

RESULTS FROM TALIS 2013

SWEDEN

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

Teachers do not feel the profession is valued, which can hinder teacher recruitment and retention

- Only 5% teachers in Sweden reports that teaching is a valued profession in society, compared with 59% in Finland, 31% in Norway and the TALIS average of 31%.
- Even though most teachers in Sweden (above 90%) enjoy working at their current school and are satisfied with their performance, only slightly more than half (53%) indicate that they would choose to be teachers again and 18% report that they regret becoming a teacher.
- Attracting experienced teachers to challenging schools is difficult. In Sweden, experienced teachers are less likely to work in schools with larger proportions of students from socio-economically disadvantaged homes or who use a language different from Swedish.

Principals should play a key role in the improvement of teaching practices in schools

- Principals in Sweden report having completed strong leadership training, but compared with the TALIS average, they have less working experience both as principals and as teachers. Moreover, only 7% have teaching obligations, which may keep them somewhat detached from the core job of the school. They report spending the largest part of their time on administration (51%), devoting only 19% of their time to curriculum and teaching tasks.

More professional support could increase teachers' self-efficacy and job satisfaction

- In Sweden, there is a positive association between mentoring, peer observation and coaching, and teachers' sense of self-efficacy and job satisfaction. However, teachers in Sweden report lower participation than average in induction and mentoring activities. Also, a slight majority of Swedish teachers report (57%) never observing other teachers' lessons or giving them feedback.
- Feedback on teachers' performance is positively related to their self-efficacy and job satisfaction. Nevertheless, nearly one in three Swedish teachers (32%) reports never having received feedback (the TALIS average is 12%). Most TALIS teachers get feedback from multiple sources, which could be an indicator of teacher collaboration or distributive leadership. However, most Swedish teachers report receiving feedback from only one source, the principal, who tends to spend most of his or her working time on administrative tasks.

Teachers in Sweden report using different teaching practices

- Teachers in Sweden report a somewhat different pattern of teaching practices than do teachers in other TALIS countries. They more seldom report checking students' exercise books or homework and less often refer to problems from everyday life or work to demonstrate why new knowledge is useful. On the other hand, they more often report giving different work to students who have difficulties learning or to those who can advance faster.

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

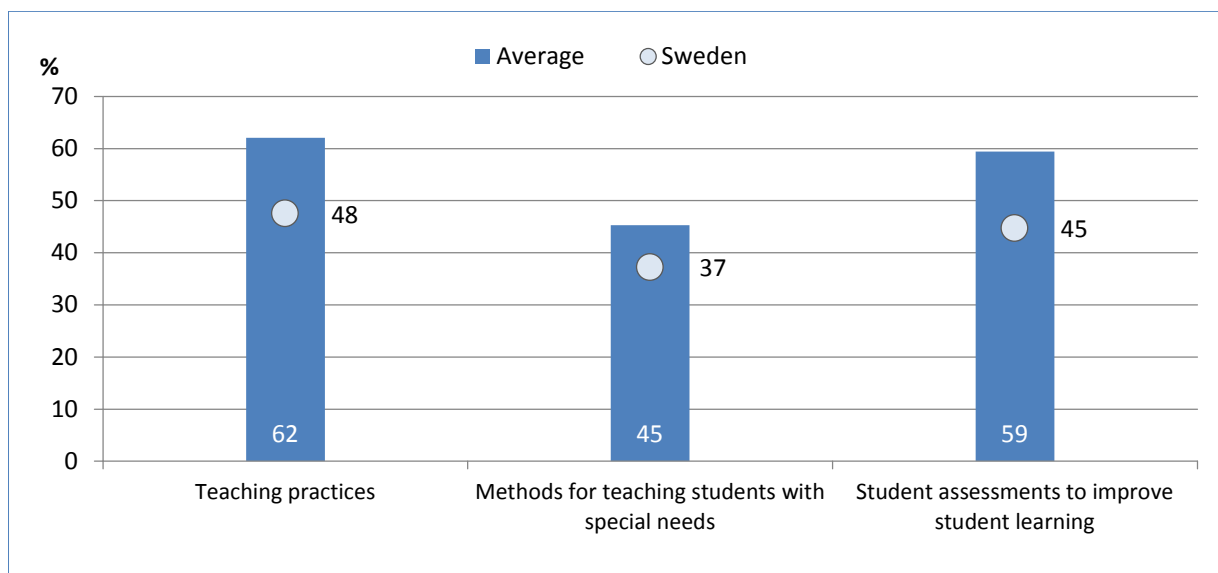
The typical teacher and principal in Sweden

Typical teacher in TALIS countries	Typical teacher in Sweden
68% are women Is 43 years old on average	66% are women Is 46 years old on average
91% completed university or other equivalent higher education	89% completed university or other equivalent higher education
90% completed a teacher education or training programme	90% completed a teacher education or training programme
Has an average of 16 years of teaching experience	Has an average of 16 years of teaching experience
82% are employed full time and 83% have a permanent contract	78% are employed full time and 89% have a permanent contract
Teaches in a class with 24 students on average	Teaches in a class with 21 students on average

Typical principal in TALIS countries	Typical principal in Sweden
51% are men Is 52 years old on average	45% are men Is 51 years old on average
96% completed university or other equivalent higher education	89% 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, 91% a school administration/principal training programme and 90% instructional leadership training
Has an average of 9 years of experience as a principal and 21 years of teaching experience	Has an average of 7 years of experience as a principal and 14 years of teaching experience
62% are employed full time without teaching obligations and 35% are employed full time with teaching obligations	92% are employed full time without teaching obligations and 7% are employed full time with teaching obligations
Works in a school with 546 students and 45 teachers on average	Works in a school with 374 students and 35 teachers on average

Impact of teacher feedback in Sweden

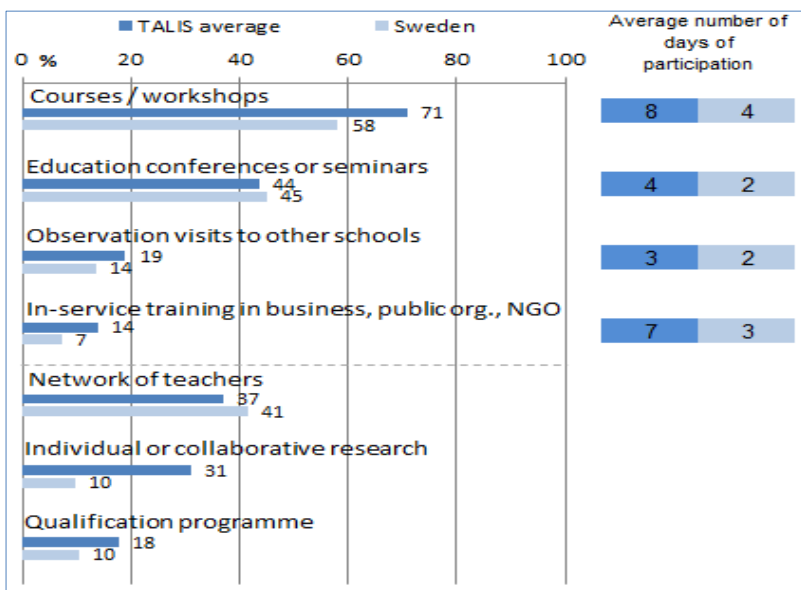
Percentage of teachers who report a moderate or large positive change in these areas after they received feedback on their work



- 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 Sweden, fewer teachers report that the feedback they received led to positive changes in their teaching practices (48%), their methods for teaching special-needs students (37%) or their use of student assessment to improve student learning (45%).

Participation in professional development (PD) in Sweden

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



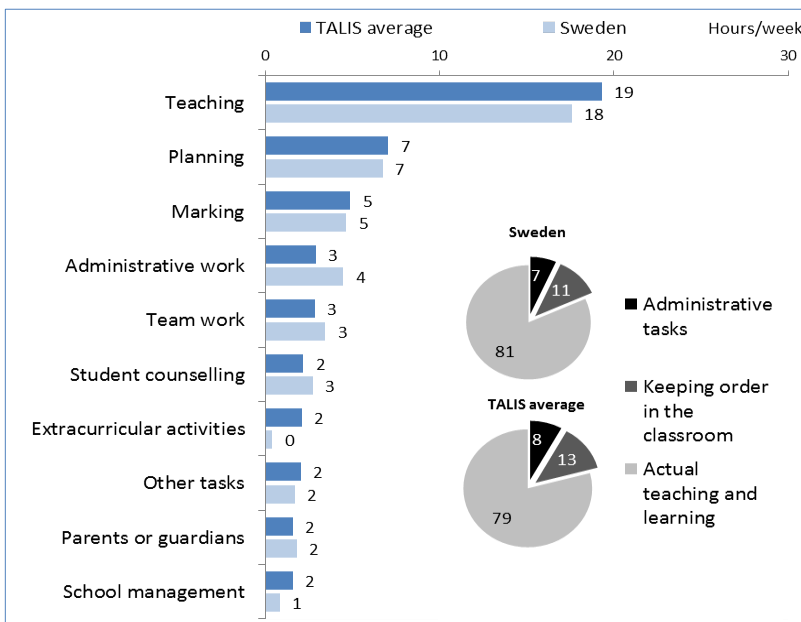
- Teachers in Sweden tend to report higher participation rates than average for some PD activities, such as education conferences (45%) and networks of teachers (41%), and lower rates for others, including in-service training in outside organisations (7%), courses/workshops (58%) and individual or collaborative research (10%).
- Teachers in Sweden report a lower positive impact from PD activities on their teaching in all studied areas, compared with the TALIS average.

- Teachers in Sweden tend to report spending fewer days than average engaging in PD activities in the past 12 months. On average they report spending four days on courses and workshops (compared with eight days on average for all TALIS countries).

Teachers' work in Sweden

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

- During an average lesson the great majority of teachers' time is spent teaching. On average in TALIS countries and in Sweden, teachers report spending around 80% of their lesson time on actual teaching and learning.
- Teachers in Sweden report spending 11% of their lesson time keeping order in the classroom.
- Teachers in Sweden report spending similar numbers of hours each week performing a variety of work-related tasks compared to the TALIS average.



- Teachers in Sweden report spending 18 hours on teaching and 4 hours on administrative work during a work week

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 Sweden, 3 319 lower secondary teachers and 171 principals from 186 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