



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.

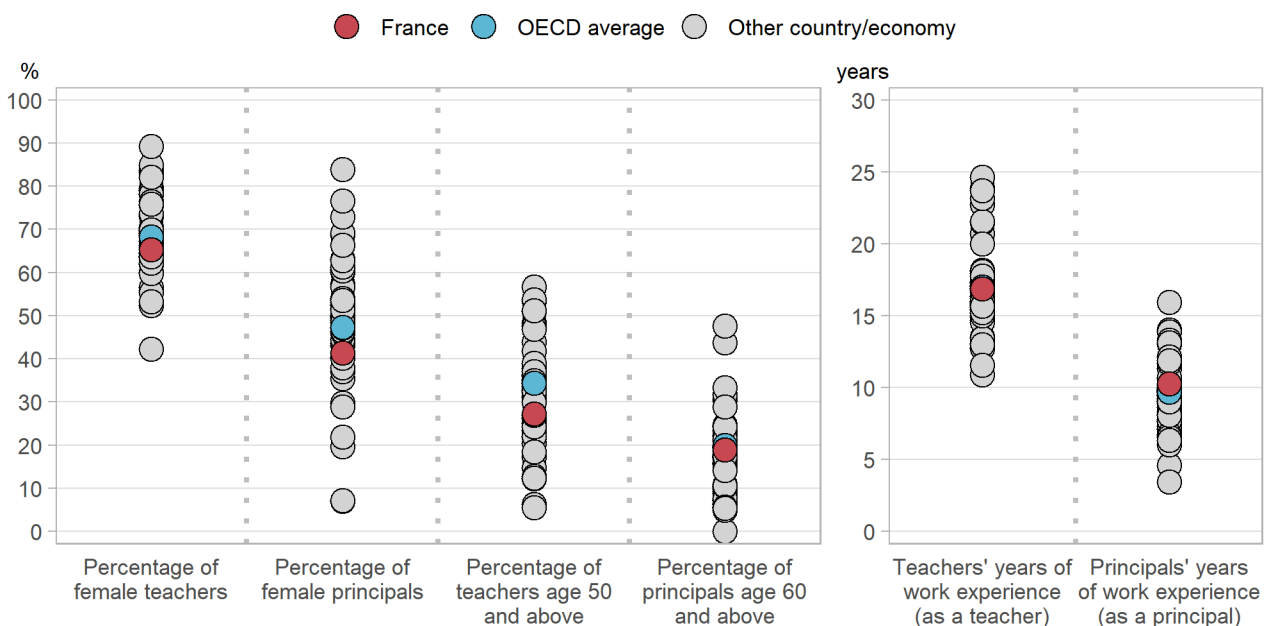
France

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

- Teaching was the first-choice career for 69% of teachers in France and for 67% in OECD countries and economies participating in TALIS, suggesting a high level of commitment to the profession.
- In terms of why they joined the profession, 92% of teachers in France cite the opportunity to influence children's development (similar to the OECD average) and 83% report the opportunity to contribute to society as a major motivation, which is a bit lower than their peers in other countries (OECD average 88%). By contrast, more teachers in France, compared with other OECD countries, cite aspects related to teaching offering a steady career path (72%, OECD average 61%) or reliable income (70%, OECD average 67%).

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 France, teachers are, on average, 43 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 France are aged 50 and above (OECD average 34%). This means that France will have to renew about one quarter of its teaching workforce over the next decade or so.
- In France, 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, 19% of principals in France are aged 60 and above, compared to 20% on average across the OECD. France has experienced a significant ageing (and seniorisation) of its principal population since 2013, with an increase greater than 8 percentage points in the share of principals age 60 or above. This will require careful monitoring to plan for their renewal.
- 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 France, only 41% 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. This warrants examination of the reasons why female teachers do not move on to leadership roles.
- In terms of classroom environments, relations between students and teachers are positive overall, with 94% of teachers in France agreeing that students and teachers usually get on well with each other (OECD average 96%). However, 27% of principals report daily or weekly acts of intimidation or bullying among their students, which is nearly double the OECD average (14%). Moreover, the proportion of principals reporting regular incidents of physical and non-physical forms of bullying has risen by 5 percentage points over the past 5 years. This issue thus requires close monitoring and corrective action. Indeed, TALIS data also shows that some countries have managed to significantly curb down the frequency of bullying and cyberbullying reported by principals since 2013.
- In France, teachers are more likely than their OECD peers to teach diverse student profiles. 42% of teachers work in schools where at least 30% of socio-economically disadvantaged students, according to principals (OECD average 20%). This pattern may signal comparatively higher levels of diversity and/or social segregation in the French education system. 32% of teachers also work in schools where at least 10% of the students have a migrant background (OECD average 17%). At the same time, 91% 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 France, as well as across the OECD countries and economies participating in TALIS. For instance, in France, 71% of teachers report frequently calming students who are disruptive (OECD average 65%) and 71% report frequently explaining how new and old topics are related, which is significantly lower than the OECD average (84%).
- Practices involving student cognitive activation, which are known to be important for student learning, are less widespread, with only about half of teachers using these methods across the OECD, and even less so in France. Specifically, in France, 26% 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 France, which is lower than the OECD average of 78% and in the bottom tier of TALIS participating countries and economies. Time spent on administrative tasks is on par with the OECD average, but teachers in France spend significantly more time keeping order in their classroom (17% compared to 13% in the OECD).
- Differences in teaching time between schools with low and high concentrations of students from socio-economically disadvantaged homes are particularly pronounced in France where they exceed 5 percentage points, the equivalent of 3 minutes of actual teaching and learning per 60-minute hour,

or about 7.5 school days on a yearly basis. This may reflect the fact that teachers in schools with high concentrations of students from socio-economically disadvantaged homes are younger and less experienced than their counterparts elsewhere. Indeed, in France, similar differences in actual teaching time are observed between novice teachers (are observed between novice teachers (70% of actual lesson time spent on teaching and learning) and more experienced ones (76%), as well as between teachers under 30 years of age (68%) and those over 50 (77%).

- 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 France, classroom time spent on actual teaching and learning has decreased by 1 percentage point (the equivalent of about 3 days of teaching per year). Meanwhile, teachers in France report lower levels of self-efficacy in teaching in 2018 than in 2013.
- In France, over a third of teachers (35%) report disciplinary issues in their classes, such as having to wait quite a long time at the start of the lesson for students to quieten down. This is above the OECD average (28%). Novice teachers seem to struggle more. On average across the OECD, 78% of novice teachers feel that they can control disruptive behaviour in their classroom, while 87% of experienced teachers report that they can do so. In France, the difference between novice and more experienced teachers in this self-reported capacity is particularly large (18 percentage points).
- In France, 78% of teachers routinely assess their students' progress by observing them and providing immediate feedback (OECD average 79%), while 96% of teachers report administering their own assessments to their students (OECD average 77%) and 21% 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. For instance, 74% of teachers view their colleagues as open to change across the OECD. This is less so in European countries, including France (70%), than in other parts of the world though. In France, 73% 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%).

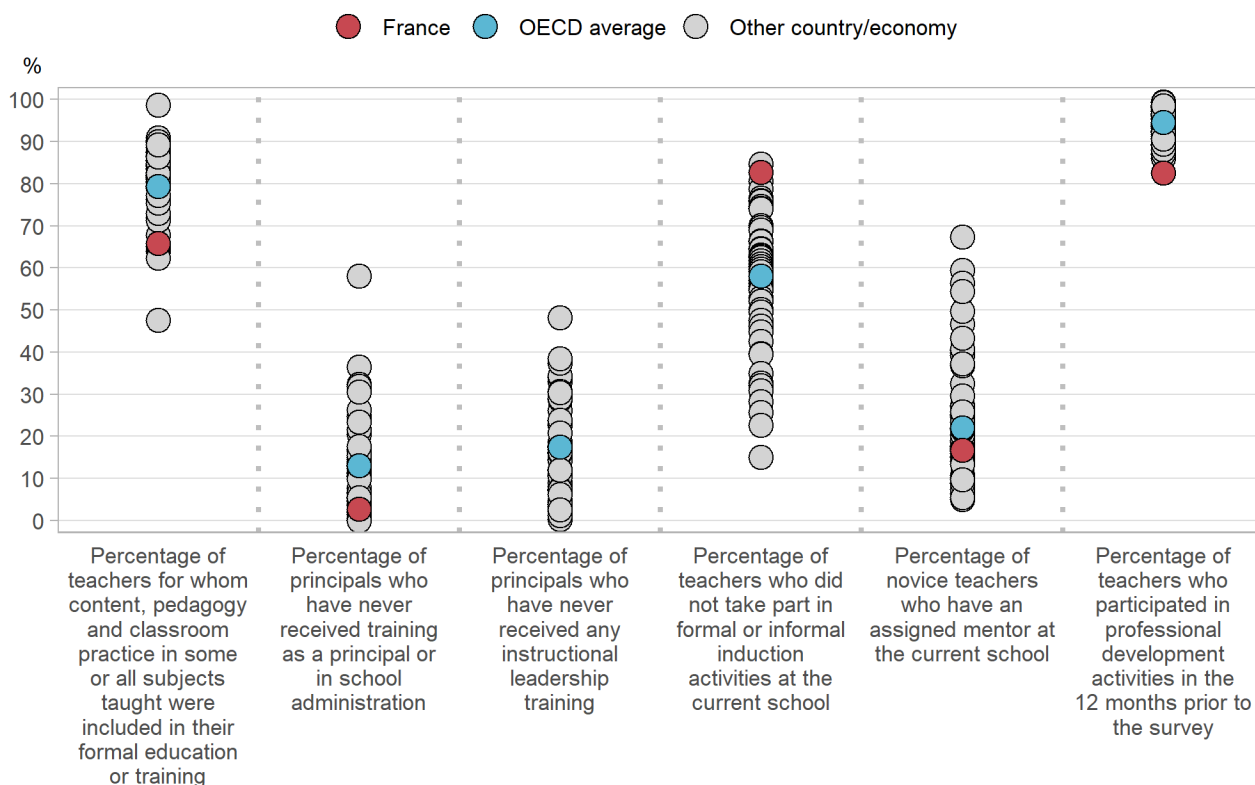
How are teachers and school leaders trained?

- Across the 33 countries and economies with available data, most teachers completed a regular concurrent teacher education or training programme that grants future teachers a single credential for studies in subject-matter content, pedagogy and other courses in education during the first period of post-secondary education. France stands out as an exception as teachers most frequently received their qualification in a regular consecutive teacher education or training programme, which requires future teachers to complete two phases of post-secondary education: a first phase of university education with the focus on subject matter, and a second phase with the focus on pedagogy and practicum.
- Across all countries and economies participating in TALIS, less than 10% of teachers completed subject-specific education only, with the exception of a few countries, of which France (19%).
- During their initial education and training, 66% of teachers in France 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%). However, this share rises to 73% for the recently trained French teachers. In France, more than 50% of teachers felt under-prepared for general pedagogy or classroom practice at the time they finished their studies.
- It is also noteworthy that in France, only 55% of teachers received training in student behaviour and classroom management as part of their initial training, which is significantly below the OECD average (72%), and even fewer (22%) felt well or very well prepared in this area upon completion of their initial teacher training.

- Only 17% 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 to support less experienced teachers in their teaching (77% think so across the OECD, and 89% in France), only 22% of novice teachers (with up to 5 years of experience) have an assigned mentor on average in the OECD. In France, this share amounts to 17%.
- On average across the OECD, school leaders usually have a higher level of educational attainment than teachers. However, only half of them completed a training course or programme for principals at least once before taking up their position as principal. In France, 60% of school leaders have completed a programme or course in school administration or training for principals prior to taking up their duties (OECD average 54%).

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 on average across the OECD, with 94% of teachers and 99% of principals attending at least one professional development activity in the year prior to the survey. Participation in continuous professional development is markedly lower in France, both for principals (94%), but most significantly for teachers (83%) which is the lowest of all TALIS participating countries. On average in France, teachers and school leaders also attended fewer different types of professional development activities in the year prior to the survey than across the OECD. Among possible barriers that could explain this pattern, teachers in France report the lack of incentives (47%), conflicts with work schedule (45%) or lack of time due to family responsibilities (45%), but also the absence of relevant offer (40%). The

share of teachers reporting that conflicts with their work schedule are a barrier to their participation in professional development has increased by 3 percentage points in France since 2013.

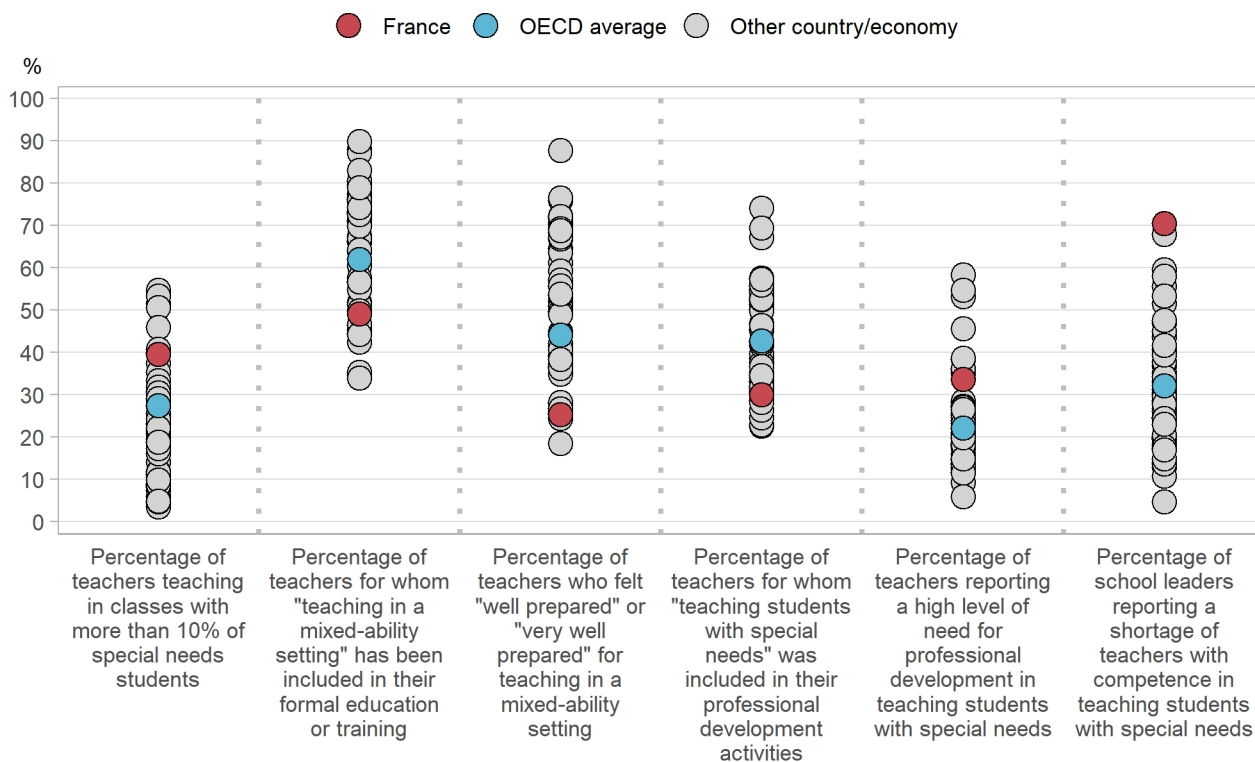
- Attending courses and seminars is one of the most popular types of professional development for teachers across the OECD. In France, 50% of teachers participate in this kind of training, while 20% of teachers participate in training based on observation and coaching. It is interesting to note that 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 France appear satisfied with the training they received, as 71% 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 for teaching 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 France expressed a particularly high need for training in teaching students with special needs.

Teaching students with diverse ability levels and needs

- On average in France, 40% 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 France, 49% of teachers were trained to teach in mixed-ability settings as part of their formal teacher education or training, but 25% of teachers felt prepared to teach in such settings when they finished their studies.
- Furthermore, although 30% 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 – 34% in France (compared to 22% across the OECD).
- On average in France, 70% 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).
- These findings call for a close examination of the initial and continuous training provisions in this specific area, as a way to enable teachers to support the diverse ability profiles of their students.

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.

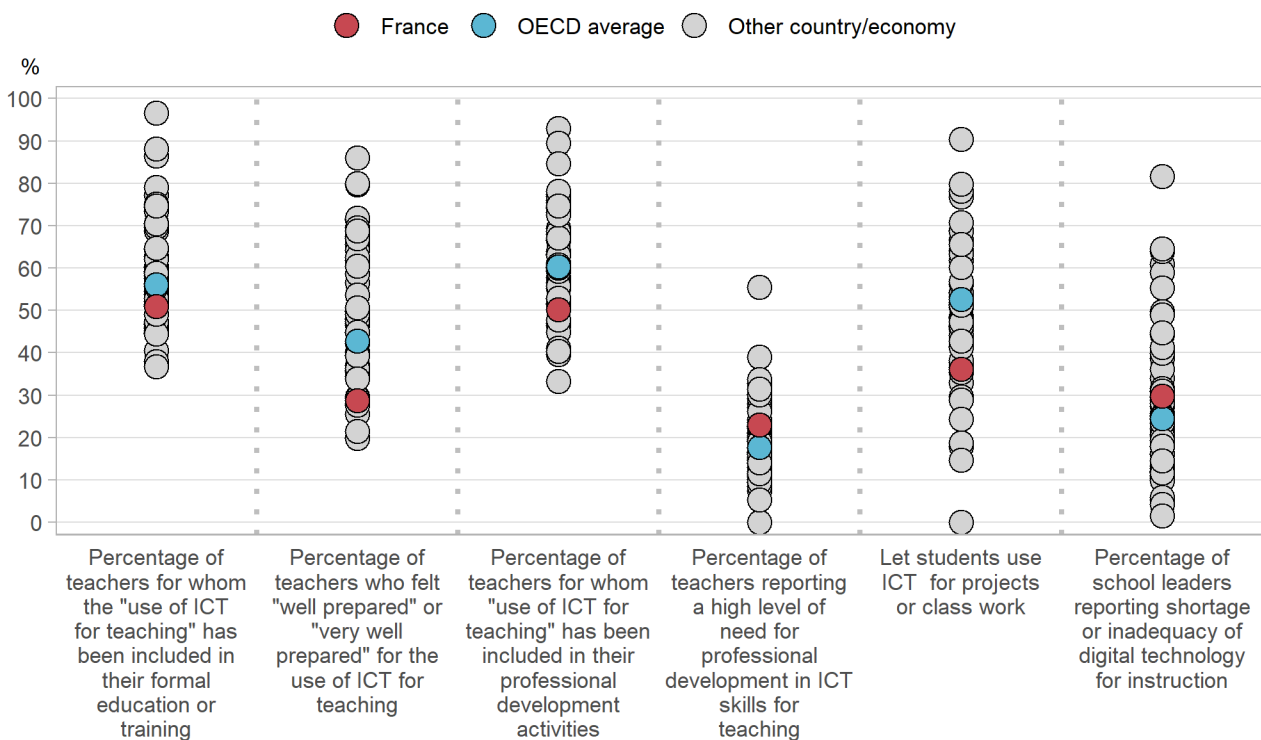
Source: OECD, TALIS 2018 Database, Tables I. 3.28, I. 4.13, I. 4.20, I. 5.18, I. 5.21 and I. 3.63.

ICT for teaching

- On average in France, 36% of teachers “frequently” or “always” let students use ICT for projects or class work, which is lower than the average of OECD countries and economies participating in TALIS (53%).
- In France, 51% of teachers reported that the “use of ICT for teaching” has been included in their formal education or training, while 29% of teachers on average felt prepared to teach in such settings when they finished their studies.
- Furthermore, although 50% of teachers on average participated in professional development activities including “use of ICT for teaching” in the 12 months prior to the survey, training in “use of ICT for teaching” is an area where 23% of teachers report a high need for professional development in France (compared to 18% across the OECD).
- On average in France, 30% of school principals report that delivery of quality instruction in their school is hindered by a shortage or inadequacy of digital technology for instruction (compared to 25% across the OECD).

Figure 4. A snapshot of ICT for teaching

Results based on responses of lower secondary teachers and principals



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

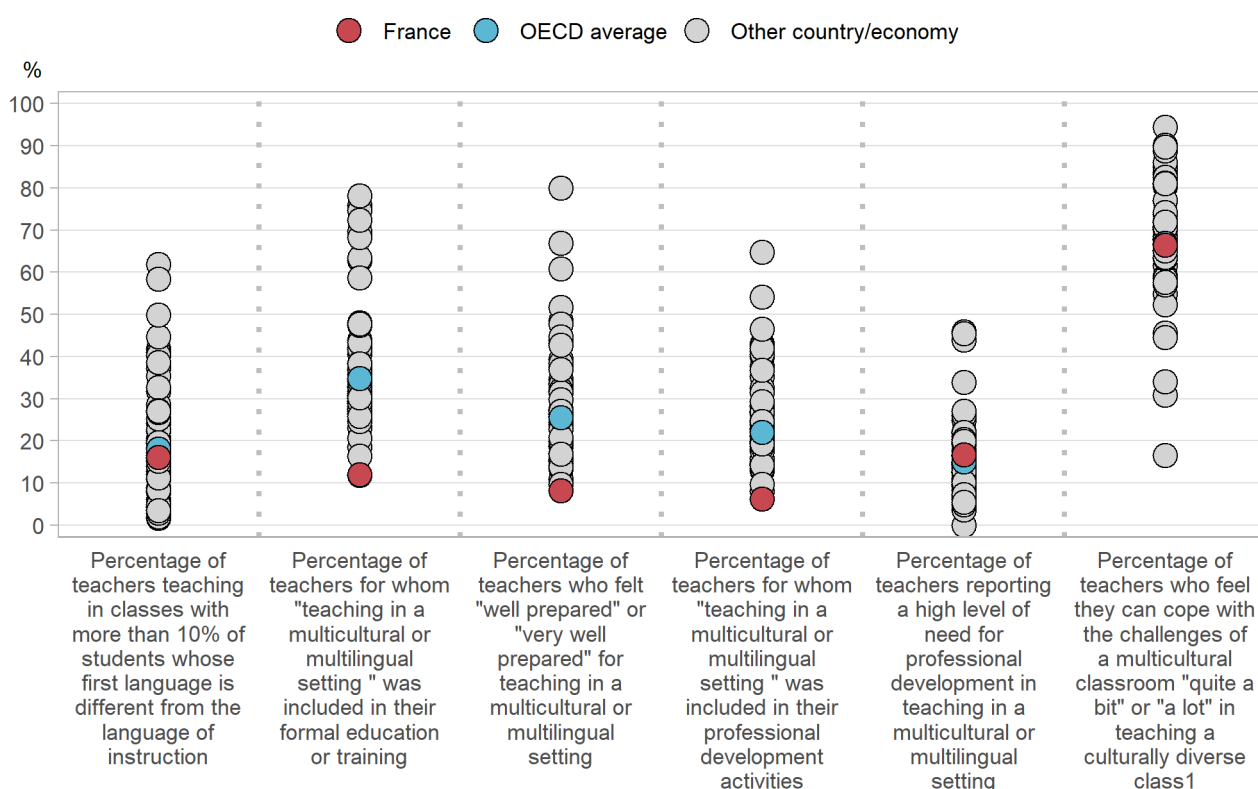
Source: OECD, TALIS 2018 Database, Tables I.4.13, I.4.20, I.5.18, I.5.21, I.2.1 and I.3.63.

Teaching in multicultural or multilingual settings

- Teaching in multicultural or multilingual settings is the fourth rated area in which French teachers say that they need more training (high need reported by 17%), after teaching students with special needs (34%), developing skills to undertake approaches to individualised learning (24%) and using ICT in teaching and learning (23%).
- On average in France, 16% of teachers work in classes with at least 10% of students whose first language is different from the language of instruction, which is not significantly different from the average of OECD countries and economies participating in TALIS (18%), based on teachers' reports.
- In France, 12% of teachers were trained to teach in a multicultural or multilingual setting as part of their formal teacher education or training, while 8% of teachers on average felt prepared to teach in such settings when they finished their studies. Furthermore, only 6% of teachers participated in professional development activities focused on teaching in a multicultural or multilingual setting in the 12 months prior to the survey. France is the country scoring lowest on all three indicators among all TALIS participating countries and economies. The fact that despite low participation in this type of professional development, 17% of teachers in France report a high need in this area suggests that there might be unmet demand, or inadequate provision of this type of professional development.
- However, on average in France, 66% of teachers feel they can cope with the challenges of a multicultural classroom "quite a bit" or "a lot" in teaching a culturally diverse class (compared to 67% across the OECD).

Figure 5. A snapshot of teaching in multicultural or multilingual settings

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.3.38.

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 France, 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 France, 3,006 lower secondary teachers and 195 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 status and standing, peer control, 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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