Teaching & Learning

TALIS 2018 RESULTS (VOLUME I) TEACHERS AND SCHOOL LEADERS AS LIFELONG LEARNERS

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WHAT TALIS 2018 IMPLIES FOR POLICY?





Empower teachers and school leaders as agents of change

Support the professional growth of teachers and school leaders

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Attract quality teachers and school leaders



Promote quality teaching for every student

Develop teachers and school leaders' professionalism

> Provide high-quality initial education



 How to attract and retain quality teachers and school leaders?

 Monitoring workforce dynamics

Develop teachers and school leaders' professionalism Attract quality teachers and school leaders

Spending priorities in education as identified by teachers



%

Percentage of teachers who reported the following spending priorities to be of "high importance"

	0	10	20	30	40	50	60	70 70
Reducing class sizes by recruiting more staff								
Improving teacher salaries								
Offering high quality professional development for teachers								
Reducing teachers' administration load by recruiting more support staff								
Improving school buildings and facilities								
Supporting students with special needs								
Investing in ICT								
Supporting students from disadvantaged or migrant backgrounds						OECD a		2-31
Investing in instructional materials	5					Sloveni	a	

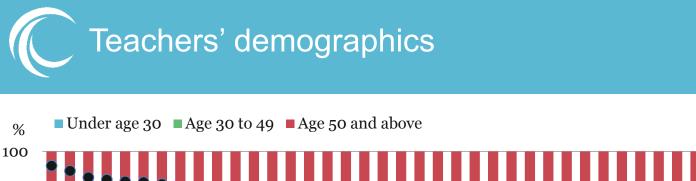
Build a motivated and efficient teacher and principal workforce through fulfilling working conditions



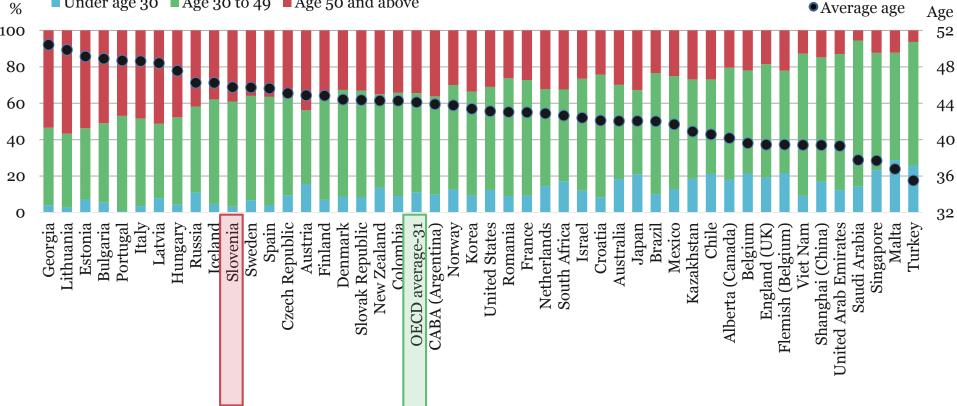
• Policy pointer:

Engage in a dialogue with the profession to improve the financial package and working conditions of teachers over time

- How to allocate limited resources? How to achieve efficiency gains? (complex trade-offs and choices)
- Rethinking of teaching models and the way space, people and time are organised and deployed within the system

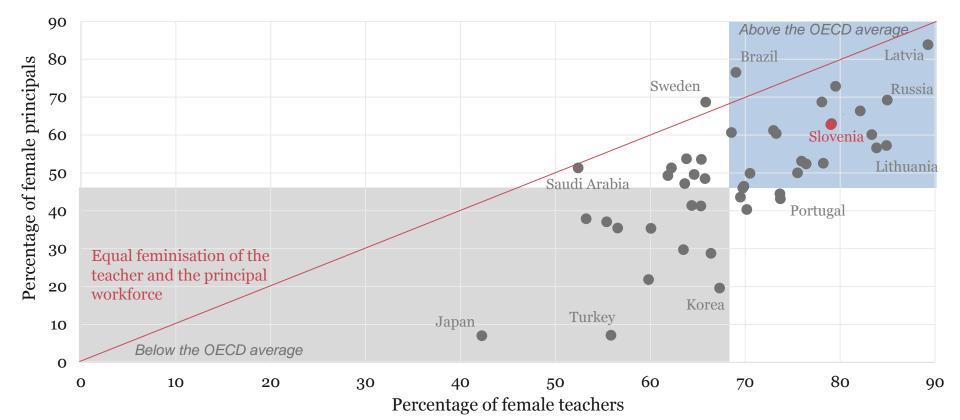
















• Policy pointers:

- > Take action to prepare for the renewal of the teaching and principal workforce
 - Different levers to improve the status and prestige of the profession depending on system specificities (trade-offs):
 - Improve working conditions vs. salaries (systems with healthy supply of teachers)
 - Better work organization vs. salaries (systems with social-utility teacher profiles)
 - Introduce some degree of career differentiation (systems with flat career structures)

Design effective recruitment campaigns to encourage both men and women to join the ranks of the profession

- Portray teachers and principals as key contributors to society and also praise rewarding aspects: possibility to continually learn on the job, job security and work-life balance
- More research to better understand the factors underlying differential recruitment of male and female candidates into teaching
- Potential of not gender blind campaigns: men can achieve professional growth as teachers and women as school leaders

Promote quality teaching for every student 🥵

Do teachers' and school leaders' work and working conditions shape environments conducive to student learning and wellbeing?

> Develop teachers and school leaders' professionalism

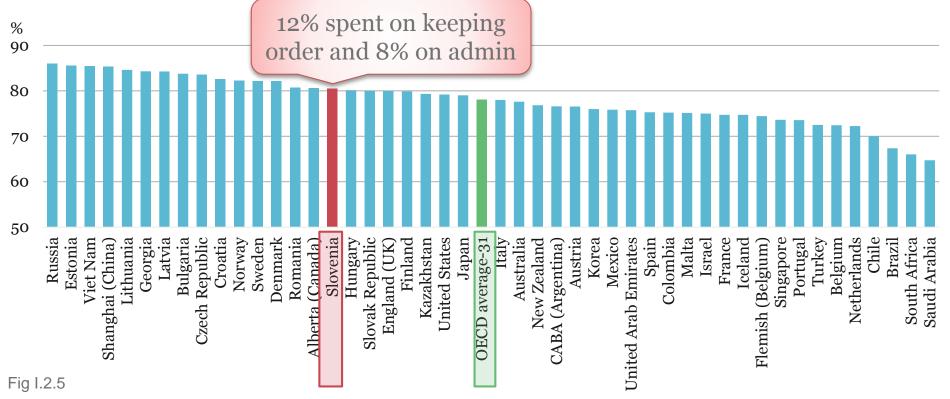
How to ensure quality teaching for every student?

Promote quality teaching for every student

Classroom time spent on teaching and learning



Average proportion of time teachers spend on actual teaching and learning in a typical lesson



Make the most of teachers' time to support quality teaching



- Policy pointer:
 - > Rethink teachers' schedules
 - Ensure that teachers have enough time for activities that maximise student learning (such as lesson preparation, professional collaboration, meeting with students and parents, and participating in professional development).





90

Clarity of

instruction

80

Classroom

management

70

Cognitive

activation

Enhanced

activities

%

100

Percentage of teachers who "frequently" or "always" use the following practices in their class

0 10 20 30 40 50 60 OECD average-31 Slovenia Tell students to follow classroom rules Tell students to listen to what I say Calm students who are disruptive When the lesson begins, tell students to quieten down quickly Explain to students what I expect them to learn Explain how new and old topics are related Set goals at the beginning of instruction Refer to a problem from everyday life or work Present a summary of recently learned content Let students practise similar tasks Give tasks that require students to think critically Have students work in small groups to come up with a solution Let students to solve complex tasks Present tasks for which there is no obvious solution Let students use ICT for projects or class work Give students projects that require at least one week to complete





• Policy pointers:

Support teachers in the use of effective teaching practices

 Initial and continuous teacher learning in effective teaching practices could foster the use of pedagogies related to cognitive activation

> Promote small-group instruction to optimise classroom time

 Set up classroom space in a way that is conducive to more individualised and active learning approaches (e.g. splitting the room into different areas and groups)

Make the most of school leaders' time to foster instructional leadership



Policy pointers:

> Rethink the role, responsibilities and schedules of school leaders

 $\circ~$ Ensure that school leaders have adequate time and support to develop their leadership in the field of curriculum and teaching

Encourage instructional leadership through clear professional standards for school leaders

 \circ $\,$ To stress the importance of and expectations for instructional leadership

> Build capacity for instructional leadership and recruit instructional leaders among teachers

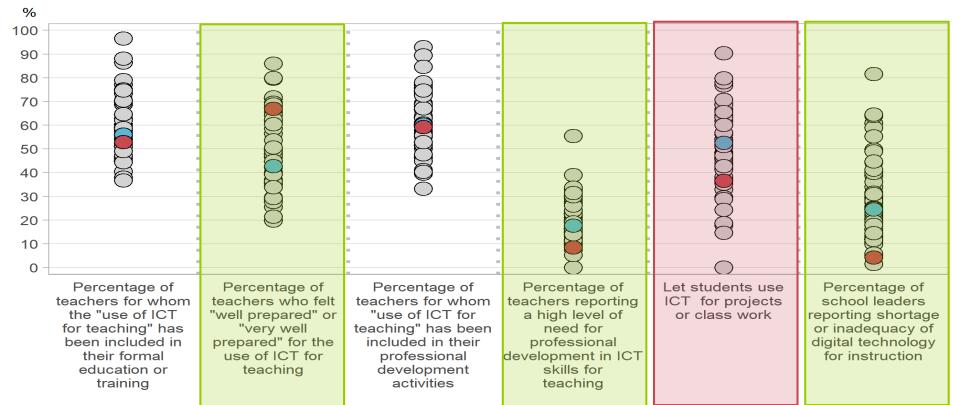
- Training in instructional leadership should be viewed as a prerequisite for school leaders prior to taking up their duties (but also offered after taking up duties)
- School principals need to be given more opportunities to participate in communities of practice and collaborative enquiry with their peers





Slovenia 🔵 OECD average 🔘

Other country/economy



C Foster openness towards innovation and effective use of ICT in teaching



- Policy pointers:
 - > Tailor support for integrating ICT in teaching and dissemination of good practices
 - Professional learning opportunities should move from just acquiring the skills to master certain technological competencies to finding ways to tailor technology to specific subjects and specific activities within those subjects
 - > Build and promote professional learning communities to disseminate innovative practice
 - Professional learning communities provide constant feedback to teachers
 - School-based professional learning communities to proactively identify needs for change

Build the capacity of teachers and school leaders to meet the needs of diverse classrooms and schools



- On average across the OECD, 17% to 30% of teachers teach in schools with a culturally or linguistically diverse student composition and 27% of teachers work in schools with at least 10% of students with special needs
- Ensuring high-quality learning experiences for this diverse student body is of particular policy priority

Diversity in schools – teaching in multicultural or multilingual setting

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	● Slovenia ● OECD average ● Other country/economy							
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10 -								
			9		Q			
0 -		Descriptions of		Demonstration		Descriptions		
	Percentage of teachers teaching	Percentage of teachers for whom	Percentage of teachers who felt	Percentage of teachers for whom	Percentage of teachers reporting	Percentage of teachers who feel		
	in classes with	"teaching in a	"well prepared" or	"teaching in a	a high level of	they can cope with		
	more than 10% of	multicultural or	"very well	multicultural or	need for	the challenges of		
	students whose	multilingual	prepared" for	multilingual	professional	a multicultural		
	first language is	setting "was	teaching in a	setting "was	development in	classroom "quite a		
	different from the	included in their	multicultural or	included in their	teaching in a	bit" or "a lot" in		
	language of	formal education	multilingual	professional multicultural or		teaching a		
	instruction	or training	setting	development	multilingual	culturally diverse		
			-	activities	setting	class1		

Diversity in schools – teaching students with diverse ability levels and needs



%	Slovenia	a 🔵 OECD averag	je 🔵 Other countr	y/economy	
100	-				
90					-
80	- A -		• •		
70		- A	8		6
60					
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30	0		g		
20	-	× ×			
10					
0		-			
Percentage o teachers teachi in classes with more than 10% special needs students	ng teachers for whom n "teaching in a of mixed-ability	Percentage of teachers who felt "well prepared" or "very well prepared" for teaching in a mixed-ability setting	Percentage of teachers for whom "teaching students with special needs" was included in their professional development activities	Percentage of teachers reporting a high level of need for professional development in teaching students with special needs	Percentage of school leaders reporting a shortage of teachers with competence in teaching students with special needs

Build the capacity of teachers and school leaders to meet the needs of diverse classrooms and schools



• Policy pointers:

Incorporate teaching strategies for diverse settings in the curricula of initial and continuous teacher training

- Opportunities for student teachers to study abroad (as part of their formal teacher education)
- Hire teachers from diverse backgrounds
- Teacher training programmes for diverse classrooms should include pedagogical approaches for second-language learning
- Cultural immersion programmes
- Team up teachers with more and less experiences in teaching in diverse environments when allocating teachers to specific classroom

Build the capacity of teachers and school leaders to meet the needs of diverse classrooms and schools

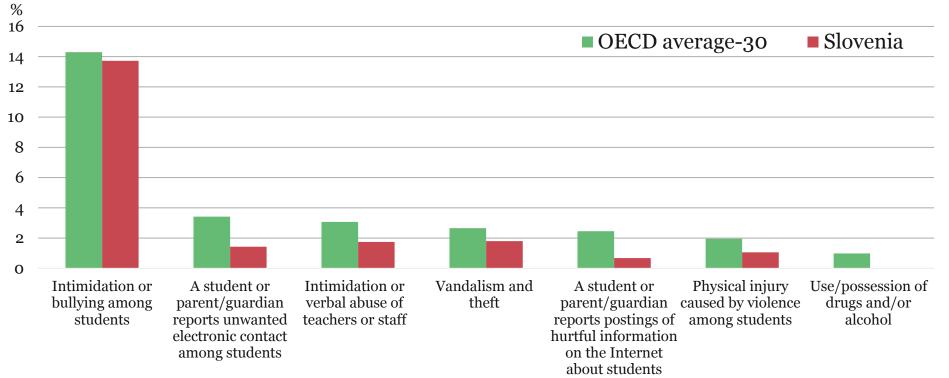


- Policy pointers (contd.):
 - > Implement school policies and practices to make the most of diversity
 - \circ $\,$ Information sessions for students about ethnic and cultural discrimination and how to deal with it
 - \circ $\,$ Meetings with teachers to discuss how to integrate global issues throughout the curriculum $\,$
 - Organising multicultural events
 - Supporting activities that encourage students to express diverse cultural identities and celebrate the richness of diversity
 - > Reinforce the provision, support and training for teaching special needs students
 - Invest in the detection and diagnosis of special needs students (misdiagnosis is costly for all)
 - Address the shortage of teachers with skills for teaching special needs students (recruit, train, address over-reliance on part-time, non-permanent positions)
 - Financial subsidy for mainstream schools that serve special needs students (e.g. for recruiting teacher aides)





Percentage of principals reporting that the following incidents occurred at least weekly in their school



Foster a school and classroom climate conducive to student learning and well-being



• Policy pointers:

- Implement system and school-level policies and practices to combat all forms of bullying
 - \circ $\,$ Monitoring and supervision of all students
 - Communication and partnership among teachers, parent-teacher meetings and classroom management
 - Inclusion of social-emotional learning in regular classroom hours
 - System-level policies: establish code of conduct for students to combat bullying as a national priority and develop monitoring frameworks
- Reinforce the awareness of teachers and school leaders of student well-being for effective learning
 - Training programmes for teachers and school leaders should be updated with the most recent trends in bullying incidents
 - Support from behavioural experts and counsellors

Provide high-quality initial education and support the professional growth of teachers and school leaders

Support the professional growth of teachers and school leaders

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How to support the professional growth of teachers and school leaders?

Develop teachers and school leaders' professionalism Is teaching becoming increasingly professionalised in terms of knowledge and skills?

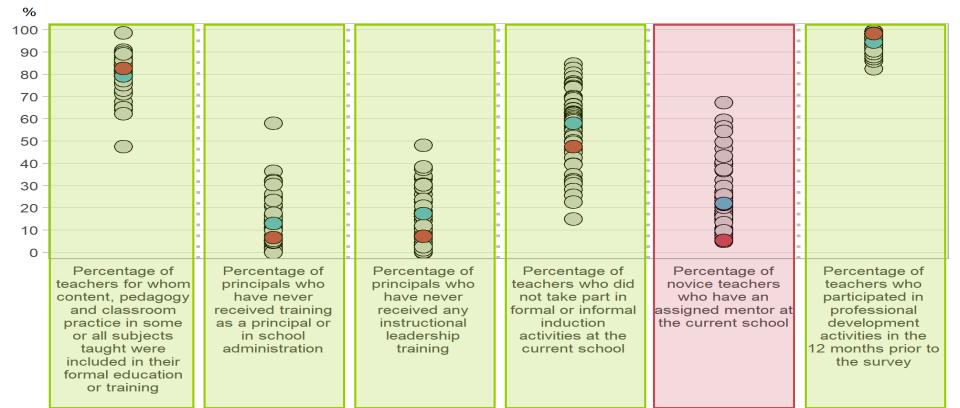
Provide high-quality initial education





Slovenia 🔵 OECD average 🔘

Other country/economy



Provide high-quality initial education or training



Policy pointer:

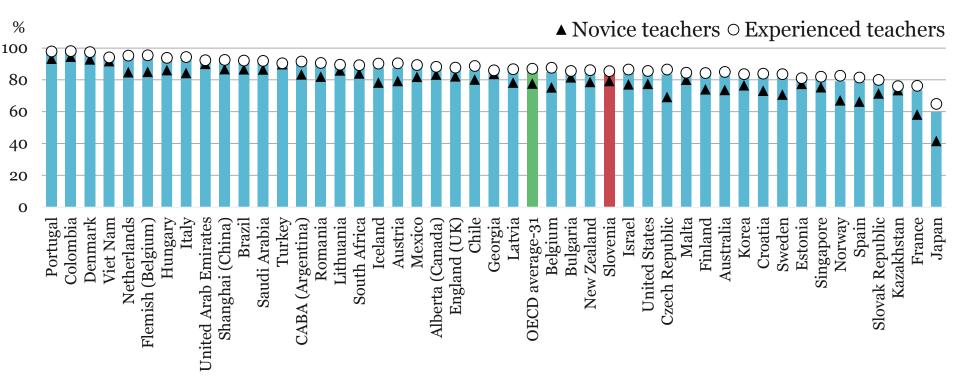
Offer alternative paths into the profession while preserving quality training

- $\circ~$ At the school-level:
 - Ensure that all teachers are equipped with sufficient training in the content and pedagogy of the subjects they teach
- At the system level:
 - Establishment of rigorous accreditation institutions monitoring the work of teacher education providers (possibly including "fast-track" providers)
 - $\circ~$ Teacher evaluation conducted at some point of the teachers' initial training
 - Establishing teaching standards that define precisely what is required and expected of teachers when they enter training and when they are ready to start teaching

Control of disruptive behaviour in the classroom



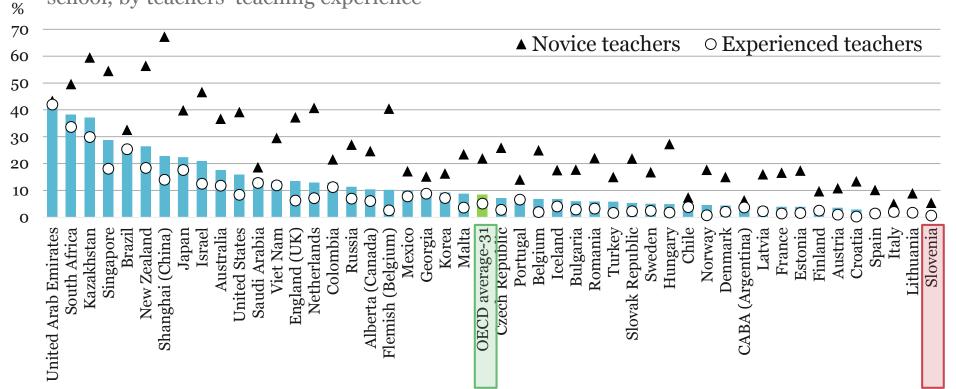
Percentage of teachers who feel "quite a bit" or "a lot" that they can control disruptive behaviour in the classroom







Percentage of teachers who have an assigned mentor as part of a formal arrangement at the school, by teachers' teaching experience



Provide novice teachers with fulfilling working conditions and tailor-made support



• Policy pointers:

> Review the distribution of novice teachers to schools

- $\circ~$ Automatically assign novice teachers to less challenging schools
- Salary incentives for experienced teachers to work in disadvantaged schools
- $\circ~$ Greater school autonomy and increased budgets (decentralised system)

Design effective context-based induction and mentoring activities

- Reduce mentors' teaching load
 - \circ Additional teacher allocations
 - Financial support to schools (decentralised system)

Provide novice teachers with fulfilling working conditions and tailor-made support



- Policy pointers (contd.):
 - Give school leaders an active role in the development and promotion of induction and mentoring opportunities
 - Allocate a certain number of hours of paid non-teaching time dedicated to induction or mentoring activities within teachers' weekly or monthly schedules
 - School leaders to select the teachers who are best suited to act as mentors
 - Establish career paths encouraging teachers to become mentors (salary bonuses or promotion to a mentor-teacher role)

C Link initial teacher education with continuous professional development



• Policy pointers:

- Ensure links between the content of initial teacher education and professional development training
 - Establish consultations, feedback loops and, if these responsibilities are shared across several entities, collaboration between the different actors and stakeholders of initial teacher preparation and professional development systems

> Foster pre-service preparation of school leaders

- Specific training modules that prospective school principals would need to undertake or validate ahead of taking up leadership duties (e.g. by making such training a prerequisite for any appointment to a leadership position)
- Creation of intermediate leadership roles for experienced teachers interested in growing into leadership roles (e.g. based on Australia's department faculty head model)

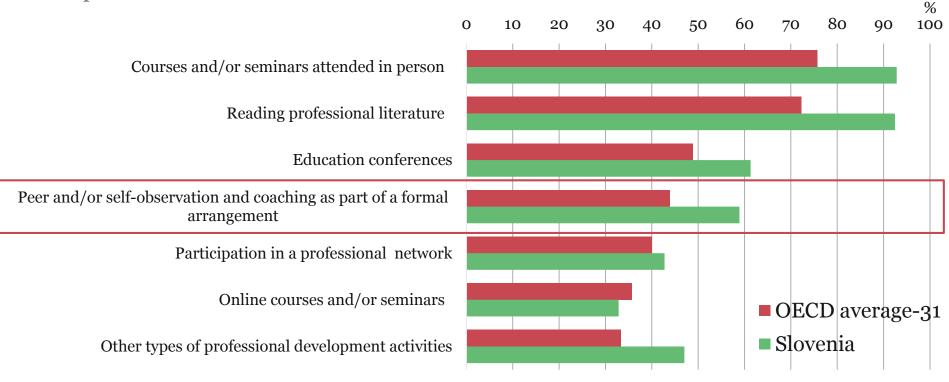
Develop mentoring programmes for school leaders

 Professional networks of principals, where more experienced principals mentor those who are newly appointed

Type of professional development attended by teachers



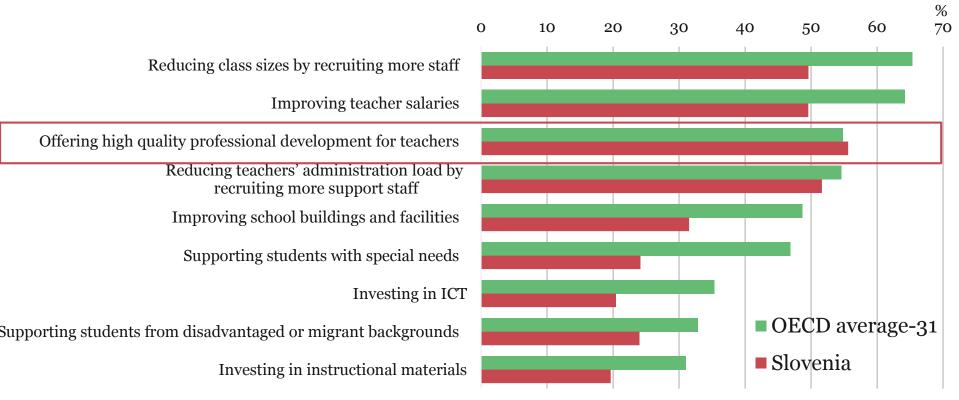
Percentage of teachers and principals who participated in the following professional development activities



Spending priorities in education as identified by teachers



Percentage of teachers who reported the following spending priorities to be of "high importance"



Provide high-quality continuous professional development



• Policy pointer:

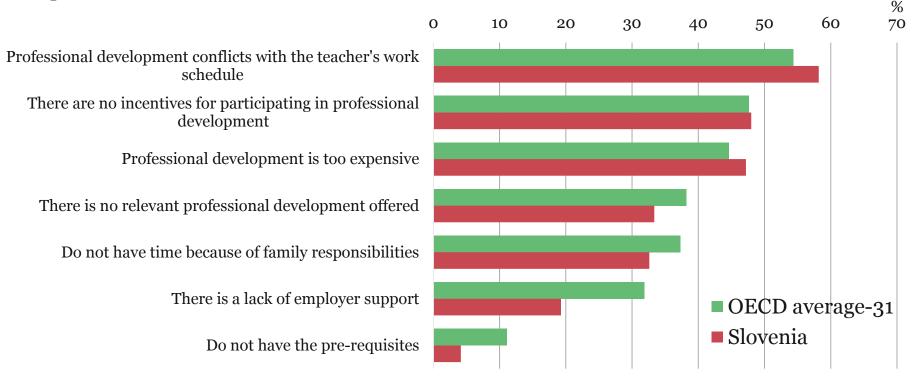
Promote school-based, collaborative and active professional development responding to local needs and adapted to school-specific contexts

- Training responding to locally-identified needs and taking account of the school-specific context (more relevant content, efficiency gains and cost savings)
 - School leaders and teachers could allocate part of their working hours to discussing issues involving instruction in their classroom, exchanging ideas and reflecting on their practices
 - System of collective professional development based on peer-observation of classroom instruction (e.g. Japanese lesson study model)

Barriers to teachers' participation in professional development



Percentage of teachers reporting the following barriers to their participation in professional development



C Lift barriers to participation in professional development



• Policy pointers:

> Allow time to participate in professional development

- School-embedded professional development as an integral part of work
 - Singapore: teachers are entitled to 100 hours of professional development per year
 - Victoria (Australia): teachers adopt a professional-learning-community approach

Create or foster incentives to participate in professional development

- $\circ~$ School-embedded forms of professional development
- Earmarked funds allocated to schools to invest in professional development activities
- Recognition for participation in professional development



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