

RESULTS FROM TALIS 2013

ENGLAND

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

Effective teaching and teachers are key to ensuring that students perform to the best of their abilities. So how can countries prepare, develop and incentivise teachers to face the diverse challenges in today's schools?

Engage teachers in school decisions to ensure that teachers feel valued in England

- One way to help teachers feel valued is to involve them as professionals in school decisions. Although only 35% of teachers perceive their profession as being valued by society (compared with 31% on average in TALIS countries), those who report that their school provides staff with the opportunity to participate in school decisions are more than twice as likely to say that teaching is a valued profession.

Deepen the content and duration of teachers' professional development activities

- Teachers in England report high levels of access to professional development at nearly no cost to themselves (92% undertook professional development in the last 12 months, of which 93% paid nothing at all).
- However, the number of days spent on professional development activities is below the TALIS average, and, although the availability of formal induction and mentoring programmes is almost universal according to headteachers in England, teachers in England reported lower levels of participation in professional development activities that include educational conferences or seminars, individual or collaborative research and professional qualifications.

Encourage provision of meaningful feedback to improve teaching practice

- One way to develop teachers' teaching practice in England might be to increase the quality of appraisals and feedback. Despite nearly all teachers in England reporting the use of formal appraisal (99% report receiving feedback following observation of their teaching and 70% after an analysis of their students' test scores), relatively few teachers in England are positive about the outcomes of this feedback.
- Indeed, compared to the TALIS average, approximately one third fewer teachers in England say they see a moderate or large positive change in their motivation, public recognition, job satisfaction or responsibilities after they receive feedback on their work.
- Making appraisal and feedback meaningful is especially important for teachers' feelings of self-efficacy and job satisfaction in England. Those teachers who believe that appraisal and feedback influence their teaching also report higher job satisfaction, whereas those who feel that it is only an administrative exercise report lower self-efficacy.

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

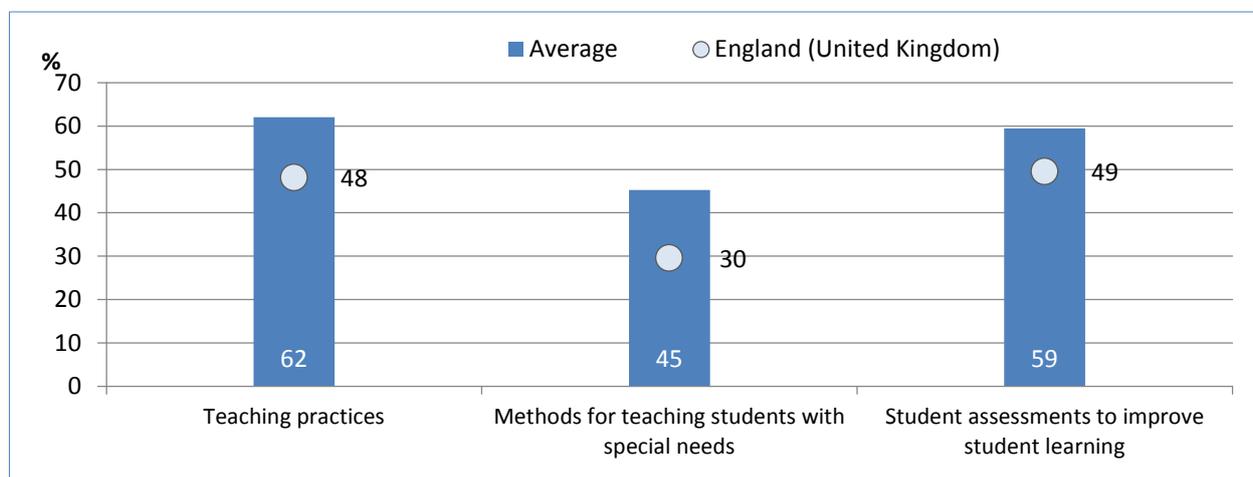
The typical teacher and headteacher in England

Typical teacher in TALIS countries	Typical teacher in England
68% are women Is 43 years old on average	63% are women Is 39 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	92% completed a teacher education or training programme
Has an average of 16 years of teaching experience	Has an average of 12 years of teaching experience
82% are employed full time and 83% have a permanent contract	86% are employed full time and 94% have a permanent contract
Teaches in a class with 24 students on average	Teaches in a class with 24 students on average

Typical headteacher in TALIS countries	Typical headteacher in England
51% are men Is 52 years old on average	62% are men Is 49 years old on average
96% completed university or other equivalent higher education	99% 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	96% completed a teacher education or training programme, 76% a school administration/principal training programme and 66% instructional leadership training
Has an average of 9 years of experience as a headteacher and 21 years of teaching experience	Has an average of 8 years of experience as a headteacher and 25 years of teaching experience
62% are employed full time without teaching obligations and 35% are employed full time with teaching obligations	63% are employed full time without teaching obligations and 35% are employed full time with teaching obligations
Works in a school with 546 students and 45 teachers on average	Works in a school with 890 students and 67 teachers on average

Impact of teacher feedback in England

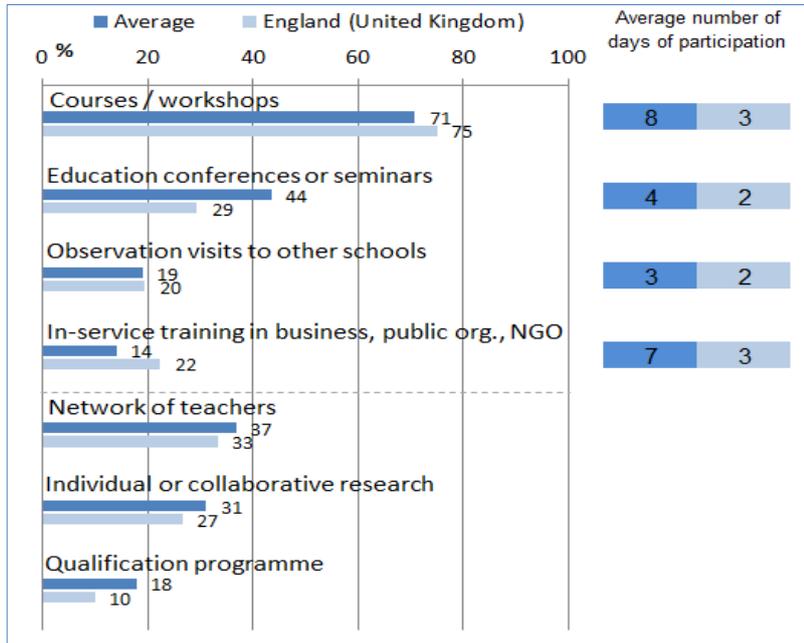
Percentage of teachers who report a moderate or large positive change in these areas after they received feedback on their work



- 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 England, fewer teachers report that the feedback they received led to positive changes in their teaching practices (48%), their methods for teaching special-needs students (30%) or their use of student assessment to improve student learning (50%).

Participation in professional development (PD) in England

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



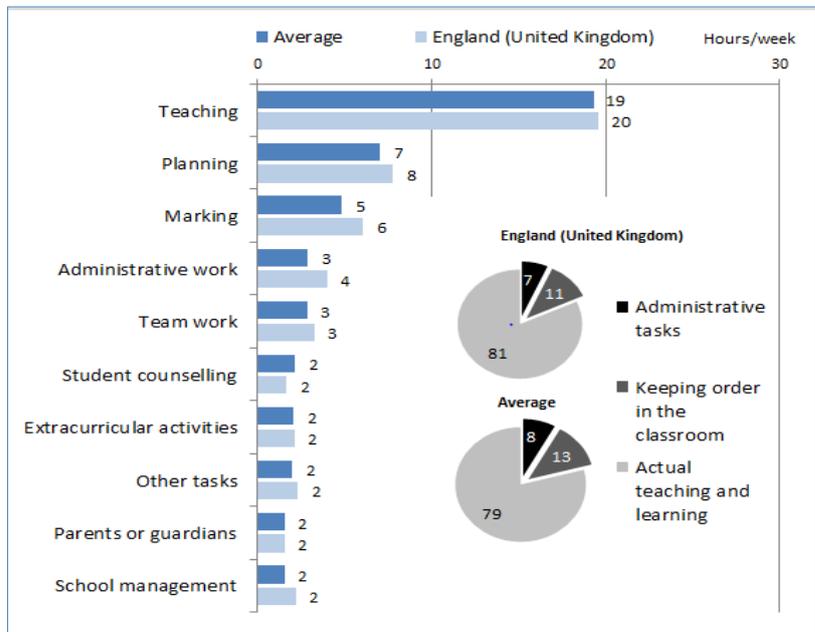
- Teachers in England report higher participation rates than average across TALIS countries for courses and workshops (75%) and in-service training in outside organisations (22%), but lower than average participation in more in-depth activities, such as those involving research or formal qualifications.
- Indeed, only 1 in 10 teachers in England reports having taken part in a qualification programme during the last year.

- The average number of days that teachers in England report spending on professional development activities in the last 12 months is around half the number of days reported on average across TALIS countries.

Teachers' work in England

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

- Teachers in England reported working more hours in the most recent calendar week than teachers on average in other TALIS countries.
- The great majority of teachers' lesson time is spent teaching. On average in TALIS countries and in England, teachers report spending around 80% of their lesson time on actual teaching and learning.
- Teachers in England report spending a slightly higher proportion of their time on administrative tasks than is the average in TALIS countries.



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 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 headteacher 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 England (United Kingdom), 2 496 lower secondary teachers and 154 headteachers from 154 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