

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.

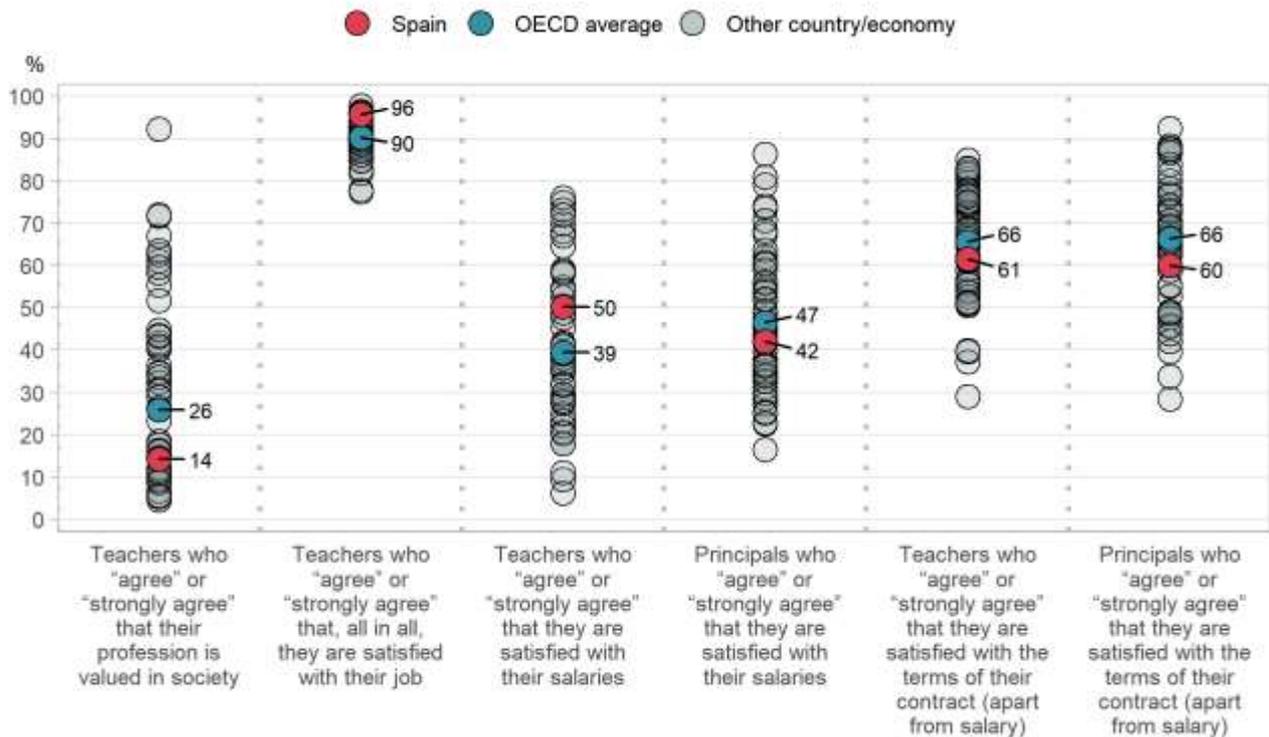
Spain

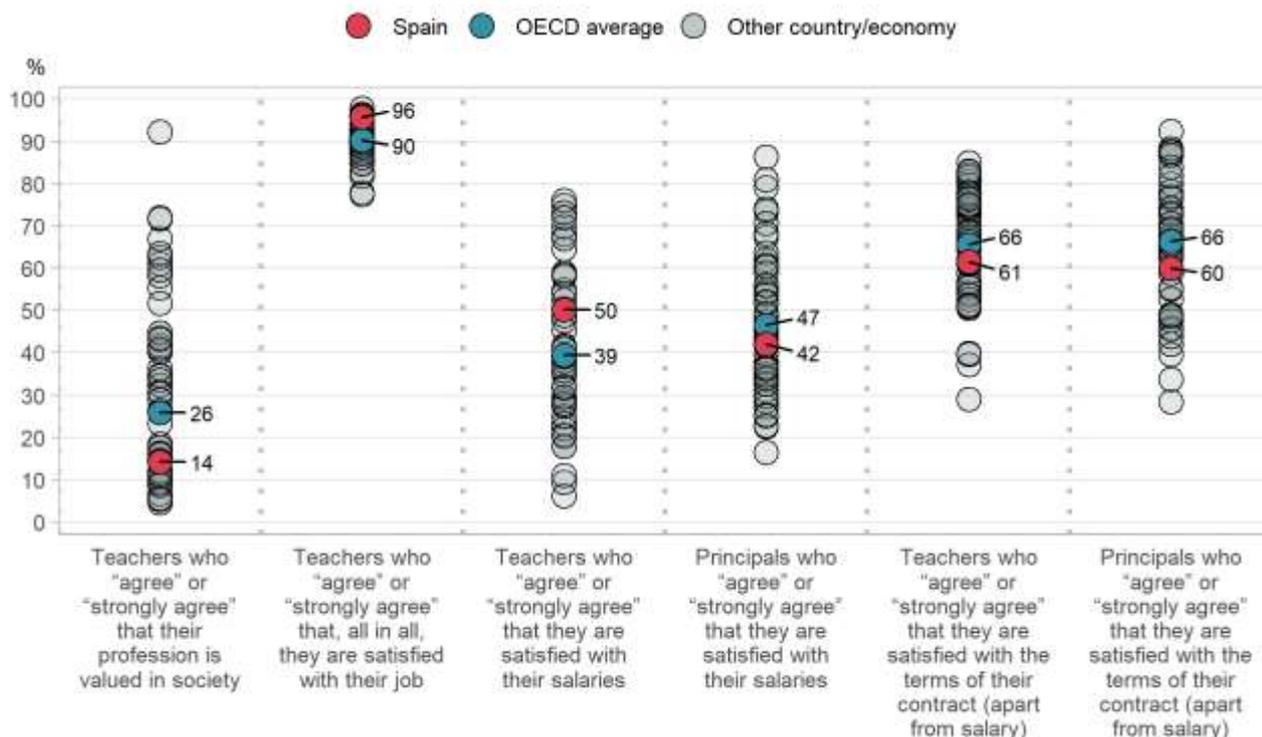
I. What teachers and school leaders say about their jobs

- 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 Spain, 14% 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%).

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.

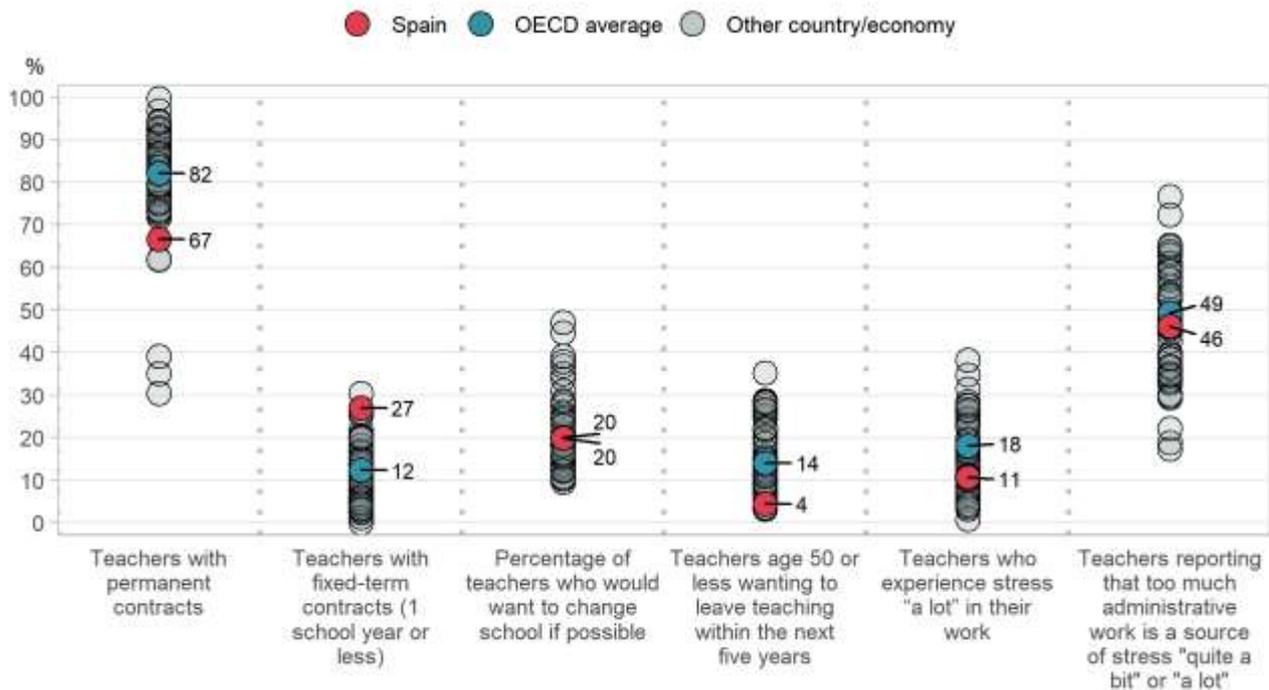
- Between 2013 and 2018, the percentage of teachers reporting that the profession is valued in society has increased in almost half of the countries and economies with available data. In Spain, over the same period, the percentage of teachers reporting that the teaching profession is valued in society has increased by six 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 Spain, 96% of teachers report that, all in all, they are satisfied with their job (OECD average 90%). Moreover, 61% of teachers are satisfied with the terms of their teaching contract (apart from salary) (OECD average 66%). In Spain, 50% of teachers report being satisfied with their salaries, which is higher than the OECD average (39%).
- Furthermore, teachers in Spain have a high level of satisfaction with the profession. Ninety-two percent of teachers believe that the advantages of being a teacher clearly outweigh their disadvantages and 87% say that, if they could decide again, they would continue to choose to work as a teacher, in contrast to the OECD average of 76% for both statements. Meanwhile, only 27% have wondered if it would have been better to choose another profession and only 5% regret having decided to become a teacher, in contrast to an OECD average of 34% and 9%, respectively.
- Between 2013 and 2018, the percentage of teachers in Spain who agree with negative statements about the profession has decreased significantly. This is the case for the percentage of teachers who reported that it would have been better to choose another profession (decrease in 3 percentage points) and in the percentage of teachers who say they regret becoming a teacher (decrease in 2 percentage points). In addition, the percentage of teachers who point out that the advantages of being a teacher clearly outweigh their disadvantages has increased by 6 percentage points.
- In Spain, 99% of school leaders report that, all in all, they are satisfied with their job (OECD average 95%). Moreover, 60% of school leaders report being satisfied with the terms of their contract (apart from salary) (OECD average 66%). In Spain 42% of school leaders are satisfied with their salaries, which is statistically not significantly different from 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 Spain, 67% of teachers have a permanent contract (an ongoing contract with no fixed end-point before the age of retirement) (OECD average 82%). In Spain, 33% of teachers have a fixed-term contract (18% average for the OECD). This type of contract seems to be more prevalent among young teachers (under 30) than older teachers (age 50 or above); in Spain 80% of young teachers have a fixed-term contract, in contrast to 13% of older teachers.
- At the same time, 27% of teachers in Spain 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). In the last five years in Spain, the proportion of teachers with a contract of one year or less has increased by 11 percentage points. In Spain, teachers who are employed on this type of contract tend to report lower levels of self-efficacy for teaching.
- In Spain, 21% of teachers report working part-time (less than 90% of full-time hours), which is equal to the OECD average among the countries participating in TALIS. Between 2013 and 2018, the proportion of teachers who report working part-time has increased significantly in half of the TALIS countries and

economies with available data. Spain shows a significant increase in 10 percentage points in the proportion of teachers working part-time.

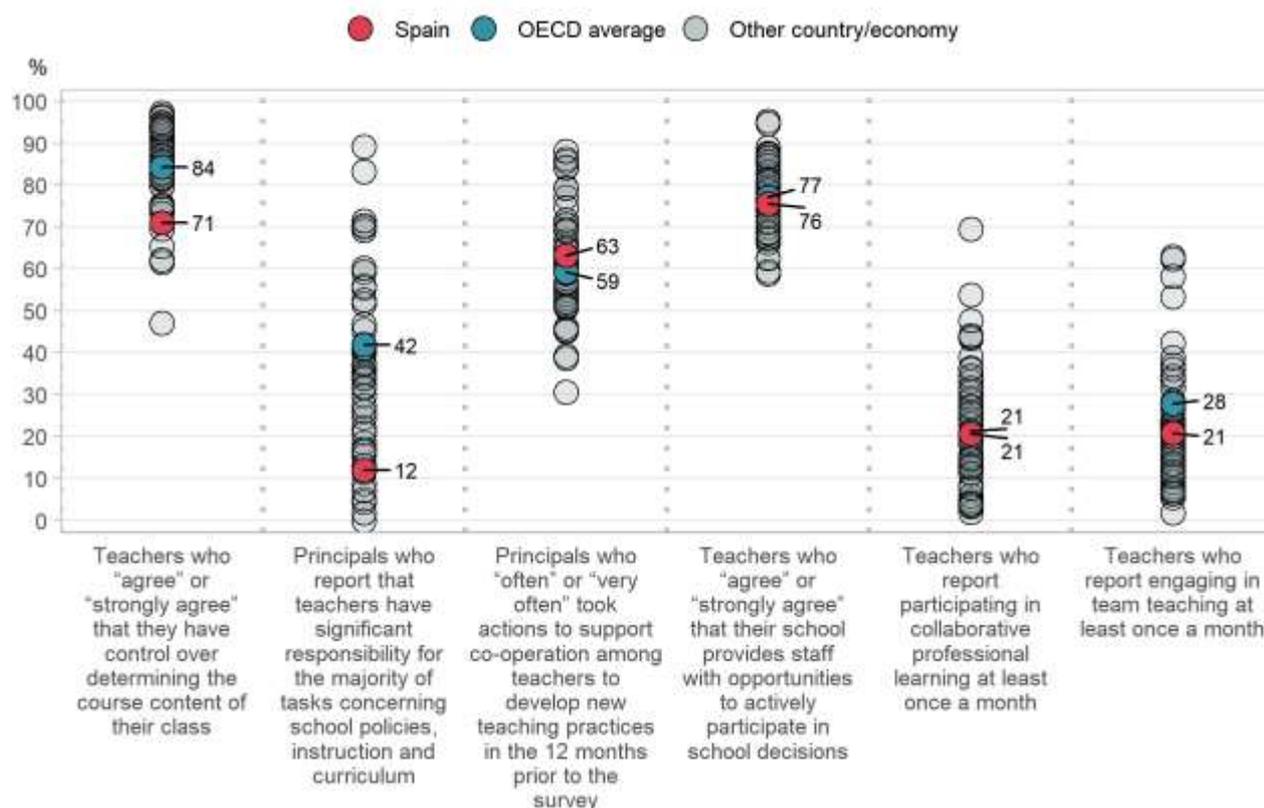
- Regarding teacher mobility, in Spain, 20% of teachers would like to change to another school if that were possible (OECD average). On average across the OECD, teachers who would like to change to another school are less satisfied with the profession, did not pick teaching as a first-choice career and 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. In Spain, 18% Eighteen percent of teachers in Spain report that they would like to leave teaching within the next five years (OECD average). Furthermore, 4% of teachers age 50 or less in Spain would like to leave teaching in the next five years, which is lower than the OECD average (14%).
- 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 Spain, 11% of teachers report experiencing stress in their work "a lot", which is lower than the OECD average (18%).
- Almost half of the teachers in the 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 Spain, the three most prevalent sources of stress teachers experience at work "quite a bit" or "a lot" are having too much marking, administrative tasks and keeping up with changing requirements from local, municipal/regional, state or national/federal authorities. 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 and addressing parent or guardian concerns.
- On average across the OECD countries and economies in TALIS, teachers who report experiencing stress in their work "a lot" are twice as likely as colleagues with lower levels of stress to report that they will stop working as teachers in the next five years. In Spain, teachers who report experiencing stress at their work "a lot" are 80% more likely to want to leave teaching in the next five years.

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 Spain, 71% 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. In Spain, teachers reporting higher levels of control over their class are more likely to report working in innovative school environments.

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 Spain, 77% of teachers say that they work in a collaborative school culture characterised by mutual support (OECD average 81%). Furthermore, 63% of principals in Spain 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%).
- Even more, the proportion of the time that directors in Spain devote to interaction with parents and guardians of students (14%) is comparatively higher than the OECD average (10%). However, collaboration between schools remains a challenge, since only 24% of principals in Spain report having collaborated with principals of other schools on challenging tasks (37% OECD average).
- School leaders can foster collegial and participative working environments. In Spain, 76% of teachers report that their school provides staff with opportunities to actively participate in school decisions (OECD average 77%). In Spain, the proportion of teachers who indicate that their school provides staff with opportunities to actively participate in school decisions in publicly managed schools (80%) is higher than the percentage of teachers indicating the same in privately managed schools (64%). On average across the OECD, teachers reporting that their school provides staff with opportunities to actively participate in school decisions tend to engage more often in some forms of collaboration.
- School-level autonomy can be an important factor for innovation and collaboration. On average in the OECD, 63% of principals say they have significant responsibility for the majority of the school tasks. However, in Spain, only 24% of principals have significant responsibility for the majority of the school

tasks. The proportion of principals indicating that they have significant responsibility in most tasks is higher for privately managed schools (55%) than for publicly managed schools (3%).

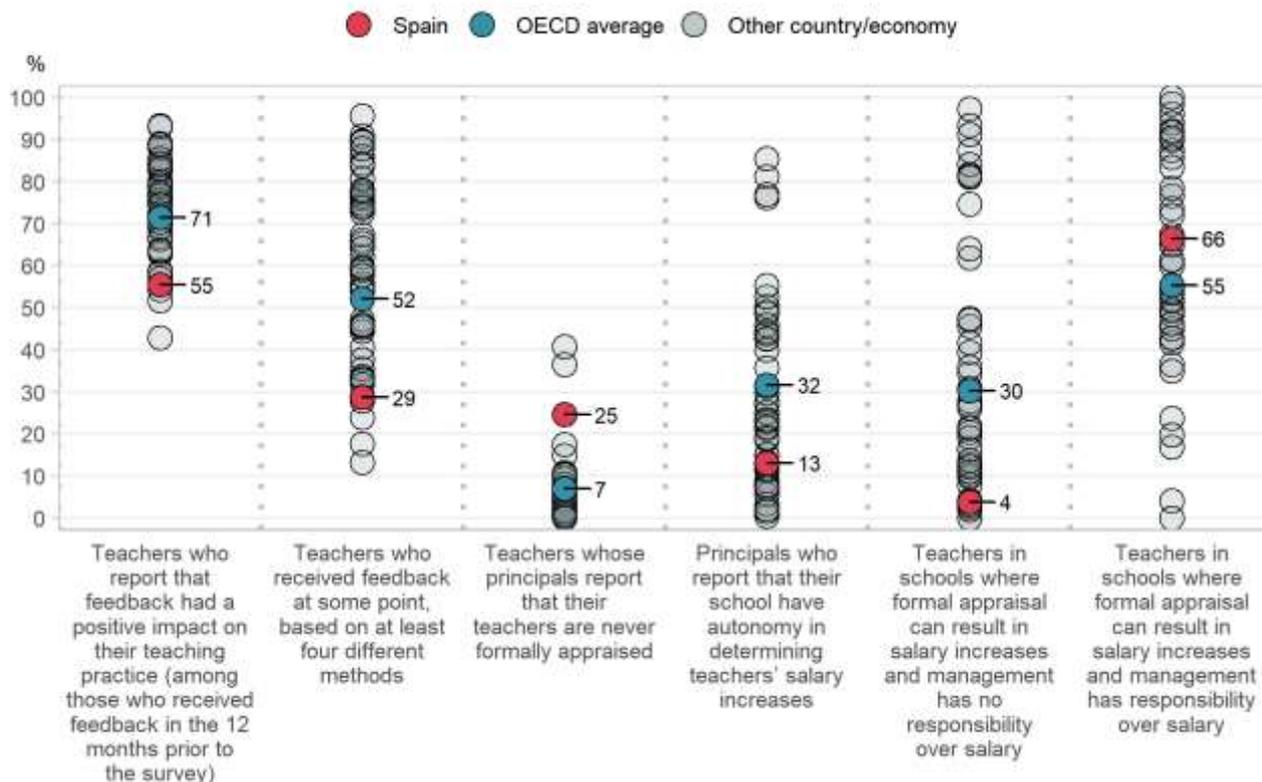
- The academic climate of a school can also be a contributing element to collaboration and innovation and the expectations that teachers have regarding the academic abilities of their students play an integral role in this climate. In Spain, 66% of principals point out that teachers have high expectations regarding student performance (82% in the OECD average). On average throughout the OECD, it is less common for school directors with a high proportion of students from households with socio-economic disadvantages to indicate that teachers have high expectations of their students, compared to their colleagues with a lower proportion of such students. This is reflected in the results of Spain, where 23% of principals in schools with a high concentration of students from households with socio-economic disadvantages indicate that teachers have high expectations of students, in contrast to 70% of principals in schools with a lower proportion of such students.
- 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 Spain, 21% of teachers report participating in collaborative professional learning at least once a month (OECD average 21%) and 21% engage in team teaching with the same frequency (OECD average 28%).
- In Spain, since 2013, there has been a significant increase in the proportion of teachers who participate at least once a month in team teaching (7 percentage points) and in feedback based on classroom observations (3 percentage points).
- Regarding exchange and co-ordination practices, the proportion of teachers attending team conferences is particularly frequent in Spain, where 76% of teachers report attending these activities at least once a month (43% average of the OECD). However, 59% of teachers point out that they never teach together as a team in the same class (average OECD 39%).

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 Spain, 17% of teachers report that they have 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 Spain the forms of feedback most commonly used are based on school-based and classroom-based results, external results of students the teacher teaches and observation of the teacher's classroom teaching.
- Although feedback based on observation of the teacher's classroom teaching is the third most commonly used form in Spain (47%), this is less than the OECD average (79%). The least reported form of feedback by teachers in Spain is that based on evaluations of teacher content knowledge (18%, compared to 51% on average in the OECD).
- In Spain, 55% 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%). In many of the countries and economies that participate in TALIS, teachers' perceptions of the impact of feedback seem to be associated with age and teaching experience. In Spain, 64% of novice teachers (five years of experience or less) report a positive impact on their practices, in contrast to 53% of the most experienced teachers (more than five years of experience). In all countries and economies participating in TALIS, including Spain, 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. Twenty-nine percent of teachers in Spain report having received feedback at some point, based on at least four different types of methods, which is lower than the OECD average (52%). In addition, 20% of teachers in Spain report receiving feedback at some point, based on at least three different types of methods, which is above the OECD average (16%).

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 Spain, 25% of teachers are in schools where school principals report that their teachers are never formally appraised, which is higher than the OECD average (7%). However, between 2013 and 2018, the percentage of teachers in a school where principals indicate that their teachers are never formally evaluated has decreased by 12 percentage points.
- In addition, 21% of teachers have school directors who point out that their teachers are formally evaluated at least once a year by individuals or external bodies (20% OECD average).
- 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 Spain, 84% 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%), and 41% 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 last five years in Spain, the proportion of teachers working in schools where appraisal sometimes results in a salary increase or a financial bonus increased by eight percentage points.
- Based on principals' responses, in Spain, 13% of schools have autonomy over determining salary increases or bonuses for teachers, which is lower than the OECD average (32%).

- In Spain, the proportion of teachers who work in schools where appraisal can result in a salary increase or financial bonus is 66% in schools where school management has responsibility over salaries (OECD average 55%). In Spain, 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 4% (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, including Spain, 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 Spain, 7 407 lower secondary teachers and 396 principals completed the TALIS questionnaires.
- 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.2.10, II.2.15 and II.2.27; for Section II are: Tables II.3.4, II.3.6, II.3.7, II.3.10, II.2.22, II.2.63, II.2.43, II.2.47 and II.2.67; for Section III are: Tables II.5.5, II.5.11, II.5.12, II.5.37, II.5.42, II.5.45, II.4.4., II.4.24, II.4.34 and II.4.17; and for Section IV are: Tables II.4.37, II.4.44, II.4.47, II.4.48, II.4.55, II.3.33, 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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