



Meeting of Directors-General for Schools

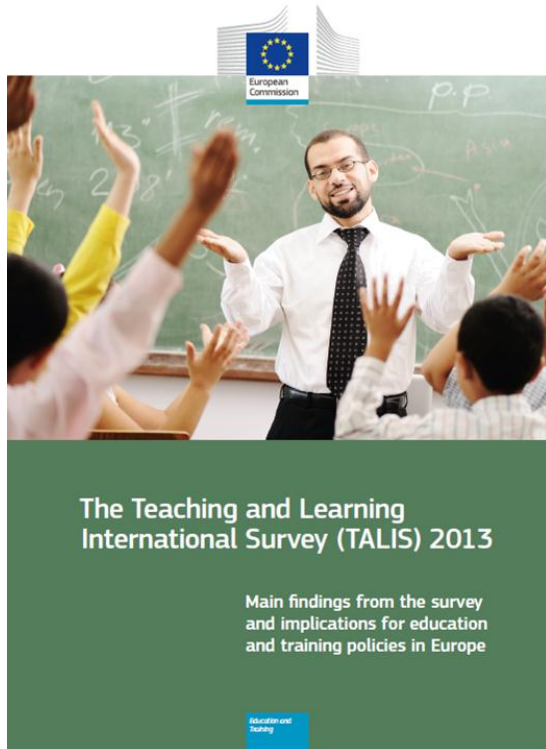
Setting the scene –

Lessons from the Teaching and
Learning International Survey
(TALIS 2013)

Diana Jabłońska
European Commission
DG Education and Culture

Teaching and Learning International Survey - **TALIS 2013**

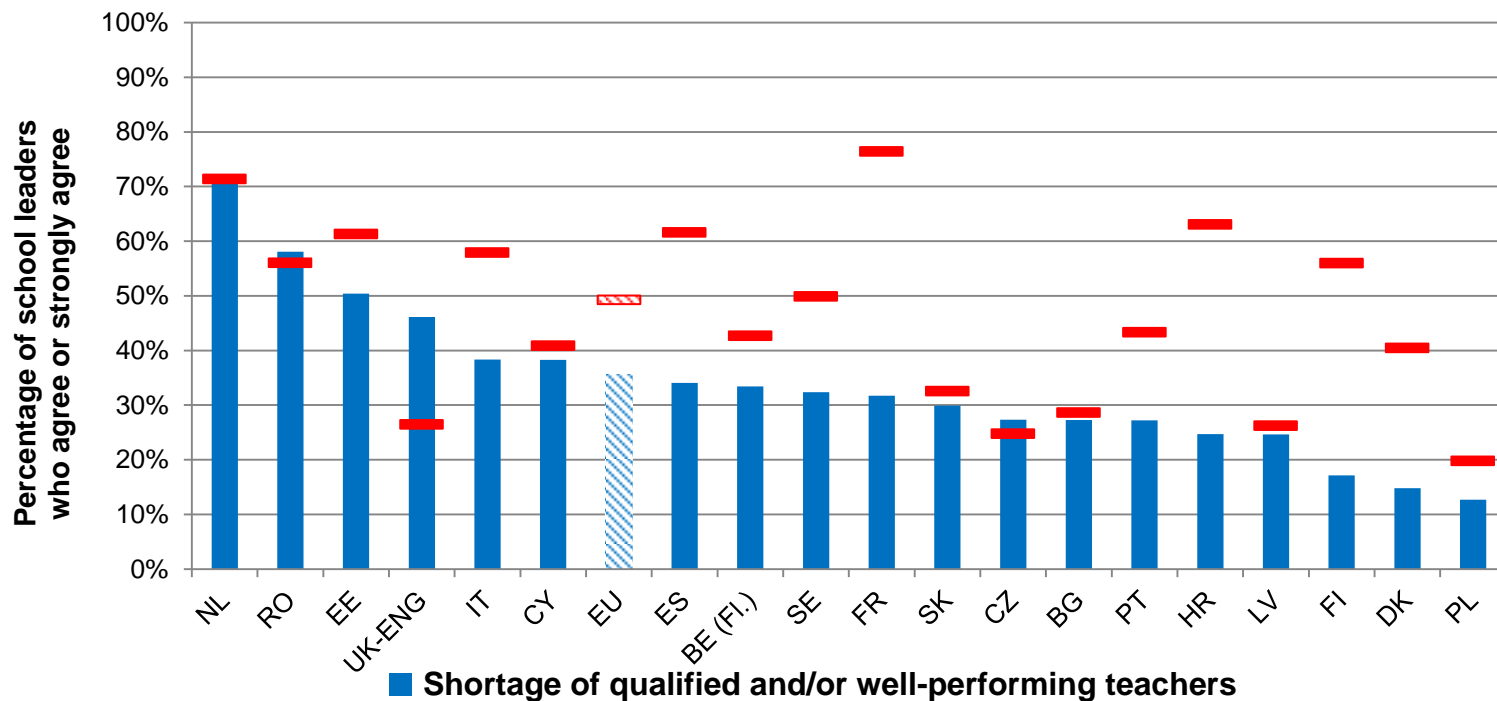
- Major **survey of school leaders (principals) and teachers** in secondary education
- Covers **19 EU Member States** (BE (Fl.), BG, HR, CZ, CY, DK, EE, FI, FR, IT, LV, NL, PL, PT, RO, SK, ES, SE, UK-ENG plus NO, RS)
- Published in June 2014, second round after TALIS 2008



- ## Commission summary of:
- **Main findings and policy implications**
 - **Country-specific profiles of the 19 EU countries covered**

TALIS 2013 – key messages

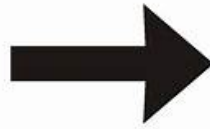
School leaders report shortage of qualified/well-performing teachers



TALIS 2013 – key messages

Teacher shortages

- **TALIS points to different forms of shortages/mismatches**
 - **allocation of qualified and experienced teachers** between urban and rural areas,
 - **mismatches** between what teacher teach and what their key subject;
 - allocation to **disadvantaged or challenging schools**.
- **Confirms some findings of PISA 2012:**
 - **Subject-specific shortages** (maths, science, language of instruction)
 - nearly all EU countries in TALIS show **greater shortage of teachers in disadvantaged schools**



TALIS 2013 – key messages

Teacher education:

- In most countries teachers **feel well prepared** to teach a subject
- if
- they participated in formal education combining **content, pedagogy** and **classroom practice**

TALIS 2013 – key messages

Teacher education:

- Teachers report the need for more training on
 - teaching students with **special needs** (20%)
 - **ICT for teaching** (18%)
 - **new technologies** in the workplace (16%)
 - teaching in a **multicultural or multilingual** setting (13%)

TALIS 2013- – key messages

Teachers job satisfaction and experience

- **Experienced teachers are more confident with higher ‘self-efficacy’ levels but their job-satisfaction is lower** than that of teachers in their early years
- Dealing with **challenging classroom environments** is one of factors typically **linked to lower job satisfaction**
- **Good student-teacher relations, opportunities to participate in school decisions and collaborative learning increase self-efficacy and job satisfaction,**



European
Commission





TALIS 2013 – key messages

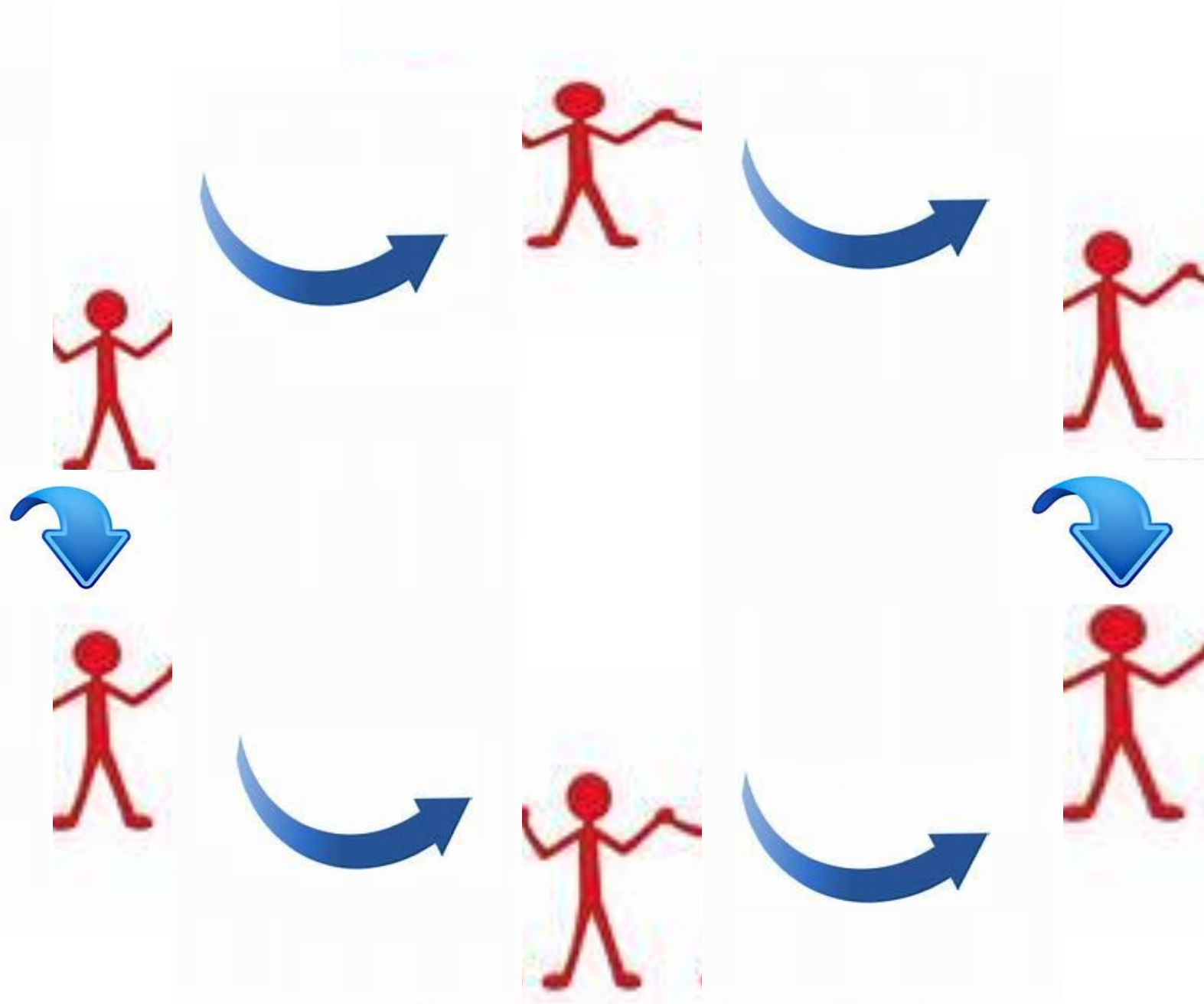
21st century pedagogies

- Most teachers value 21st century pedagogies
 - nurture students own inquiry
 - search for solutions to practical problems
 - focus on thinking and reasoning
- ...but teaching practices do not always reflect that

TALIS 2013 – key messages

Teachers' collaborative learning

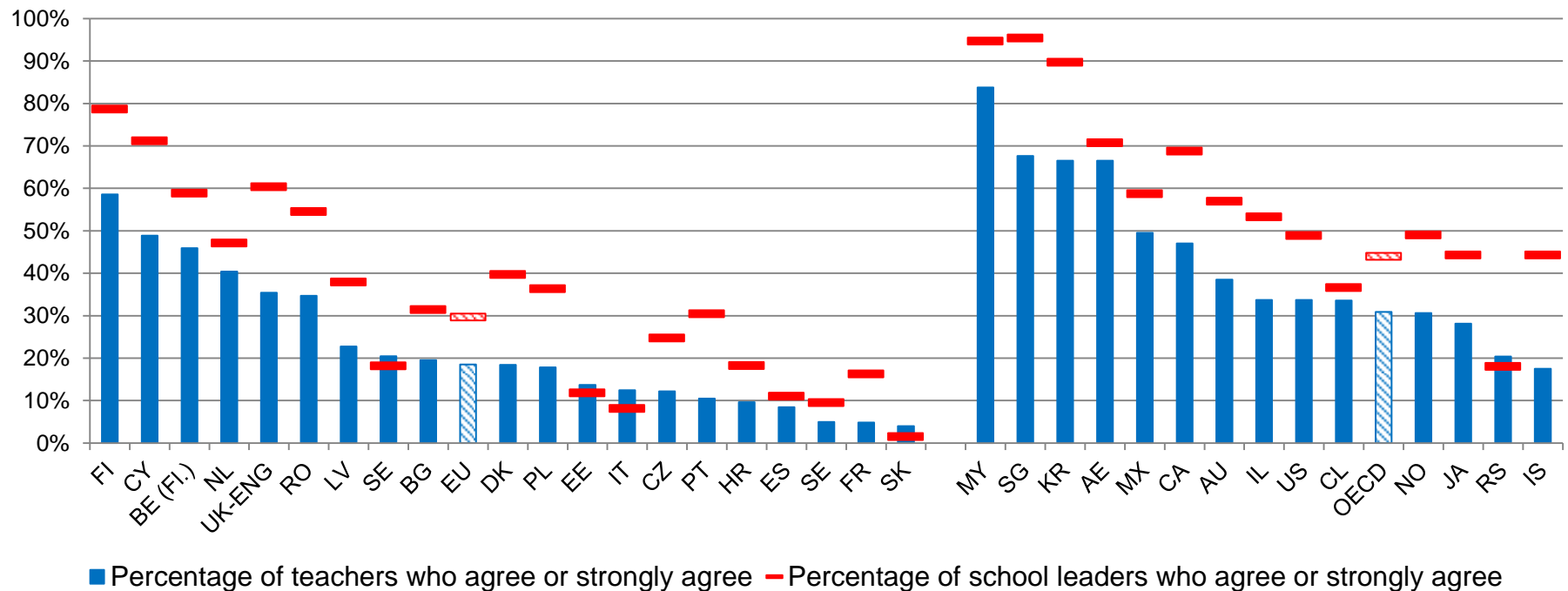
- Teachers who are involved in collaborative learning report using **innovative pedagogies** more, having **more confidence** in their abilities and being **more satisfied with their jobs...**
- ...but 17% of EU teachers **never take part in collaborative professional learning.**



TALIS 2013 – key messages

Only one in five EU teachers say:

'I think that the teaching profession is valued in society'



Teaching – an attractive profession?

Study on Policy Measures to improve the Attractiveness of the Teaching Profession in Europe (2013)

Table 1.1: Mapping of countries and education systems according to policy measures aiming at enhancing the attractiveness of the teaching profession

	Global and systemic strategy	Significant piecemeal policy measures	No significant targeted policy measures
Global shortage of qualified teachers	Norway	Austria, Denmark, Germany, Luxembourg	Belgium (fr), Italy, The Netherlands, Romania, Slovenia, Slovakia, Sweden, Turkey
No global shortage of qualified teachers	Estonia, Ireland, Lithuania, Scotland	Belgium(nl), Czech Republic, England, France, Hungary, Poland, Portugal	Bulgaria, Croatia, Cyprus, Finland, Greece, Iceland, Latvia, Malta, Spain



European
Commission



TALIS 2013 policy implications

- *Attract and retain best candidates and teachers*
- *Explore flexible and alternative pathways into the profession*
- *Strengthen teachers education programmes - starting with ITE - to respond to the needs of 21 century classrooms*
- *Develop effective PD programmes with innovative pedagogies and focus on collaborative learning*

Coherent and long term measures to raise the attractiveness of teaching profession