, 95% of school leaders report that their teachers believe that children and young people should learn that people of different cultures have a lot in common (OECD average 95%).

What practices are teachers using in the classroom?

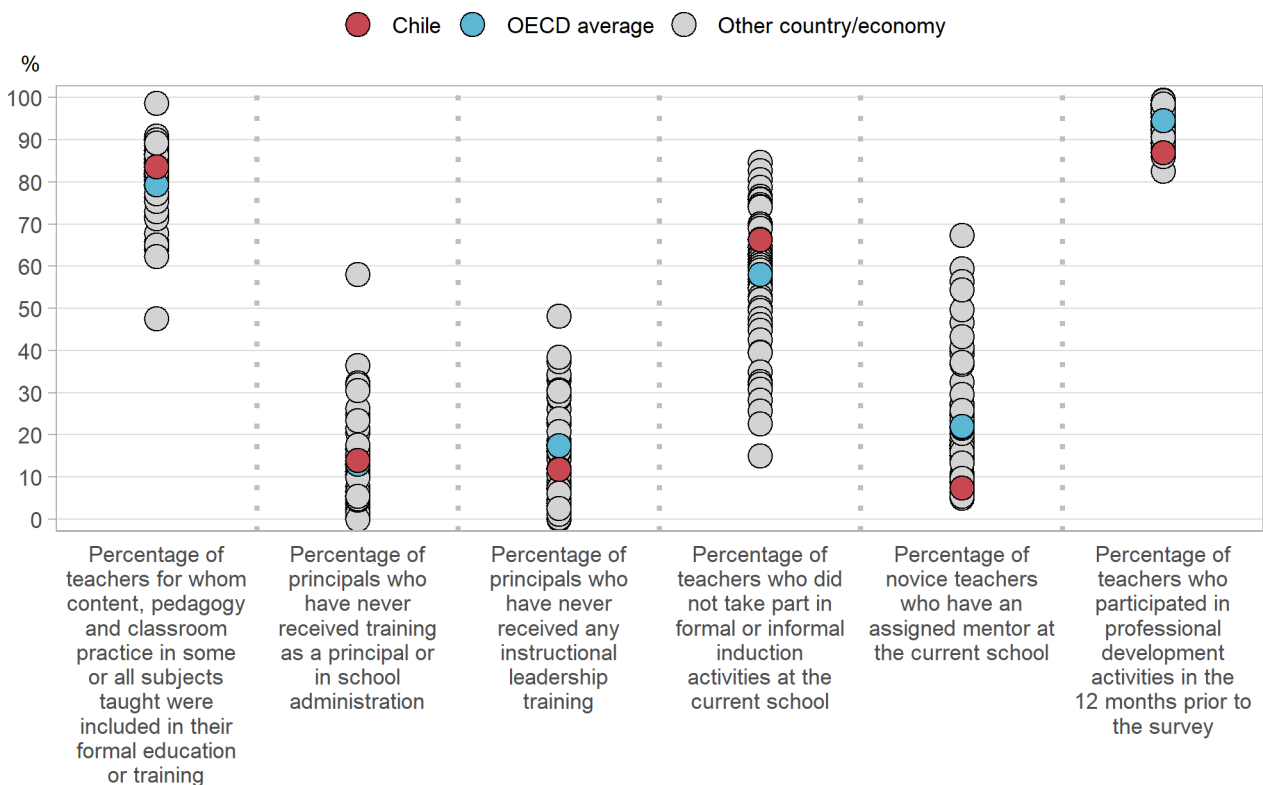
- Among the range of instructional practices TALIS asks teachers about, those aimed at enhancing classroom management and clarity of instruction are widely applied in Chile, as well as across the OECD countries and economies participating in TALIS. For instance, in Chile, 86% of teachers report frequently calming students who are disruptive (OECD average 65%) and 92% report frequently explaining how new and old topics are related (OECD average 84%).
- Practices involving student cognitive activation, which are known to be important for student learning, are less widespread, with about half of teachers using these methods across the OECD. Specifically, in Chile, 67% of teachers report frequently asking students to decide on their own procedures for solving complex tasks, compared to 45% on average across the OECD.
- During a typical lesson, teachers spend 70% of classroom time on actual teaching and learning, on average in Chile, which is lower than the OECD average of 78%.
- In the past five to ten years, classroom time spent on actual teaching and learning has decreased in about half of the countries and economies participating in TALIS.
- In Chile, 89% of teachers routinely assess their students' progress by observing them and providing immediate feedback (OECD average 79%), at the same time 89% of teachers report administering their own assessments to their students (OECD average 77%) and 49% of teachers frequently let students evaluate their own progress (OECD average 41%).
- Overall, a vast majority of teachers and school leaders view their colleagues as open to change and their schools as places that have the capacity to adopt innovative practices. In Chile, 72% of teachers also report that they and their colleagues support each other in implementing new ideas. This is lower than the average share across the OECD countries and economies participating in TALIS (78%).

How are teachers and school leaders trained?

- During their initial education and training, 84% of teachers in Chile were instructed on subject content, pedagogy and classroom practice – a share that is higher than the average of OECD countries and economies participating in TALIS (79%). In Chile, 34% of teachers report having participated in some kind of formal or informal induction when they joined their current school, compared to 42% of teachers across OECD countries and economies participating in TALIS.
- While school principals across the OECD generally consider mentoring to be important for teachers' work and students' performance, 22% of novice teachers (with up to 5 years of experience) have an assigned mentor. In Chile, this share amounts to 7%.
- On average across the OECD, school leaders usually have a higher level of educational attainment than teachers. However, only half of them complete a training course or programme for principals at least once before taking up their position as principal. In Chile, 70% of school leaders have completed a programme or course in school administration or training for principals (OECD average 54%), and 64% have completed an instructional leadership training programme or course (OECD average 54%), before taking up their position as principal.

Figure 2. Initial and continuous training

Results based on responses of lower secondary teachers and principals



Note: Only countries and economies with available data are shown.

Source: OECD, TALIS 2018 Database, Tables I.4.14, I.4.28, I.4.39, I.4.64, I.5.2 and I.5.10.

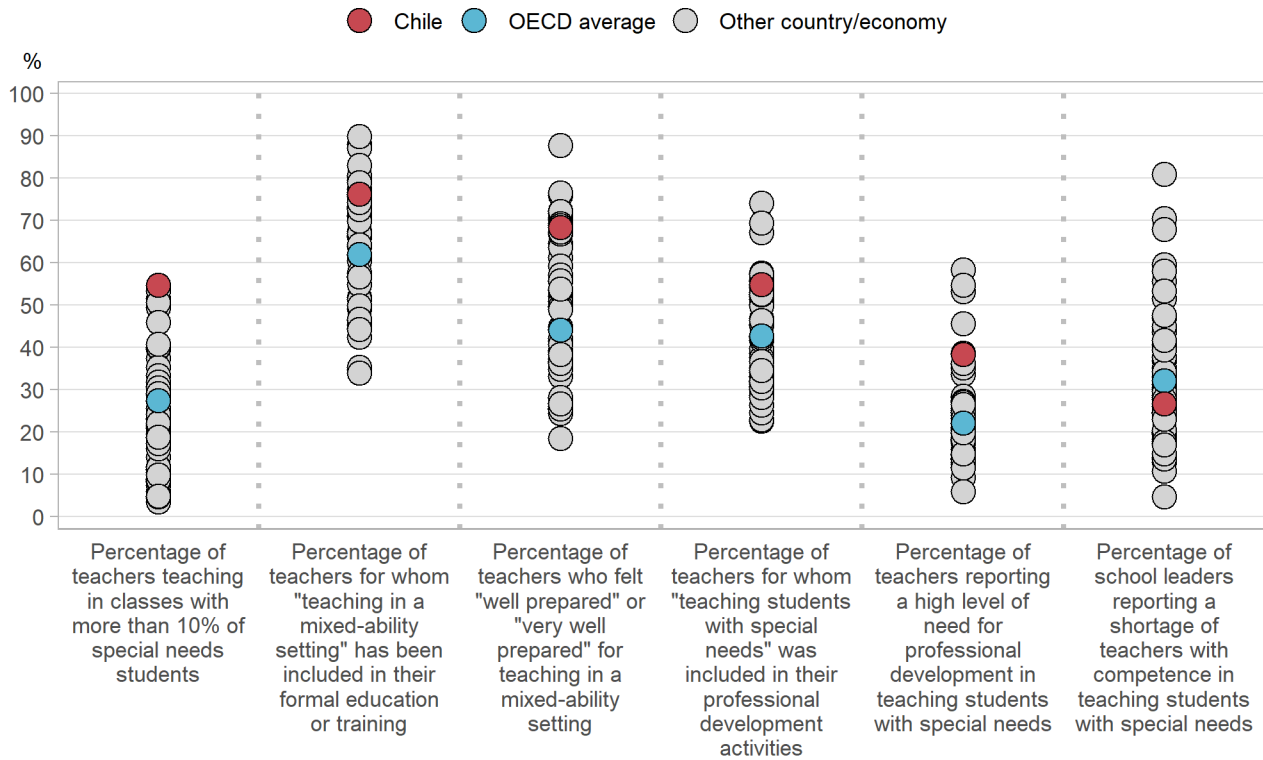
- Taking part in some kind of in-service training is commonplace among teachers and principals in Chile, with 87% of teachers (OECD average 94%) and 99% of principals (OECD average 99%) attending at least one professional development activity in the year prior to the survey.
- Attending courses and seminars is one of the most popular types of professional development for teachers across the OECD. In Chile, 57% of teachers participate in this kind of training, while 38% of teachers participate in training based on peer learning and coaching. It is interesting to note that teachers, across the OECD, report that professional development based on collaboration and collaborative approaches to teaching is among the most impactful for them.
- Teachers in Chile appear satisfied with the training they received, as 77% report that it had a positive impact on their teaching practice, a share that is lower than the average of OECD countries and economies participating in TALIS (82%). It is also true that teachers who report participating in such impactful training tend to display higher levels of self-efficacy and job satisfaction.
- But some areas of professional development are still lacking, according to teachers. Across the OECD, developing advanced ICT skills is one area in which teachers say that they need more training, along with teaching in multicultural/multilingual settings and teaching students with special needs. Among these three areas, teachers in Chile expressed a particularly high need for training in teaching students with special needs.

Teaching students with diverse ability levels and needs

- On average in Chile, 55% of teachers work in classes with at least 10% of students with special needs (i.e. those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged), which is higher than the average of OECD countries and economies participating in TALIS (27%).
- In Chile, 76% of teachers were trained to teach in mixed-ability settings as part of their formal teacher education or training, while 68% of teachers on average felt prepared to teach in such settings when they finished their studies.
- Furthermore, although 55% of teachers on average participated in professional development activities including teaching students with special needs in the 12 months prior to the survey, training in teaching special needs students is the professional development topic with the highest percentage of teachers reporting a high need for it – 38% in Chile (compared to 22% across the OECD).
- On average in Chile, 27% of school principals report that delivery of quality instruction in their school is hindered by a shortage of teachers with competence in teaching students with special needs (compared to 32% across the OECD).

Figure 3. A snapshot of teaching students with diverse ability levels and needs

Results based on responses of lower secondary teachers and principals



Note: Only countries and economies with available data are shown.

Source: OECD, TALIS 2018 Database, Tables I. 3.28, I. 4.13, I. 4.20, I. 5.18, I. 5.21 and I. 3.63.

Key features of TALIS 2018

TALIS uses questionnaires administered to teachers and their school principals to gather data. Its main goal is to generate internationally comparable information relevant to developing and implementing policies focused on school leaders, teachers and teaching, with an emphasis on those aspects that affect student learning. It gives a voice to teachers and school leaders, allowing them to provide input into educational policy analysis and development in key areas.

First, TALIS helps policy makers to review and develop policies that promote the teaching profession and the best conditions for effective teaching and learning. Second, TALIS helps teachers, school leaders, and education stakeholders to reflect upon and discuss their practice and find ways to enhance it. Third, TALIS builds upon past research, while informing the future work of researchers.

- Nine main themes were selected for inclusion in the TALIS 2018 survey: teachers' instructional practices; school leadership; teachers' professional practices; teacher education and initial preparation; teacher feedback and development; school climate; job satisfaction; teacher human resource issues and stakeholder relations; and teacher self-efficacy. Two cross-cutting themes were added to this list: innovation; and equity and diversity.
- The international target population for TALIS is composed of lower secondary teachers and their school leaders in mainstream public and private schools. TALIS 2018 offered three additional options: 15 countries and economies also surveyed teachers and school leaders in their primary schools (ISCED level 1), 11 countries and economies did so in their upper secondary schools (ISCED level 3) and 9 countries and economies conducted the survey in schools that participated in the 2018 OECD Programme for International Student Assessment (PISA).
- In each country, a representative sample of 4 000 teachers and their school principals from 200 schools was randomly selected for the study. Across all survey components, approximately 260 000 teachers responded to the survey, representing more than 8 million teachers in 48 participating countries and economies. In Chile, 1 963 lower secondary teachers and 169 principals completed the TALIS questionnaires.
- TALIS 2018 findings will be released in two volumes. The first volume, *Teachers and School Leaders as Lifelong Learners*, published on 19 June 2019, explores the knowledge and skills dimension of teachers and school leaders' professionalism. The second volume, *Teachers and School Leaders as Valued Professionals*, to be published in early 2020, will focus on prestige, career opportunities, collaborative culture and responsibility and autonomy.

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References

OECD (2019), *TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners*, TALIS, OECD Publishing, Paris, <https://doi.org/10.1787/1d0bc92a-en>

For more information on TALIS 2018 visit <http://www.oecd.org/education/talis/>

Data can be found also on line by following the **StatLinks**  under the tables and charts in the publication.

Explore, compare and visualise more data and analysis using: <http://gpseducation.oecd.org/>.

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