

## TEACHING AND LEARNING CONDITIONS

Most countries face major challenges in improving the conditions for teaching and learning. These include a shortage of well-trained teachers and a failure to provide teachers with sufficient opportunities for the professional development they need.

### Definition

TALIS, the OECD's *Teaching and Learning International Survey*, provides the first internationally comparative perspective on conditions of teaching and learning in public and private schools at lower secondary education. The survey was implemented in 16 OECD and 7 partner countries, and provides information of teachers' professional development;

### Overview

In Austria, Ireland and Portugal, a third or more of teachers worked in schools whose school principal reported no school evaluations (either an external evaluation or a self-evaluation by the school principal) in the previous five years. This was also the case for around a quarter of teachers in Denmark and Spain, and for around a fifth in Brazil and Italy. By contrast, in 10 countries (Australia, Brazil, Hungary, Italy, Korea, Mexico, Poland, the Slovak Republic, Slovenia and Turkey), at least half of teachers worked in schools whose school principal reported at least an annual school evaluation.

Teachers' appraisal and feedback are rarely associated with material incentives, such as financial benefits or career advancement. Across all countries participating in the survey, just 9% of teachers reported that appraisal or feedback had a moderate or large impact upon their salary; fewer than 11% reported that appraisal or feedback had a moderate or large impact on a financial bonus or another kind of monetary reward.

Non-material incentives are also relatively infrequent. Slightly more than a third of all teachers said their appraisal and feedback had led to a moderate or large change in the recognition they received from their school principal and/or from other colleagues within the school; just under a quarter said it led to a moderate or a large change in their opportunities for professional development.

Teachers who did receive appraisal and feedback had a positive view of the process. Overall, such teachers considered that the appraisal and feedback they received represented a fair assessment of their work, and that it had a positive impact upon their job satisfaction.

While teachers may have found individual benefits from these systems of appraisal and feedback, they felt that, overall, such systems did not recognise their efforts and accomplishments, did not reward effective teachers and effective teaching practices, and did not provide adequate incentives to teachers. In most countries, a majority of teachers reported that sustained poor performance would not lead to dismissal, while more than three-quarters reported that their school principal did not take any step to alter the monetary rewards of a persistently underperforming teacher.

their beliefs, attitudes and practices; their appraisal and feedback; and their assessment of school leadership. The survey results give insights into some of the factors that lie behind the differences in students' learning outcomes (such as those revealed by the OECD's Programme for International Student Assessment, PISA) and help countries to review and develop policies to make the teaching profession more attractive and more effective.

### Comparability

The survey design assures good comparability of results across countries. Around 200 schools were randomly selected in each country participating in the survey. In each school, one questionnaire was filled in by the school principal and another by 20 randomly selected teachers. Each questionnaire took about 45 minutes to complete and could be filled in either on paper or on-line. In total, TALIS sampled around 75 000 teachers representing more than 2 million teachers in 23 participating countries. TALIS was also conducted in the Netherlands, but the results for this country have been excluded because the required sampling standards were not met.

Data for Belgium refer to the Flemish regions.

### Sources

- OECD (2009), *Creating Effective Teaching and Learning Environments: First Results from TALIS*, OECD, Paris.

### Further information

#### Analytical publications

- OECD (2009), *Education at a Glance 2009: OECD Indicators*, OECD, Paris.
- OECD (2009), *Highlights from Education at a Glance 2009*, OECD, Paris.

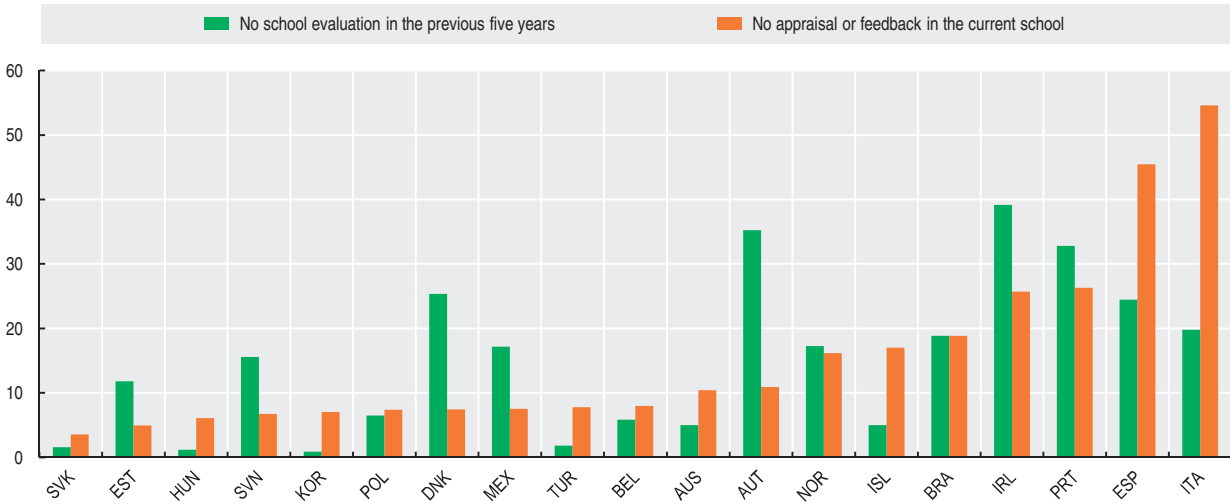
#### Web sites

- OECD TALIS, [www.oecd.org/edu/talis](http://www.oecd.org/edu/talis).
- OECD Education at a Glance, [www.oecd.org/edu/eag2009](http://www.oecd.org/edu/eag2009).



**Teachers with no appraisal or feedback and no school evaluation**

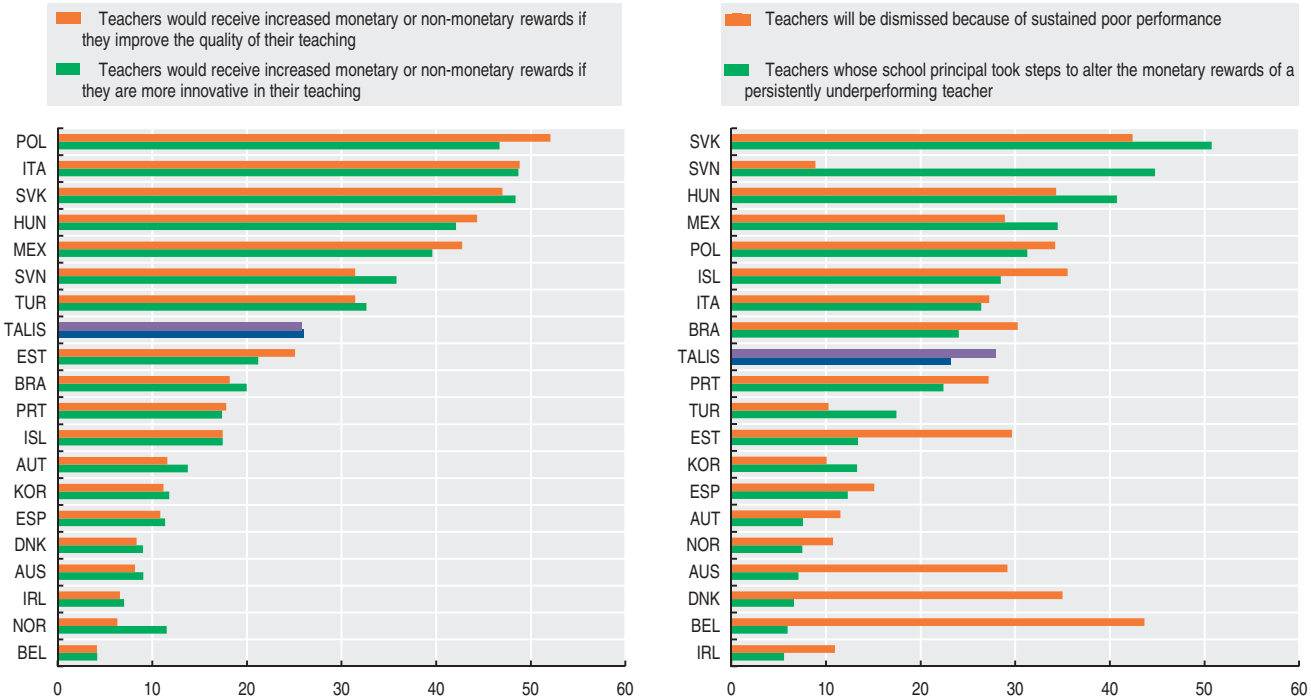
As a percentage of all teachers, 2007-08



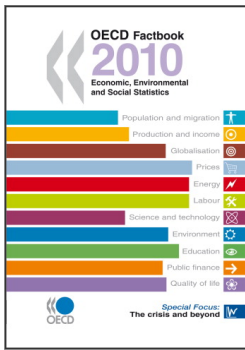
StatLink <http://dx.doi.org/10.1787/821553842867>

**Perception of teachers of the appraisal and feedback and its impact in their school**

Percentage, 2007-08



StatLink <http://dx.doi.org/10.1787/821567602881>



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