



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.

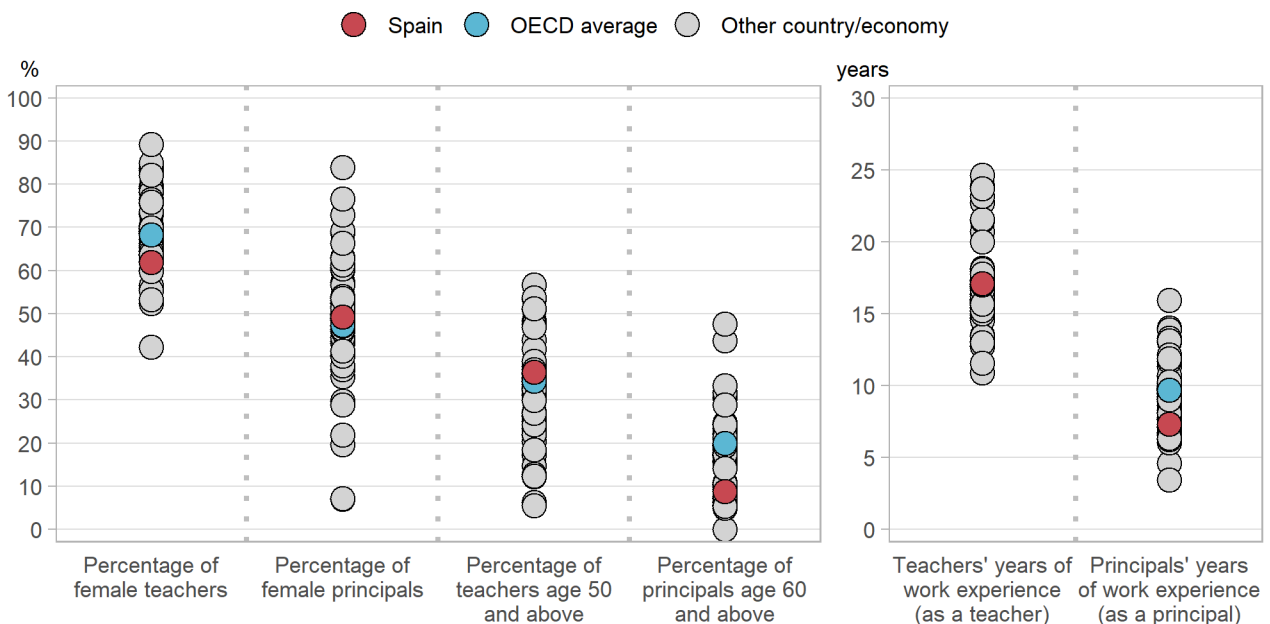
Spain

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

- Teaching was the first-choice career for 62% of teachers in Spain and for 67% in OECD countries and economies participating in TALIS. In terms of why they joined the profession, at least 89% of teachers in Spain cite the opportunity to influence children's development or contribute to society as a major motivation.

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 Spain, teachers are, on average, 46 years old, which is higher than the average age of teachers across OECD countries and economies participating in TALIS (44 years old). Spain is among the OECD countries and economies that has experienced one of the most significant seniorisation of the teacher population; the share of teachers age 50 or above has risen by 7 percentage points since

2008. Currently, 36% of teachers in Spain are aged 50 and above (OECD average 34%). This means that Spain will have to renew about three out of eight members of its teaching workforce over the next decade or so.

- In Spain, principals are, on average, 50 years old, which is lower than the average age of principals across OECD countries and economies participating in TALIS (52 years old). Furthermore, 9% of principals in Spain are aged 60 and above, compared to 20% on average across the OECD. Principals have on average 7 years of working experience, which is lower than the average of OECD countries and economies participating in TALIS (10 years).
- 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 Spain, only 49% of principals are women, compared to 62% of teachers. This can be benchmarked against the OECD averages of 47% of women among school leaders and 68% among teachers, the share is better in Spain. Furthermore, in the past ten years, the proportion of female teachers has grown in Spain by 5 percentage points, which is one of the highest increases among countries and economies with available data.
- In terms of classroom environments, relations between students and teachers are positive overall, with 96% of teachers in Spain agreeing that students and teachers usually get on well with each other. However, 5% of principals report regular acts of intimidation or bullying among their students, which is almost three times lower than the OECD average (14%). Nevertheless, in Spain, the proportion of principals reporting that physical and non-physical forms of bullying take place in their schools at least on a weekly has decreased by more than six percentage points since 2013.
- In Spain, 22% of teachers work in schools with more than 10% of students whose first language is different from the language(s) of instruction. However, since 2008, Spain has experienced a decrease by 16 percentage points in the share of teachers working in schools that are very diverse linguistically, which is one of the sharpest decreases among countries and economies with available data.
- In Spain, 26% of teachers work in schools where at least 10% of the students have a migrant background (OECD average 17%). At the same time, 98% 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%).
- TALIS 2018 asks teachers to rate the importance of a number of spending priorities if the education budget were increased by 5%. On average across OECD countries, according to teachers, the number one spending priority is reducing class size by recruiting more staff (rated of high importance by 65% of teachers) and improving teachers' salaries (64% of teachers). Teachers rated the latter highly in a majority of participating countries and economies. However, in Spain, improving teacher salaries is rated of high importance by less than half of the teachers and does not figure in their top priority areas for additional spending. Instead, the top three areas prioritised by teachers are reducing class size (85% of teachers), offering high-quality professional development for teachers (65% of teachers) and supporting students with special needs (63% of teachers).

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 Spain, as well as across the OECD countries and economies participating in TALIS. For instance, in Spain, 77% of teachers report frequently calming students who are disruptive (OECD average 65%) and 89% report frequently explaining how new and old topics are related (OECD average 84%). Regarding classroom management practices, Spain shows a particularly wide gap between the proportion of experienced teachers (with more than 5 years of experience) being confident in controlling disruptive behaviours in the classroom (82% of experienced teachers) and that of novice teachers (with up to 5 years of experience) (66% of novice teachers)

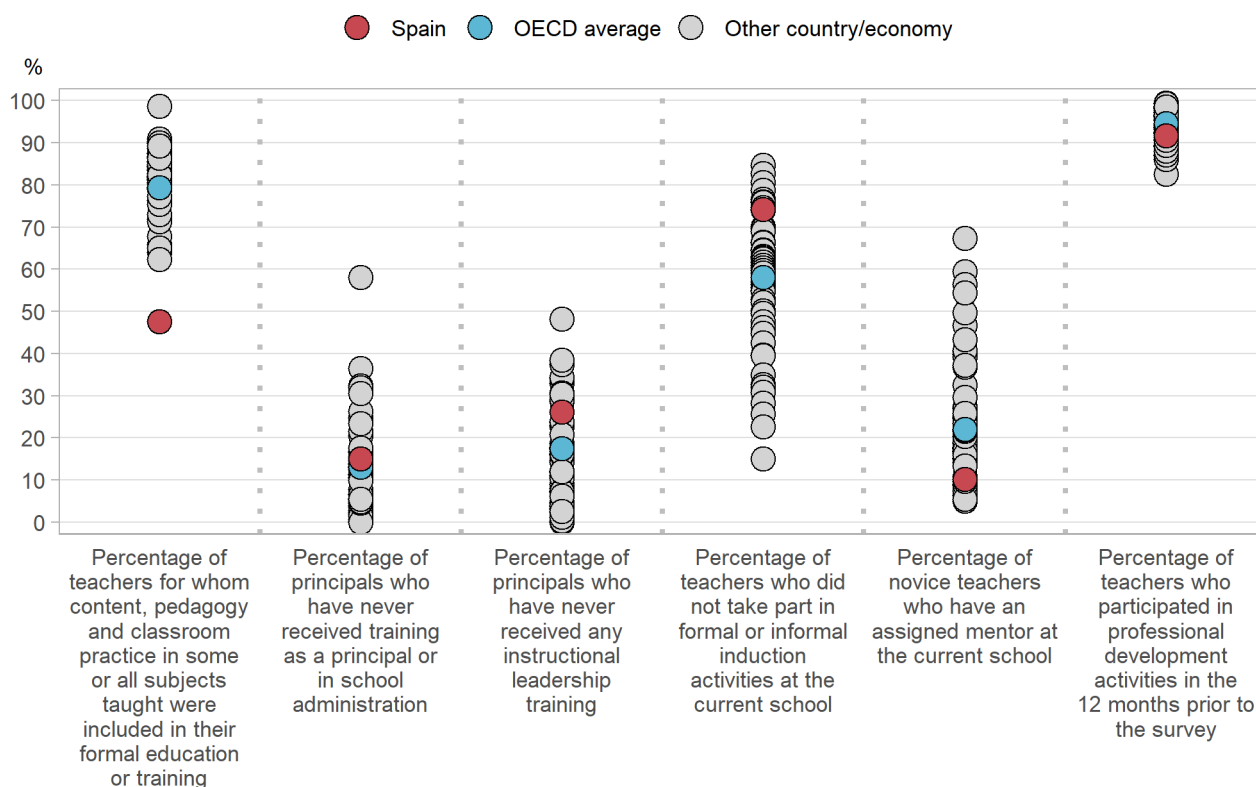
- Practices involving student cognitive activation, which are known to be important for student learning, are less widespread, with about half of teachers using these methods across the OECD. Specifically, in Spain, 41% of teachers report frequently asking students to decide on their own procedures for solving complex tasks, compared to 45% on average across the OECD.
- During a typical lesson, teachers spend 75% of classroom time on actual teaching and learning, on average in Spain, which is lower than the OECD average of 78%. However in Spain, older teachers (aged 50 or above) and more experienced teachers (with more than 5 years of experience) spent more time in actual teaching than their younger (under 30) and less experienced counterparts (with up to 5 years of experience).
- 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 the past five years in Spain, classroom time spent on actual teaching and learning has decreased by 2 percentage points.
- Interestingly, in the last five years in Spain, there has been a one-hour increase in the total working hours teachers spend teaching. However, there has also been a decrease by 24 minutes in the total amount of time teachers devote to planning and lesson preparations.
- In Spain, 83% of teachers routinely assess their students' progress by observing them and providing immediate feedback (OECD average 79%), at the same time 84% of teachers report administering their own assessments to their students (OECD average 77%) and 23% of teachers frequently let students evaluate their own progress (OECD average 41%). However, the assessment practice where teachers in Spain stand out is providing written feedback to students in addition to a mark: 82% of teachers report applying this type of assessment routinely compared to the OECD average of 58%. Furthermore, Spain shows one of the largest increases in the proportion of teachers reporting frequently using this type of assessment over the last five years (12 percentage points).
- 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 Spain, 71% 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, 48% of teachers in Spain were instructed on subject content, pedagogy and classroom practice – a share that is lower than the average of OECD countries and economies participating in TALIS (79%). In Spain, teachers also report being trained in fewer aspects than in other countries; from a list of 10 possible elements, teachers report that only 5 elements were included in their training on average (OECD average 7 elements).
- Examining the responses of teachers who completed their formal teacher education and training in the last five years and comparing them to those of the whole population sheds light on the recent changes in teachers' formal training and education. The changes in Spain are particularly sharp: the share of teachers trained in content, pedagogy and classroom practice in some or all subjects taught amounts to 68% of teachers who completed their teacher formal education or training in the last five years (instead of 48% in the whole teacher population) and an average of 7 elements were included in their formal education and training (instead of 5 in the whole population).
- In Spain, 38% of teachers report that the "use of ICT for teaching" has been included in their formal education or training (OECD average 56%), at the same time 36% of teachers on average felt prepared for the use of ICT for teaching when they finished their studies (OECD average 43%).
- Only 26% 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.
- Having opportunities to study abroad can be seen as an important feature of teachers' initial education and training. While spending time abroad as part of their teacher study, student teachers expose themselves to different ways of teaching and this can broaden their pedagogical repertoire as well as their understanding of other cultures. Spain is one of the TALIS participants with the highest share of teachers in this situation with 29% of teachers reporting going abroad as a student, as part of their teacher education. 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 Spain, this share amounts to 10%.
- 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 Spain, 52% of school leaders have completed a programme or course in school administration or training for principals (OECD average 54%), and 46% have completed an instructional leadership training programme or course (OECD average 54%), before taking up their position as principal. However, 74% of school leaders report attending professional development based on courses or seminars about subject matter, teaching methods or pedagogical topics (OECD average 72%).

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.

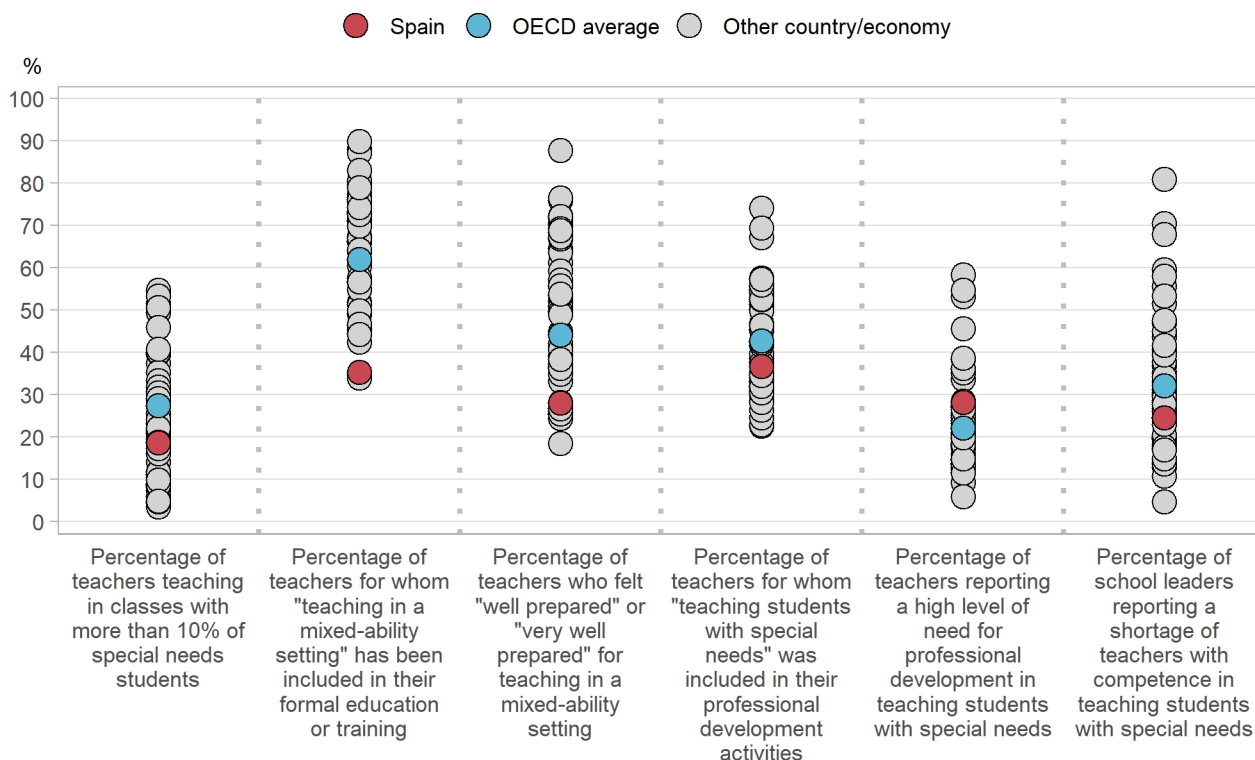
- Taking part in some kind of in-service training is commonplace among teachers and principals in Spain, with 92% of teachers (OECD average 94%) and 100% of principals (OECD average 99%) attending at least one professional development activity in the year prior to the survey.
- Attending courses and seminars is one of the most popular types of professional development for teachers across the OECD. In Spain, 72% of teachers participate in this kind of training. The proportion of teachers participating in training based on peer learning and coaching is 19%, which is lower than the OECD average (44%) and one of the lowest proportions across TALIS participants. Furthermore, only 24% of teachers in Spain report participating in a network of teachers (OECD average 40%). The results are particularly worrisome given the fact that, across the OECD, teachers report that professional development based on collaboration and collaborative approaches to teaching is among the most impactful for them.
- Teachers in Spain appear satisfied with the training they received, as 79% 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 Spain expressed a particularly high need for training in teaching students with special needs.

Teaching students with diverse ability levels and needs

- On average in Spain, 19% 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 lower than the average of OECD countries and economies participating in TALIS (27%).
- In Spain, 35% of teachers were trained to teach in mixed-ability settings as part of their formal teacher education or training (OECD average 62%), while 28% of teachers on average felt prepared to teach in such settings when they finished their studies (OECD average 44%).
- Furthermore, although 37% of teachers on average participated in professional development activities including teaching students with special needs in the 12 months prior to the survey (OECD average 43%), training in teaching special needs students is the professional development topic with the highest percentage of teachers reporting a high need for it – 28% in Spain (compared to 22% across the OECD). The share of younger teachers reporting a high level of training need in this topic is significantly higher than the share of older teachers for most countries and economies participating in TALIS, with Spain showing one of the largest differences in favour of younger teachers (20 percentage points).
- In the past five years, both participation in and need for professional development for teaching student with special needs have increased in Spain.
- On average in Spain, 25% 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, including Spain, 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 Spain, 7 407 lower secondary teachers and 396 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.


This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document, as well as any data and any map included herein, are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

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/>.

Questions can be directed to:

TALIS team
Directorate for Education and Skills
TALIS@oecd.org

Country note authors:

Markus Schwabe (Markus.schwabe@oecd.org)
Pablo Fraser (Pablo.Fraser@oecd.org)
Directorate for Education and Skills