

TEACHING AND LEARNING INTERNATIONAL SURVEY

TALIS 2018 SURVEY



PRESENTATION OUTLINE

PART ONE

- Introduction
- Main features of TALIS

PART TWO

- Results
- Conclusion

PURPOSE

To present to the Portfolio Committee the main features and the results of the TALIS Report



INTRODUCTION

WHAT IS TALIS?

- **TALIS** is the **first international survey** with a major focus on the **learning environment and the working conditions of teachers** in schools.
- It offers an opportunity for **teachers and school principals to provide input for education analysis** and policy development.
- Cross-country analysis from TALIS allows participating **countries to identify others facing similar challenges and to learn from other policy approaches.**

WHY STUDY TEACHERS?

- Understand factors associated with **quality teaching and outcomes**.
- Identify areas to support the **work of teachers**.
- Improve **policy implementation** and **school processes**.

Effective teaching and teachers, as well as **strong school leadership**, are key to producing high performing learners. Teachers are the frontline actors of delivering quality education.

SDG 2030 VISION

- Learners are ready for primary school through participation in **quality early childhood care and education**, including at least one year of free and compulsory pre-primary education,
- All girls and boys complete **compulsory quality basic education of at least 9 years**.
- All youth **reach a proficiency level in literacy and numeracy** sufficient to fully participate in society, with particular attention to girls and women and the most marginalized.
- All youth to have the **knowledge and skills** for decent work and life through technical and vocational, upper secondary and tertiary education and training, with particular attention to gender equality and the most marginalized.
- All learners acquire knowledge, skills, values and attitudes to establish **sustainable and peaceful societies**.
- All learners are taught by **qualified, professionally-trained, motivated and well- supported teachers**.

NDP factors

The major shortcoming is the **quality of school education outcomes.**

The main contributory factors include:

- **Human capacity weaknesses in teaching,**
- **Management and school support (district offices);**
- **The language skills of learners; and**
- **The lack of cooperation between key stakeholders.**

SYSTEMIC FACTORS

System support contexts

School contexts

Classroom contexts

Learner contexts

Learner performance

TALIS IN A NUTSHELL

The 2018 study was the largest research study on teachers involving 260 000 teachers from 15 000 schools representing almost 8 million teachers

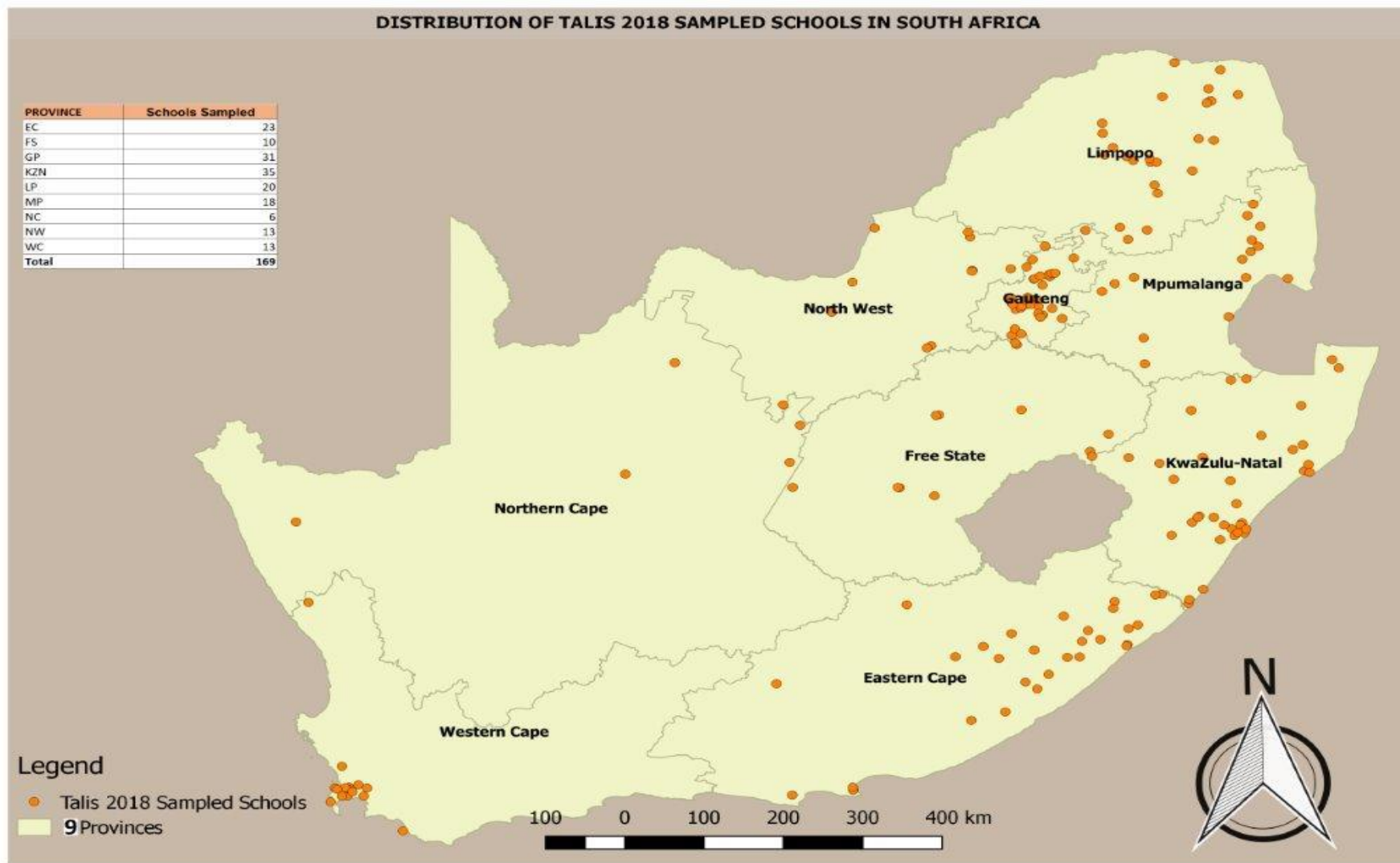
In South Africa, 2046 teachers from 169 schools participated in the survey.

South Africa was the only participant from Africa.

The survey involved Grade 8 and 9 teachers

The South Africa Country Report (Volume 1) was launched by the Minister on 2 July 2019 at Nelmapius Secondary School in Gauteng.

Provincial Spread



The 9 focus areas of Volume 1

1. Teachers' **instructional practices**;
2. School **leadership**;
3. Teachers' **professional practices**;
4. Teacher **education** and **initial preparation**; teacher **feedback** and **development**;
5. School **climate**;
6. Job **satisfaction**;
7. Teacher **human-resource** issues;
8. Stakeholder **relations**; and teacher self-efficacy; and
9. Two **crosscutting themes**: innovation; and equity and diversity.

TEACHER QUESTIONNAIRE

For each of the areas listed below, please indicate the extent to which you currently need professional development.

Please mark one choice in each row.

	No need at present	Low level of need	Moderate level of need	High level of need
a) Knowledge and understanding of my subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Pedagogical competencies in teaching my subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Knowledge of the curriculum	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Student assessment practices	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) ICT (information and communication technology) skills for teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Student behaviour and classroom management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) School management and administration	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Approaches to individualised learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Teaching students with special needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Teaching in a multicultural or multilingual setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Teaching cross-curricular skills (e.g. creativity, critical thinking, problem solving)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Analysis and use of student assessments	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

TALIS 2018 RESULTS

Who are today's principals and teachers?

Teachers' and Principals' socio-demographics

	Percentage of female teachers	Percentage of female principals	Percentage of teachers aged 50 and above	Percentage of principals aged 60 and above	Teachers' years of work experience (as a teacher)	Principals' years of work experience (as a principal)
Australia*	62	40	30	19	15	7
Brazil	69	77	23	10	16	8
Chile	65	50	27	20	14	10
England (UK)	64	41	18	6	13	6
Finland	70	46	35	10	16	12
France	65	41	27	19	17	10
Japan	42	7	33	22	17	5
Russia	85	69	42	15	21	11
Saudi Arabia	52	51	5	0	13	8
Singapore	64	47	12	5	12	9
South Africa	60	22	32	6	15	8
Sweden	66	69	36	24	16	9
Turkey	56	7	6	7	11	7
United States	66	48	31	17	15	9
Viet Nam	66	29	13	6	16	10
OECD average-31	68	47	34	20	17	10

Diverse age groups - Teachers' age

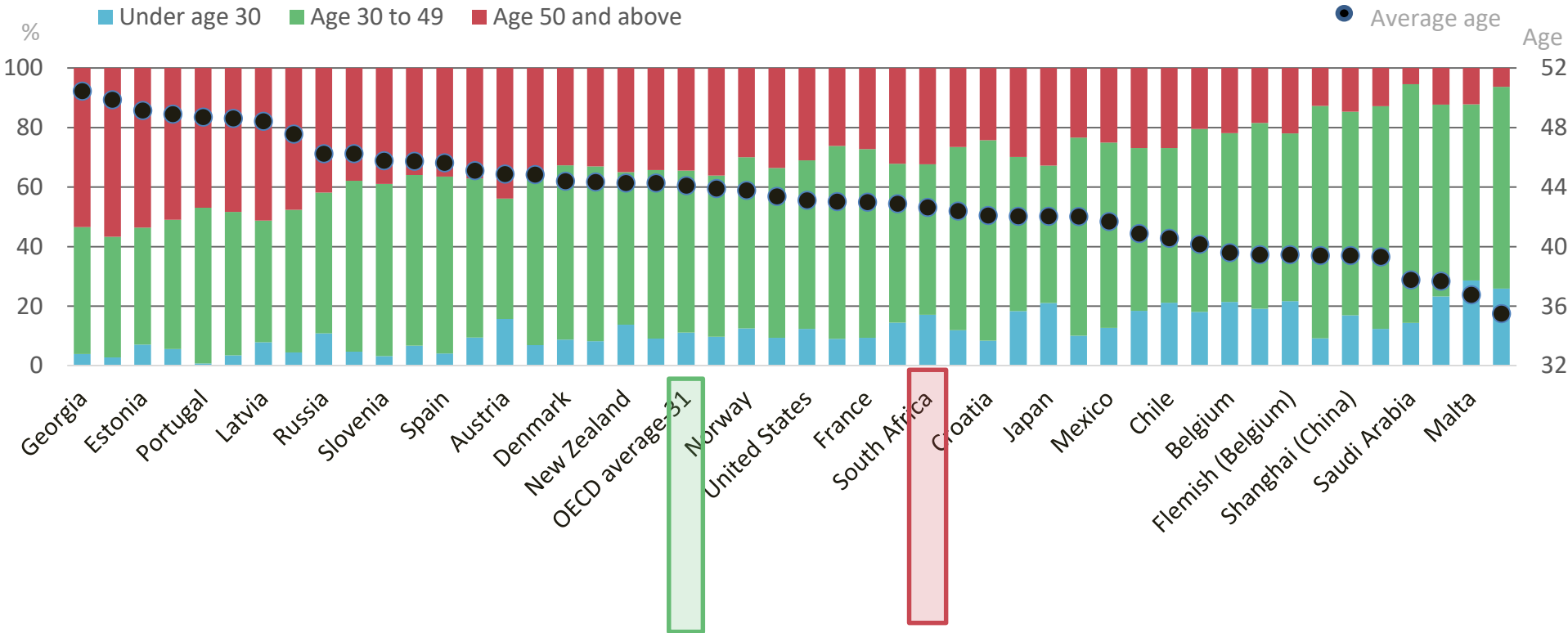
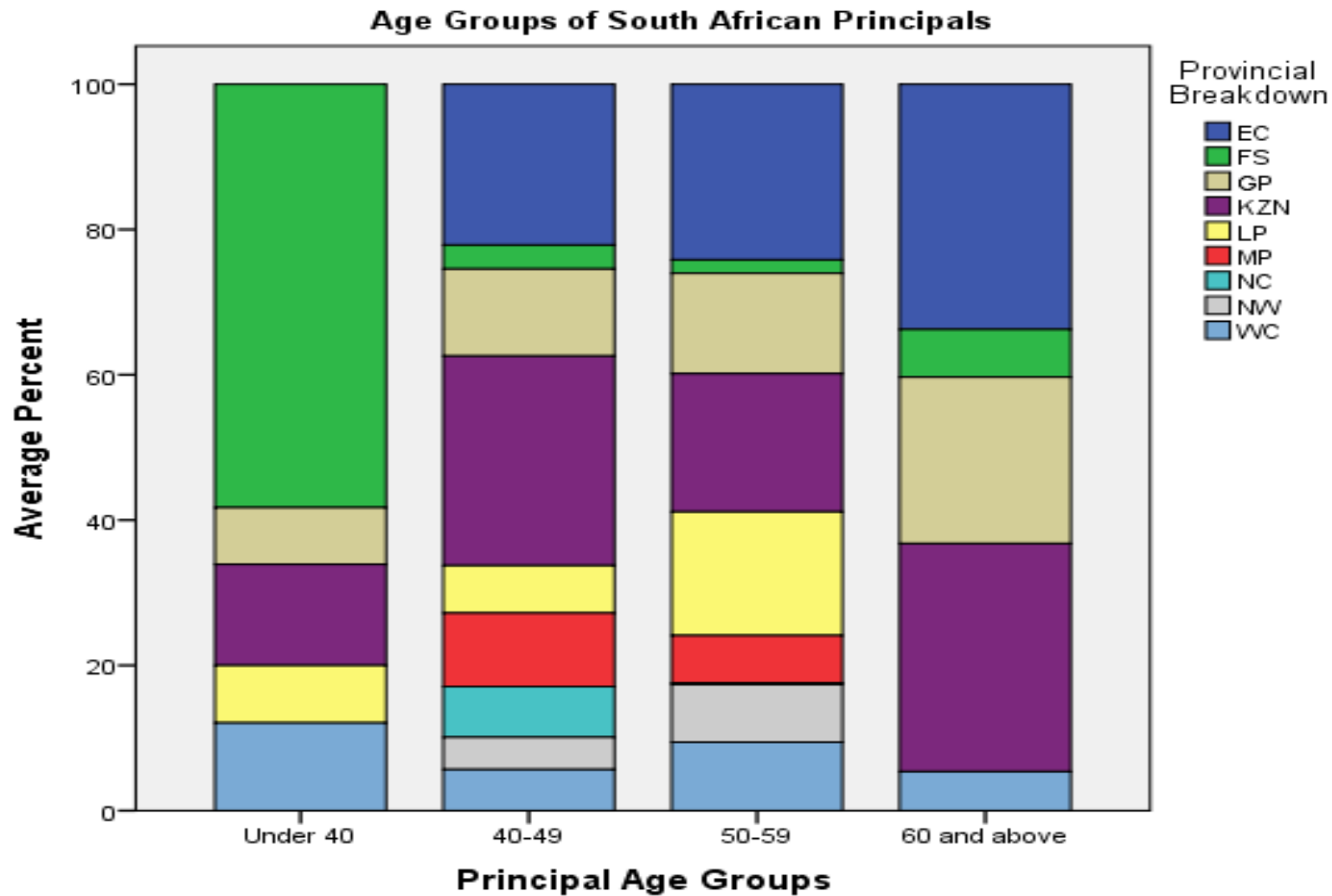


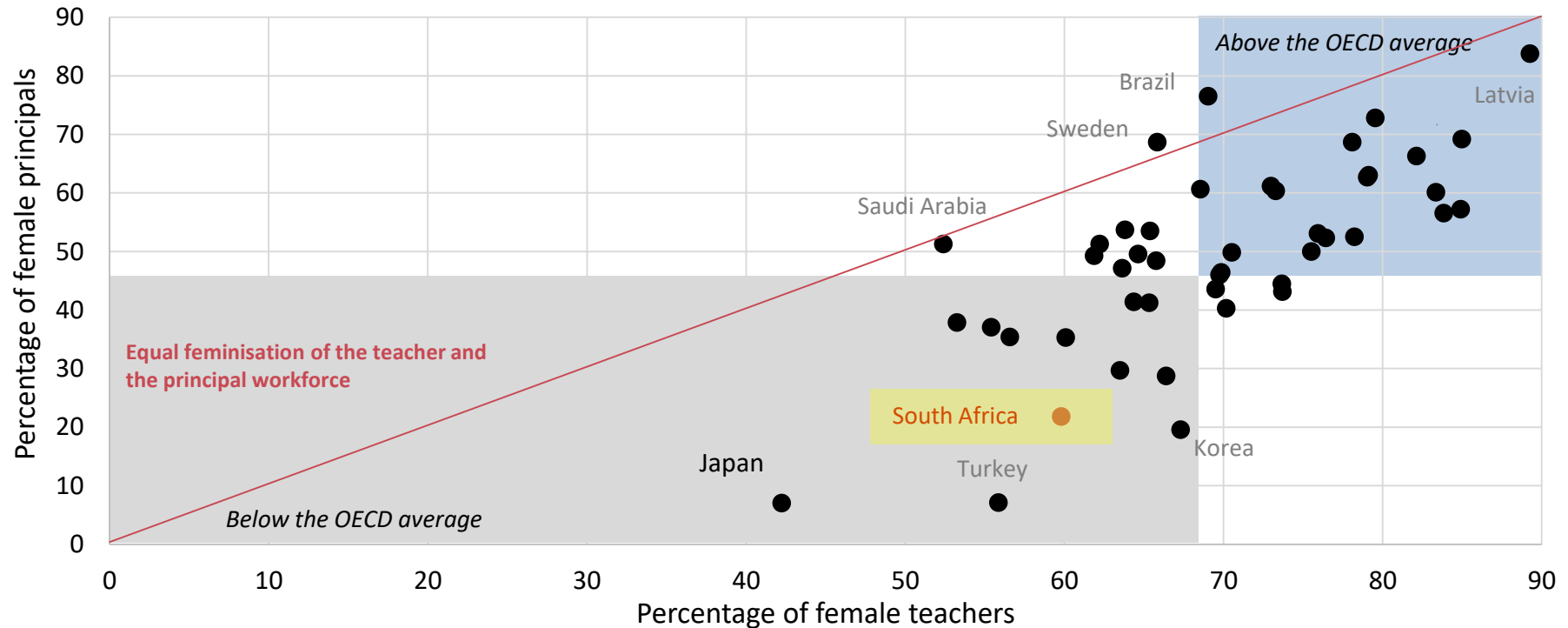
Fig I.3.1

Principal Age-Groups



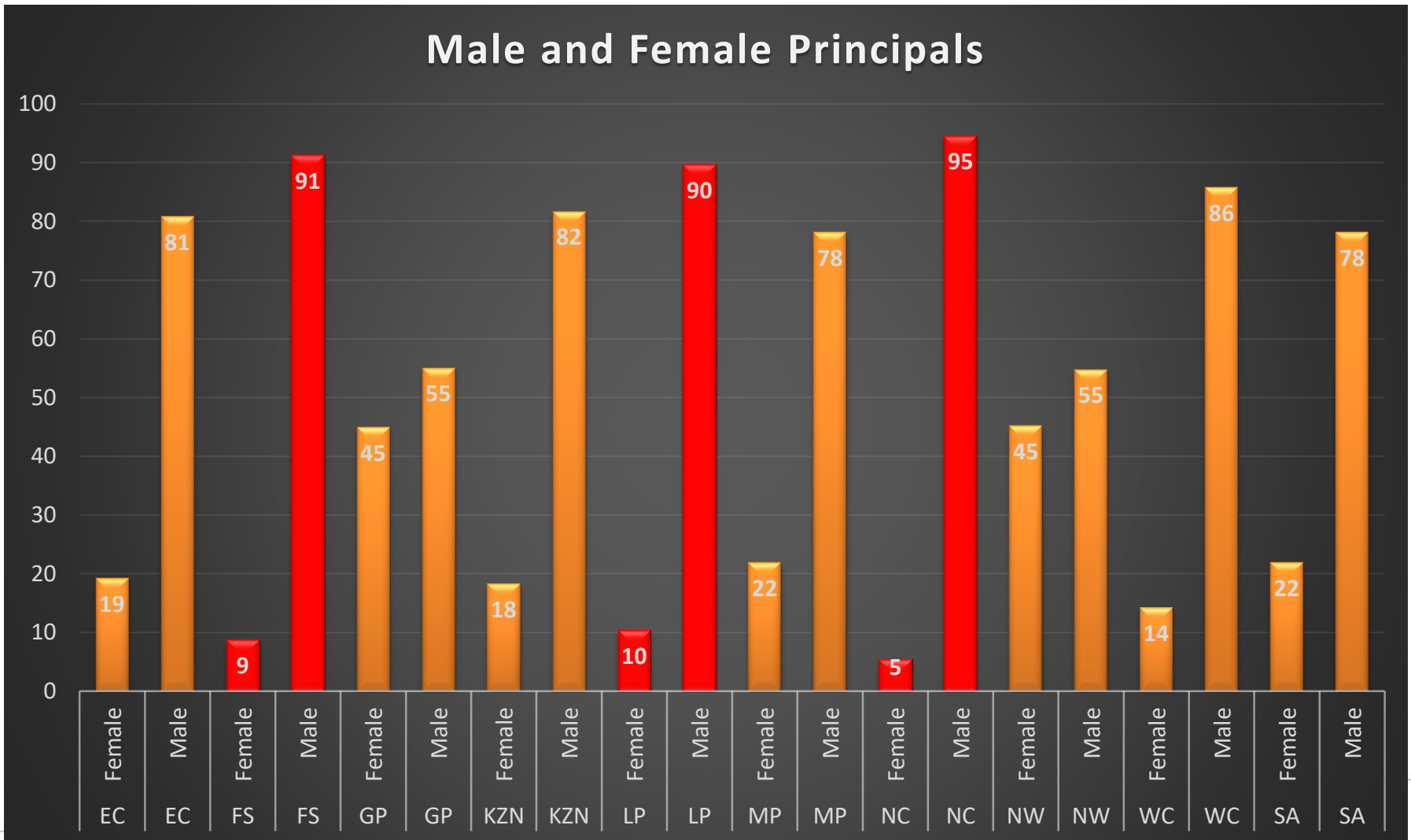
Equal feminisation

Teachers are more female than are principals



Workforce Gender

Male and Female Principals



Support a dynamic workforce

Policy pointers

- 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.
 - Examine **why women are under-represented** among principals (opportunities to grow into leadership positions and/or self-selection)
- Reinforce **accessibility to initial teacher education** and training.

Why do teachers join the profession?

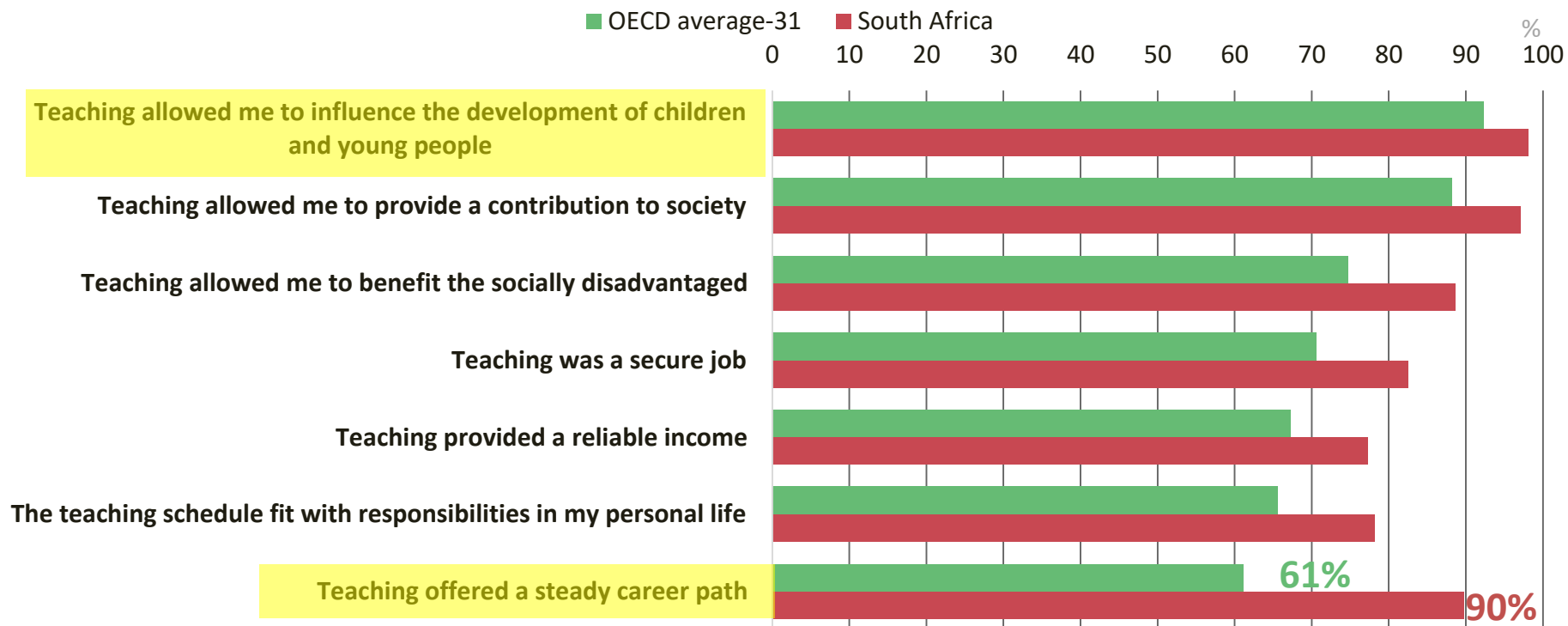
Job satisfaction

Aims:

- *Attracting and retaining quality teachers and school leaders:*
 - To build a motivated and **efficient teacher and principal workforce** through fulfilling working conditions.
 - To support a **dynamic workforce**.
 - To have a **positive self efficacy**.

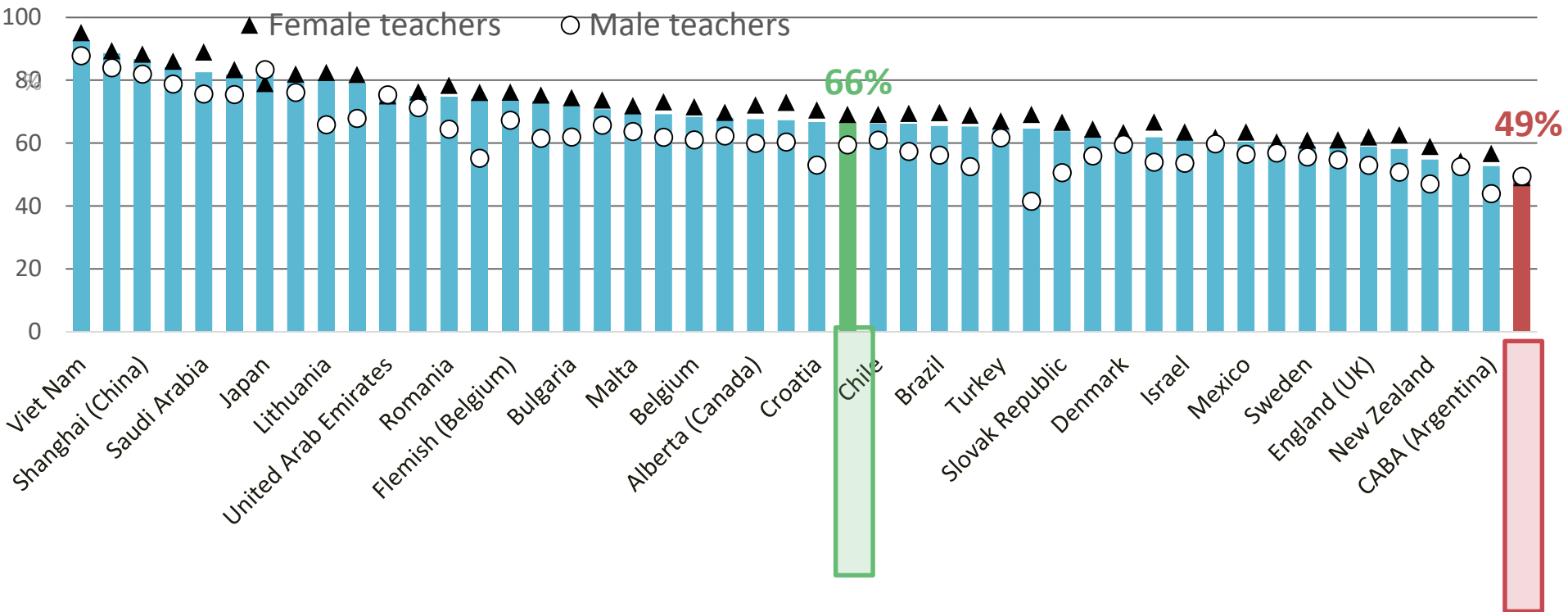
Teachers joined the profession to make a difference

Percentage of teachers who report that the following elements were of "moderate" or "high" importance in becoming a teacher



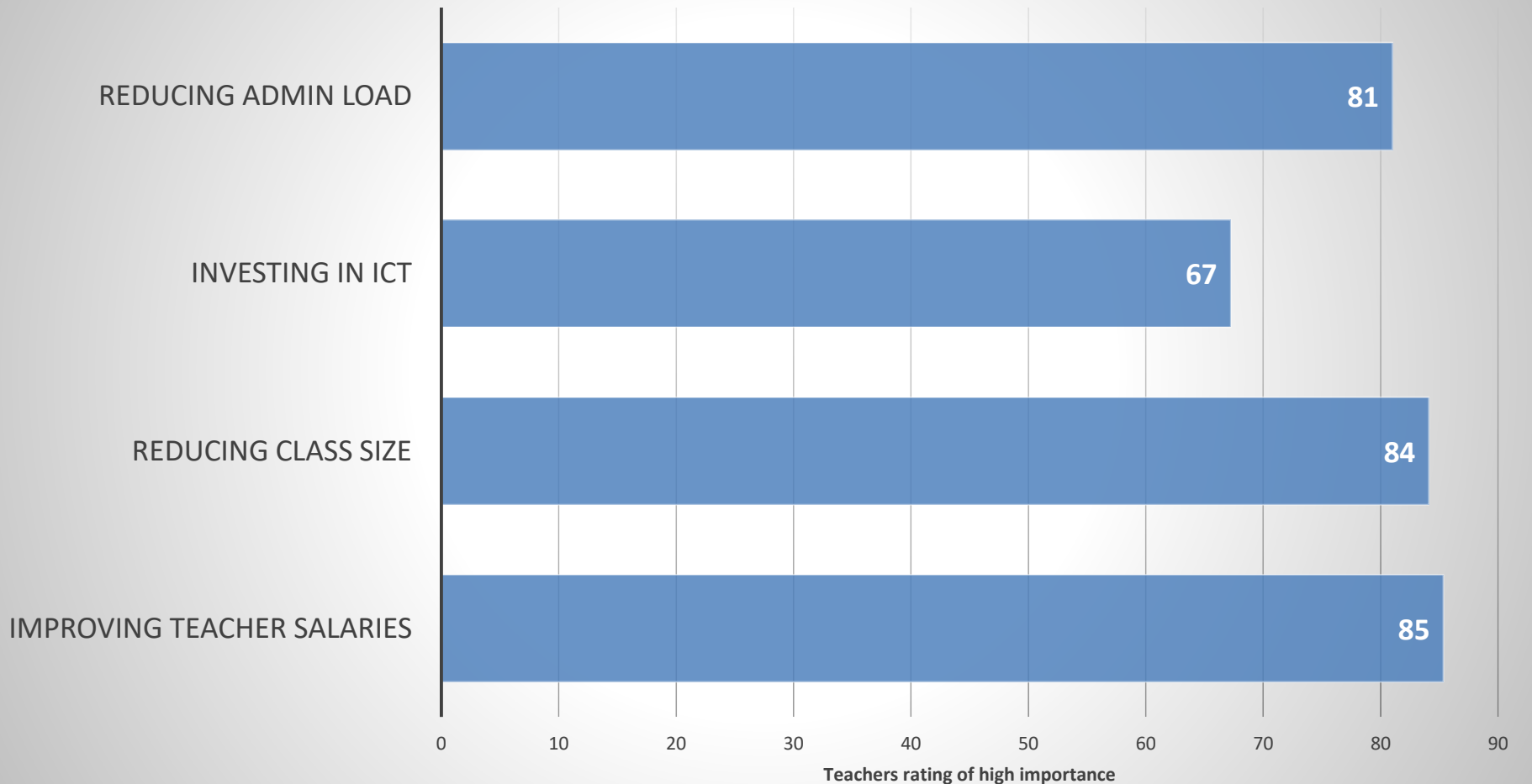
Teaching was the first career choice of only half of the teachers in South Africa

Percentage of teachers for whom teaching was their first choice as a career



Spending Priorities

TEACHER VIEWS ON SPENDING PRIORITIES IN SOUTH AFRICA



Motivations to become teacher matter for lifelong learning

In nearly all countries,

- teachers who are more **invested in the social mission of the profession** report greater commitment and tend to *participate more in professional development activities*.
- teachers for whom teaching was their first choice as a career feel also *more confident in their teaching ability and satisfied with their job*.

This still holds true after controlling for teachers' characteristics.

What do the environments of learners look like?

School climate

Aim:

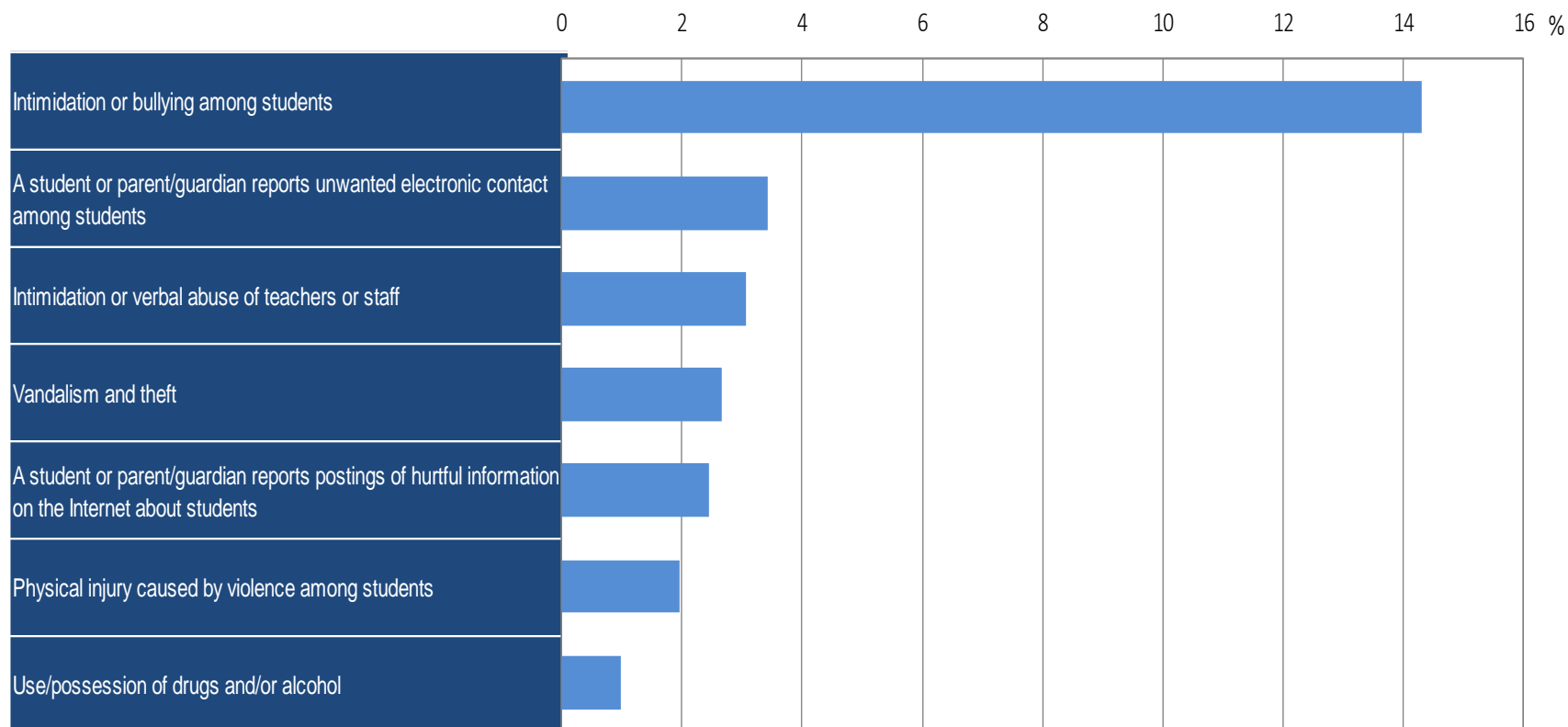
- ***To foster a school and classroom climate conducive to student learning and well-being***

Classroom Management

	Percentage of teachers for whom "student behaviour and classroom management" was included in their formal education or training	Percentage of teachers who felt "well prepared" or "very well prepared" for student behaviour and classroom management	Percentage of teachers for whom "student behaviour and classroom management" was included in their professional development activities	Percentage of teachers reporting a high level of need for professional development in student behaviour and classroom management	Percentage of teachers who feel that they can calm a student who is disruptive or noisy	Percentage of teachers who "agree" or "strongly agree" that they lose quite a lot of time because of students interrupting the lesson
Australia	84	45	44	5	81	29
Brazil	75	83	64	19	91	50
Chile	76	66	52	17	82	40
England (UK)	94	68	47	3	84	27
Finland	71	29	30	9	76	32
France	55	22	24	13	76	40
Japan	81	39	48	43	60	8
Russia	82	82	77	14	80	10
Saudi Arabia	87	81	74	16	93	26
Singapore	91	65	54	9	79	33
South Africa	93	82	79	16	89	41
Sweden	70	55	41	8	80	27
Turkey	92	88	61	6	90	33
United States	85	61	56	5	79	26
Viet Nam	99	95	94	68	91	12
OECD average	72	53	50	14	83	29

School safety

Percentage of lower secondary principals reporting that the following incidents occurred at least weekly in their school (OECD average-30)



Values are ranked in descending order of the percentage of lower secondary principals reporting that the following incidents occurred at least weekly in their school.

Source: OECD, TALIS 2018 Database, Table BMUL.NO.SCH_SAFETY.

School Climate

Some school safety incidents are more frequent in South Africa

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

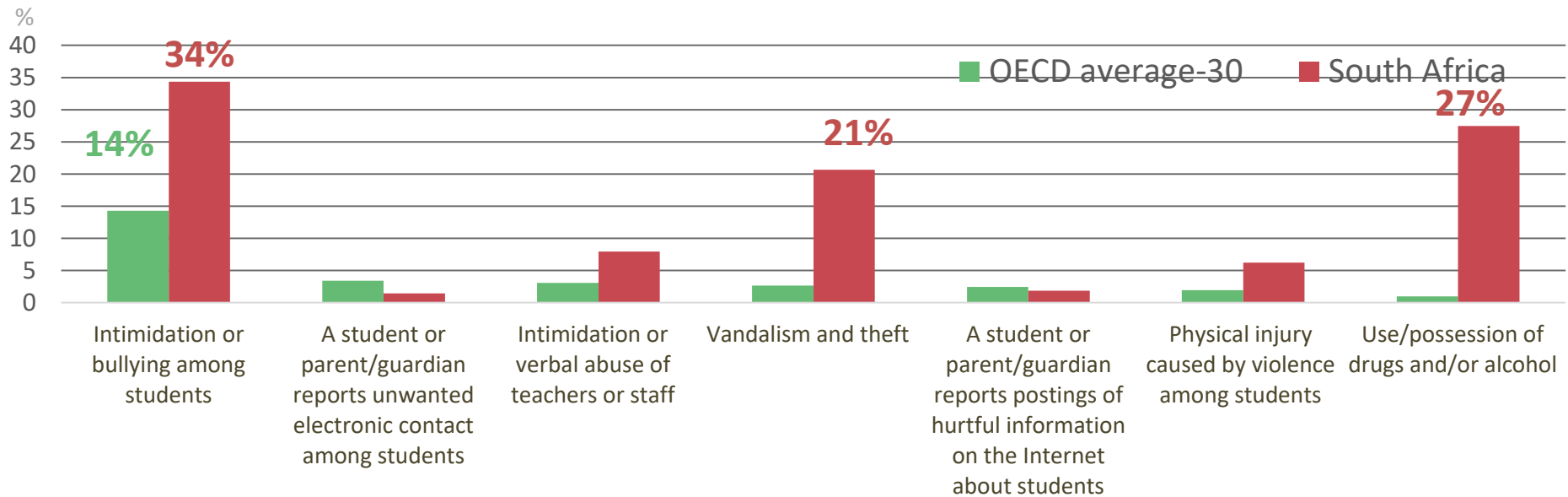
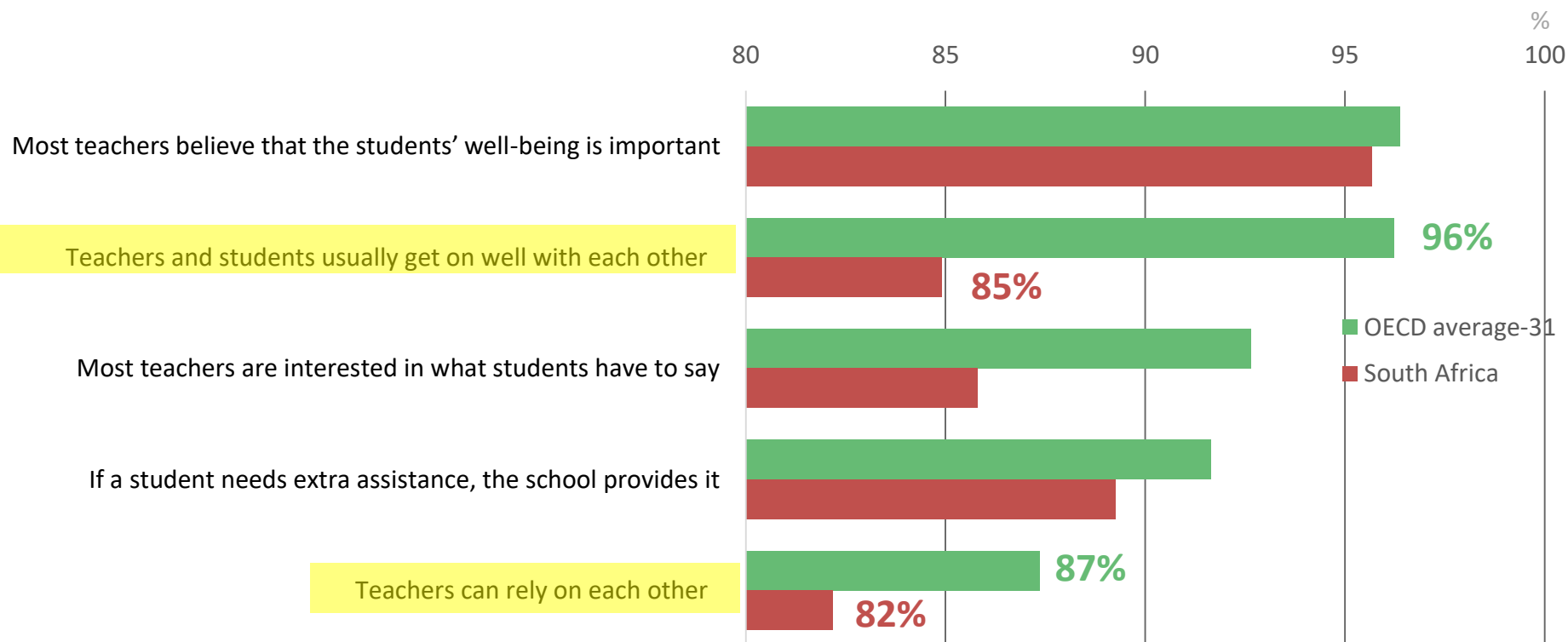


Fig I.3.12

Student-teacher relationships are slightly less positive in South Africa

Percentage of teachers who "agree" or "strongly agree" with the following statements about what happens 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, theft and use/possession of drugs
 - Monitoring and supervision of all students
 - **Communication and partnership** among teachers, parent-teacher meetings and classroom management
 - **System-level policies:** establish code of **conduct for students** to combat bullying, theft and use/possession of drugs as a national priority and develop monitoring frameworks

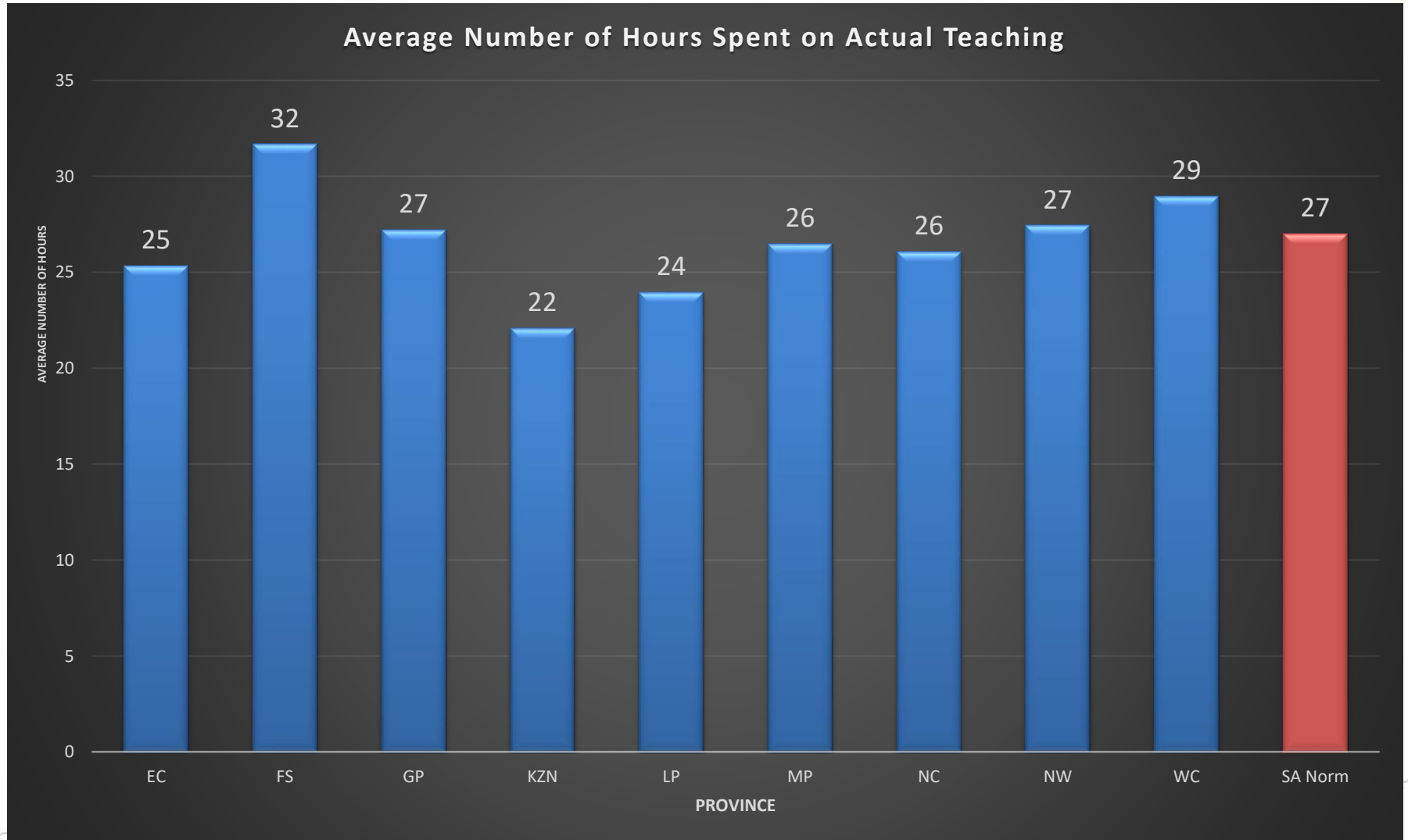
What practices are teachers using in the classroom?

Teachers' instructional practices

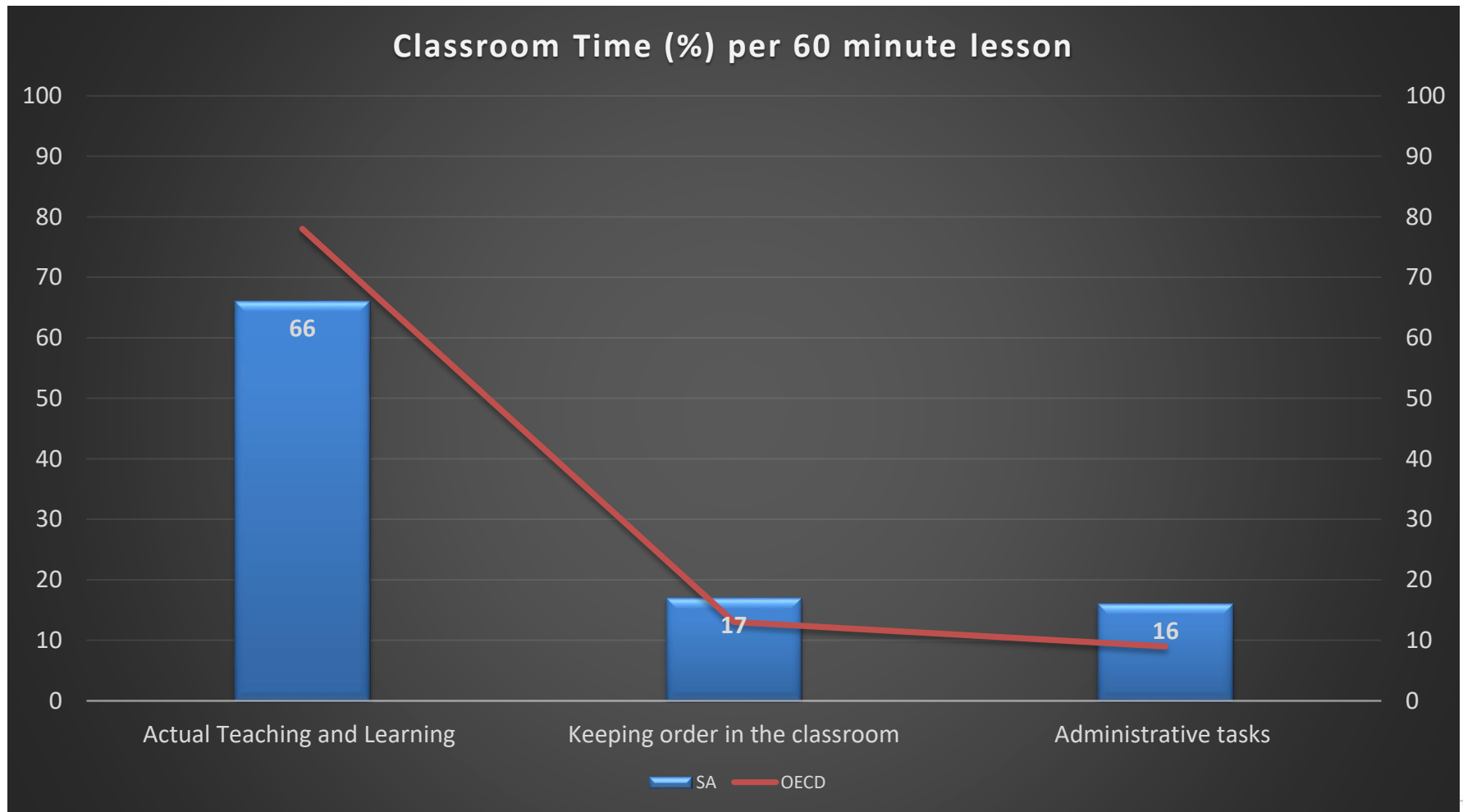
Aim:

- Promoting quality teaching for every student
 - ***Optimising use of teachers' time to support quality teaching.***
 - ***Promoting the use of effective teaching practices to foster the development of up-to-date knowledge, skills, values and attitudes among students***
 - ***To be efficient in assessing, diagnosing and providing feedback.***

Actual Teaching Time

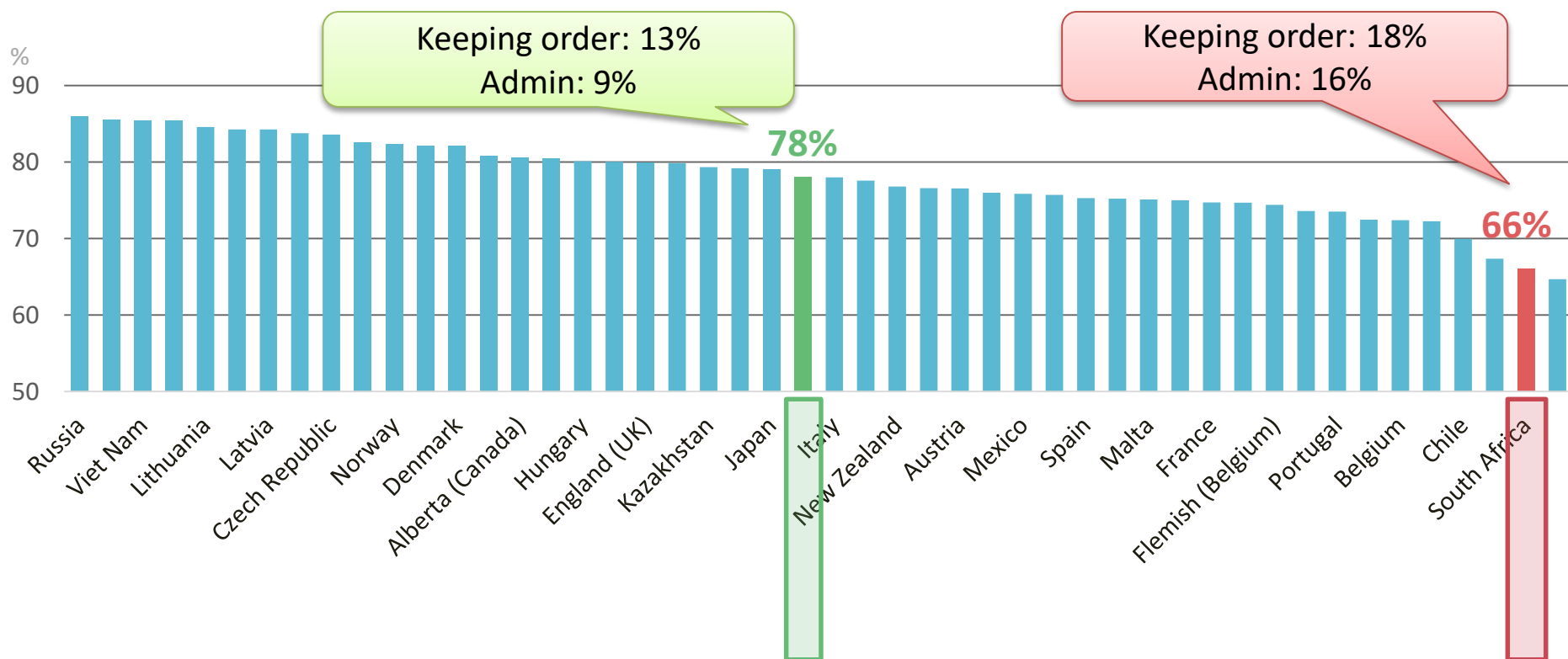


Optimising use of teachers' time



Teachers in South Africa spend limited time on actual teaching and learning

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



Instruction-related tasks is (only) the third most time-consuming activity of principals

Average proportion of time principals report spending on curriculum and teaching-related tasks and meetings

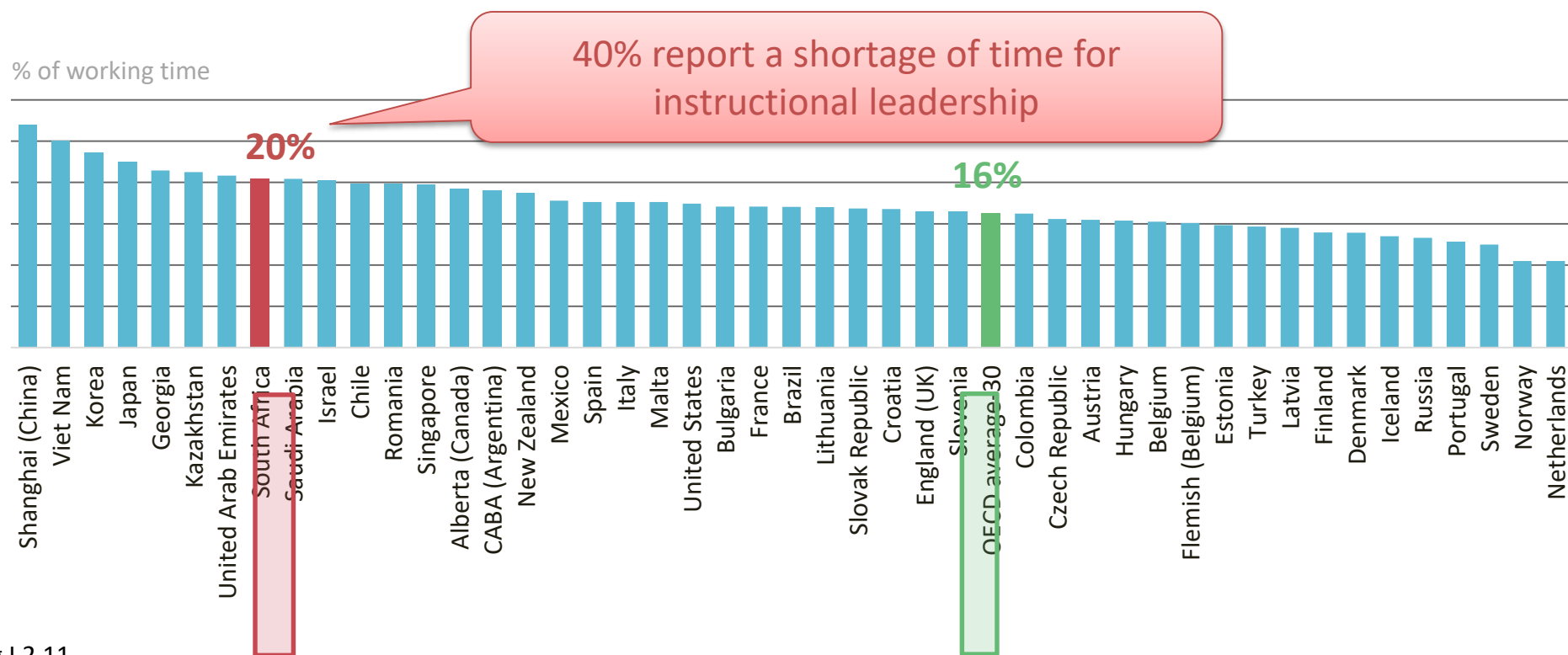


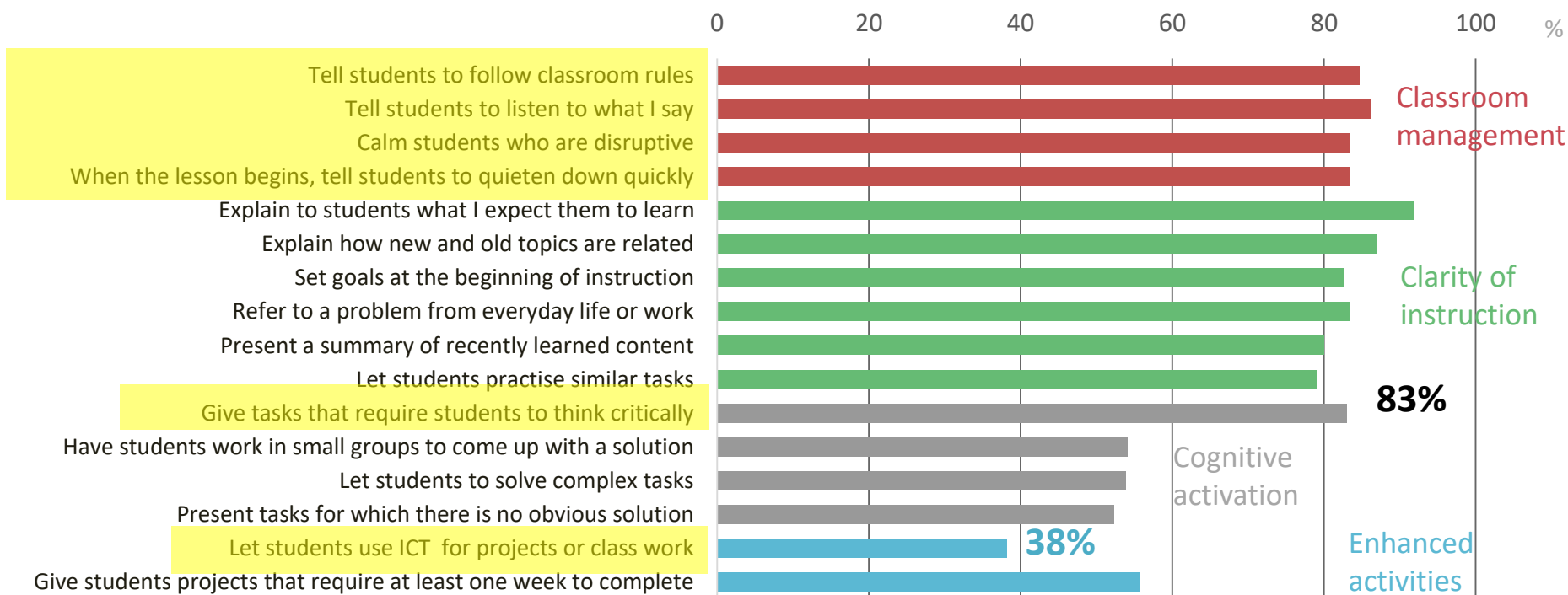
Fig I.2.11

Classroom Practice

Greater prevalence of critical thinking; lesser prevalence of ICT use

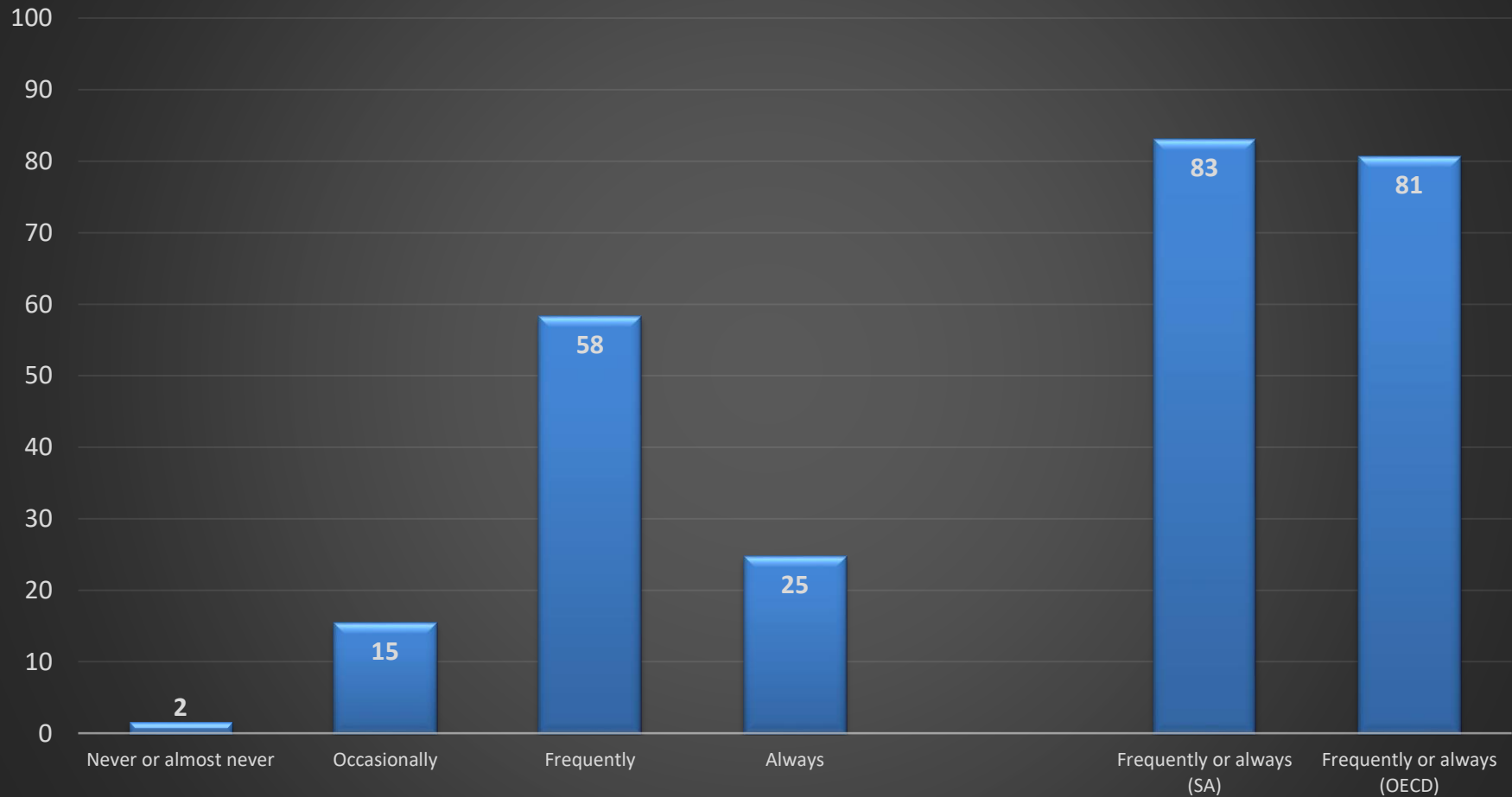
Percentage of teachers who frequently or always use the following practices in their class

South Africa



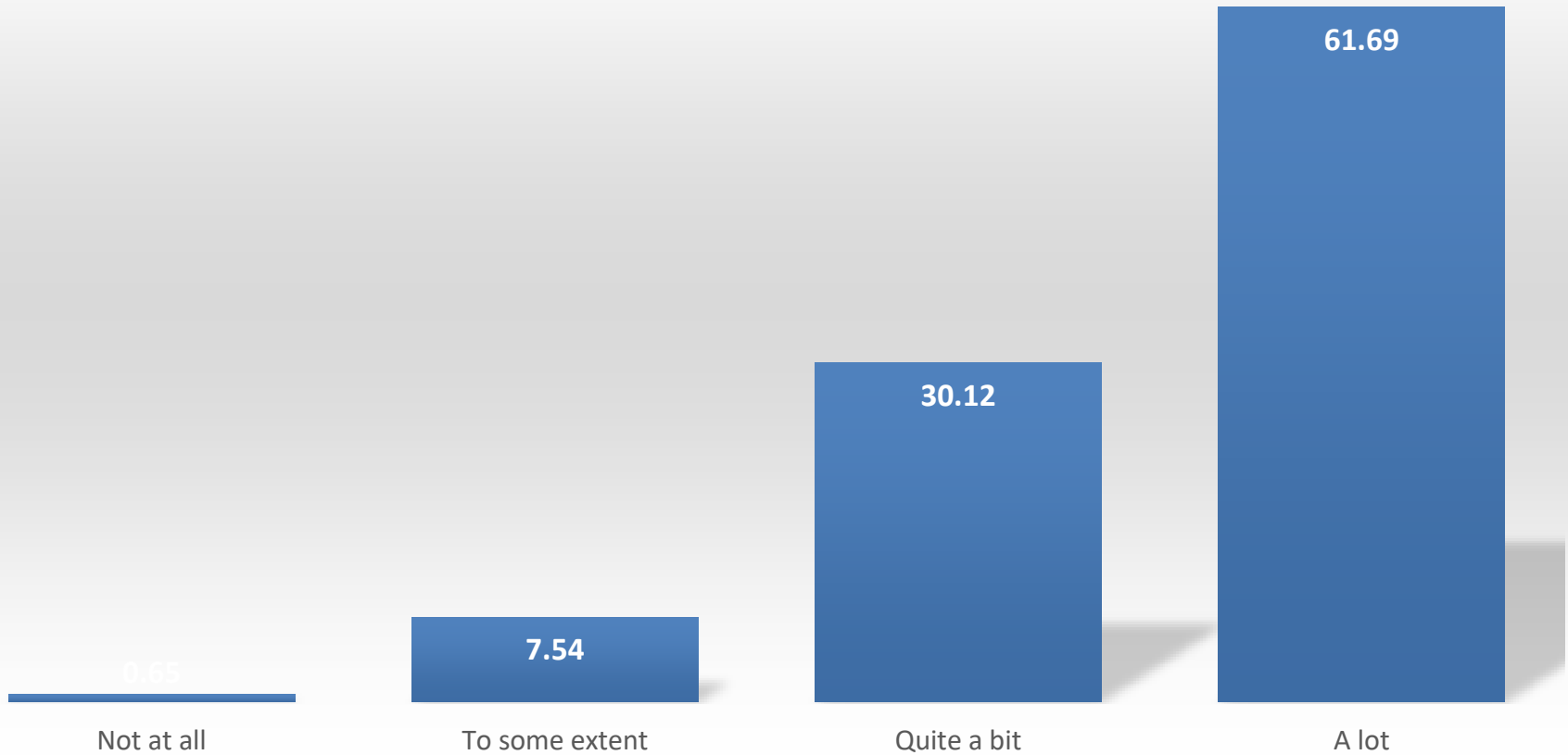
Promote Critical Thinking

Provide tasks for learners to think critically



Teach Critical Thinking

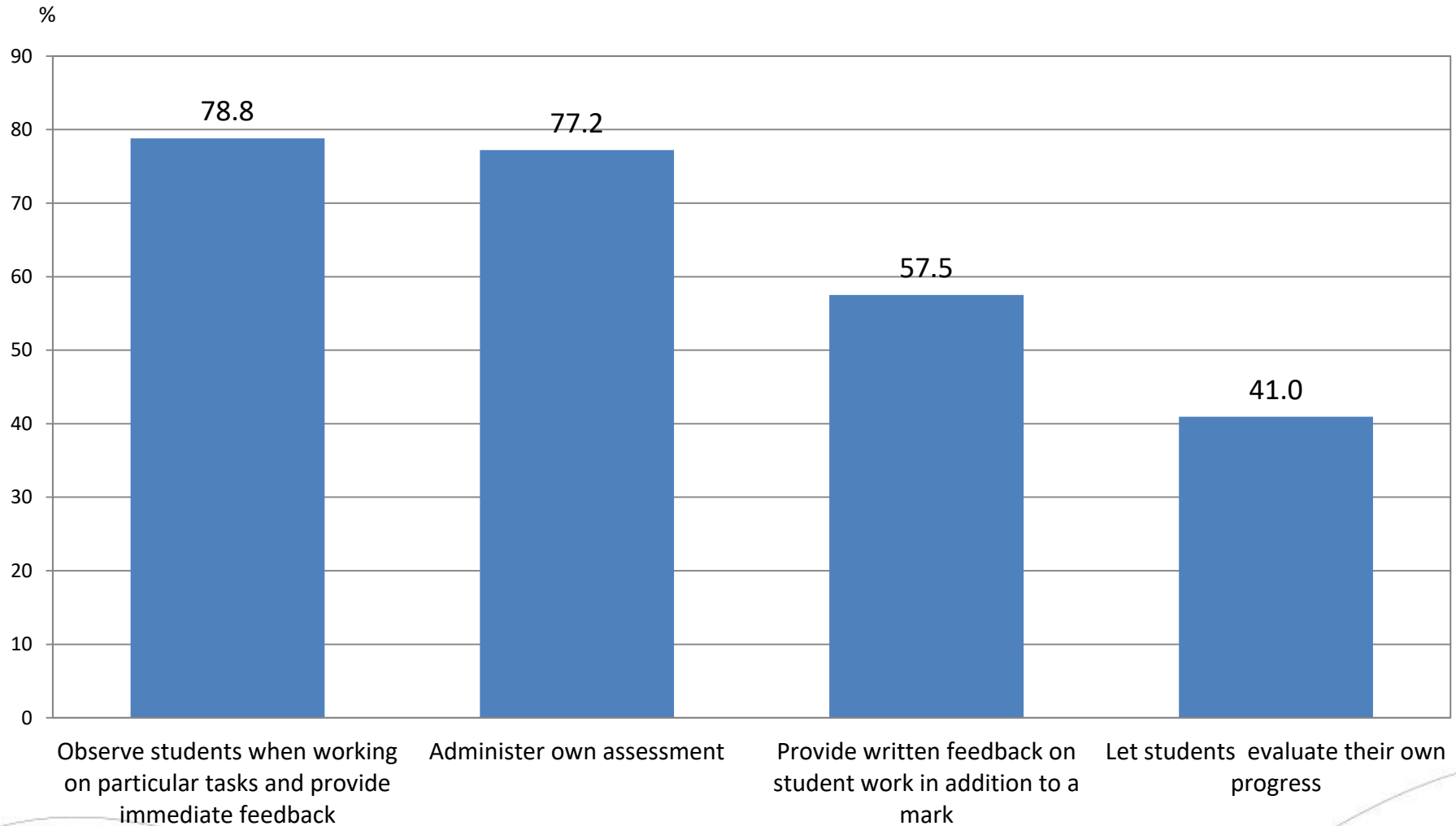
Extent to which I can teach critical thinking skills



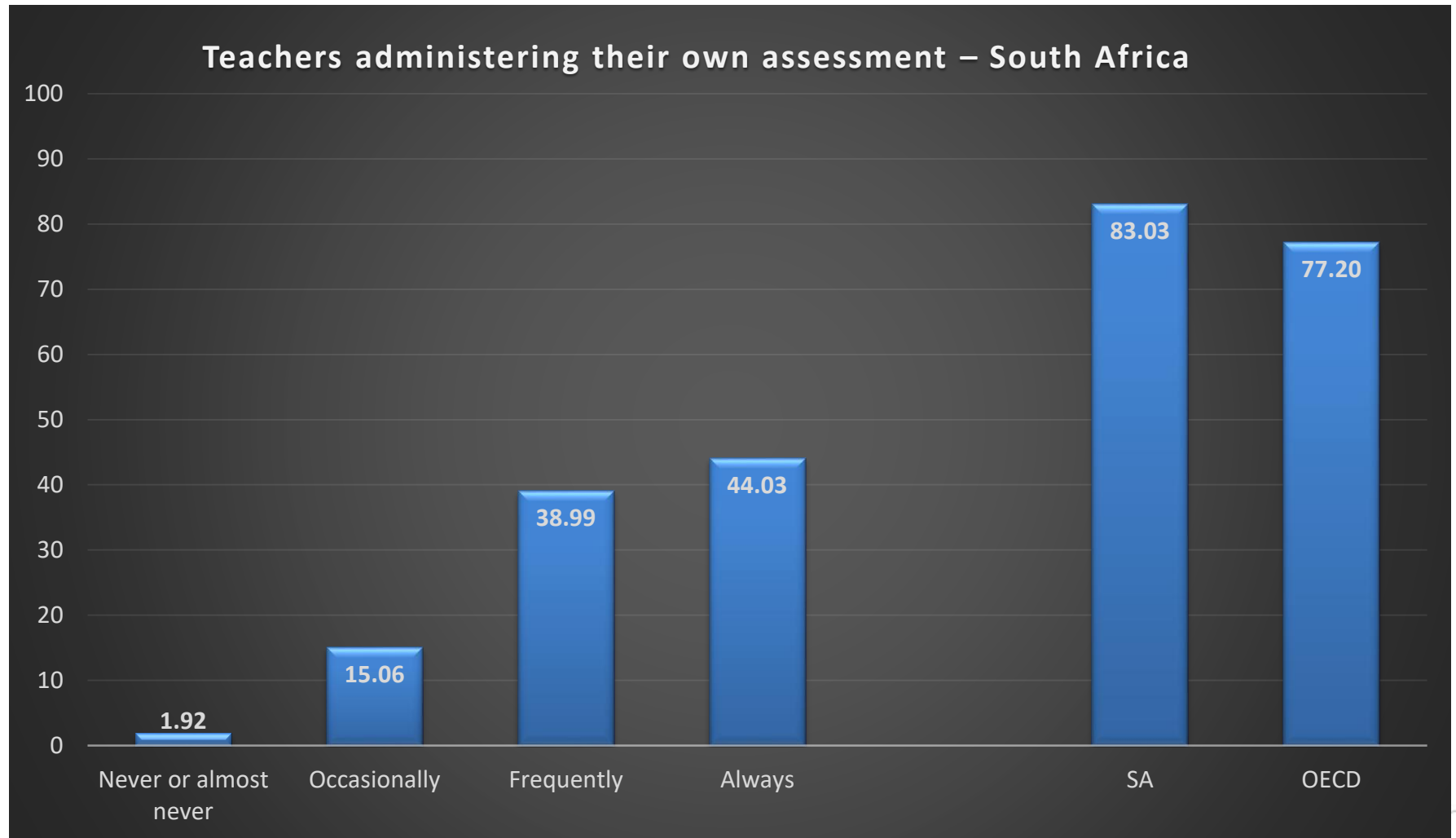
ICT skills

	Percentage of teachers for whom the "use of ICT for teaching" has been included in their formal education or training	Percentage of teachers who felt "well prepared" or "very well prepared" for the use of ICT for teaching	Percentage of teachers for whom "use of ICT for teaching" has been included in their professional development activities	Percentage of teachers reporting a high level of need for professional development in ICT skills for teaching	Percentage of teachers who "frequently" or "always" let students use ICT for projects or class work	Percentage of school leaders reporting shortage or inadequacy of digital technology for instruction
Australia*	65	39	67	11	78	12
Brazil	64	64	52	27	42	59
Chile	77	67	51	17	63	13
England (UK)	75	51	40	5	41	15
Finland	56	21	74	19	51	20
France	51	29	50	23	36	30
Japan	60	28	53	39	18	34
Portugal	47	40	47	12	57	55
Romania	70	70	52	21	56	50
Russia	69	72	75	15	69	32
Saudi Arabia	73	72	76	28	49	61
Singapore	88	60	75	14	43	2
South Africa	62	54	53	32	38	65
Turkey	74	71	61	7	67	22
United States	63	45	60	10	60	19
Viet Nam	97	80	93	55	43	82
OECD average-31	56	43	60	18	53	25

Assessment Index - OECD

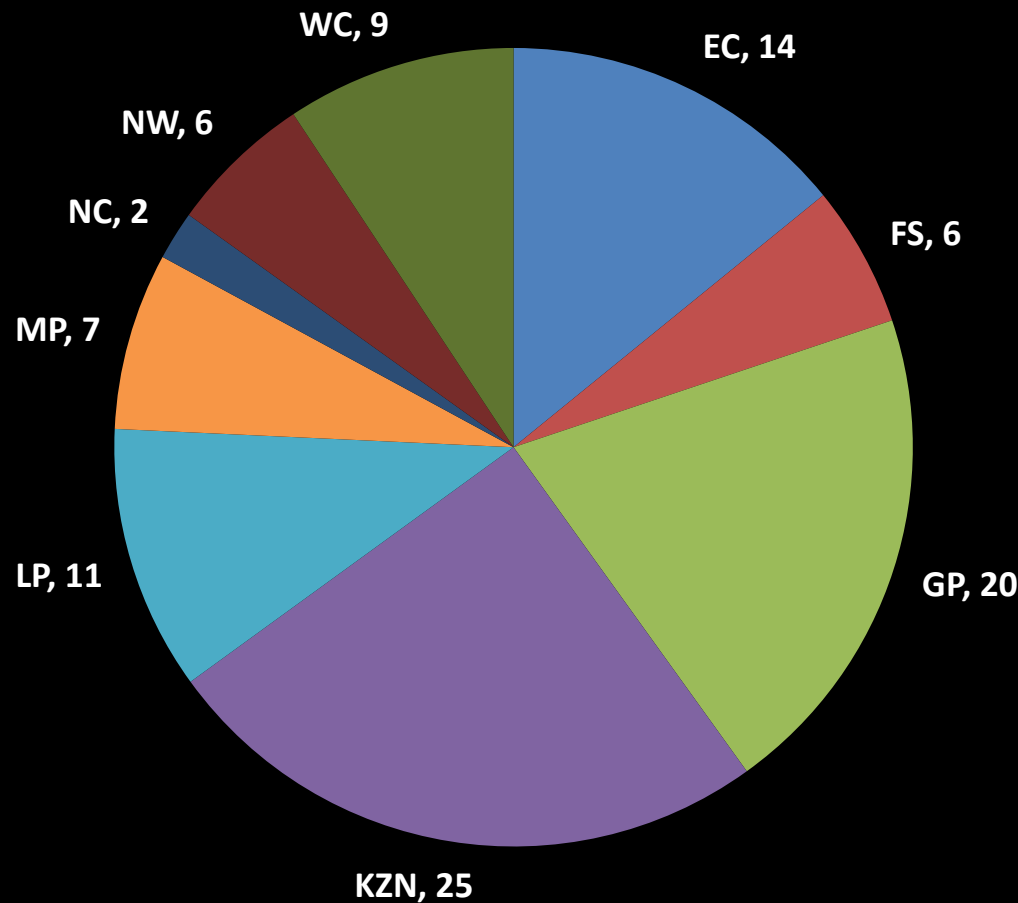


Teacher Assessment



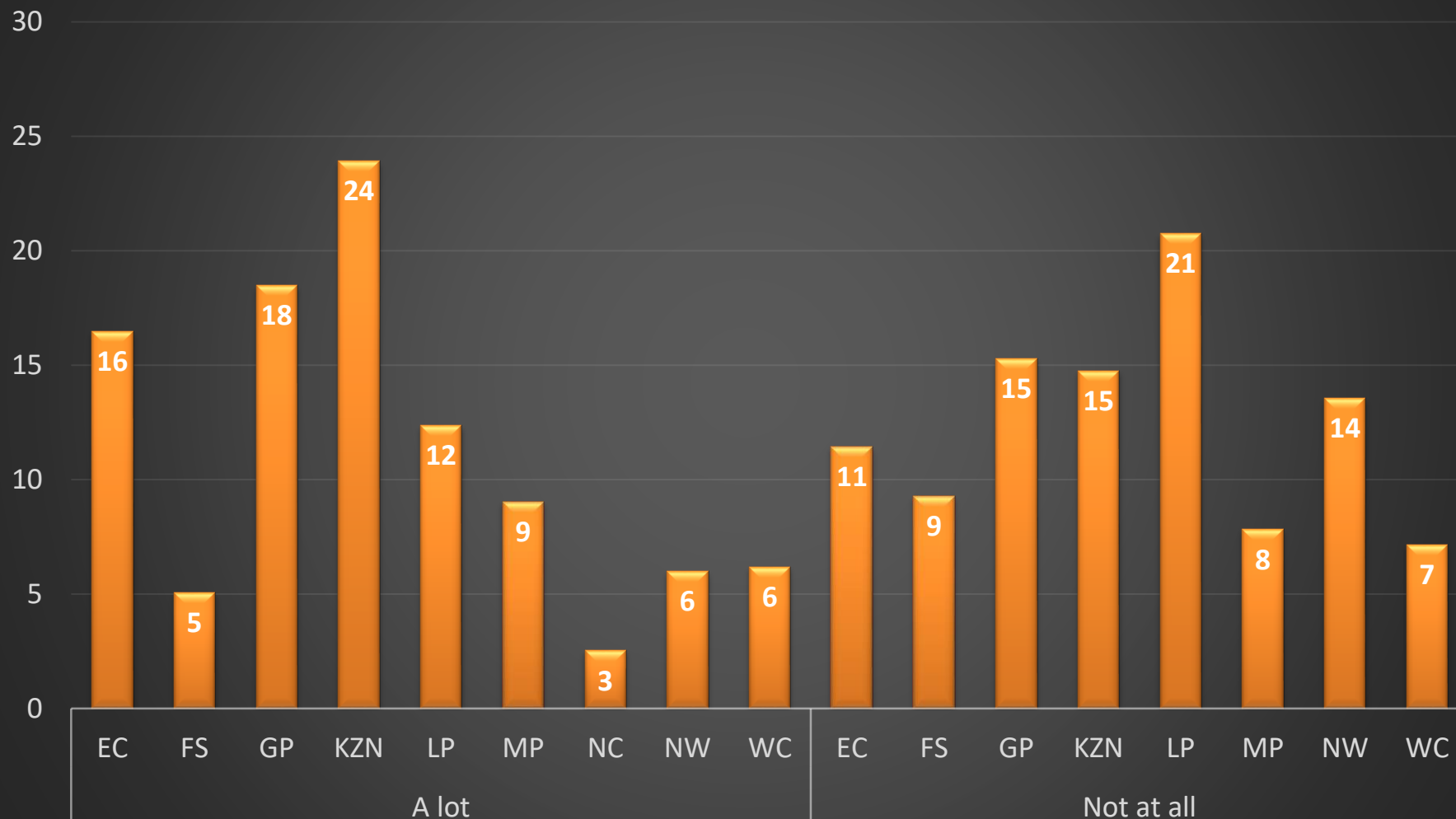
Teacher Training on Assessment

PERCENTAGE OF TEACHERS RECEIVING TRAINING ON ASSESSMENT (12 MONTHS)



Assessment Strategies

Teacher using a variety of Assessment strategies



Promote the use of effective teaching practices

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.**
 - 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.
 - To stress the **importance of and expectations for instructional leadership**

Teaching learners with diverse ability levels and needs

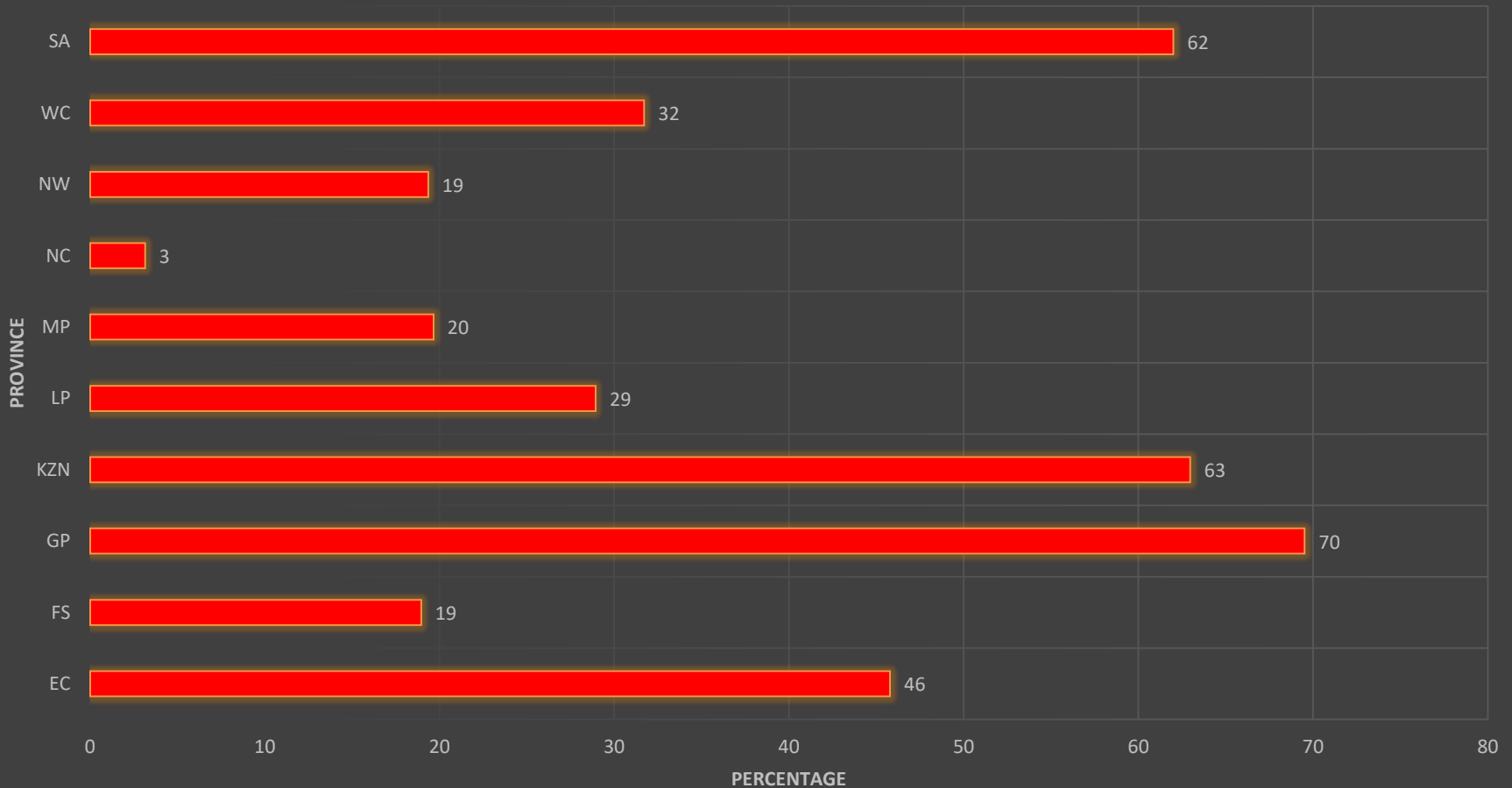
Two crosscutting themes: innovation; and equity and diversity

Aim:

- *To build the capacity of teachers and school leaders to meet the needs of diverse classrooms and schools*
 - *Language/ special needs / cultural diversity*

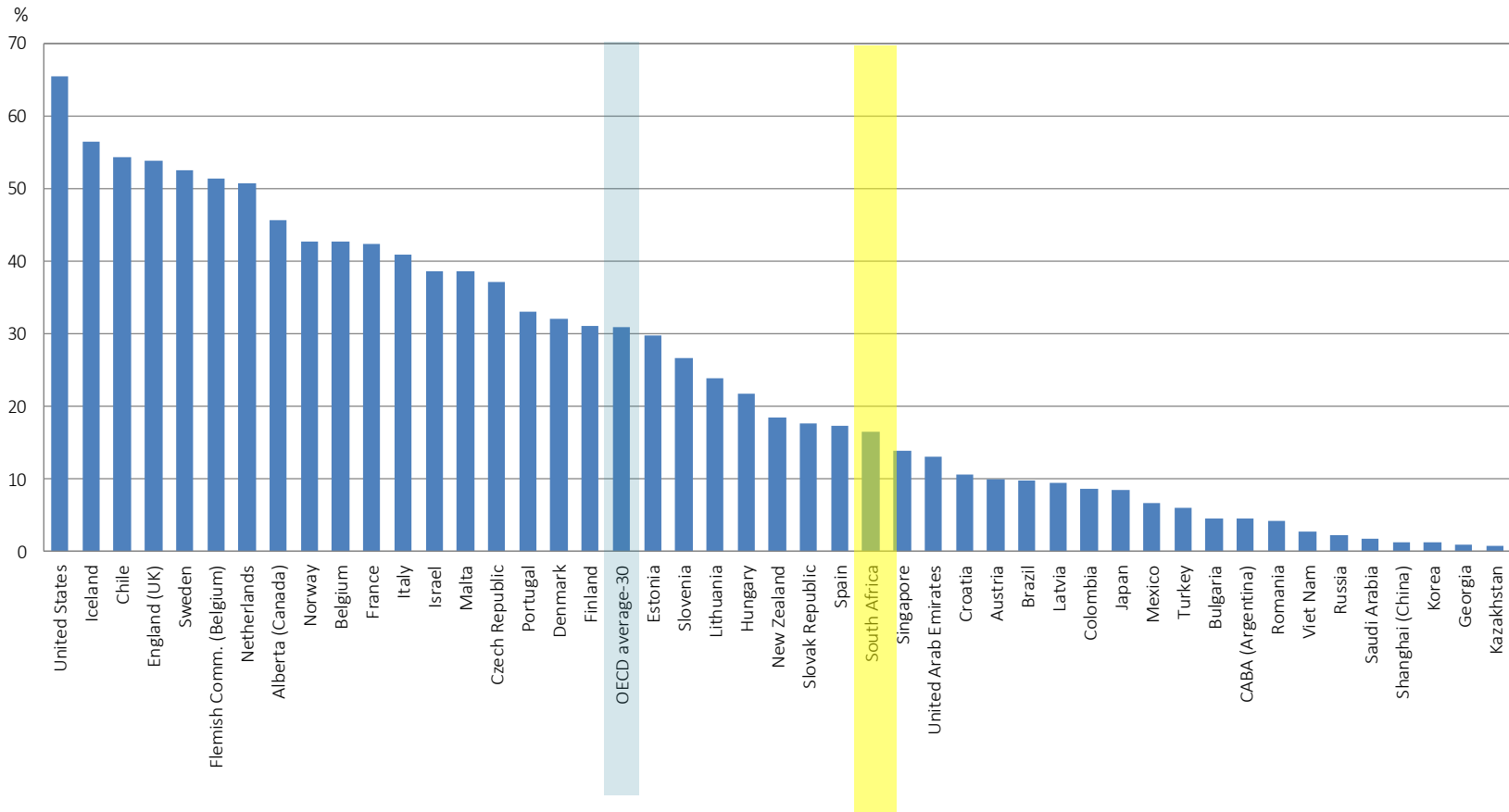
Language Differences

% of teachers teaching in classes with more than 10% of students whose first language is different from the language of instruction



Special Needs

Percentage of lower secondary teachers teaching in schools where more than 10% of students have special needs ¹



1. "Students with special needs" are those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged.

Countries and economies are ranked in descending order of the percentage of teachers teaching in schools where more than 10% of students have special needs.

Source: OECD, TALIS 2018 Database, Table BMUL.NO.STUD_CHAR.

Special Needs

	Percentage of teachers teaching in classes with more than 10% of special needs students	Percentage of teachers for whom the "teaching in a mixed-ability setting" has been included in their formal education or training	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 shortage of teachers with competence in teaching students with special needs
Australia*	29	74	38	58	12	18
Brazil	11	73	71	40	58	60
Chile	55	76	68	55	38	27
England (UK)	41	90	69	57	6	23
Finland	26	73	35	30	12	15
France	40	49	25	30	34	70
Japan	21	64	26	56	46	44
Russia	5	73	72	55	15	11
Saudi Arabia	9	77	70	26	29	52
Singapore	19	79	54	35	20	17
South Africa	29	76	67	34	39	53
Sweden	40	73	61	46	18	30
Turkey	11	66	65	52	16	37
United States	51	81	56	56	9	28
Viet Nam	7	88	72	50	26	58
OECD average-31	27	62	44	43	22	32

Multi-cultural settings

	Percentage of teachers for whom "teaching in a multicultural or multilingual setting " was included in their formal education or training	Percentage of teachers who felt "well prepared" or "very well prepared" for teaching in a multicultural or multilingual setting	Percentage of teachers for whom "teaching in a multicultural or multilingual setting " was included in their professional development activities	Percentage of teachers reporting a high level of need for professional development in teaching in a multicultural or multilingual setting	Percentage of teachers who feel they can cope with the challenges of a multicultural classroom "quite a bit" or "a lot" in teaching a culturally diverse class ¹
Australia	59	27	23	7	70
Brazil	42	44	27	44	81
Chile	42	37	21	34	57
England (UK)	68	43	19	5	72
Finland	29	14	20	7	69
France	12	8	6	17	66
Japan	27	11	13	15	17
Russia	31	32	24	13	83
Saudi Arabia	36	43	40	26	77
Singapore	72	61	25	5	65
South Africa	75	67	54	20	81
Spain	29	26	32	18	52
Sweden	41	32	24	15	68
Turkey	33	39	27	22	55
United States	70	48	42	6	66
Viet Nam	44	31	41	19	46
OECD average-31	35	26	22	15	67

Teachers also feel more confident in teaching a multicultural class

Percentage of teachers who feel they can do the following "quite a bit" or "a lot" in teaching a culturally diverse class

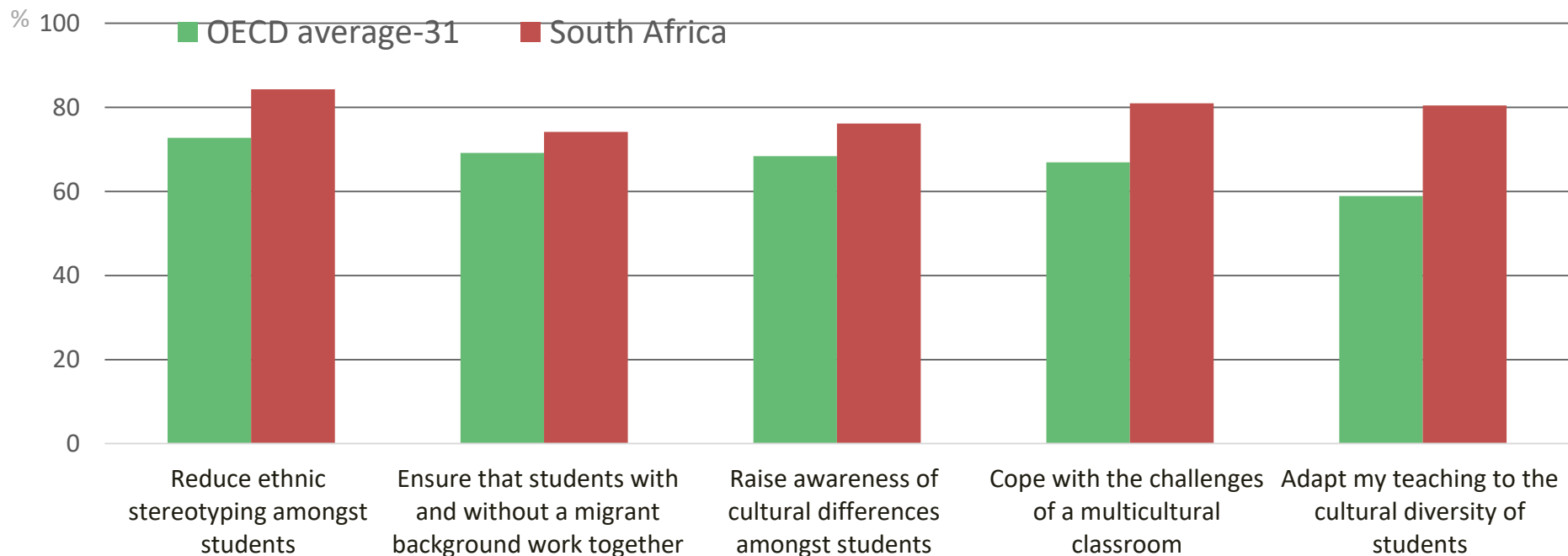


Fig I.3.11

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
 - Attract teachers from **diverse backgrounds**
 - Teacher training programmes for **diverse classrooms** should include pedagogical **approaches for second-language learning**
 - **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

- 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)

How prepared are teachers?

Teacher education and initial preparation

Aims

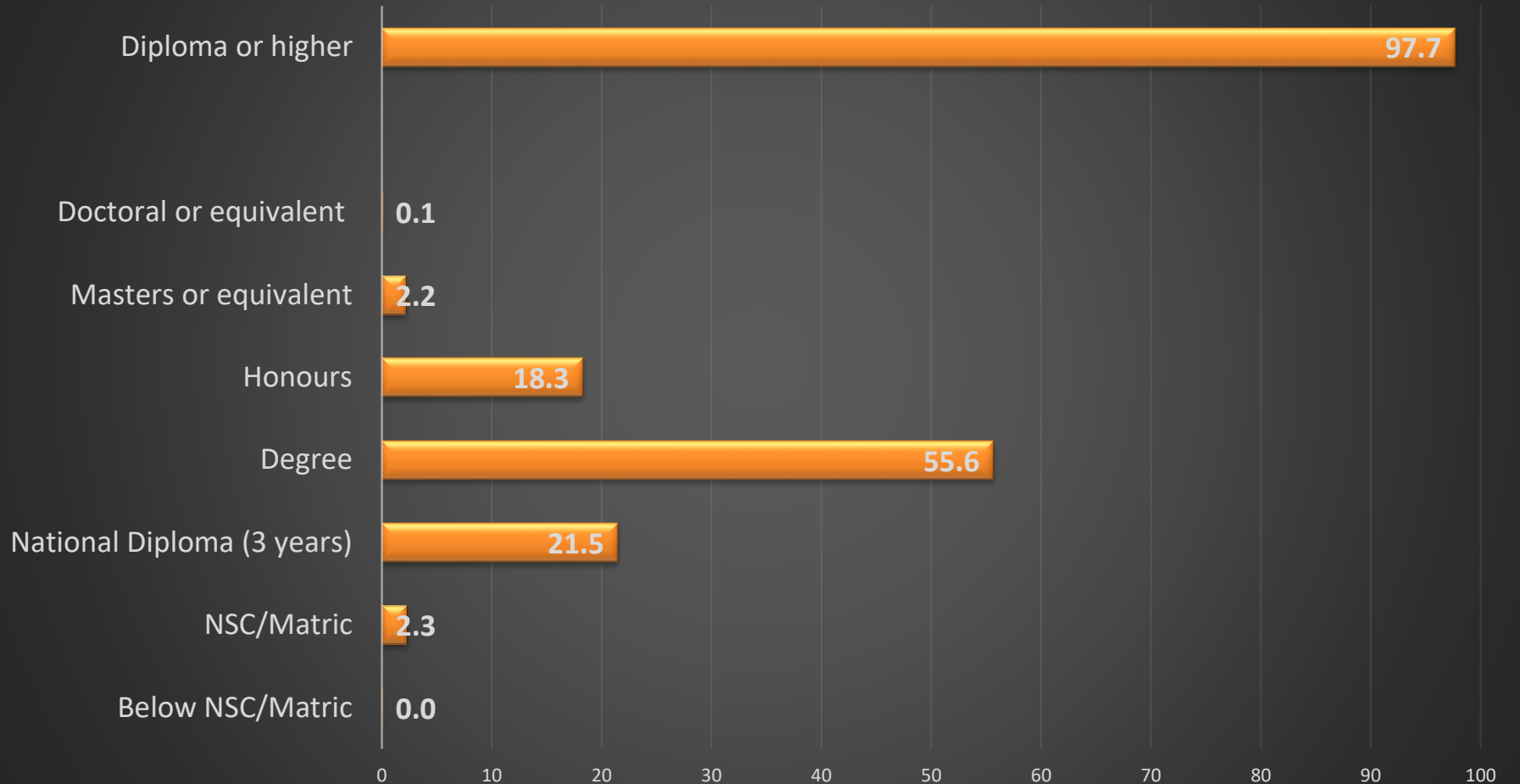
- *Supporting new teachers entering the workforce*
 - *To provide novice teachers with fulfilling working conditions and tailor-made support*
- *Supporting the continuous professional growth of teachers and school leaders throughout their careers*
 - *To link initial teacher education with continuous professional development*

Initial and continuous training

	Percentage (%) of teachers for whom content, pedagogy and classroom practice in some or all subjects taught were included in their formal education or training	% of principals for whom school administration or principal training programme or course elements were never included in their formal education or training	% of principals for whom instructional leadership training or course were never included in their formal education or training	% of teachers who did not take part in formal or informal induction activities at the current school	% of novice teachers who have an assigned mentor at the current school	% of teachers who participated in professional development activities in the 12 months prior to the survey	% of principals who participated in professional development activities in the 12 months prior to the survey
Australia*	82	31	30	28	37	99	100
Brazil	83	13	17	61	33	87	94
Chile	84	14	12	66	7	87	99
England (UK)	86	23	38	23	37	97	99
Finland	87	0	17	43	10	93	99
France	66	3	m	83	17	83	94
Japan	82	2	5	81	40	89	99
Russia	90	4	11	65	27	98	100
Saudi Arabia	72	22	18	63	19	86	95
Singapore	89	5	3	15	54	98	100
South Africa	81	10	6	31	50	91	96
Sweden	85	6	19	70	17	95	100
Turkey	76	32	23	76	15	94	96
United States	84	13	4	39	39	98	100
Viet Nam	99	0	0	55	30	96	100
OECD average	79	13	17	58	22	94	99

Formal Education of Teachers

Highest level of formal education completed (%)



Teachers' participation in induction is higher in South Africa than in the OECD

Percentage of teachers who did *not* take part in any induction activities during their first employment

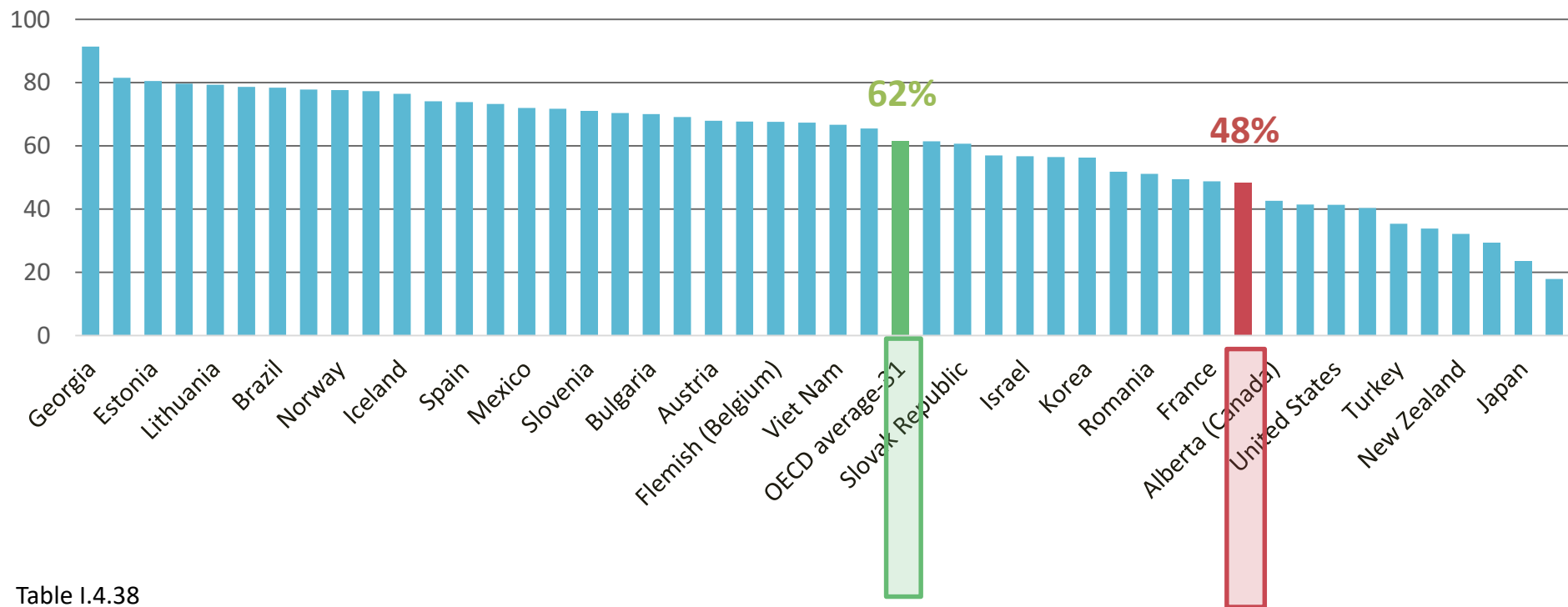
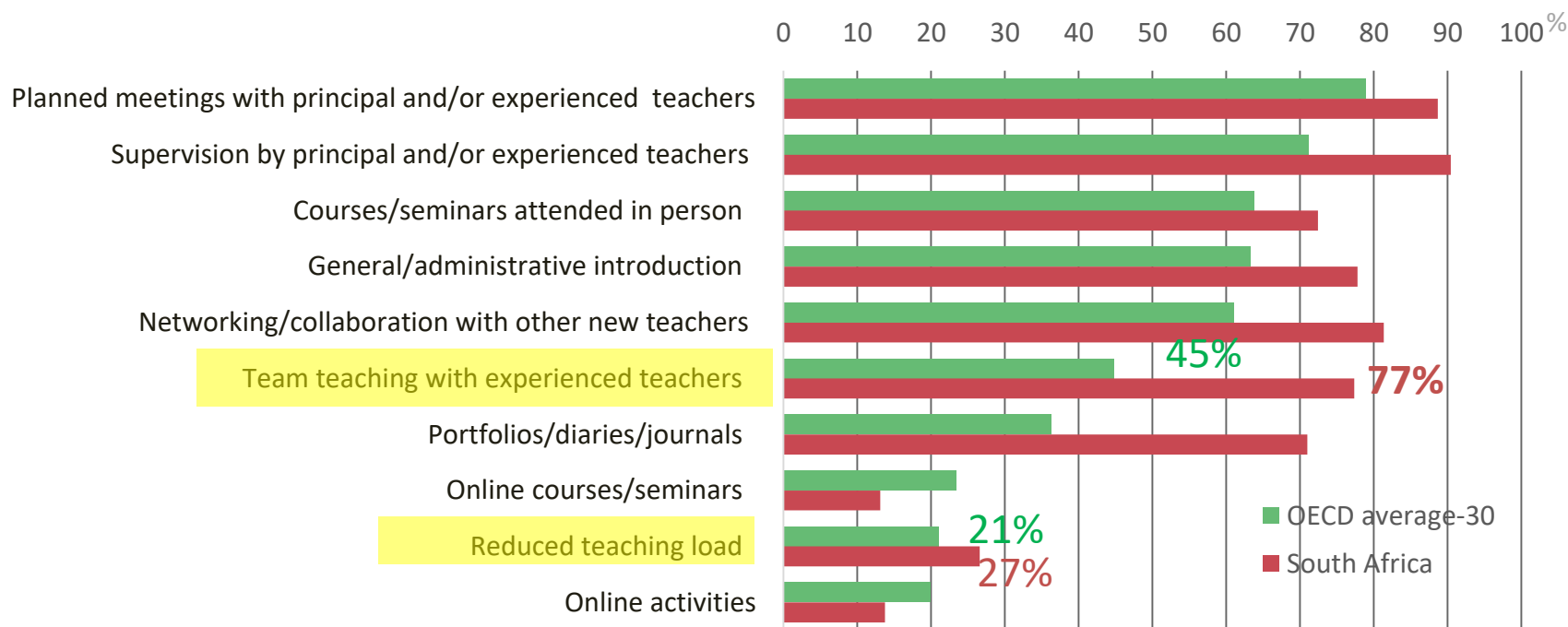


Table I.4.38

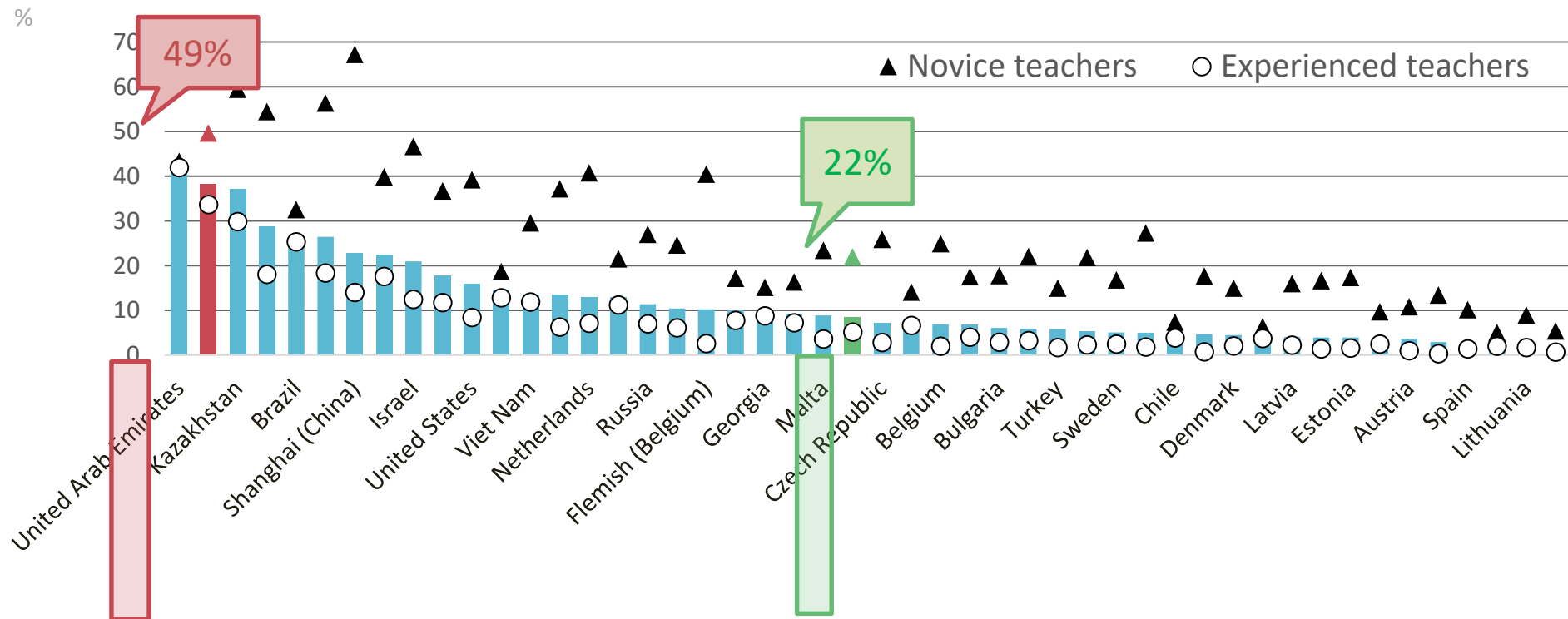
Reduced teaching load could be more often included in induction

Percentage of lower secondary teachers reporting that the following provisions are included in teacher induction at their current school (OECD average-31)



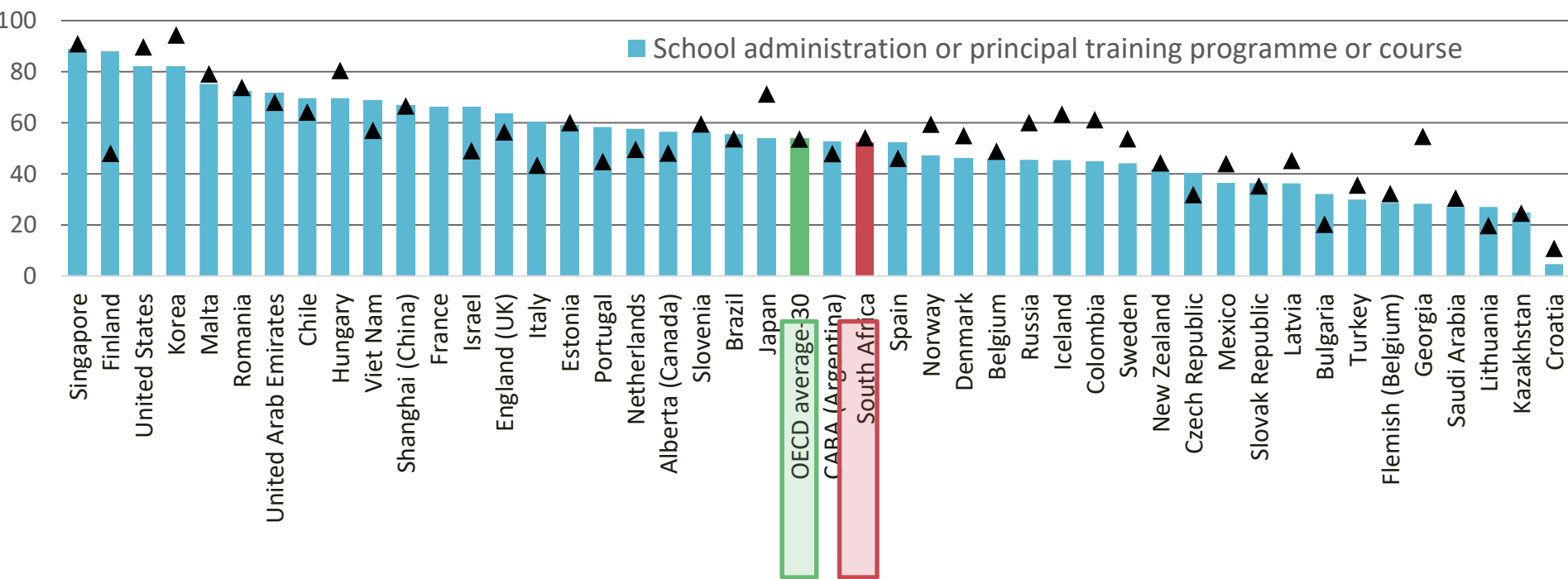
And about half of novice teachers in South Africa have a mentor

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



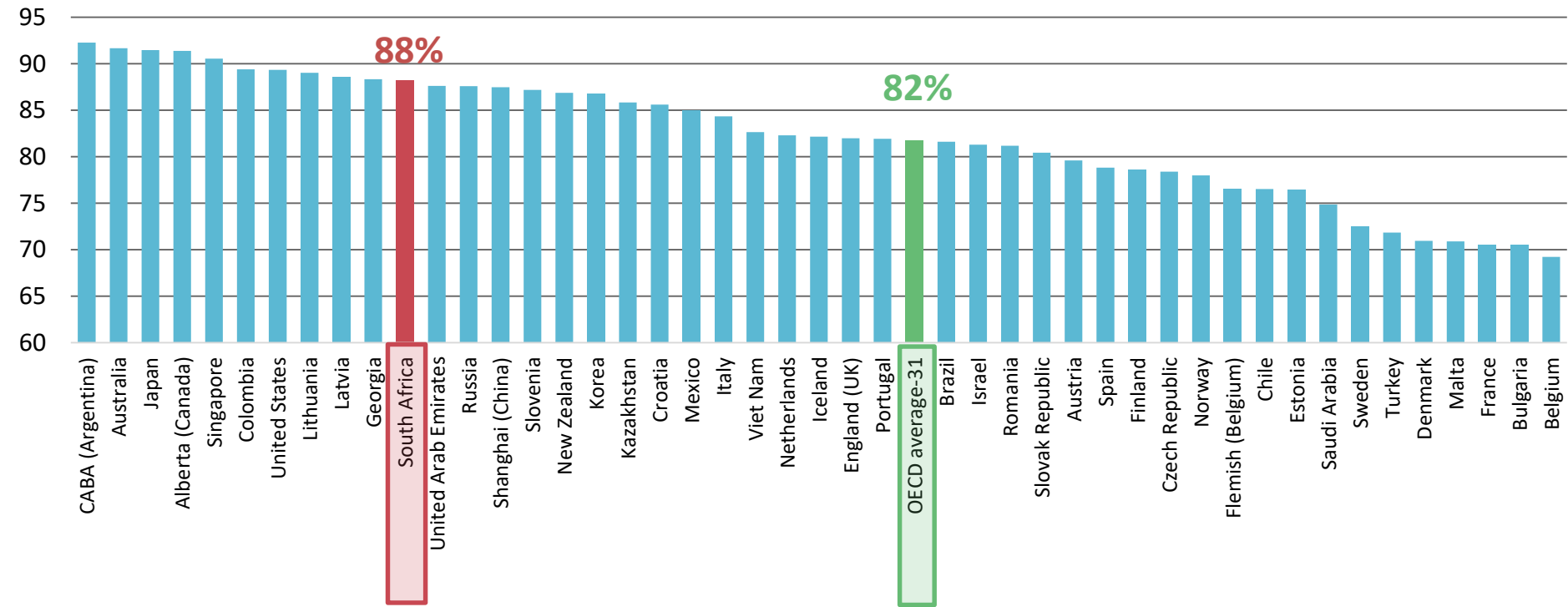
Only half of school leaders have received specialised training before taking up their role

Percentage of principals for whom received training before taking up their role as a principal



Teachers found their professional development activities impactful

Percentage of teachers who feel professional development activities in the 12 months prior to the survey had a positive impact on their teaching practices



Teachers found their professional development activities impactful because...

Percentage of teachers for whom the most impactful professional development activities had the following characteristics

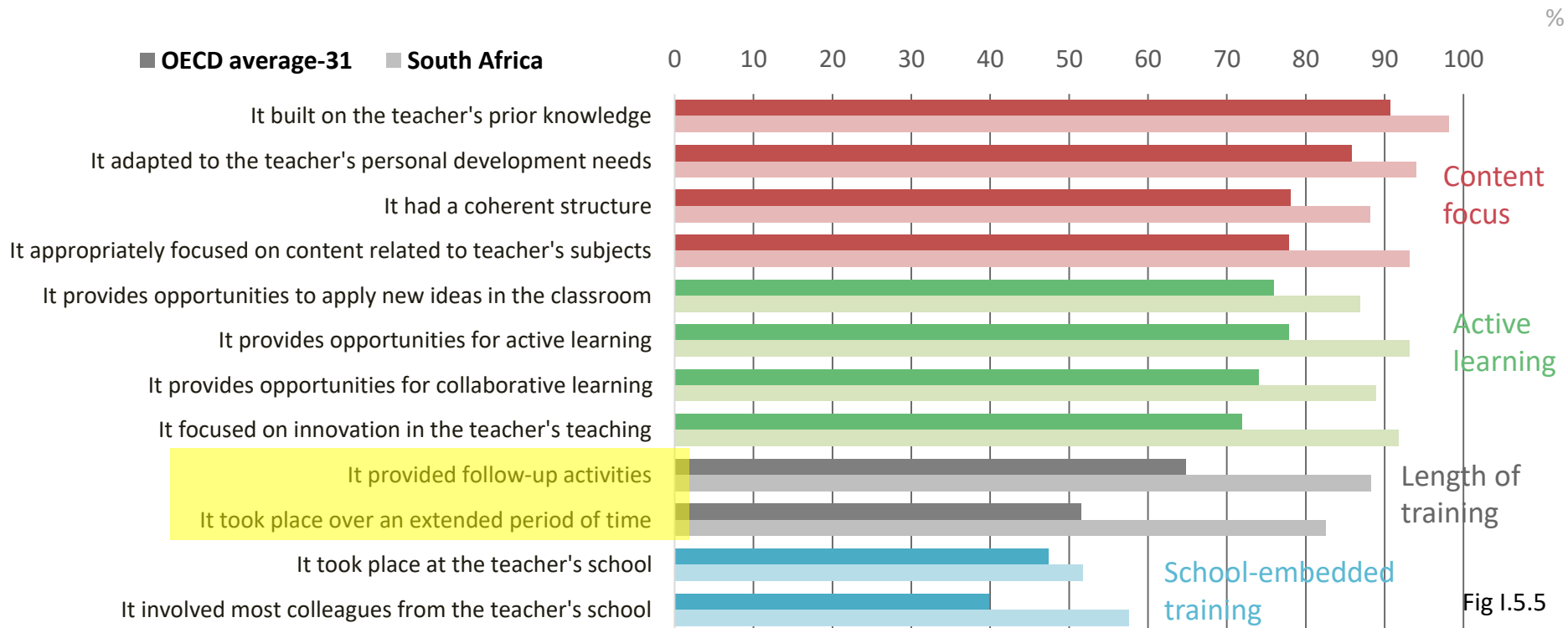


Fig I.5.5

Teachers express training high needs in...

South Africa

Percentage of teachers for whom... / who report...

■ Topic was included in professional development activities

■ High level of need for professional development in the topic

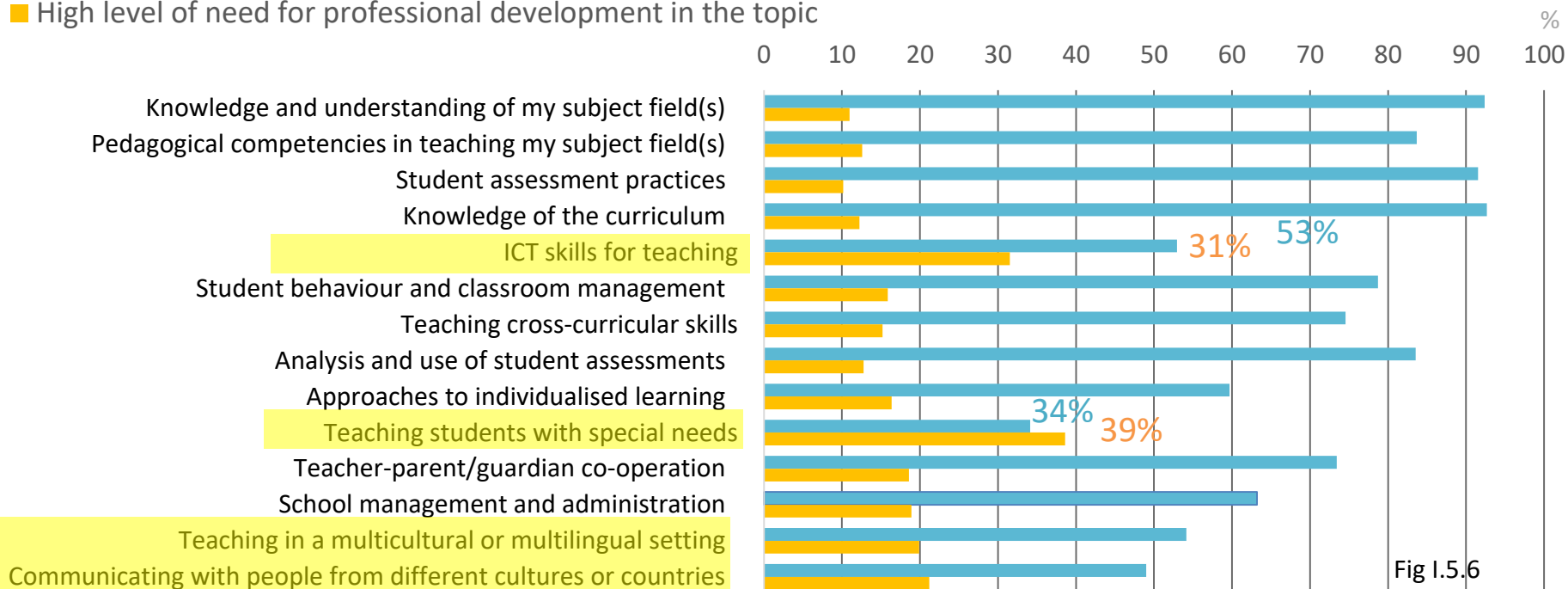
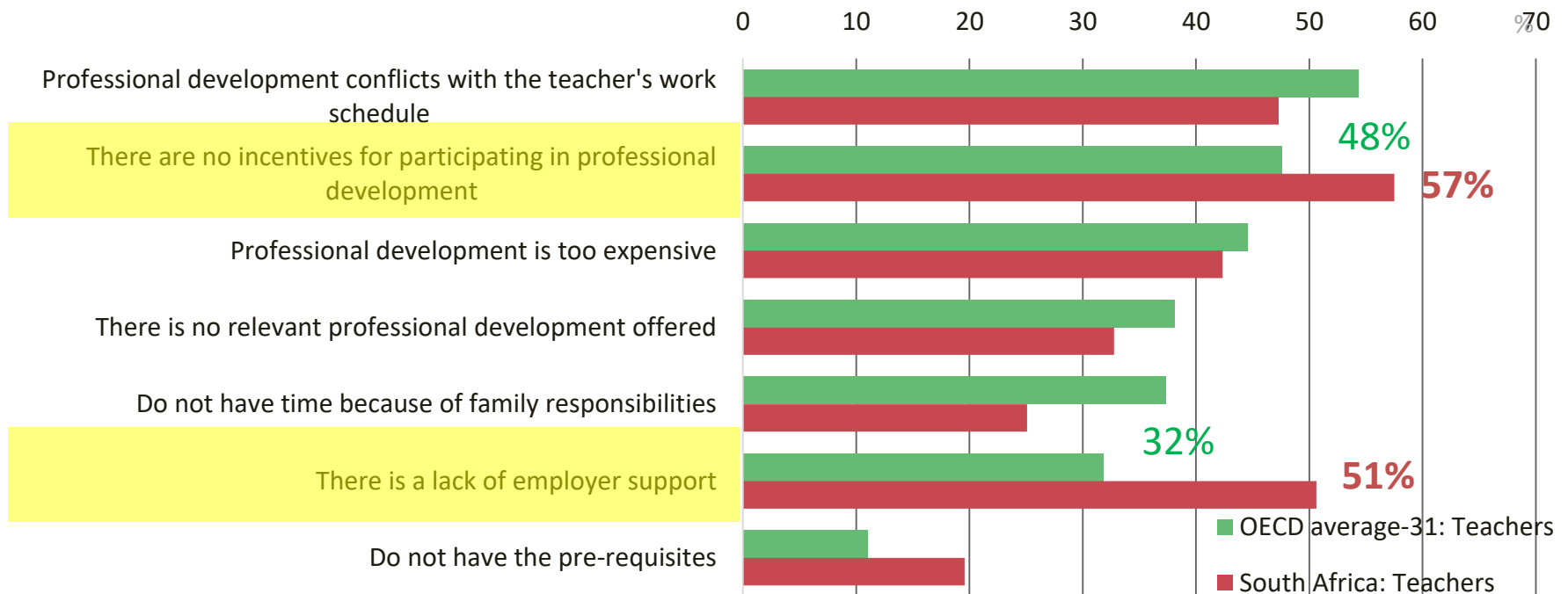


Fig I.5.6

Barriers to participation in professional development

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



Provide high-quality continuous professional development

Policy pointers

- Allow time to **participate in professional development**
 - **School-embedded professional development** as an integral part of work
- Create or foster **incentives to participate** in professional development
 - School-embedded forms of professional development
 - Earmarked funds allocated to schools to invest in professional development activities
 - Recognition for participation in professional development
- **Offer professional development activities** adjusted to teachers and school leaders' needs

Conclusion

Partnering with stakeholders



SUMMARY OF ISSUES

The survey focuses on the following policy issues:

- The **amount and type of professional development** available to teachers and their needs and barriers for accessing training.
- The **appraisal of teachers' work** in schools and the form and nature of the feedback they receive, as well as the use of outcomes from these processes to reward and develop teachers.
- **The way that school-level policies and practices, including school leadership, shape the learning environment in schools and impact the work of teachers.**
- The way **teachers and school principals organise their work** and how teachers teach and assess their students.
- The way **teachers and school principals feel about their job** and the teaching profession in general.

STRATEGIES

1. Pre-launch awareness campaign
2. Global launch event and online global event
3. National press briefings
4. Series of stakeholder launch events
5. Continued promotion

DISSEMINATION

1. Country report
2. International Report and Teacher's guide
3. Press release
4. Key policy pointers
5. Video
6. Infographic/key charts
7. Country notes & interactive data
8. Powerpoint presentation
9. Blog posts & Podcasts
10. Stakeholder forum



Next Steps

- How do we **utilise the findings of TALIS?**
- What are the **policy implications?**
- What are the **implications for district support?**
- How will we **do things differently?**

CONCLUSION

We need to attract the best and brightest to join the profession. Teachers are the key in today's knowledge economy, where a good education is an essential foundation for every child's future success. This survey provides strong evidence that teachers are open to change and keen to learn and develop throughout their careers. At the same time, they need to take more initiative to work with colleagues and school leaders, and take advantage of every opportunity for professional development.



Andreas Schleicher
OECD Director for Education and Skills

RECOMMENDATION

It is recommended that the Portfolio Committee **notes and discusses main features and the results of the TALIS Report.**

Every child is a National Asset

Thank you!

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