

## 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.

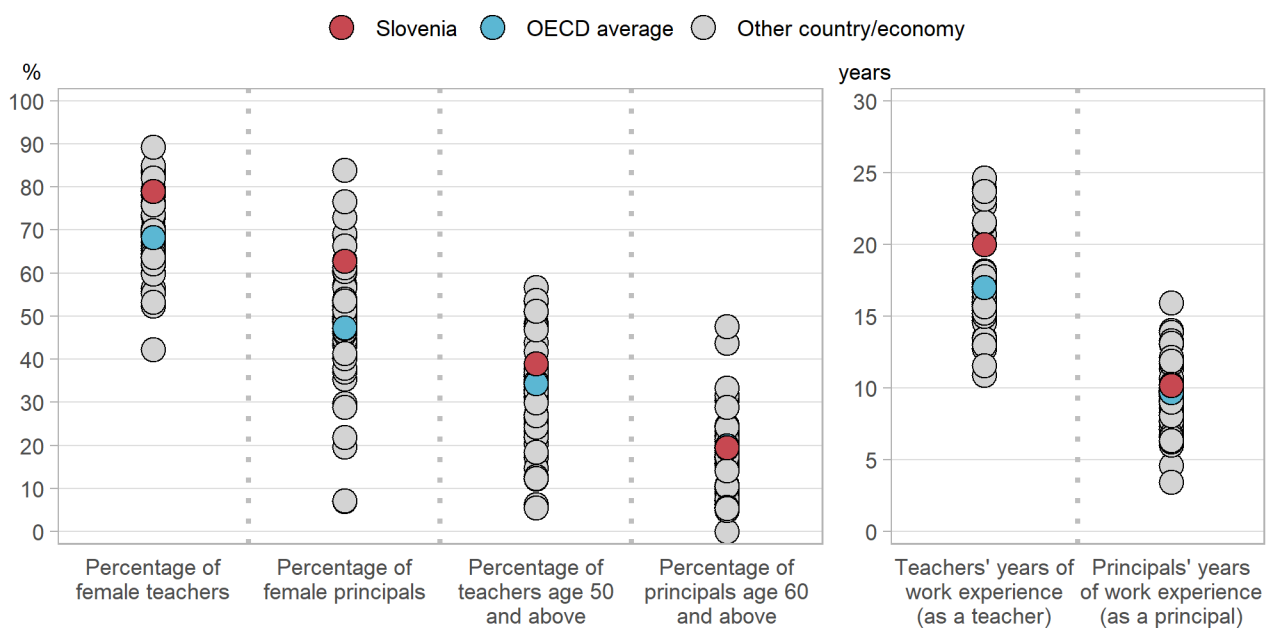
### Slovenia

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

- Teaching was the first-choice career for 82% of teachers in Slovenia and for 67% in OECD countries and economies participating in TALIS. In terms of why they joined the profession, at least 87% of teachers in Slovenia cite the opportunity to influence children's development or contribute to society as a major motivation.
- In Slovenia, 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). Furthermore, the share of teachers in Slovenia who are aged 50 and above has increased from 24% to 39% between 2008 and 2018 (OECD average 34% in 2018). This means that Slovenia will have to renew about two out of five members of its teaching workforce over the next decade or so.

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

Results based on responses of lower secondary teachers and principals



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

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

- In Slovenia, principals are, on average, 52 years old, which is the same as the average age of principals across OECD countries and economies participating in TALIS (52 years old). Furthermore, the share of principals in Slovenia who are aged 60 and above has increased from 7% to 20% between 2008 and 2018 (OECD average 20% in 2018).
- The experience of teachers and principals at their current school sheds light on the degree of staff mobility within the system. In Slovenia, teachers' mobility across schools is one of the lowest among the OECD countries and economies participating in TALIS, as teachers have 17 years of working experience at their current school on average (OECD average 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 Slovenia, only 63% of principals are women, compared to 79% of teachers. This can be benchmarked against the OECD averages of 47% of women among school leaders and 68% among teachers.
- In terms of classroom environments, relations between students and teachers are positive overall, with 96% of teachers in Slovenia agreeing that students and teachers usually get on well with each other. However, 14% of principals report regular acts of intimidation or bullying among their students, which is the same as the OECD average (14%). Moreover, according to teachers' reports, the classroom disciplinary climate has worsened for three out of the four classroom disciplinary climate dimensions in Slovenia since 2008.
- In Slovenia, 4% of teachers work in schools where at least 10% of the students have a migrant background (OECD average 17%). At the same time, 96% 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 Slovenia, as well as across the OECD countries and economies participating in TALIS. For instance, in Slovenia, 66% of teachers report frequently calming students who are disruptive (OECD average 65%) and 84% report frequently explaining how new and old topics are related (OECD average 84%).
- Practices involving student cognitive activation, which are known to be important for student learning, are less widespread, with about half of teachers using these methods across the OECD. Specifically, in Slovenia, 28% 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 80% of classroom time on actual teaching and learning, on average in Slovenia, which is higher than the OECD average of 78%.
- In the past five to ten years, classroom time spent on actual teaching and learning has decreased in about half of the countries and economies participating in TALIS. In the past ten years in Slovenia, classroom time spent on actual teaching and learning has decreased by 2 percentage points.
- After teaching, the second most time-consuming activity in teachers' work is planning and lesson preparation (either at school or out of school), on average across the OECD as well as in Slovenia. In Slovenia, teachers spend 8.6 hours a week on planning and lesson preparation, the equivalent of 22% of their total working time, which is comparatively higher than the OECD average at 17%.
- In Slovenia, 86% of teachers routinely assess their students' progress by observing them and providing immediate feedback (OECD average 79%), at the same time 88% of teachers report administering their own assessments to their students (OECD average 77%) and 49% of teachers frequently let students evaluate their own progress (OECD average 41%).
- Overall, a vast majority of teachers and school leaders view their colleagues as open to change and their schools as places that have the capacity to adopt innovative practices. In Slovenia, 81% of teachers also report that they and their colleagues support each other in implementing new ideas. This

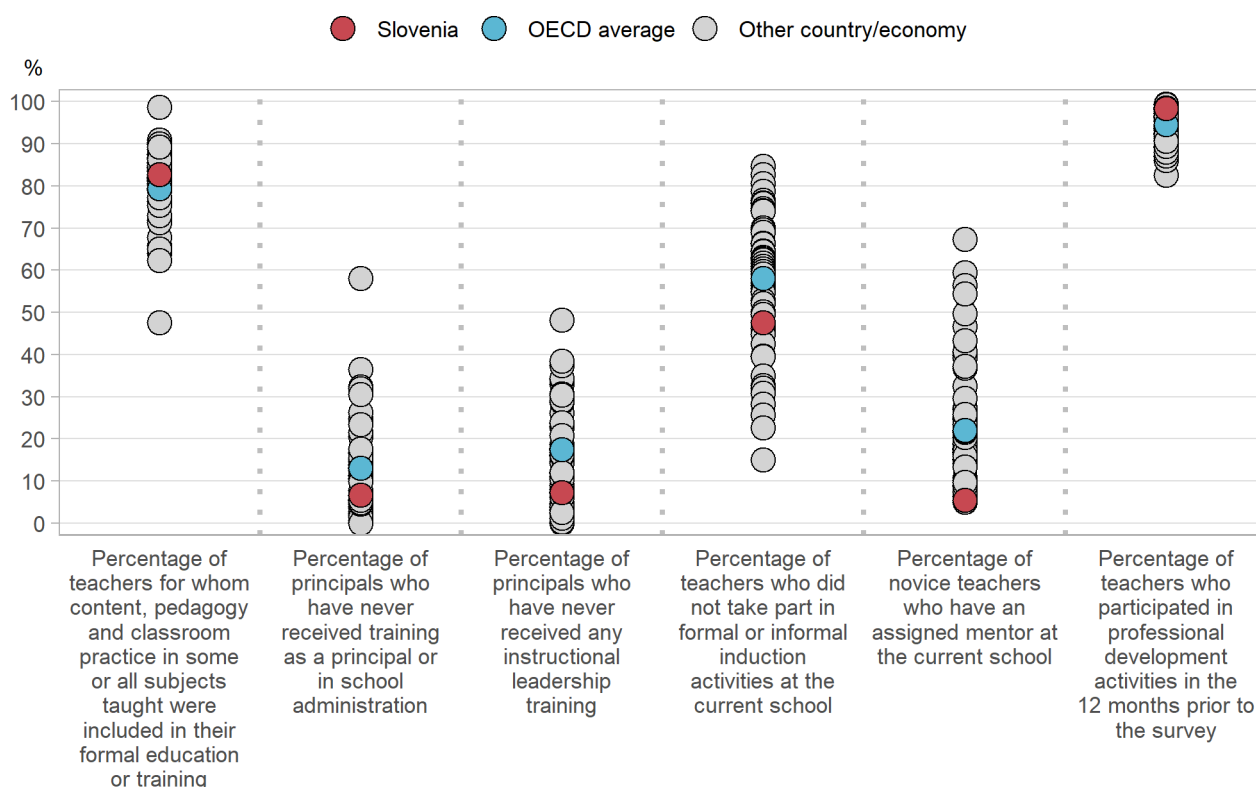
is higher than the average share across the OECD countries and economies participating in TALIS (78%).

## How are teachers and school leaders trained?

- During their initial education and training, 83% of teachers in Slovenia were instructed on subject content, pedagogy and classroom practice – a share that is higher than the average of OECD countries and economies participating in TALIS (79%). Only 52% of teachers report having participated in some kind of formal or informal induction when they joined their current school, compared to 42% of teachers across OECD countries and economies participating in TALIS.
- While school principals across the OECD generally consider mentoring to be important for teachers' work and students' performance, 22% of novice teachers (with up to 5 years of experience) have an assigned mentor. In Slovenia, this share amounts to 5%.
- 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 Slovenia, 56% of school leaders have completed a programme or course in school administration or training for principals (OECD average 54%), and 60% have completed an instructional leadership training programme or course (OECD average 54%), before taking up their position as principal.

**Figure 2. Initial and continuous training**

Results based on responses of lower secondary teachers and principals



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

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

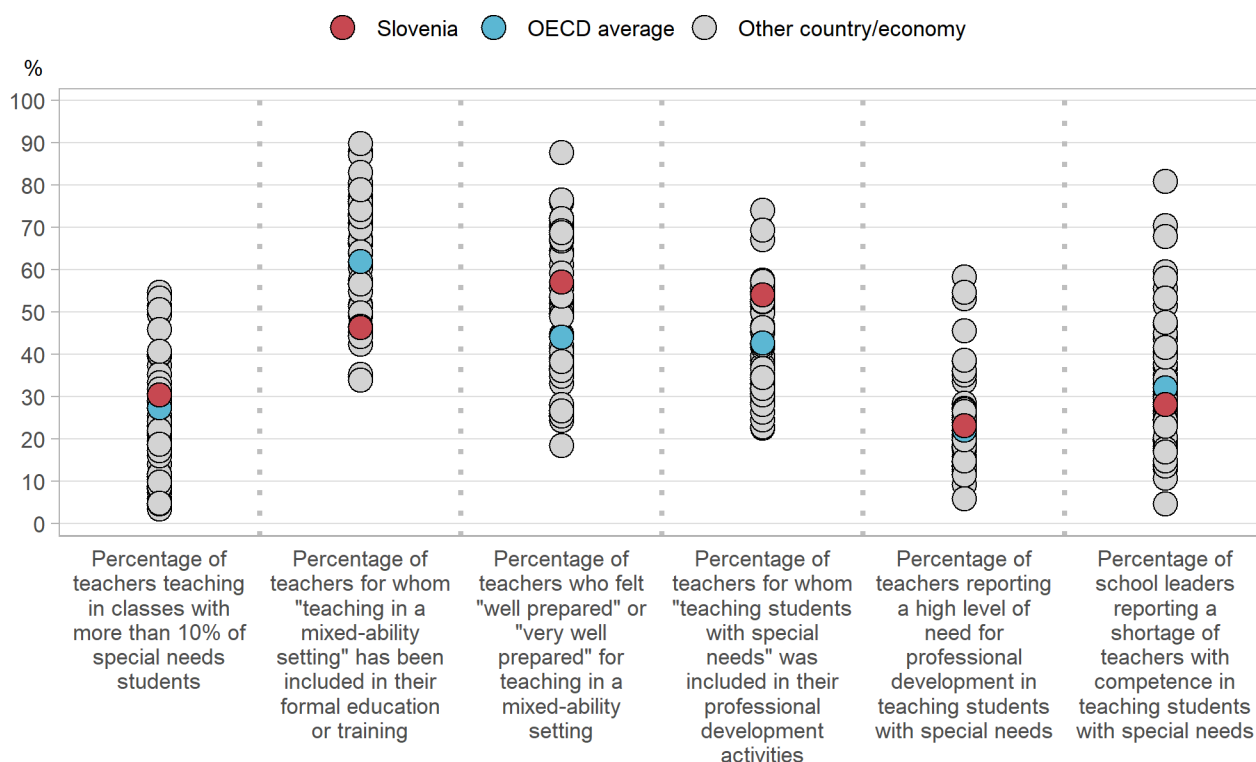
- Taking part in some kind of in-service training is commonplace among teachers and principals in Slovenia, with 98% of teachers (OECD average 94%) and 100% of principals (OECD average 99%) attending at least one professional development activity in the year prior to the survey.
- Attending courses and seminars is one of the most popular types of professional development for teachers across the OECD. In Slovenia, 93% of teachers participate in this kind of training, while 59% of teachers participate in training based on peer learning and coaching. It is interesting to note that teachers, across the OECD, report that professional development based on collaboration and collaborative approaches to teaching is among the most impactful for them.
- Teachers in Slovenia appear satisfied with the training they received, as 87% report that it had a positive impact on their teaching practice, a share that is higher 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.
- However, when it comes to teachers' views on areas of spending priority in the education sector, Slovenia is among the few countries where "offering high-quality professional development for teachers" is considered to be highly important by more teachers as compared to other priorities, such as "improving teacher salaries" or "reducing class sizes by recruiting more staff".
- Furthermore, 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 Slovenia expressed a particularly high need for training in teaching students with special needs.

### Teaching students with diverse ability levels and needs

- On average in Slovenia, 31% 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 Slovenia, 46% of teachers were trained to teach in mixed-ability settings as part of their formal teacher education or training, while 57% of teachers on average felt prepared to teach in such settings when they finished their studies.
- Furthermore, although 54% 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 – 23% in Slovenia (compared to 22% across the OECD).
- On average in Slovenia, 28% 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). As opposed to "shortage of support personnel", which is the most frequently reported shortage by principals across the OECD, in Slovenia principals consider the "shortage of teachers with competence in teaching students with special needs" as the main barrier to quality instruction.

**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.

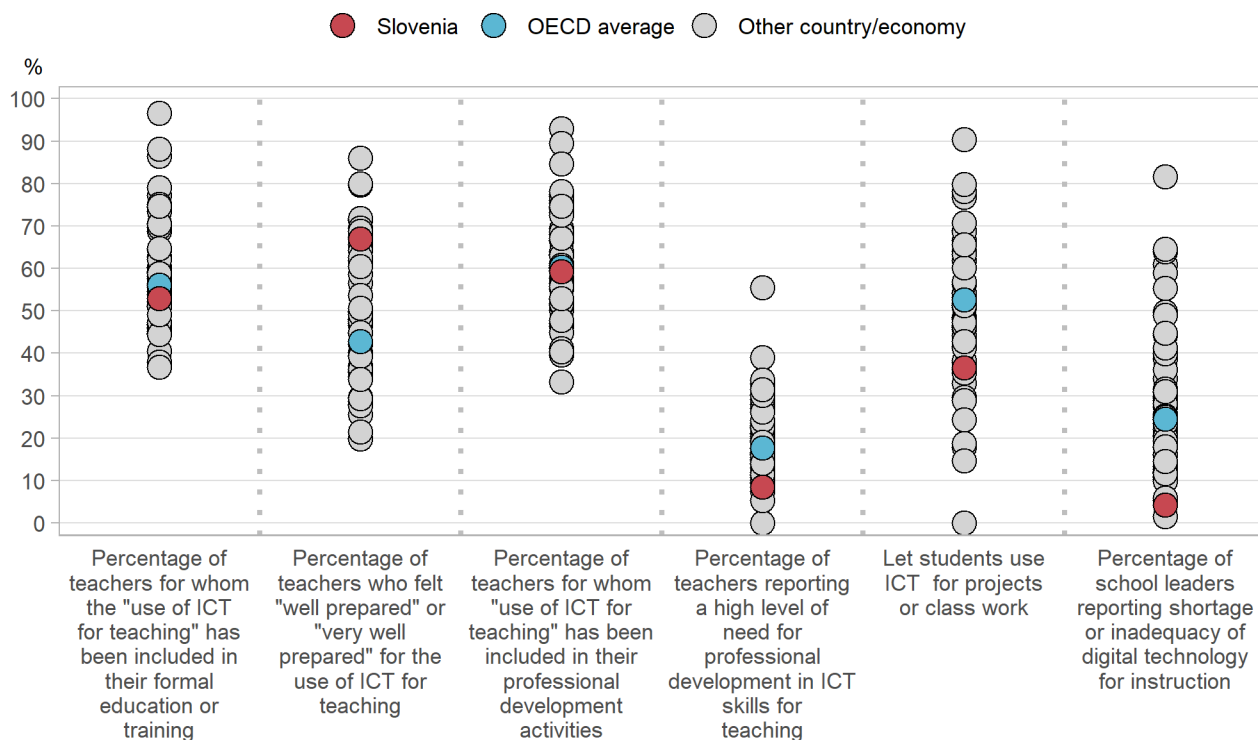
Source: OECD, TALIS 2018 Database, Tables I. 3.28, I. 4.13, I. 4.20, I. 5.18, I. 5.21 and I. 3.63.

## ICT for teaching

- On average in Slovenia, 37% 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 Slovenia, 53% of teachers reported that the "use of ICT for teaching" has been included in their formal education or training, while 67% of teachers on average felt prepared for the use of ICT for teaching when they finished their studies.
- Furthermore, although in Slovenia 59% of teachers on average participated in professional development activities including "use of ICT for teaching" in the 12 months prior to the survey, 8% of teachers report a high need for professional development in the "use of ICT for teaching" (compared to 18% across the OECD).
- On average in Slovenia, 4% 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.

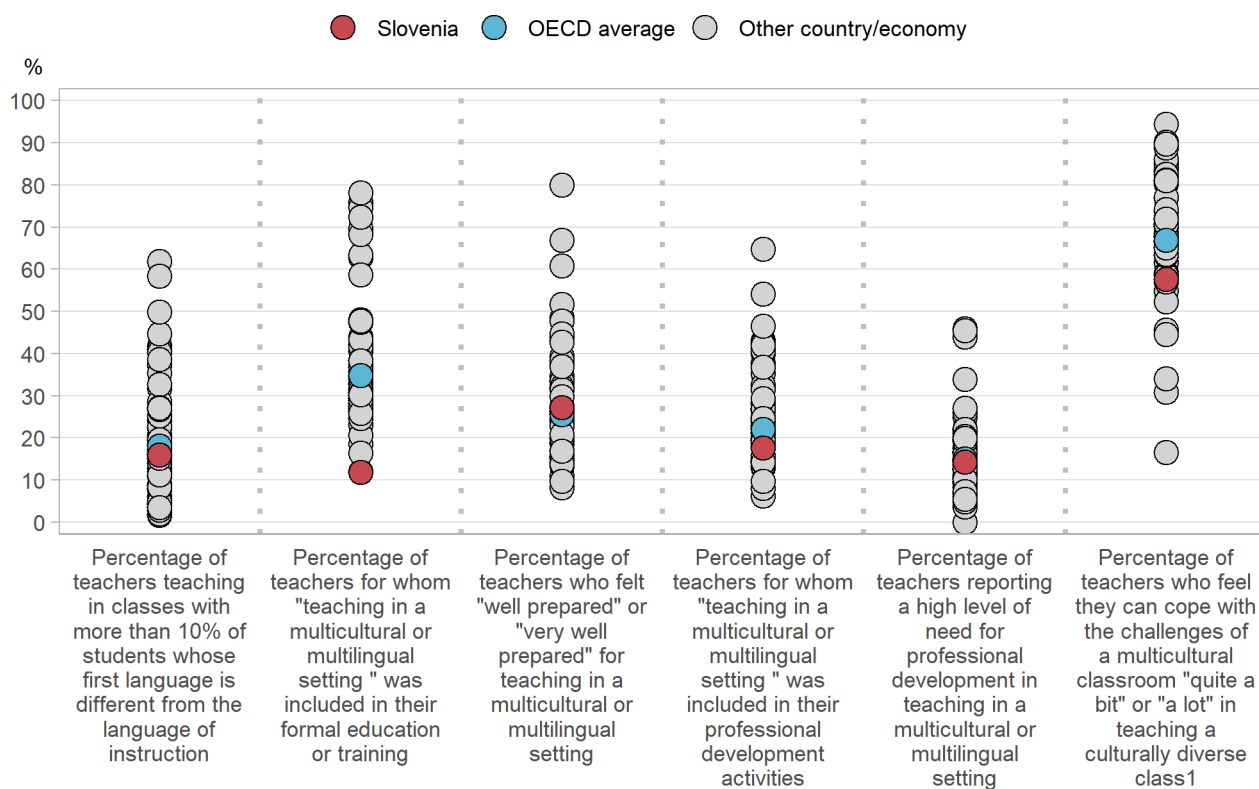
Source: OECD, TALIS 2018 Database, Tables I.4.13, I.4.20, I.5.18, I.5.21, I.2.1 and I.3.63.

## Teaching in multicultural or multilingual settings

- On average in Slovenia, 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%).
- However, Slovenia's linguistic diversity at the school level decreased in the past ten years, with the proportion of teachers who work in schools with more than 10% of students whose first language is different from the language(s) of instruction dropping from 29% to 13% (OECD average 21% in 2018).
- In Slovenia, 12% of teachers were trained to teach in a multicultural or multilingual setting as part of their formal teacher education or training, while 27% of teachers on average felt prepared to teach in such settings when they finished their studies.
- Furthermore, although in Slovenia 18% of teachers on average participated in professional development activities including teaching in a multicultural or multilingual setting in the 12 months prior to the survey, 14% of teachers report a high need for professional development in teaching in a multicultural or multilingual setting (compared to 15% across the OECD).
- However, on average in Slovenia, 58% 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 also surveyed teachers and school leaders in their primary schools (ISCED level 1), 11 countries and economies, including Slovenia, 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 Slovenia, 2 094 lower secondary teachers and 119 principals as well as 2 200 upper secondary teachers and 103 principals completed the TALIS questionnaires.
- TALIS 2018 findings will be released in two volumes. The first volume, *Teachers and School Leaders as Lifelong Learners*, published on 19 June 2019, explores the knowledge and skills dimension of teachers and school leaders' professionalism. The second volume, *Teachers and School Leaders as Valued Professionals*, to be published in early 2020, will focus on prestige, career opportunities, collaborative culture and responsibility and autonomy.


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### References

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

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

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

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

**Questions can be directed to:**  
TALIS team  
Directorate for Education and Skills  
[TALIS@oecd.org](mailto:TALIS@oecd.org)

**Country note authors:**  
Markus Schwabe and Gabor Fülöp  
Directorate for Education and Skills  
[Markus.Schwabe@oecd.org](mailto:Markus.Schwabe@oecd.org)  
[Gabor.Fulop@oecd.org](mailto:Gabor.Fulop@oecd.org)