



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.

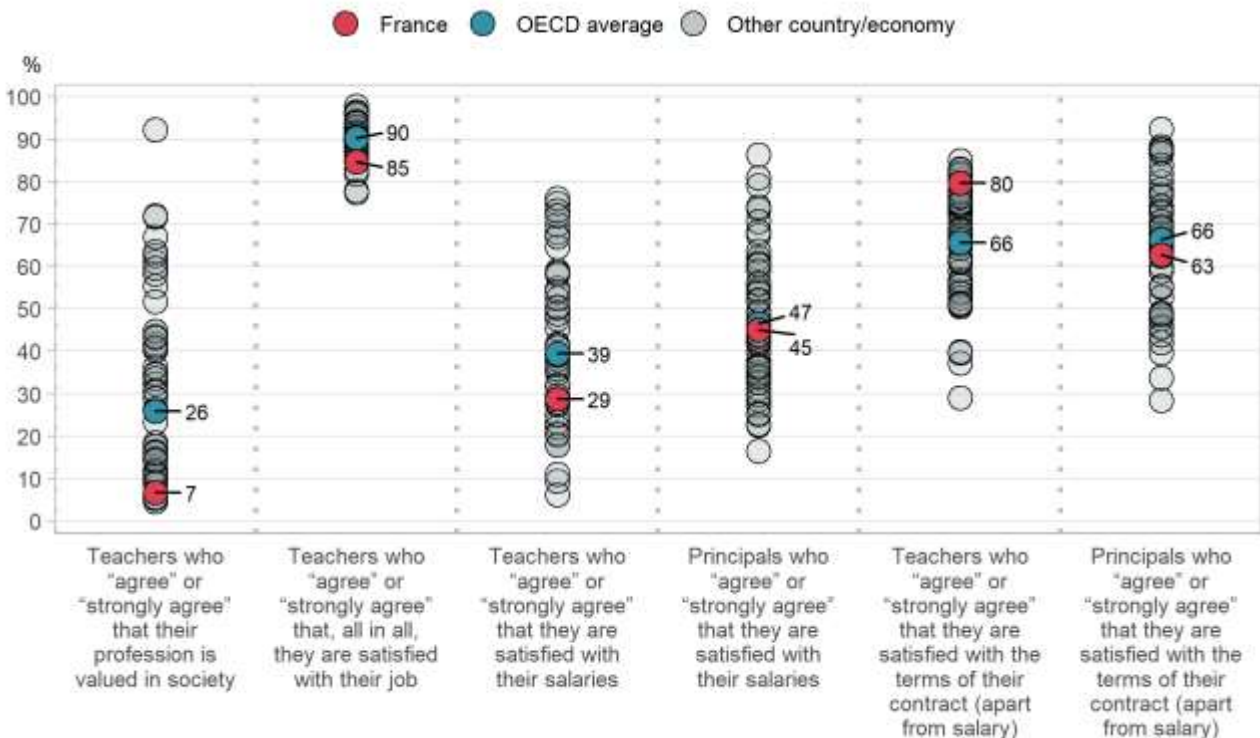
France

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 France, the perceived prestige of the profession is an issue, with only 7% of teachers agreeing that “the teaching profession is valued in society”, well below the OECD average (26%). Likewise, only 7% of teachers report that their profession is valued by the French media and a similar percentage believe that their views are valued by policy makers. This can impede the ability of the education system to attract future generations to the profession.

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.

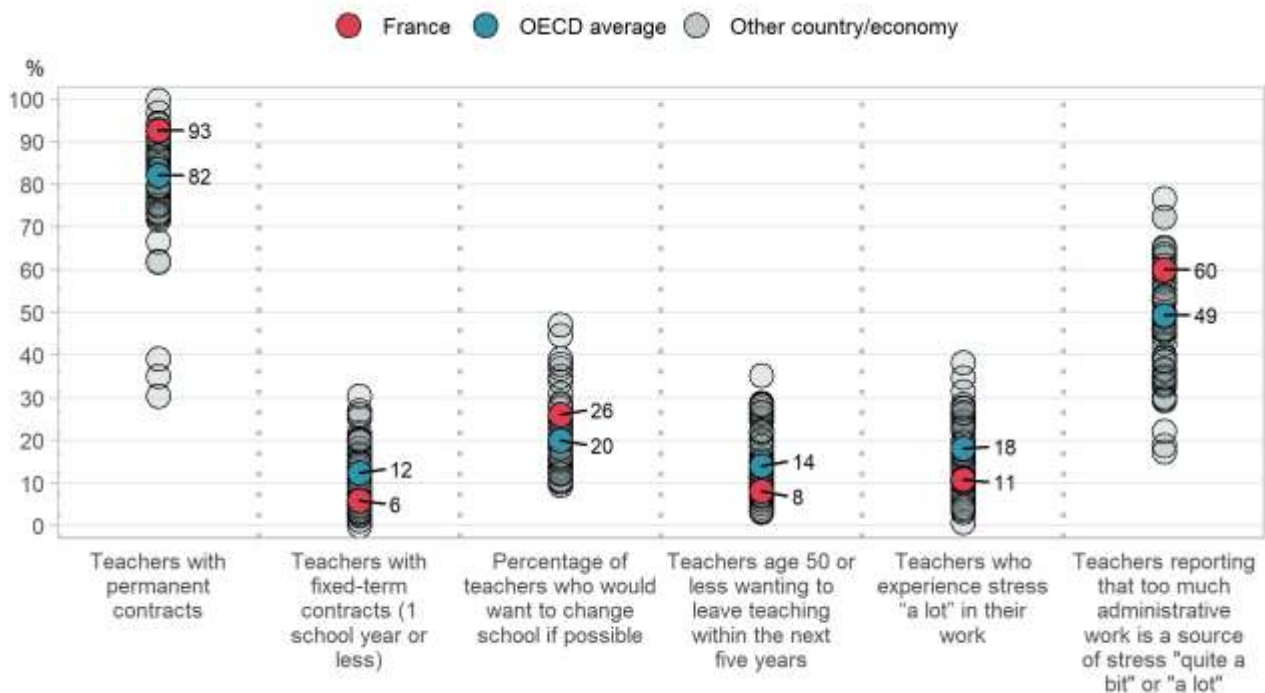
- Between 2013 and 2018, the percentage of teachers reporting that the profession is valued in society has increased in almost half of the countries and economies with available data. This is the case for France, where the percentage of teachers reporting that the teaching profession is valued in society has increased by two 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. Overall, teachers in France appear to be satisfied with their job with 85% of them reporting that, "all in all, they are satisfied with their job" – although this is slightly below the OECD average (90%) – and teachers in France are far less likely than their OECD peers to agree that "the advantages of being a teacher clearly outweigh the disadvantages" (55% in France, compared to 76% across the OECD). Satisfaction patterns of teachers in France are, however, different from those of other countries. If teacher in France tend to be more satisfied with the terms of their teaching contract (80% for France, 66% for the OECD average), this is not the case concerning their salary. Indeed, only 29% of teachers report being satisfied with their salaries in France, 10 percentage points below the OECD average (39%).
- School principals are, overall, more satisfied than teachers: 92% of school leaders report that, all in all, they are satisfied with their job, which is higher than for teachers (85%) and broadly aligned with the OECD average (95% of satisfied principals). Moreover, looking into details, 45% of school leaders in France are satisfied with their salaries (29% for teachers), but 63% of school leaders report being satisfied with the terms of their contract (apart from salary), which is lower than for teachers (80%).
- Concurrent with the results mentioned previously, 64% of school leaders agree that "the advantages of this profession clearly outweigh the disadvantages" (55% for teachers). However, while this proportion has not changed significantly for teachers over the past five years, it has decreased by 11 percentage points for principals, from 75 to 64%. This calls for a closer examination of the reasons behind this trend, as it could suggest a declining attractiveness of leadership roles.

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 France, 93% of teachers have a permanent contract (an ongoing contract with no fixed end-point before the age of retirement) (OECD average 82%). At the same time, 6% of teachers in France are employed on contracts of one year or less, which is lower than the average in the OECD countries and economies participating in TALIS (OECD average 12%). In the last five years in France, the proportion of teachers with a contract of one year or less has increased by two percentage points. In France, teachers who are employed on this type of contract tend to report lower levels of self-efficacy for teaching.
- Regarding teacher mobility, in France, 26% of teachers would like to change to another school if that were possible (OECD average 20%). On average across the OECD, teachers who would like to change to another school are less likely to be 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 France, this is an issue less prevalent than in other countries, since 18% of teachers in France report that they would like to leave teaching within the next five years (OECD average 25%). Furthermore, only 8% of teachers aged 50 or less in

France would like to leave teaching in the next five years in France, which is lower than the OECD average (14%).

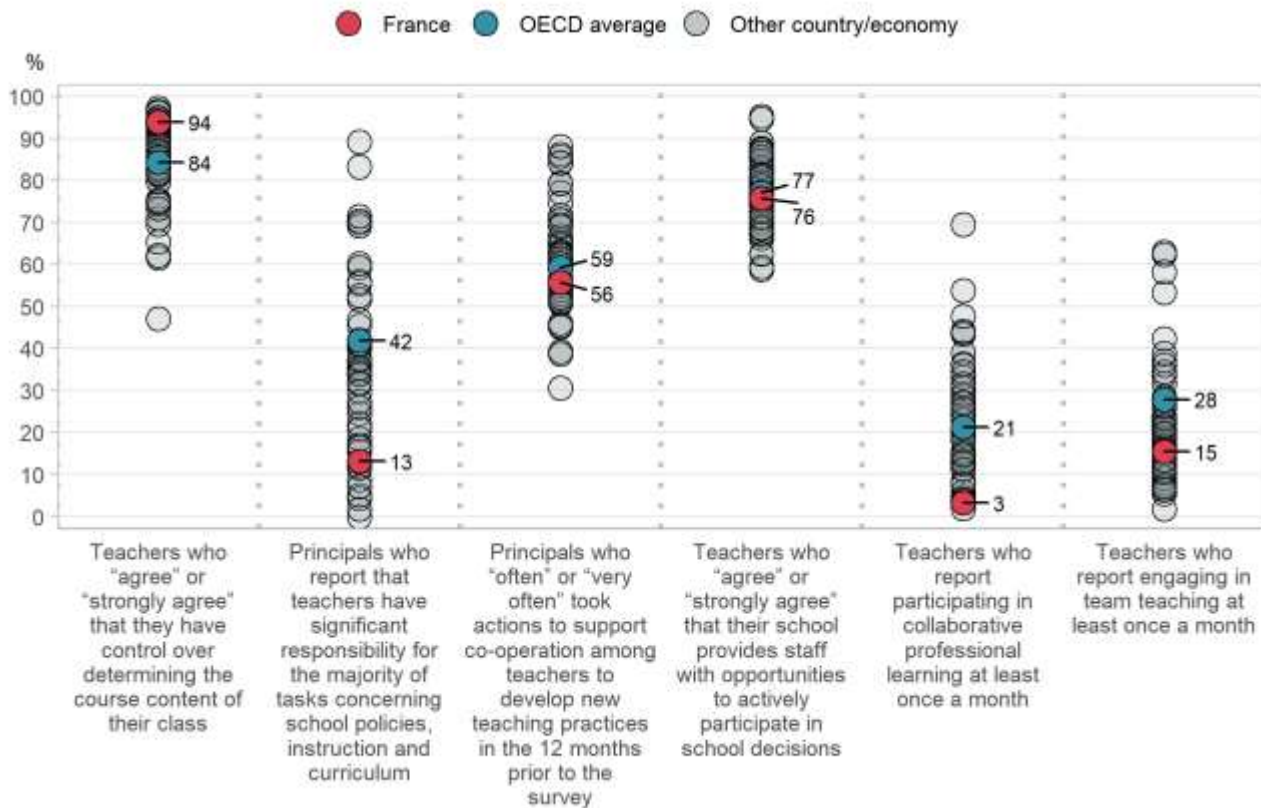
- Acute stress at work can be associated with teachers' job satisfaction and their intention to continue teaching. Furthermore, stressful environments and situations may affect the practices and motivation of teachers and principals, and even student achievement. In France, 11% of teachers report experiencing stress in their work "a lot", which is lower than the OECD average (18%), meaning that teachers in France seem less exposed to high levels of stress than their peers in other OECD countries.
- However, teachers in France are more likely than their OECD peers to identify many factors as sources of stress. The three most commonly reported sources of stress for lower-secondary teachers are "Keeping up with changing requirements from local, municipal/regional, state or national/federal authorities" (for 65% of them), "Having too much marking" (for 64% of them) and "Having too much administrative work to do" (for 60% of them).
- For principals, the three most prevalent sources of stress are having too much administrative work to do (for 83% of them), maintaining school discipline (for 70% of them) and keeping up with changing requirements from local, municipal/regional, state or national/federal authorities (for 70% of them).
- 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 their colleagues with lower levels of stress to report that they will stop working as teachers within the next five years. In France, teachers who report experiencing stress at their work "a lot" are between two and three times more likely to want to leave teaching within 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 France, 94% 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.
- But opportunities for teachers to have a voice in developing the school vision and goals are an integral component of teacher leadership. And in France, only 13% of principals report that their teachers have significant responsibility for the majority of the tasks related to school policies, curriculum and instruction, which is lower than the OECD average (42%).
- TALIS findings also highlight that, in France, there is insufficient autonomy of schools and their leaders, particularly with respect to principals' responsibilities over staffing, budget and curriculum. While a majority of principals report that their school has autonomy over decisions on budget allocations within the school (94% for France, compared to 71% for the OECD average), student disciplinary policies and procedures (92% for France, compared to 87% for the OECD average) and choice of learning materials (91% for France, compared to 87% for the OECD average), only 20% of principals report that they are autonomous in appointing or hiring teachers and less than 8% have a say on dismissing or suspending teachers from employment.
- Thus, it is no surprise that 26% of lower secondary principals and 59% of primary principals agree that they cannot influence decisions that are important for their work.

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. But in France, only 73% of teachers say that they work in a collaborative school culture characterised by mutual support, which is less than the OECD average (81%). In addition, 56% of principals in France 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%).
- School leaders can foster collegial and participative working environments. In France, 76% of teachers report that their school provides staff with opportunities to actively participate in school decisions (OECD average 77%). 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.
- 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 France, only 3% of teachers report participating in collaborative professional learning at least once a month (OECD average 21%) and 15% engage in team teaching with the same frequency (OECD average 28%).
- Yet, teachers in France seem to be extremely devoted to their profession and committed to students' academic success, with almost all of principals (97% for France, compared to 82% for the OECD average) reporting that teachers hold high expectations for student achievement. And France ranks as

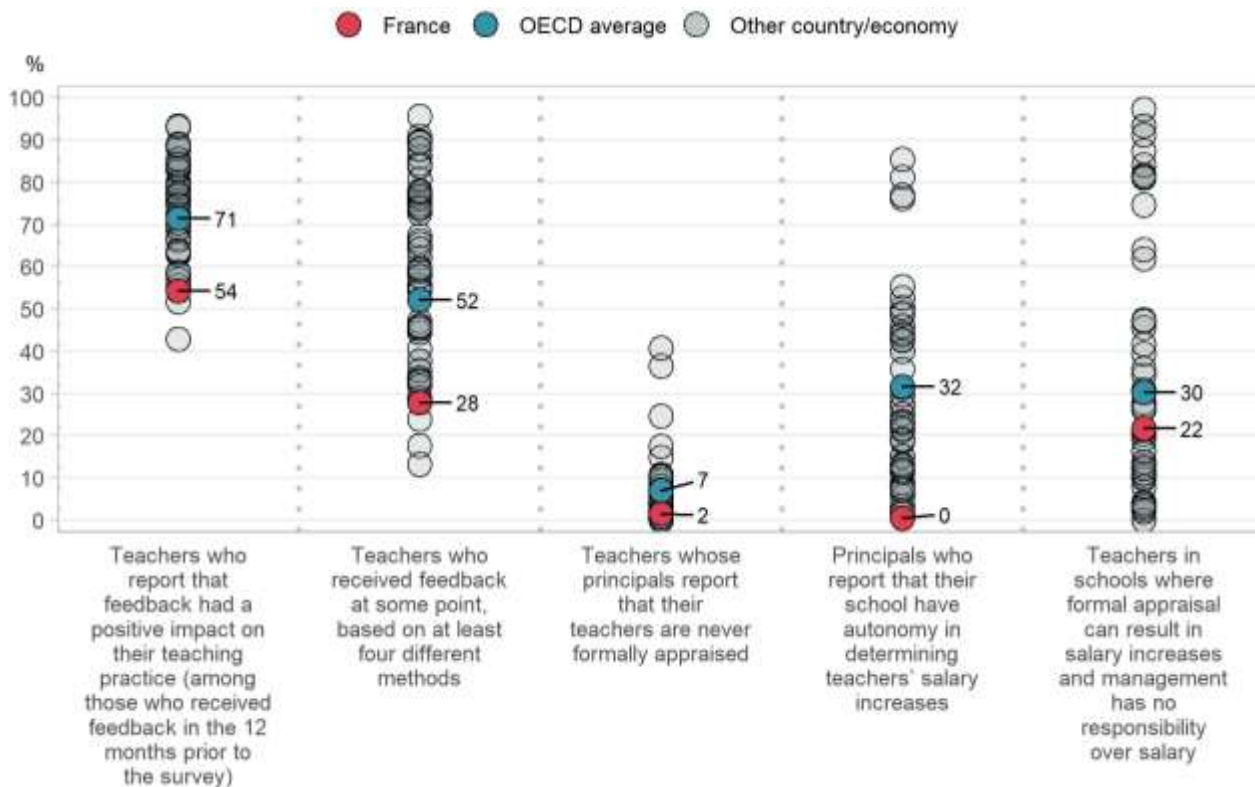
one of the countries participating in TALIS 2018 with the highest proportion of teachers reporting that they engage in discussions about the learning development of specific students at least once a month.

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. If only 14% of teachers in France report that they had never received feedback in their schools (OECD average 10%), this conceals a lack of a strong feedback culture within schools. Indeed, while 70% of teachers have received feedback from an external source/body, only 52% received feedback from their school principal/management team, and even fewer (32%) received feedback from their colleagues.
- Concurrently, only 54% of teachers who received feedback in the 12 months prior to the survey report that it had a positive impact on their teaching practice, well below the OECD average (71%). In all countries and economies participating in TALIS, including France, 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. However, only 28% of teachers in France report having received feedback at some point, based on at least four different types of methods, which is much lower than the OECD average (52%).
- 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 France the forms of feedback most commonly used are based on observation of the teacher's classroom teaching, assessment of the teacher's content knowledge and school-based and classroom-based results.

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, which refer to the formal evaluation of teachers, encourage continuous improvement of their practice by providing opportunities to acknowledge and reward teachers for their efforts. Appraisal is widely spread in France, as only 2% of teachers work in schools where school principals report that their teachers are never formally appraised, which is lower than the OECD average (7%). If this figure highlights the prevalence of appraisal in France, it conceals that the modalities of appraisals have changed significantly over the past five years. Indeed, the percentage of teachers whose school principals report that their teachers are formally appraised at least once per year by the principal or school management team has dropped by close to 50 percentage points, from 87% to 38%.
- 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 France, appraisal typically results in formative consequences, such as discussions to remedy any weaknesses identified (for 93% of teachers), the appointment of a mentor (91%) and the development of a training/development plan (88%). Consequences in terms of salary increase or bonus are far less common (22%).
- The goal of ensuring good performance and compliance with standards can be linked to performance incentives, such as wage increases and financial bonuses. If formative consequences of appraisal are widespread in France, consequences in terms of salary increase or bonus are far less common, with 22% of teachers working in schools where appraisal sometimes results in a salary increase or a financial. In the last five years in France, this proportion of teachers remained stable.
- Based on principals' responses, in France, 0% of schools have autonomy over determining salary increases or bonuses for teachers, which is lower than the OECD average (32%).
- In France, in schools where management does not have autonomy over salaries, the proportion of teachers where appraisal can result in a salary increase or financial bonus is 22% (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 France, 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 France, 3 006 lower secondary teachers and 195 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.2.27 and II.5.47; for Section II are: Tables II.3.6, II.2.22, II.2.63, II.2.43, II.2.47, II.2.67 and II.5.42; for Section III are: Tables II.5.37, II.4.24 and II.4.17; and for Section IV are: Tables II.4.37, II.4.40, II.4.44, II.4.55, II.3.42; II.3.33 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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