



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.

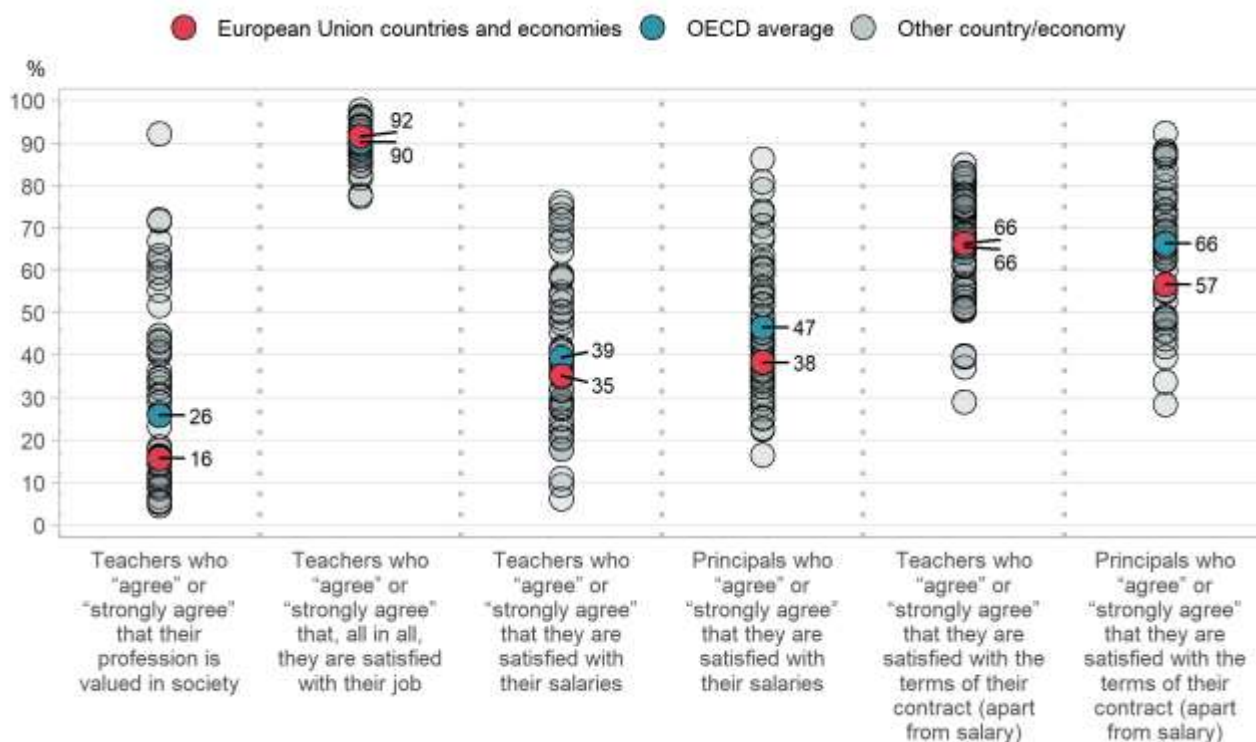
European Union countries and economies¹

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 the European Union (EU) countries and economies participating in TALIS, 16% of teachers “agree” or “strongly agree” with the statement that their profession is valued in society, which is lower than the average across OECD countries and economies participating in TALIS (26%).
- Among EU countries and economies, teachers’ perceptions of the value of the teaching profession are particularly low in the French Community of Belgium, the Slovak Republic and Slovenia (reported by 5% of teachers or less), as well as in Croatia, France, Portugal (reported by 9% of teachers or less).

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.

- Teachers' views on how the society values their profession are more positive among female teachers, those under age 30 and novice teachers across countries and economies of the European Union participating in TALIS. The largest differences by gender are observed in the Czech Republic and Latvia (more than 10 percentage points). The share of younger teachers reporting that teaching is valued in their society is significantly higher (more than 15 percentage points) than teachers above the age of 50 in Bulgaria and Estonia, whereas this difference is the opposite in Malta (20 percentage points). Based on teachers' teaching experience, the largest differences (more than 10 percentage points) are observed in Bulgaria, Estonia, Romania and Sweden, where novice teachers are more likely to report that their profession is valued in society than experienced teachers.
- 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. Among EU countries and economies, this is true for Estonia (13 percentage points) and for the Czech Republic, France, Romania, Spain and Sweden (less than 10 percentage points for all). However, the societal value of the profession is valued in society has declined in the Flemish Community of Belgium (20 percentage points) and the Netherlands (10 percentage points).
- 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. In the EU countries and economies participating in TALIS, 92% of teachers report that, all in all, they are satisfied with their job (OECD average 90%). Moreover, 66% of teachers are satisfied with the terms of their teaching contract (apart from salary) (OECD average 66%). In the EU countries and economies participating in TALIS, 35% of teachers report being satisfied with their salaries, which is lower than the OECD average (39%).
- Teachers' satisfaction with the profession has significantly increased in the Czech Republic, Estonia, Italy, Romania, the Slovak Republic, Spain and Sweden. However, it has somewhat declined in

Croatia, Finland, France, Latvia and the Netherlands, and has declined a lot in Bulgaria, the Flemish Community of Belgium, Denmark and Portugal.

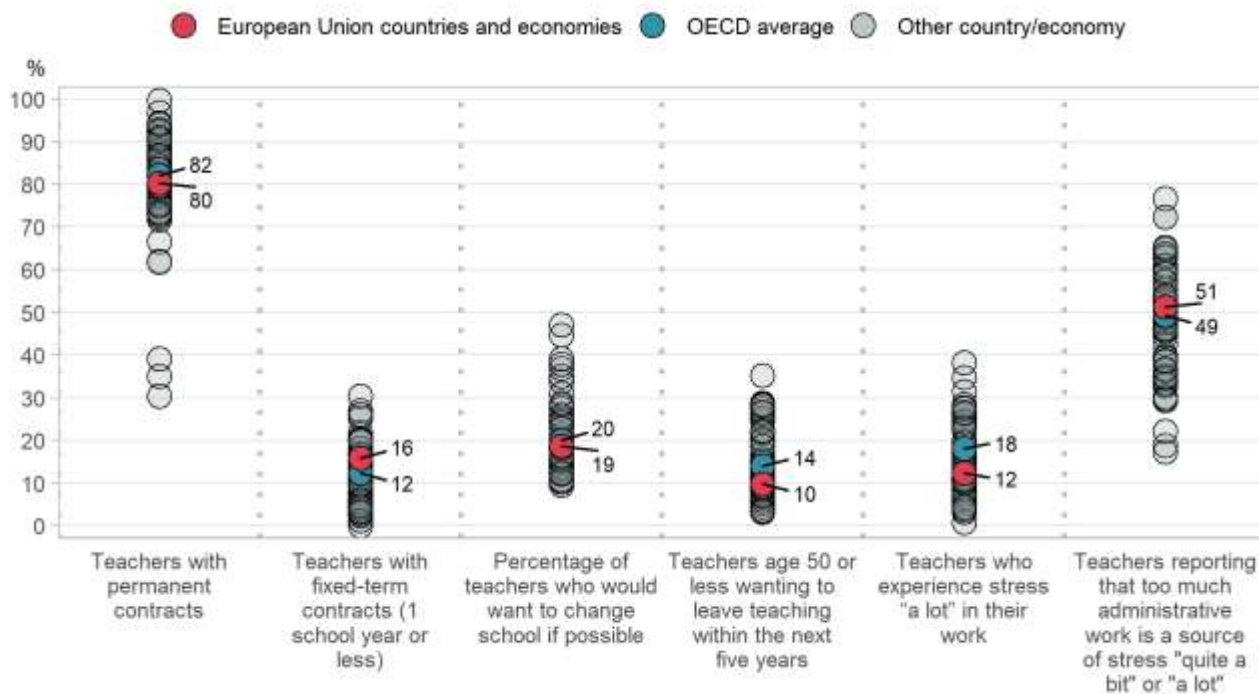
- In the EU countries and economies participating in TALIS, 95% of school leaders report that, all in all, they are satisfied with their job (OECD average 95%). Principals' satisfaction with their job is particularly high in Austria, Croatia, the Czech Republic, Denmark, Hungary, Lithuania, Malta, Romania, the Slovak Republic and Sweden, where more than 90% of principals express satisfaction with their current work environments across all indicators.
- Principals' satisfaction with the profession is particularly high in Austria, Denmark, Estonia, the Netherlands, Slovenia and Spain, where at least 80% of principals express their satisfaction for all the indicators of job satisfaction with the profession.
- Moreover, 57% of school leaders report to be satisfied with the terms of their contract (apart from salary) (OECD average 66%). In the EU countries and economies participating in TALIS 42% of school leaders are satisfied with their salaries, which is lower than the OECD average (47%).

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 the EU countries and economies participating in TALIS, 80% 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, 16% of teachers in the EU countries and economies participating in TALIS are employed on contracts of one year or less, which is higher than the average in the OECD countries and economies participating in TALIS (OECD average 12%).
- Among EU countries and economies participating in TALIS, Denmark has one of the highest share (more than 95%) of teachers on permanent contracts, along with Croatia, France, Latvia, Lithuania, Malta and Slovenia, where the share exceeds 90%. In contrast, some EU countries and economies make wider use of short-term contracts: in Austria, Italy, Romania and Spain, at least 20% of teachers work on fixed-term contracts of one year or less.
- Some EU countries and economies also have large significant differences in teachers employed on fixed-term contracts by their age group. The share of teachers under age 30 on fixed-term contracts is higher (by at least 50 percentage points) than those above the age of 50 in Austria, Belgium, Finland, Italy, Romania, the Slovak Republic, Spain and Slovenia.
- Between 2008 and 2018, in ten TALIS countries and economies (half of those with available data), there has been either a significant increase or decrease in the share of teachers on permanent contracts. This change is largely attributable to changes in the workforce in the EU: the share of teachers employed on permanent contracts declined significantly in Austria, Italy, Malta and Spain, while, on the other hand, it increased significantly in Portugal and Slovenia.
- Regarding teacher mobility, in the EU countries and economies participating in TALIS, 19% of teachers would like to change to another school if that were possible (OECD average). 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.
- 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-two percent of teachers in the EU countries and economies participating in TALIS report that they would like to leave teaching within the next five years (OECD average). Furthermore, 10% of teachers age 50 or less in the EU countries and economies participating in TALIS would like to leave teaching in the next five years, which is lower than the OECD average (14%).
- The risk of attrition among teachers is particularly high in Bulgaria, Denmark, Estonia, Latvia, Lithuania, Malta and Sweden where 20% or more teachers under the age of 50 intend to leave the profession in the next five years.
- 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 the EU countries and economies participating in TALIS, 13% of teachers report experiencing stress in their work "a lot" which is lower than the OECD average (18%). More than 25% of the teaching workforce in the Flemish Community of Belgium, Hungary, Malta and Portugal report experiencing stress "a lot" in their work. In contrast, the share of teachers saying that they do not experience stress at all is among the highest (more than 15 percentage points) in Croatia, France, Italy, the Netherlands and Romania (OECD average 9%).
- Around half of the teachers in the European Union (as well as in 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 the EU countries and economies participating in TALIS, the other most prevalent sources of stress teachers experience at work "quite a bit" or "a lot" are administrative tasks, having too much marking and being held responsible for students' achievement. For principals, the three most prevalent sources of stress are having too much administrative work to

do, keeping up with changing requirements from local, municipal/regional, state or national/federal authorities, being held responsible for students' achievement and maintaining classroom discipline. For principals in the European Union, the three most prevalent sources of stress are having too much administrative work to do (80%), keeping up with changing requirements from local, municipal/regional, state or national/federal authorities (65%) and addressing parent or guardian concerns (55%).

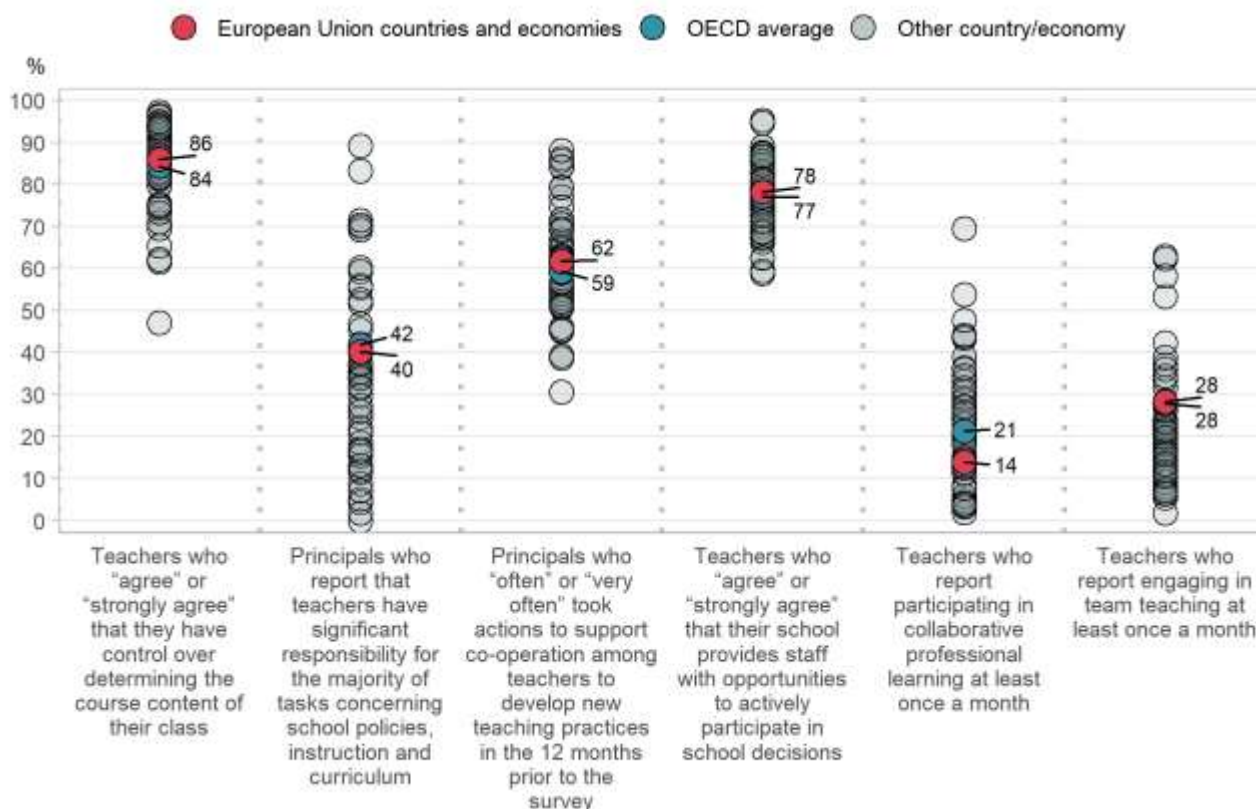
- On average across the OECD countries and economies in TALIS, as well as in the EU, teachers who report experiencing stress in their work “a lot” are at least twice as likely as colleagues with lower levels of stress to report that they will stop working as teachers in the next five years. Exceptions to this pattern are found in Austria and the Netherlands, where no significant relationship is found between teachers' workload-related stress and their risk of attrition.

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 the EU countries and economies participating in TALIS, 86% 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. This is true for more than 85% of teachers in Sweden and less than 50% of teachers in Portugal.
- In most EU countries and economies participating in TALIS, teachers reporting higher sense of control over their class are more likely to report working in innovative school environments. The exceptions to this pattern are the Flemish and French communities of Belgium, Estonia, Latvia, Slovenia and Sweden.
- Opportunities for teachers to have a voice in developing the school vision and goals are an integral component of teacher leadership. In the EU countries and economies participating in TALIS, only 40% 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%). Teachers have significant responsibility in these areas in at least 70% of schools in Austria, the Czech Republic, Estonia and Italy, while less than 20% of schools can be classified under this category in France and Spain, and less than 10% of schools in Portugal.
- A few countries and economies in the EU display high values for teachers' responsibility for disciplinary policies – such as Slovenia (80%) – while principals in Estonia (81%) and Latvia (70%) report that teachers have significant responsibility in establishing student assessment policies. The proportion of principals reporting that teachers have significant responsibility for approving students' admission to schools is low (below 5% in most countries and economies), but there are some outliers, such as Austria, where 38% of principals report that teachers have significant responsibility in this area.

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.

- Innovation in schools requires the support of peers and the guidance of school leaders. In the EU countries and economies participating in TALIS, 79% of teachers say that they work in a collaborative school culture characterised by mutual support (OECD average 81%). More than 90% of teachers say this in Latvia and Romania, while less than 75% of teachers report so in France.
- Furthermore, 62% of principals in the EU countries and economies participating in TALIS 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%). These values are particularly high in Romania (77%) and Slovenia (69%) and particularly low in Denmark, Estonia and the Netherlands (less than 50%).
- School leaders can foster collegial and participative working environments. In the EU countries and economies participating in TALIS, 78% of teachers report that their school provides staff with opportunities to actively participate in school decisions (OECD average 77%). On average across the OECD, as well as in all the EU countries and economies participating in TALIS, teachers reporting that their school provides staff with opportunities to actively participate in school decisions tend to engage more often in professional collaboration. However, this relationship is only significant for 16 out of 22 EU countries and economies participating in TALIS.
- 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 the EU countries and economies participating in TALIS, only 14% of teachers report participating in collaborative professional learning

at least once a month (OECD average 21%) and 28% engage in team-teaching with the same frequency (OECD average 28%). Collaborative professional learning at least once a month is particularly high in Sweden (44% of teachers report so) and team teaching at least once a month is particularly high in Austria, Italy, the Slovak Republic and Sweden.

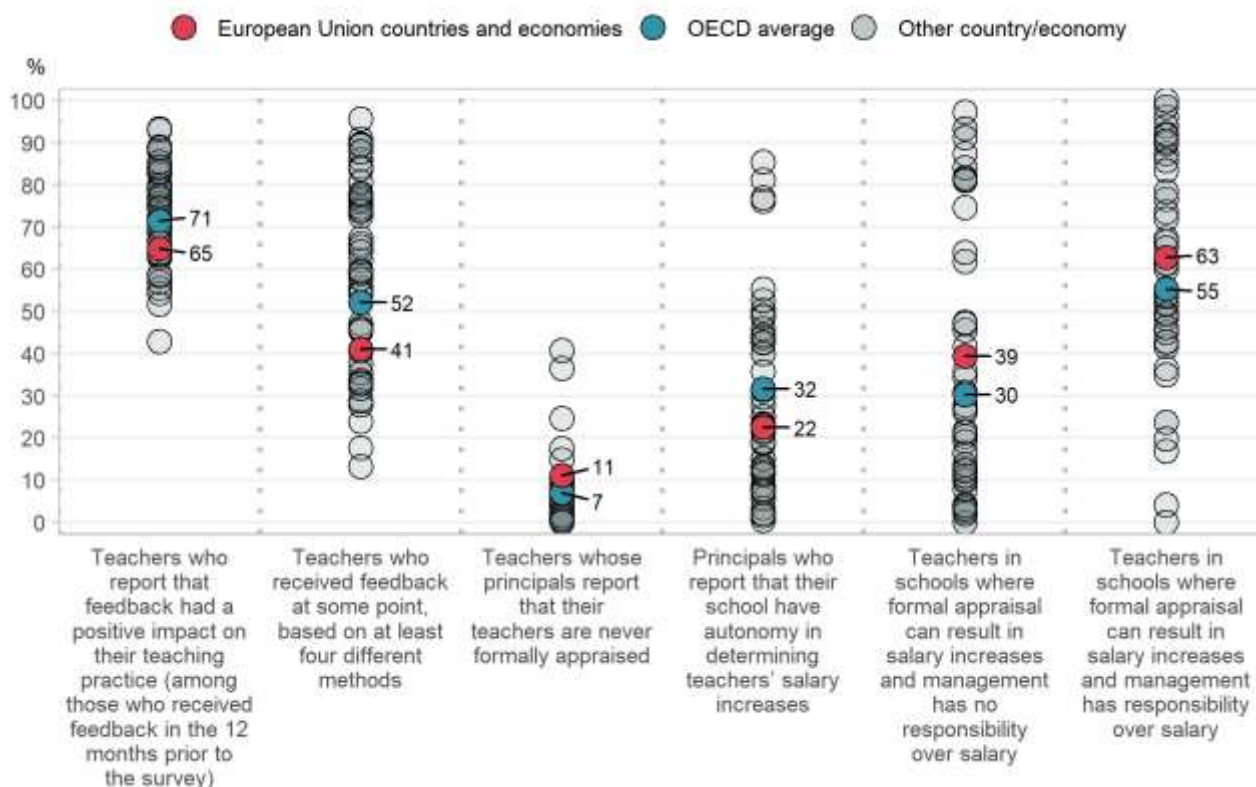
- International experiences abroad are a key opportunity for collaboration for teachers and principals in the European Union. Out of all the TALIS participants, the eleven countries and economies with the highest shares of teachers with professional experience abroad (over 45% of teachers) are a part of the European Union/European Economic Area and, hence, eligible for EU mobility schemes. For example, opportunities such as Erasmus+, offered by the European Commission, enables students to study abroad and teachers to teach abroad.

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 the EU countries and economies participating in TALIS, 14% of teachers report that they had never received feedback in their schools (OECD average 10%). 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 the EU countries and economies participating in TALIS, 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.
- Feedback is almost universal in the Czech Republic, with more than 99% of teachers reporting that they received feedback through at least one of the six methods. However, feedback is still rare in some EU countries and economies, where a considerable share of teachers report never receiving any feedback in their school, such as in Finland (40%), Italy (27%) and Portugal (24%).
- In the EU countries and economies participating in TALIS, 65% 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%).
- However, there is a 10 percentage point difference between novice and experienced teachers' reports on the impact of feedback, on average across the OECD, which is largely attributed to EU countries and economies participating in TALIS. In several Western European countries participating in TALIS, novice teachers are more likely to find impactful the feedback they received for improving their teaching, compared to experienced teachers, with the largest differences (more than 15 percentage points) observed in Austria, Belgium, France and Portugal.
- In all the EU countries and economies participating in TALIS, as well as all other TALIS participants, 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. Forty-one percent of teachers in the EU countries and economies participating in TALIS report having received feedback at some point, based on at least four different types of methods, which is lower 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 the EU countries and economies participating in TALIS, 11% of teachers are in schools where school principals report that their teachers are never formally appraised, which is higher than the OECD average (7%). The proportion of teachers who are never appraised is particularly high in Finland (41%), Italy (36%) and Spain (25%).
- 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 the EU countries and economies participating in TALIS, 87% of 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%), while 67% of 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 Czech Republic and the Slovak Republic, over 90% of teachers work in schools where appraisal sometimes or always results in an increase in a teacher's salary or the payment of a financial bonus.
- Based on principals' responses, in the EU countries and economies participating in TALIS, 27% of schools have autonomy over determining salary increases or bonuses for teachers.

In the EU countries and economies participating in TALIS, the proportion of teachers who work in schools where appraisal can result in a salary increase or financial bonus is 63% in schools where school management has responsibility over salaries (OECD average 55%). In schools where school

management does not have responsibility over salaries, the proportion of teachers where appraisal can result in a salary increase or financial bonus is 39% (OECD average 30%).

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 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).
- 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, II.2.32 and II.2.27; for Section II are: Tables II.3.6, II.2.20, II.2.22, II.2.63, II.2.43, II.2.47 and II.2.67; for Section III are: Tables 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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¹ The results presented in this notes are based on a weighted average based on ISCED 2 teacher and principal data across all EU Member States that participate in TALIS with adjudicated data. England (United Kingdom) is not included in these estimations.