




Teaching in Focus #27

New insights on teaching
and learning:
Contributions
from TALIS 2018



Teaching & Learning

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- Volume I of the results of the Teaching and Learning International Survey (TALIS) 2018, *Teachers and School Leaders as Lifelong Learners*, will be released on 19 June 2019.
 - Both teachers and school principals are key research populations for TALIS 2018.
 - TALIS 2018 reflects data from more than 260 000 teachers in almost 15 000 schools in 48 countries.
 - It will focus on the knowledge and skills required by teachers and school leaders to provide quality instruction.
 - It will examine how teachers continuously change their practices and support students to develop cognitive and social-emotional skills in a changing world.
 - Finally, it will explore mechanisms that enhance the knowledge and skills base of teachers and principals in initial preparation and continuous professional development.
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What is new for TALIS 2018?

TALIS has been conducted every five years since 2008, with TALIS 2018 being the third cycle. The study has given teachers and school leaders the opportunity to voice their opinions on their working conditions, learning environments and practices. The perspective of teachers and school leaders is vital for education systems to understand what is taking place in their schools and classrooms, and to guide the development of policy.

New demands face the teaching profession and are caused by factors such as changes in labour market configuration, growing migration influxes and public budget freezes. These affect not only how schooling is organised, but also how classroom instruction is shaped and delivered. TALIS collects empirical and comparable data to guide the development of education policy in this regard.

This *Teaching in Focus* brief introduces the research scope and design of TALIS 2018. It also describes the content covered in Volume I of the results and the main research questions that the study attempts to answer.

The scope and depth of TALIS 2018

Since its first iteration, the study has grown in scope and depth. Table 1 presents a summary of the main characteristics of the study compared to its first version over a decade ago. It shows that TALIS 2018 has doubled the number of participants since its first iteration. Although the countries and economies participating in the first cycle of TALIS were mainly from Europe, TALIS now has a global appeal as it also represents the voice of educators from countries and economies in Africa, Latin America, the Middle East and South East Asia.

TALIS has also expanded in terms of education level and type of school: since 2013 it has offered countries the option of surveying teachers in primary education and upper secondary education. For countries that also participate in the Programme for International Student Assessment (PISA) study, TALIS offers the option of implementing the survey in a sub-sample of PISA schools, which allows the possibility of linking teacher and student data at the school level. Also, for the first time, TALIS 2018 considers school leaders as an independent subject of its research. Following a quality assessment of the data collection and processing, the responses of school leaders in the sample can be inferred to a national population of school leaders.

Table 1. How TALIS has evolved between 2008 and 2018

	TALIS 2008	TALIS 2018
Number of participating countries/economies	24	48
Education levels covered	<ul style="list-style-type: none"> Lower secondary education (ISCED 2) 	<ul style="list-style-type: none"> Lower secondary education (ISCED 2) Primary education (ISCED 1)* Upper secondary education (ISCED 3)* Sample of PISA schools (TALIS–PISA link)*
New countries and economies joining TALIS for the first time in 2018	Belgium ¹ , Ciudad Autonoma de Buenos Aires, Colombia, Kazakhstan, Saudi Arabia, South Africa, Chinese Taipei, United Arab Emirates ² , Viet Nam	
Themes	<ul style="list-style-type: none"> School leadership Appraisal of and feedback to teachers Teaching practices, beliefs and attitudes Professional development School climate Division of working time Job satisfaction 	<ul style="list-style-type: none"> Human resources issues and stakeholder relations Teacher education and initial preparation Teacher job satisfaction and motivation Teacher feedback and development Teacher self-efficacy School climate School leadership Teachers' professional practices Teachers' instructional practices Innovation Equity and diversity
Focus on	Teachers	Teachers and school leaders
The survey was answered by... in... representing...	over 70 000 teachers around 4 500 schools over 2 million teachers	over 260 000 teachers almost 15 000 schools almost 8 million teachers.
Main mode of data collection	Pencil and paper	Computer
Main type of analysis	<ul style="list-style-type: none"> Descriptive 	<ul style="list-style-type: none"> Descriptive Breakdowns by school and teacher characteristics Comparison between ISCED levels when possible Trend analyses for a set of indicators

* **Note:** Participation in ISCED 1, ISCED 3 and/or TALIS–PISA link is optional. Only participation in ISCED 2 is mandatory.

1. Although it is the first time that Belgium has participated as a whole, the Flemish Community participated in previous cycles.

2. Although it is the first time that the United Arab Emirates has participated as a whole, Abu Dhabi participated previous cycles

This growth in scope has led to deeper analysis. TALIS 2018 not only expands on topics covered in previous cycles, such as school leadership and professional development, but also incorporates highly relevant issues, such as innovative school and classroom practices and dealing with equity and diversity in the classroom. Furthermore, TALIS has moved beyond descriptive results to provide more nuanced analysis that enables data comparisons between different groups of teachers (e.g. experienced and novice teachers), different groups of schools (e.g. private and public managed schools) and different education levels (e.g. primary and lower secondary schools). The expectation is that these results will help education systems focus their efforts on the areas that need more attention.

Where data are available, TALIS 2018 allows countries to compare results from 2018 with those from 2013 and 2008. These analyses will help countries and economies visualise how their teaching workforce has evolved in some of the crucial components of the profession.

The knowledge and skills of teachers and school leaders

Through the breadth and depth of indicators collected, TALIS aims to contribute to the debate about teaching as a profession. Examining teacher professionalism through the lens of the indicators available in TALIS can help identify levers to enhance the degree of professionalism of teachers and school leaders worldwide.

In TALIS 2018, teacher professionalism is analysed by looking at five pillars: the knowledge and skills required to teach; career opportunities; the collaborative culture among teachers; the level of professional responsibility and autonomy of teachers and school leaders; and the perceived prestige of the profession (Figure 1).

TALIS 2018 has used the five pillars of teacher professionalism to take stock of existing classifications and adapt and expand them to take into account the new analytical potential of the 2018 cycle instruments. TALIS examines not only the different attributes of professionalism, but also the policies and practices that support and enhance them.

Figure 1. Pillars of teacher professionalism



The results from TALIS 2018 will be released in two volumes that examine the five pillars. Volume I, Teachers and School Leaders as Lifelong Learners, explores knowledge and skills and will be released in June 2019. Volume II, Teachers and School Leaders as Valued Professionals, will focus on prestige, career opportunities, the collaborative culture, and professional responsibility and autonomy.

Volume I of TALIS 2018 looks first at how teachers apply their knowledge and skills in the classroom in the form of teaching practices, and assesses the demographic makeup of classrooms to provide context on learning environments. It then looks at how teachers acquired their knowledge and skills during their early education and training, as well as the steps they take to keep improving through continuous professional development over the course of their career.

The bottom line

So, what to look for on 19 June when the first volume of the TALIS 2018 results are made available? Among many other things, the answer to these questions:

- What practices are teachers using in the classroom and how has this changed over time?
- What are the conditions that foster innovation in teacher practices?
- How have the demographics of teachers and school leaders changed in ten years?
- What practices are implemented in schools in relation to student diversity?
- Why do teachers join the profession and how are they prepared for teaching in the early years?
- Do new teachers start their careers in less challenging and more resourceful schools?
- What kind of professional development do teachers and principals participate in and how do they feel about it?
- What are the barriers to teachers' and school leaders' participation in professional development activities?

Visit

www.oecd.org/education/talis/

Contact

Pablo Fraser (pablo.fraser@oecd.org)

Aakriti Kalra (aakriti.kalra@oecd.org)

To learn more

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