

RESULTS FROM TALIS 2013

LATVIA

Key Findings from the Teaching and Learning International Survey (TALIS)¹

Teachers in Latvia are more likely to be women and to be older than in other countries

- In Latvia, 89% of teachers are female, which is the highest proportion among all TALIS countries. In only three other countries does the proportion of female teachers exceed 80%—Bulgaria, Estonia and the Slovak Republic.
- The average age of teachers in Latvia is 47 years; the average age across TALIS countries is four years less. In Latvia, 5% of teachers are younger than 30 and 11% are older than 59 (the TALIS averages are 12% and 6% respectively).

Schools and classes in Latvia are small

- Only 1 in 10 teachers in Latvia works in a school that does not have to compete with other schools for students (TALIS average is 23%), and 79% of teachers work in schools that compete with at least two other schools (the TALIS average is 63%, in Estonia it is 62% and in Finland it is 50%).
- Latvia is one of five TALIS countries (along with Estonia, Iceland, Norway and Poland) where the average number of students in a school is below 300. The average class size in Latvia is 18 students, similar to class sizes in Estonia and Finland and lower than the TALIS average of 24.

Decision making in schools in Latvia is collegial

- In Latvia, 86% of teachers agree that their school provides staff with opportunities to actively participate in school decisions, 92% report that such opportunities are provided to parents and 88% agree that opportunities are provided to students.
- The percentage of principals in Latvia who report a shared responsibility for the following tasks: appointing or hiring teachers: 53% (TALIS average, 39%); dismissing or suspending teachers from employment: 46% (TALIS average, 29%); establishing teachers' starting salaries, including setting pay scales: 53% (TALIS average, 14%); determining teachers' salary increases: 50% (TALIS average, 18%); deciding on budget allocations within the school: 75% (TALIS average, 47%).

Teachers report further needs for professional development

- The most needed professional development areas indicated by Latvian teachers are new technologies in the workplace (24%), ICT skills for teaching (19%), student behaviour and classroom management (15%), approaches to individualised learning (14%) and teaching students with special needs (12%).
- Teachers in Latvia report that the biggest barriers to their professional development are the following: professional development is too expensive/unaffordable (30%), professional development conflicts with their work schedule (29%), there is no relevant professional development offered (23%), there are no incentives for participating in such activities (22%) and a lack of time because of family responsibilities (22%).

¹ The results presented here represent lower secondary teachers and their school leaders.

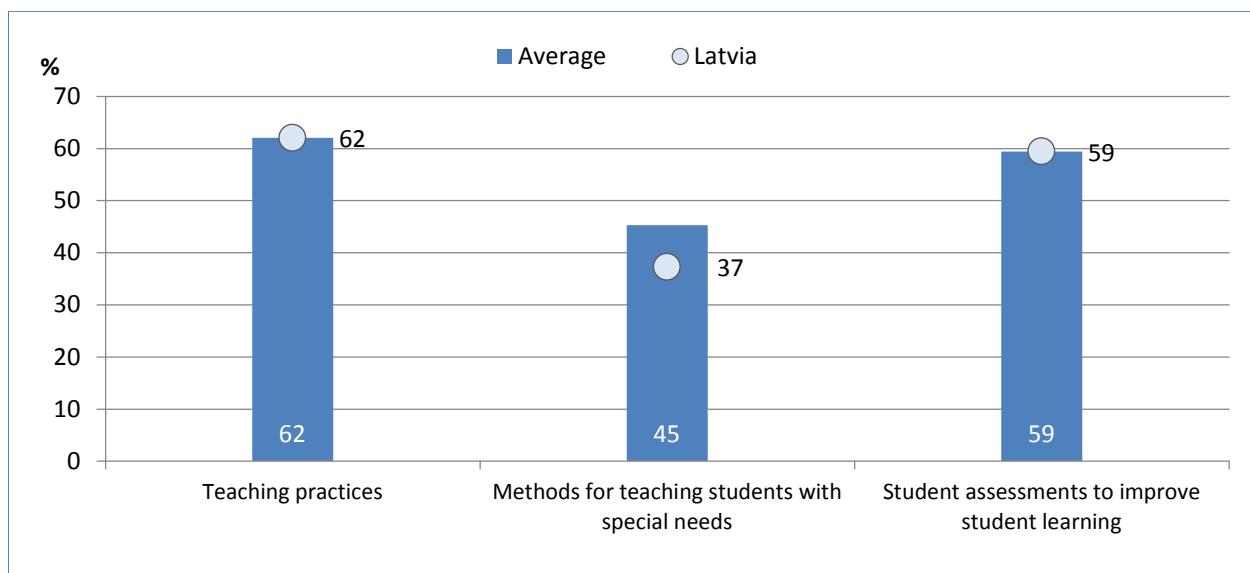
The typical teacher and principal in Latvia

Typical teacher in TALIS countries	Typical teacher in Latvia
68% are women Is 43 years old on average	89% are women Is 47 years old on average
91% completed university or other equivalent higher education	97% completed university or other equivalent higher education
90% completed a teacher education or training programme	91% completed a teacher education or training programme
Has an average of 16 years of teaching experience	Has an average of 22 years of teaching experience
82% are employed full time and 83% have a permanent contract	82% are employed full-time and 93% have a permanent contract
Teaches in a class with 24 students on average	Teaches in a class with 18 students on average

Typical principal in TALIS countries	Typical principal in Latvia
51% are men Is 52 years old on average	23% are men Is 53 years old on average
96% completed university or other equivalent higher education	100% completed university or other equivalent higher education
90% completed a teacher education or training programme, 85% a school administration/principal training programme and 78% instructional leadership training	93% completed a teacher education or training programme, 73% a school administration/principal training programme and 83% instructional leadership training
Has an average of 9 years of experience as a principal and 21 years of teaching experience	Has an average of 13 years of experience as a principal and 25 years of teaching experience
62% are employed full time without teaching obligations and 35% are employed full time with teaching obligations	29% are employed full time without teaching obligations and 67% are employed full time with teaching obligations
Works in a school with 546 students and 45 teachers on average	Works in a school with 295 students and 33 teachers on average

Impact of teacher feedback in Latvia

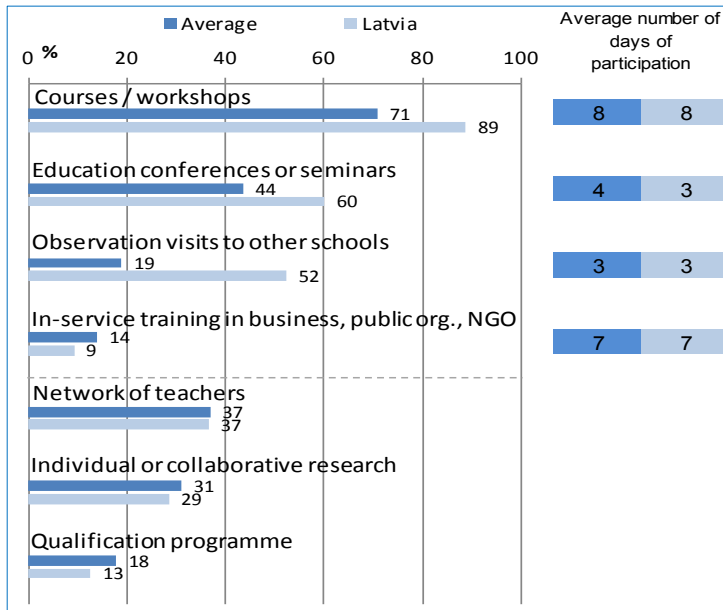
Percentage of teachers who report a moderate or large positive change in these areas after they received feedback on their work



- On average across TALIS countries and economies, many teachers report positive impacts following feedback they receive about their work, including on their classroom teaching.
- Compared with other countries, in Latvia, fewer teachers report that the feedback they received led to positive changes in their methods for teaching special-needs students (37%).

Participation in professional development (PD) in Latvia

Participation rates and average number of days for each type of professional development in the 12 months prior to the survey



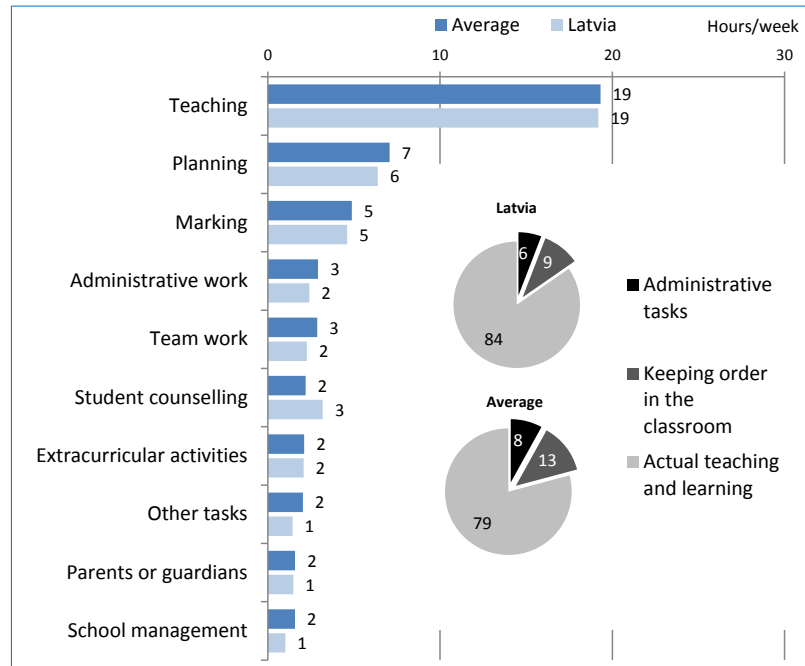
- Teachers in Latvia tend to report higher participation rates than average for a number of PD activities, including courses and workshops (89%), education conferences (60%) and observation visits to other schools (52%). But they report lower than average participation in in-service training in outside organisations (9%) and individual or collaborative research (29%).
- In Latvia, 13% of teachers report having taken part in a qualification programme during the last year.

- Teachers in Latvia tend to report spending almost the same number of days than average engaging in PD activities in the past 12 months. On average they report spending eight days on courses and workshops (the same as eight days on average for all TALIS countries).

Teachers' work in Latvia

Teachers' reported working hours per week and distribution of time spent in the classroom during an average lesson

- The great majority of teachers' lesson time is spent teaching. On average in TALIS countries and in Latvia, teachers report spending around 80% of their lesson time on actual teaching and learning.
- Compared with the average, teachers in Latvia report spending a smaller proportion of their time keeping order in the classroom (9% vs. 13%).
- Teachers in Latvia report spending similar numbers of hours performing a variety of work-related tasks, compared with the TALIS average. For example, they report spending 19 hours teaching per week and 6 hours on average for planning their lessons.



What is TALIS?

The **Teaching and Learning International Survey (TALIS)** collects internationally comparable data on the learning environment and the working conditions of teachers in schools across the world with the aim to provide valid, timely and comparable information from the perspective of practitioners in schools to help countries review and define policies for developing a high-quality teaching profession. Cross-country analysis from TALIS enables countries to identify other countries facing similar challenges and to learn from other policy approaches.

Recruiting, retaining and developing teachers are vital in ensuring high-quality student outcomes in school systems worldwide. TALIS examines the ways in which teachers' work is recognised, appraised and rewarded and assesses the degree to which teachers perceive that their professional development needs are being met. The study provides insights into the beliefs and attitudes about teaching that teachers bring to the classroom and the pedagogical practices that they adopt. Recognising the important role of school leadership, TALIS examines the roles of school leaders and the support that they give their teachers. Finally, TALIS examines the extent to which certain factors relate to teachers' reports of job satisfaction and self-efficacy.

Key features of the TALIS 2013 survey

Who? The international target population for TALIS is composed of lower secondary teachers and their school leaders in mainstream public and private schools. In each country, a representative sample of 20 teachers and their school principal from 200 schools was randomly selected for the study. Approximately 106 000 lower secondary teachers responded to the survey, representing more than 4 million teachers in more than 30 participating countries and economies.

In Latvia, 2 291 lower secondary teachers and 110 principals from 116 schools completed the TALIS questionnaires.

How? A conceptual framework for TALIS was developed by subject-matter experts, the international research consortium and the OECD to steer the development of the TALIS instruments. The framework is based on the concept of effective teaching and learning conditions. The framework is available on the TALIS website, along with all TALIS publications and the international database.

What? TALIS began in 2008 in 24 countries, focusing on lower secondary education. TALIS 2013 now covers more than 30 countries and economies, and although the main focus remains in lower secondary, some countries opted to also survey their primary schools (6 countries) and upper secondary schools (10 countries). Further, 8 countries chose to gain additional insights by surveying schools that participated in the 2012 Programme for International Student Assessment (PISA).

Separate questionnaires (paper and online) for teachers and school leaders, requiring between 45 and 60 minutes to complete, were used to gather the data. They included questions on:

- teacher characteristics
- working environments
- leadership
- learning and development opportunities
- appraisal and feedback
- pedagogical practices and beliefs
- self-efficacy and job satisfaction

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For more information on the Teaching and Learning International Survey and to access the full set of TALIS 2013 results, visit:
www.oecd.org/talis