

Country profile

Flanders (Belgium)

- **The typical teacher in lower secondary education in Flanders (Belgium) is a 39 year old woman, who reports having 15 years of teaching experience and who completed a teacher education or training programme.** The proportion of female principals is lower than the proportion of female teachers (39% and 68%, respectively). On average, principals in Flanders (Belgium) are 49 years old and report having 7 years of experience in their role.
- **88% of lower secondary teachers report having undertaken professional development in the 12 months prior to the survey.** The areas in which the highest proportions of teachers report a high need for professional development are developing information and communications technology (ICT) skills for teaching and improving student evaluation and assessment practices.
- **Teachers in Flanders (Belgium) report spending 77% of their lesson time on actual teaching and learning.** This means that 23% of their time is reportedly spent on administrative tasks and keeping order in the classroom (9% and 13%, respectively). They also report spending 19 hours per week on average teaching, 6 hours preparing lessons and 5 hours marking student work.
- **More than 95% teachers report overall satisfaction with their job.** However, only 46% of them believe that teaching is a valued profession in society.

HIGHLIGHTS

Teachers

- Teachers in Flanders (Belgium) are on average younger than in most other TALIS countries. (39.3 Years) [Download Indicator](#)
- On average, teachers in Flanders (Belgium) have spent fewer years teaching than in most other TALIS countries. (15.2 Years) [Download Indicator](#)
- A larger proportion of teachers have completed a teacher education or training programme than in most other TALIS countries. (98.3%) [Download Indicator](#)

School Leadership

- A smaller proportion of principals are female than in most other TALIS countries. (38.8%) [Download Indicator](#)
- Principals in Flanders (Belgium) are on average younger than in most other TALIS countries. (49.5 Years) [Download Indicator](#)
- On average, principals in Flanders (Belgium) have spent fewer years in their role than in most other TALIS countries. (7.3 Years) [Download Indicator](#)
- A larger proportion of principals believe that the teaching profession is valued in society relative to other TALIS countries. (58.8%) [Download Indicator](#)
- A smaller proportion of principals are satisfied with their job relative to most other TALIS countries. (93.6%) [Download Indicator](#)

Professional development of teachers

- A smaller proportion of teachers report a high level of need for professional development aimed at developing their ICT skills for teaching compared to most other TALIS countries. (10.5%) [Download Indicator](#)
- A smaller proportion of teachers report a high level of need for professional development to develop their skills to teach students with special needs compared to most other TALIS countries. (5.3%) [Download Indicator](#)

Teacher appraisal and feedback

- Compared to most other TALIS countries, a smaller proportion of teachers report that the feedback they received has led to an increase in the number of hours of professional development they undertake. (34%) [Download Indicator](#)
- Compared to most other TALIS countries, a smaller proportion of teachers report that the feedback they received has improved their teaching practice. (44.1%) [Download Indicator](#)

Teaching practices

- Teachers report spending fewer hours per week individually planning and preparing lessons compared to most other TALIS countries. (6.3 Hours) [Download Indicator](#)
- Teachers report spending more of their average lesson time on administrative tasks (such as marking attendance) than most TALIS countries. (9.3%) [Download Indicator](#)

Teachers' self-efficacy and job satisfaction

- A larger proportion of teachers believe that the teaching profession is valued in society relative to most other TALIS countries. (45.9%) [Download Indicator](#)
- A larger proportion of teachers are satisfied with their job relative to most other TALIS countries. (95.3%) [Download Indicator](#)

DATA TABLE

Indicator		Flanders (Belgium)	TALIS average
TEACHERS			
Percentage of female teachers	(2013) Download Indicator	68.1	68.1
Mean age of teachers	(2013) Download Indicator	39.3	42.9
Average years of working experience as a teacher in total	(2013) Download Indicator	15.2	16.2
Completion of teacher education or training programme (percentage)	(2013) Download Indicator	98.3	89.8
SCHOOL LEADERSHIP			
Female principals (percentage)	(2013) Download Indicator	38.8	49.4
Age of principals (average)	(2013) Download Indicator	49.5	51.5
Principals' experience (in years)	(2013) Download Indicator	7.3	8.9
Principals believing that the teaching profession is valued in society (percentage)	(2013) Download Indicator	58.8	44.0
Principals who are satisfied with their job (percentage)	(2013) Download Indicator	93.6	95.6
PROFESSIONAL DEVELOPMENT OF TEACHERS			
Teachers having taken part in a formal induction programme (percentage)	(2013) Download Indicator	42.5	48.6
Teachers having a mentor assigned (percentage)	(2013) Download Indicator	10.2	12.8
Teachers who are mentors to another colleague (percentage)	(2013) Download Indicator	10.2	14.2
Teachers who undertook professional development in the last 12 months (percentage)	(2013) Download Indicator	88.2	88.4
Teachers who report a high level of need to develop their ICT skills for teaching (percentage)	(2013) Download Indicator	10.5	18.9
Teachers who report a high level of need to develop the skills to teach students with special needs (percentage)	(2013) Download Indicator	5.3	22.3
TEACHER APPRAISAL AND FEEDBACK			
Teachers who report that feedback has increased the number of hours of professional development they undertake (percentage)	(2013) Download Indicator	34.0	45.8

Indicator		Flanders (Belgium)	TALIS average
Teachers who report that feedback has improved their teaching practice (percentage)	(2013) Download Indicator	44.1	62.0
Schools that use some kind of formal appraisal (percentage)	(2013) Download Indicator	97.9	92.6
Teachers having their classrooms directly observed in schools with formal appraisal practices (percentage)	(2013) Download Indicator	99.2	94.9
TEACHERS' BELIEFS AND PRACTICES			
Teaching time per week (hours)	(2013) Download Indicator	19.1	19.3
Individual time per week spent planning and preparing lessons (hours)	(2013) Download Indicator	6.3	7.1
Time spent marking and correcting work (hours per week)	(2013) Download Indicator	4.5	4.9
Class-time time spent on administrative tasks such as marking attendance (percentage)	(2013) Download Indicator	9.3	8.0
Class-time spent on classroom management (percentage)	(2013) Download Indicator	13.4	12.7
Class-time spent on actual teaching and learning tasks (percentage)	(2013) Download Indicator	77.0	78.7
TEACHERS' SELF-EFFICACY AND JOB SATISFACTION			
Teachers who believe they help their students to value learning (percentage)	(2013) Download Indicator	81.6	80.7
Teachers who believe they help their students to think critically (percentage)	(2013) Download Indicator	87.4	80.3
Teachers who believe that the teaching profession is valued in society (percentage)	(2013) Download Indicator	45.9	30.9
Teachers who are satisfied with their job (percentage)	(2013) Download Indicator	95.3	91.1

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.

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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