Creating Effective Teaching and Learning Environments - First Results from TALIS

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Policies to support effective teaching and learning

- Effective teaching through appraisal and feedback
- Preparing and supporting a high quality teaching force
- Effective school leadership
Why TALIS?

- **Education at a Glance**
  - Annual international indicators

- **OECD thematic studies**
  - Teachers Matter
  - Improving School Leadership

- **PISA**
  - Assessing the competences of 15-year-olds
What is TALIS?

<table>
<thead>
<tr>
<th>Australia</th>
<th>Lithuania</th>
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<td>Austria</td>
<td>Malta</td>
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<td>Belgium (Fl)</td>
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<td>Brazil</td>
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<td>Italy</td>
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<td>Korea</td>
<td>Turkey</td>
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- 24 participating countries
- School year 2007-08
Conditions for effective learning

5555

1st results from TALIS
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OECD Teaching and Learning International Study (TALIS)

Fig. 4.13

Country means of teacher self-efficacy and job satisfaction (2007-08)
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OECD Teaching and Learning International Study (TALIS)

How much time is actually used for learning

- Keeping order in the classroom
- Administrative tasks
- Actual teaching and learning

Countries are ranked in descending order of the percentage of actual teaching and learning time.

Source: OECD, TALIS Database.
The Quality of the Classroom Environment (2007-08)
Student discipline

A better disciplinary climate is more often found in classrooms where:

- Teachers adopt more structuring in their teaching practices
- Class sizes are smaller
- Teachers are more experienced
Effective teaching through appraisal and feedback

TALIS shows that
Teachers who receive recognition for good performance from the principal or colleagues feel more effective
Teacher appraisal and feedback

Teachers generally report that appraisal and feedback make a difference in their work. The more feedback they receive on specific aspects of their work, the more they trust in their abilities to address the respective teaching challenges.
But some teachers are left alone

Teachers who received no appraisal or feedback and teachers in schools that had no school evaluation in the previous five years

OECD Teaching and Learning International Study (TALIS)
Does appraisal and feedback make a difference for teaching?

Percentage of teachers reporting that appraisal and feedback led a development or training plan to improve their teaching.
Lack of incentives in some countries

Teachers who would receive increased rewards if they improve the quality of their teaching

Figure 5.7
Perception of teachers of the appraisal and feedback and its impact in their school (2007-08)

- Teachers who agree that sustained poor performance would be tolerated by the rest of the staff

- Teachers who agree that the most effective teachers receive the greatest rewards in their school

Source: OECD. Table 5.9.
Teacher appraisal and feedback

- An appraisal system and career structure that:
  - gives incentives to teachers
  - focuses upon and promotes innovation and effectiveness
- Would better assist school improvement programmes and efforts to increase school effectiveness
Preparing and supporting a high-quality teaching force

The quality of an education system cannot exceed the quality of its teachers
How well prepared are teachers?

Percentage of teachers whose school principal reported that teachers’ lack of pedagogical training hinders instruction in their school a lot or to some extent.

Source: TALIS, Table 2.8.
Comparison of the level and intensity of participation in professional development (2007-08)

Source: OECD. Table 3.1
Figure 3.9

OECD Teaching and Learning International Study (TALIS)

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Teacher had to pay none of the costs of the professional development of their teachers and school systems support the professional development.

Korea
Mexico
Australia
Poland
Portugal
Spain
TALIS Average
Israel
Ireland
Norway
Turkey
Slovenia
Malta

Belgium (FL)
Creating Effective Teaching and Learning Environments (TALIS)

The teachers who paid most also did most professional development.
But demand is not satisfied
International average of percentage of teachers reporting a high level of need

- Special learning needs
- ICT teaching skills
- Student discipline
- Teaching practices
- Subject field
Relatively few teachers participate in the kinds of professional development which they find has the largest impact on their work.
Professional development

Countries are investing significantly in teachers’ professional development.

There is a lack of suitable development activities on offer to satisfy teachers’ demand and it is notable that those teachers who take part in more days of development are more likely to have to contribute towards the cost themselves.

This calls for a review to better match demand and supply and balancing cost and benefit.
School leadership

Pedagogical leadership evident in all countries but to varying degrees

In a number of countries, where school leaders adopt a stronger pedagogical leadership role there is:

- more collaboration between teachers
- better student-teacher relations
- greater recognition given to teachers for innovative teaching practices and
- more emphasis on developmental outcomes of teacher appraisals.
Key policy messages

- Systems that empower teachers to reach the highest standards
  - Effective appraisal and feedback systems
  - Professional development that better meets the needs of teachers
  - School leadership that provides pedagogical leadership as well as administrative management
Thank you for listening!

www.oecd.org/edu/TALIS