



RESULTS FROM TALIS 2018: VOLUME II

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.

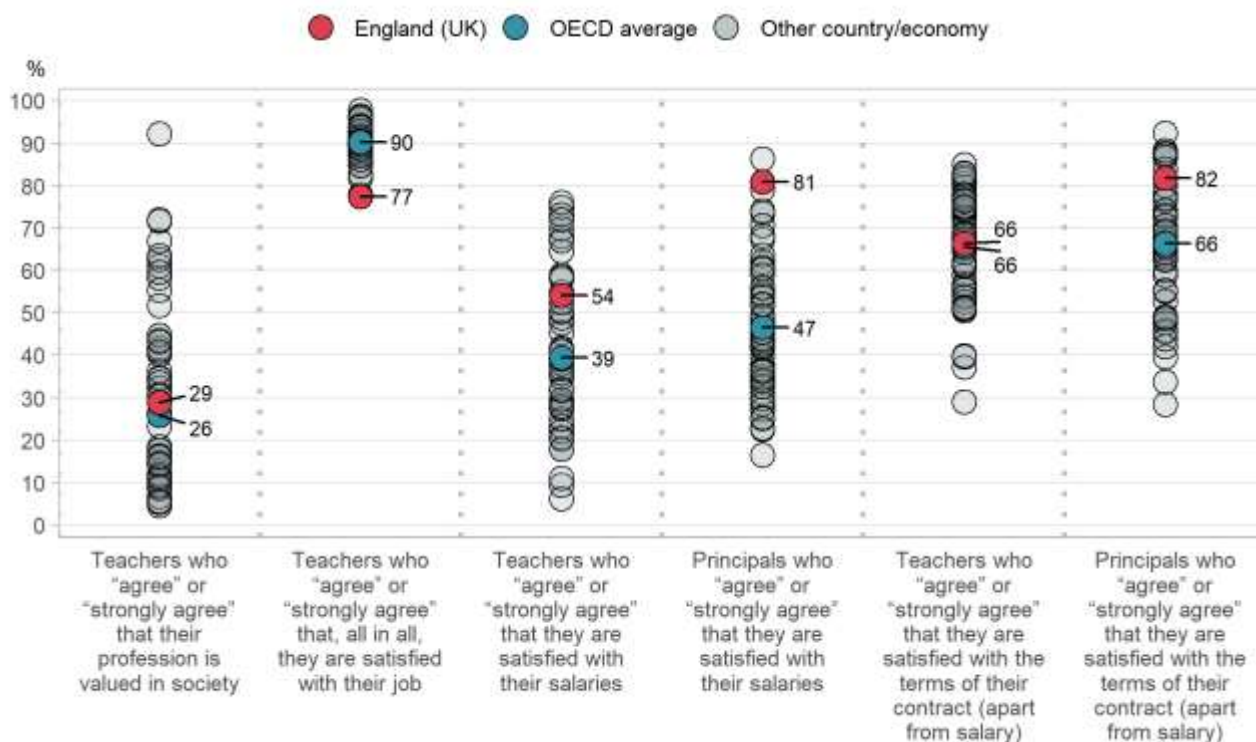
England (United Kingdom)

I. What teachers and school leaders say about their jobs

- The status of the teaching profession can be an important factor for recruiting and retaining teachers. To get a sense of the perceived status of the teaching profession, TALIS 2018 asked teachers whether the teaching profession is valued in society. In England (United Kingdom), 29% of teachers “agree” or “strongly agree” with the statement that their profession is valued in society, which is higher than the average across OECD countries and economies participating in TALIS (26%).
- While this view varies greatly by gender across the OECD and 33 TALIS countries and economies, no statistically significant difference by gender is observed in England (United Kingdom).
- In England (United Kingdom), teachers’ views on how society values their profession varies by teachers’ teaching experience (by 6 percentage points). Alongside the other 21 countries and economies participating in TALIS, the proportion of novice teachers (five years of experience or less) who agree or strongly agree that the teaching profession is valued in the society is significantly higher than their counterparts with more than five years of experience (5 percentage points OECD average).

Figure 1. Teachers' and school leaders' satisfaction with their jobs

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 II.2.1, II.2.16, II.3.56, II.3.65, II.3.59 and II.3.66.

- Between 2013 and 2018, the percentage of teachers reporting that the profession is valued in society has increased in almost half of the countries and economies with available data. In contrast, over the same period in England (United Kingdom), over the same period, the percentage of teachers reporting that the teaching profession is valued in society has decreased by seven percentage points, along with the 7 other countries and economies that experienced a decrease in this area.
- TALIS defines job satisfaction as the sense of fulfilment and gratification that teachers get from their work. Job satisfaction may have a positive association with teachers' attitudes towards their work and with their performance. While 90% of teachers, on average across OECD countries and economies, report that, all in all, they are satisfied with their job, England has among the lowest share of teachers who are satisfied with their job (77%).
- England (United Kingdom) is one of the six TALIS participants where more than half of the teachers report wondering whether if it would have been better to choose another profession (52%) (OECD average 35%).
- In contrast to teachers' satisfaction with the profession, 93% of school leaders in England (United Kingdom), report that, all in all, they are satisfied with their job (OECD average 95%). Moreover, 82% of school leaders report being satisfied with the terms of their contract (apart from salary) (OECD average 66%). In England (United Kingdom), 81% of school leaders are satisfied with their salaries, which is higher than the OECD average (47%).
- Low levels of satisfaction with the profession among teachers is increasingly becoming an issue in England (United Kingdom) as it experienced one of the largest (more than 10 percentage points) statistically significant decreases since 2013 in the percentage of teachers who agree or strongly agree

with these statements: “the advantages of being a teacher clearly outweigh the disadvantages” and “if I could decide again I would still choose to work as a teacher”. During this period, England (United Kingdom) also experienced the largest increase in teachers’ reports on dissatisfaction with the profession – “I wonder whether it would have been better to choose another profession” (17 percentage points) and “I regret that I decided to become a teacher” (5 percentage points).

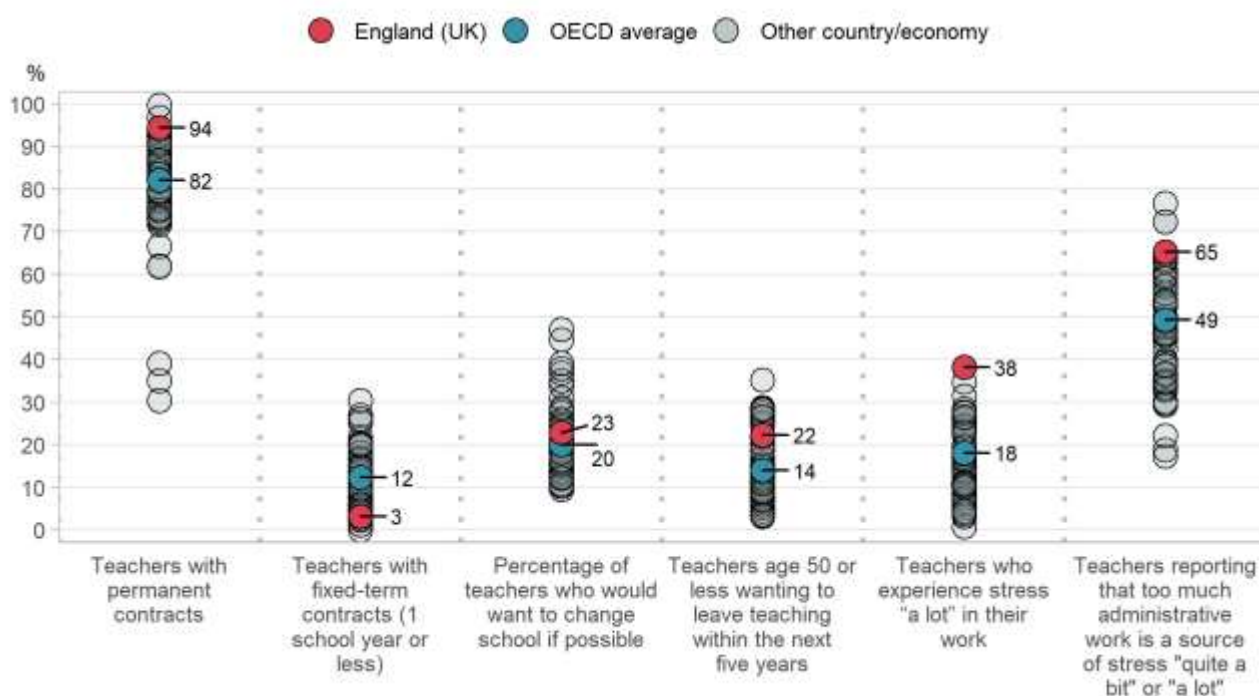
- Nevertheless, in England (United Kingdom), teachers’ satisfaction with their terms of employment is higher than the satisfaction with the profession. Sixty-six percent of teachers are satisfied with the terms of their teaching contract (apart from salary), similar to the OECD average (66%). In England (United Kingdom), 54% of teachers report being satisfied with their salaries, which is higher than the OECD average (39%).
- Teachers’ satisfaction with their salaries is even higher among experienced teachers (57%) in England (United Kingdom), compared to novice teachers (44%) (a difference of 13 percentage points). This is opposite to the pattern observed in the OECD, on average, as the share of novice teachers satisfied with their salaries is 5 percentage points higher than that reported by experienced teachers.

II. Working conditions, career mobility and risk of attrition

- What factors could be shaping teachers’ satisfaction? As well as career stability, mobility and working conditions could be playing a large role in teachers’ reported levels of satisfaction. Regarding career stability, commitments to increase the financial remuneration of teachers and principals and to secure it through permanent contracts can compete with the need to limit costs and ensure flexibility in government expenditure.

Figure 2. Teachers’ working conditions, mobility and risk of attrition

Results based on responses of lower secondary teachers



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

Source: OECD, TALIS 2018 Database, Tables II.3.1, II.2.16, II.2.63, II.2.36, and II.2.43.

- In England (United Kingdom), 94% of teachers have a permanent contract (an ongoing contract with no fixed end-point before the age of retirement) (OECD average 82%). At the same time, 3% of teachers in England (United Kingdom) are employed on contracts of one year or less, which is lower than the average in the OECD countries and economies participating in TALIS (OECD average 12%). In the last five years in England (United Kingdom), the proportion of teachers with a contract of one year or less has decreased by 1 percentage point.
- Around 21% of teachers, on average across the OECD, report that they work part-time, with a higher proportion among female teachers, younger teachers and teachers working in privately managed schools. This is the case for 17% of teachers in England (United Kingdom). The proportion of teachers reporting that they work part-time has increased significantly since 2013 in 15 of the 32 TALIS countries and economies with available data, including in England (United Kingdom) (4 percentage points) and has decreased in only two countries/economies.
- In addition, the share of female teachers working part-time is 18 percentage points higher in England (United Kingdom) than male teachers working part-time (OECD average 4 percentage points).
- Regarding teacher mobility, in England (United Kingdom), 23% of teachers would like to change to another school if that were possible (OECD average 20%). The share is at least 6 percentage points higher for teachers working in schools with a high concentration of students from immigrant backgrounds (i.e. schools with more than 10% of students from immigrant backgrounds) and schools with a high concentration (more than 30%) of students from socio-economically disadvantaged backgrounds.
- 20%). On average across the OECD, teachers who would like to change to another school are less satisfied with the profession, did not pick teaching as a first-choice career and are slightly younger and less experienced in their current school. than other teachers. They are also more likely to work full-time and to report teaching in a target class with a slightly higher concentration of disadvantaged students, low academic achievers and students with behavioural problems. Additionally, teachers who are satisfied with the terms of their employment contract are less likely to wish to change to another school and less likely to want to leave teaching in the next five years.
- Attrition is another factor related to teachers' mobility. Attrition among teachers may affect student achievement by having a negative impact on the school climate and on implementation of the curriculum. Attrition can also lead to significant financial costs for educational systems brought by the need to replace qualified teachers in affected schools. As a proxy measure for the risk of attrition, TALIS uses the intention of teachers to remain in teaching. Twenty-nine percent of teachers in England (United Kingdom) report that they would like to leave teaching within the next five years (OECD average 25%). Furthermore, 22% of teachers age 50 or less in England (United Kingdom) would like to leave teaching in the next five years, which is higher than the OECD average (14%).
- Acute stress at work can be associated with teachers' job satisfaction and their intention to continue teaching. Furthermore, stressful environments and situations may affect the practices and motivation of teachers and principals, and even student achievement. In England (United Kingdom) is amongst the countries with the highest levels of stress reported by teachers:, 38% of teachers report experiencing stress in their work "a lot" which is higher than the OECD average (18%).
- Moreover, more than 10% of teachers in England (United Kingdom) report that their job negatively affects their physical and mental health "a lot" (OECD averages of 6% and 7% respectively).
- Almost half of the teachers in the OECD countries and economies participating in TALIS report that having too much administrative work is a source of stress they experience at work "quite a bit" or "a lot". In England (United Kingdom), the three most prevalent sources of stress teachers experience at work "quite a bit" or "a lot" are having too much marking, being held responsible for students' achievement and administrative tasks. For principals, the three most prevalent sources of stress are keeping up with changing requirements from local, municipal/regional, state or national/federal authorities, being held responsible for students' achievement and having too much administrative work to do.
- On average across the OECD countries and economies in TALIS, teachers who report experiencing stress in their work "a lot" are twice as likely as colleagues with lower levels of stress to report that they

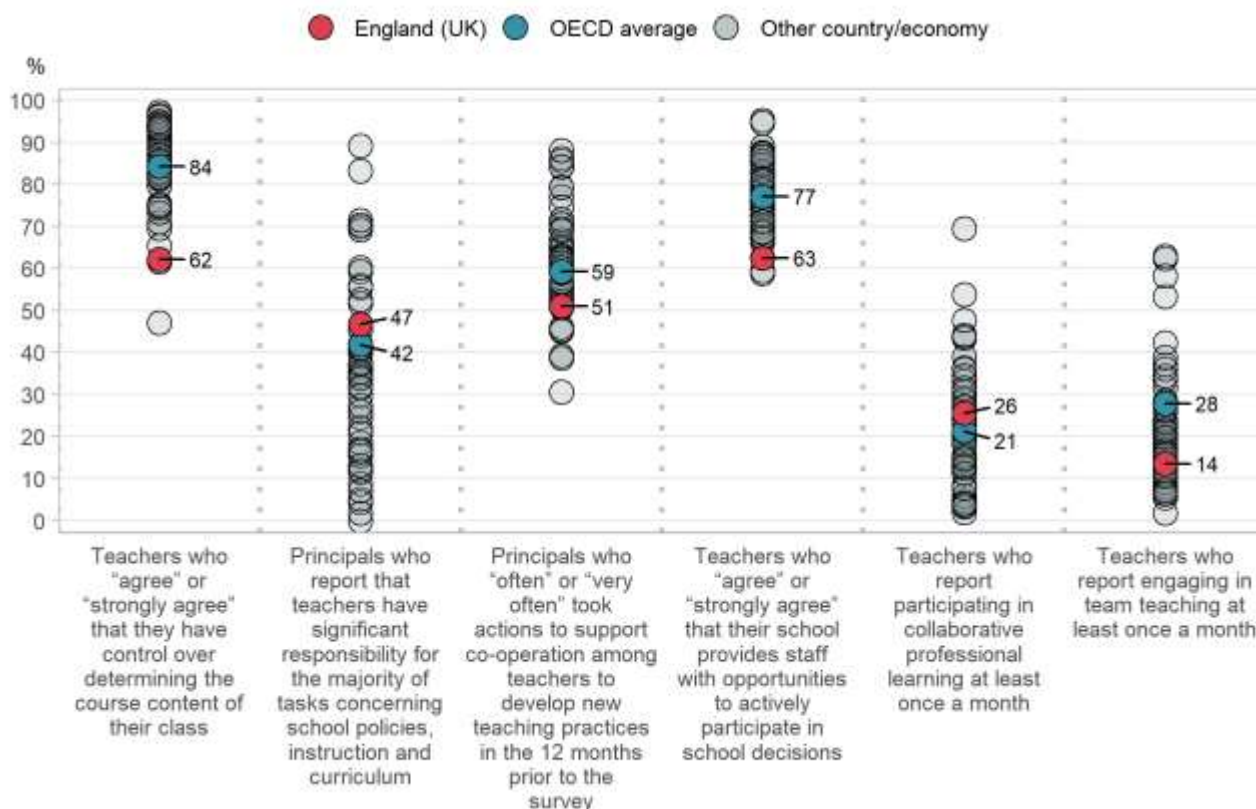
will stop working as teachers in the next five years. In England (United Kingdom), teachers who report experiencing stress at their work “a lot” are between two and three times more likely to want to leave teaching in the next five years.

III. Supporting professional autonomy, collegiality and collaboration

- TALIS shows promising directions to take to make the job of teachers more rewarding and fulfilling. Teachers’ autonomy is an important factor for promoting experimentation in the classroom. In England (United Kingdom), 62% of teachers report having control over determining course content in their class, compared to 84% on average across the OECD countries and economies participating in TALIS. In England (United Kingdom), teachers reporting higher levels of control over their class are more likely to report working in innovative school environments. However, overall school autonomy in determining course content is amongst the highest in England (United Kingdom), with 88% of schools having significant responsibility in this area held by at least one of the following: principal, other members of school management team, teachers who are not a part of the school management team or the school governing board. This is in contrast to the average across the OECD, where only 48% of schools are autonomous in this area.
- Opportunities for teachers to have a voice in developing the school vision and goals are an integral component of teacher leadership. In England (United Kingdom), only 47% of principals report that their teachers have significant responsibility for the majority of the tasks related to school policies, curriculum and instruction, which is statistically not significantly different from the OECD average (42%).
- Formal structures of leadership, such as school management committees can be important opportunities for teachers to take on leadership responsibilities. Presence of school management teams is universal in England (United Kingdom), compared to 87% of schools, on average, in the OECD. In England (United Kingdom), the 27% of schools that have a school management committee have teachers represented in them (OECD average 56%) and almost half (48%) of the schools that have a school management committee include department heads (OECD average 52%).

Figure 3. Autonomy, collegiality and collaboration

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 II.5.32, II.5.31, II.5.12, II.4.24 and II.4.1.

- With respect to principals' responsibilities, 92% of principals in England (United Kingdom) have significant responsibility in a majority of school tasks (OECD average 63%).
- Innovation in schools requires the support of peers and the guidance of school leaders. In England (United Kingdom), 74% of teachers say that they work in a collaborative school culture characterised by mutual support (OECD average 81%). However, views on collegiality have been on the rise in England (United Kingdom), alongside two other countries and economies that experienced an increase of 5 percentage points or more in the share of teachers saying that they work in a collaborative school culture. Furthermore, 51% of principals in England (United Kingdom) took actions on a regular basis to support co-operation among teachers to develop new teaching practices in the 12 months prior to the survey, which is statistically not significantly different from the OECD average (59%).
- School leaders can foster collegial and participative working environments. In England (United Kingdom), 63% of teachers report that their school provides staff with opportunities to actively participate in school decisions (OECD average 77%). On average across the OECD, teachers reporting that their school provides staff with opportunities to actively participate in school decisions tend to engage more often in some forms of collaboration.
- Professional collaboration can become a solid foundation for innovative and effective practices. On average across the OECD, teachers who engage in professional collaboration, which involves a higher degree of interdependence among teachers, also tend to report more frequent use of effective teaching practices, such as cognitive activation. However, professional collaboration is not a frequent practice across the OECD countries and economies participating in TALIS. In England (United Kingdom), only 26% of teachers report participating in collaborative professional learning at least once a month (OECD average 21%) and 14% engage in team teaching with the same frequency (OECD average 28%).

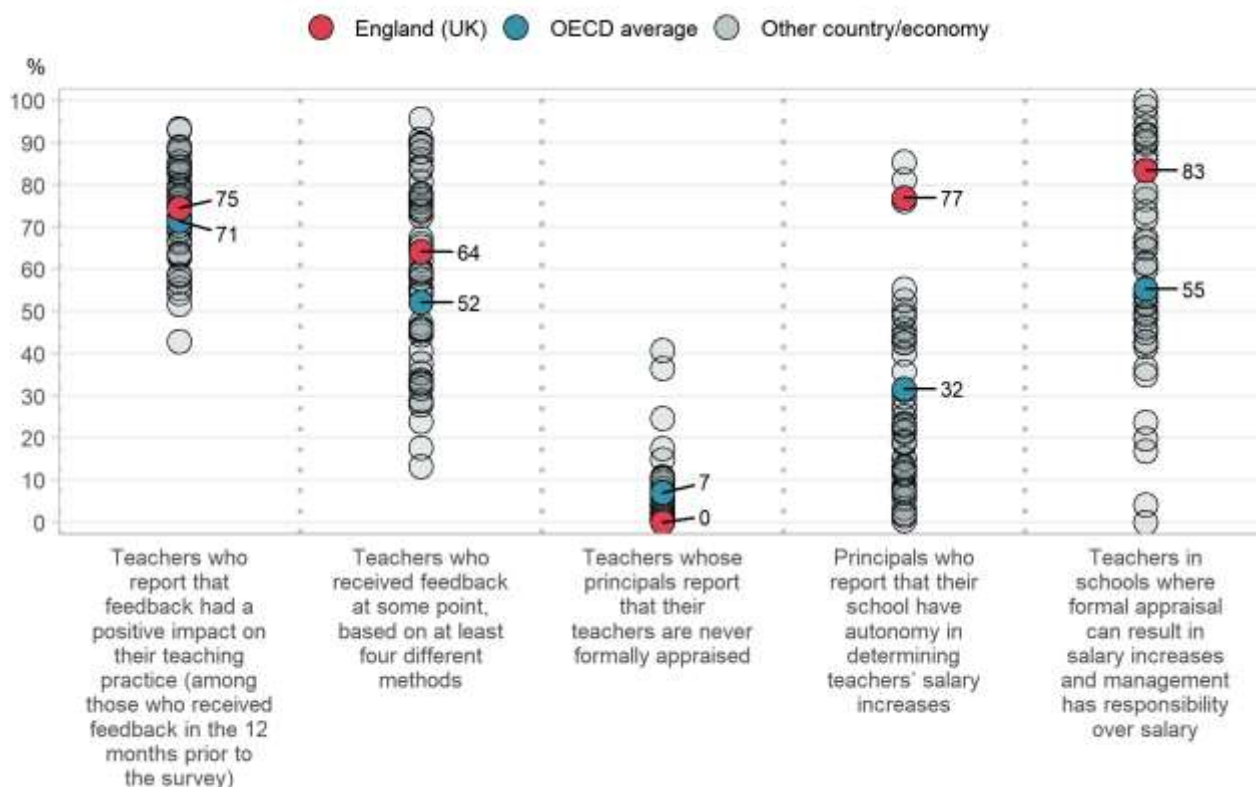
- Teachers' collaboration varies in England (United Kingdom) between schools with more than 30% of students from socio-economically disadvantaged backgrounds and schools with less than 30% of students from these backgrounds. In schools that have a higher concentration of students from disadvantaged backgrounds, teachers' participation in collaborative professional learning at least once a month is 15 percentage points higher, and teachers' engagement in observing other teachers and providing feedback at least once a month is 7 percentage points higher.

IV. Making the most of feedback and appraisal systems

- Teacher feedback is an important lever for improving teaching quality, since it aims to improve teachers' understanding of their methods and practices. Feedback can improve teachers' effectiveness by both recognising teachers' strengths and addressing weaknesses in their pedagogical practices. In England (United Kingdom), only a negligible percentage of teachers report that they have never received feedback in their schools (OECD average 10%).
- Sixty-four percent of teachers in England (United Kingdom) say that they received feedback based on at least four different methods (OECD average 52%). On average across the OECD, the forms of feedback most commonly used are based on classroom observations and students' school-based and classroom-based results. In England (United Kingdom) the forms of feedback most commonly used are based on observation of the teacher's classroom teaching, school-based and classroom-based results and external results of students the teacher teaches. England (United Kingdom) has also experienced a 14 percentage point increase in the share of teachers who received feedback based on assessment of their content knowledge.
- In England (United Kingdom), 75% of teachers who received feedback in the 12 months prior to the survey report that it had a positive impact on their teaching practice (OECD average 71%). In all countries and economies participating in TALIS, including England (United Kingdom), teachers who report receiving feedback based on multiple methods are more likely to find that the feedback they received had a positive impact on their teaching. Furthermore, 64% of teachers in England (United Kingdom) report having received feedback at some point, based on at least four different types of methods, which is higher than the OECD average (52%).

Figure 4. Feedback and appraisal

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 II.4.48, II.4.47, II.3.30, II.5.1 and II.3.48.

- Appraisal systems, used to formally evaluate teachers, encourage continuous improvement of their practice by providing opportunities to acknowledge and reward teachers for their efforts. In England (United Kingdom), a negligible percentage of teachers are in schools where school principals report that their teachers are never formally appraised, which is lower than the OECD average (7%).
- For appraisal to be effective, it must lead to the right consequences. For example, consequences such as appointing a mentor to improve teaching or drafting a plan for professional development are well aligned with the formative function of appraisal. In England (United Kingdom), all teachers work in schools where the elaboration of professional development or a training plan is a common occurrence after an assessment (OECD average of 90%), and all teachers work in schools where the appointment of a mentor is a common occurrence after an assessment (OECD average of 71%).
- The goal of ensuring good performance and compliance with standards can be linked to performance incentives, such as wage increases and financial bonuses. In the last five years in England (United Kingdom), the proportion of teachers working in schools where appraisal sometimes results in a salary increase or a financial bonus increased by 18 percentage points.
- Based on principals' responses, in England (United Kingdom), 77% of schools have autonomy over determining salary increases or bonuses for teachers, which is higher than the OECD average (32%).
- In England (United Kingdom), the proportion of teachers who work in schools where appraisal can result in a salary increase or financial bonus is 83% in schools where school management has responsibility over salaries (OECD average 55%).

V. 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.

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, including England (United Kingdom), 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 England (United Kingdom), 2 376 lower secondary teachers and 157 principals completed the TALIS questionnaires.
- The first volume of TALIS 2018, *Teachers and School Leaders as Lifelong Learners*, published on 19 June 2019, explored the knowledge and skills dimension of teachers and school leaders' professionalism. The second volume, *Teachers and School Leaders as Valued Professionals*, published on 23 March 2020, explored prestige, career opportunities, collaborative culture and autonomy.
- All data reported in this note comes from the second report. The additional sources of the data (besides the one shown on the figures) for Section I are: Tables II.2.5, II.2.15 and II.2.27; for Section II are: Tables II.3.6, II.3.11, II.2.16, II.2.22, II.2.63, II.2.43, II.2.47 and II.2.67; for Section III are: Tables , II.5.10, II.5.11, II.5.37, II.4.24 and II.4.17; and for Section IV are: Tables II.4.37, II.4.44, II.4.55, II.3.42 and II.3.52.

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References

OECD (2020), *TALIS 2018 Results (Volume II): Teachers and School Leaders as Valued Professionals*, TALIS, OECD Publishing, Paris, <https://doi.org/10.1787/19cf08df-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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