

## RESULTS FROM TALIS 2013

# UNITED STATES OF AMERICA

## Key Findings from the Teaching and Learning International Survey (TALIS)<sup>1</sup>

### U.S. lower secondary teachers report high levels of job satisfaction and self-confidence

- The TALIS survey measures teacher job satisfaction and finds that 89% of U.S. lower secondary school teachers report being satisfied with their job overall. Likewise, more than eight in ten U.S. teachers report that they are satisfied with their current working environment, that the advantages of their job clearly outweigh the disadvantages and that, if they could decide again, they'd still choose teaching.
- U.S. teachers also report high levels of confidence in their abilities as teachers. More than eight in ten lower secondary teachers in the United States report high levels of confidence in classroom management and in the use of a variety of instructional strategies.

### But a minority believe that teaching is valued by U.S. society

- Even though U.S. teachers report being largely satisfied with their jobs and career, only 34% believe that teaching is valued by U.S. society. The perceived value of the teaching profession by society is important in attracting, recruiting and retaining high-quality teachers.

### U.S. lower secondary teachers tend to work independently

- The traditional view of teachers as working in a closed classroom in isolation from colleagues still seems to hold true for many U.S. teachers. Half or more U.S. lower secondary teachers report never teaching jointly in the same classroom with a colleague or never observing other teachers and providing feedback on their teaching.
- In addition, 42% of U.S. lower secondary teachers report never engaging in joint projects across classes or age groups. Not only can these types of activities provide in-school professional development opportunities for teachers, but TALIS data also indicate that these kinds of collaborative activities can be positively related to teachers' reported job satisfaction and to the confidence they have in their own abilities as teachers.

### U.S. lower secondary teachers also report working longer hours

- Lower secondary teachers in the United States report spending an average of 27 hours per week on classroom teaching alone, which far exceeds the average of 19 hours across TALIS countries. A teacher's main work is teaching, but such a large class load normally does not leave much time for planning, grading, working with students and parents, participating in extracurricular and leadership activities and all of the other tasks that teachers do in a week. Perhaps not surprisingly, U.S. teachers also report working more hours per week overall than their international colleagues (45 hours versus 38 hours).

### Teacher evaluation seems universal for U.S. lower secondary teachers

- Formal appraisal of teachers seems to be a universal fixture of U.S. lower secondary schools, with 100% of teachers working in schools where formal appraisal is used and includes a direct observation of classroom teaching. More than nine in ten teachers also work in schools where their formal appraisal includes an analysis of their students' test scores or a discussion about feedback received from parents or guardians.

<sup>1</sup> TALIS is a self-report survey of teachers and school principals of lower secondary education, which corresponds roughly with grades 7, 8 and 9 in the United States. The United States did not meet the OECD requirements for TALIS 2013 participation rates. However, the U.S. participation rates were sufficiently high to report the U.S. data independently.

## The typical lower secondary teacher and principal in the United States

The following tables present data on the “average” U.S. teacher and school principal as compared with the average across all TALIS 2013 countries.<sup>1</sup> Several points are interesting to note. First, U.S. teachers—as well as their school principals—have high levels of education. Nearly all teachers and 100% of principals report having completed a university or equivalent level of education, and 95% of teachers have completed a teacher education or training programme. While it seems that U.S. teachers teach in larger classes or in schools with larger student-to-teacher ratios, TALIS data also show that, in the U.S., principals report that there is one pedagogical support staff for every eight teachers on average. (The international average is one support staff for every 14 teachers.) In addition, U.S. principals are less likely than principals in other TALIS countries to report that they have teaching obligations.

Typical teacher in TALIS countries	Typical teacher in the United States
68% are women	64% are women
Is 43 years old on average	Is 42 years old on average
91% completed university or other equivalent higher education	99% completed university or other equivalent higher education
90% completed a teacher education or training programme	95% completed a teacher education or training programme
Has an average of 16 years of teaching experience	Has an average of 14 years of teaching experience
82% are employed full time and 83% have a permanent contract	96% are employed full time and 67% have a permanent contract
Teaches in a class with 24 students on average	Teaches in a class with 27 students on average

Typical principal in TALIS countries	Typical principal in the United States
51% are men	51% are men
Is 52 years old on average	Is 48 years old on average
96% completed university or other equivalent higher education	100% completed university or other equivalent higher education
90% completed a teacher education or training programme, 85% a school administration/principal training programme and 78% instructional leadership training	100% completed a teacher education or training programme, 100% a school administration/principal training programme and 100% instructional leadership training
Has an average of 9 years of experience as a principal and 21 years of teaching experience	Has an average of 7 years of experience as a principal and 13 years of teaching experience
62% are employed full time without teaching obligations and 35% are employed full time with teaching obligations	93% are employed full time without teaching obligations and 4% are employed full time with teaching obligations
Works in a school with 546 students and 45 teachers on average	Works in a school with 567 students and 38 teachers on average

## Challenging issues of attendance and demographics

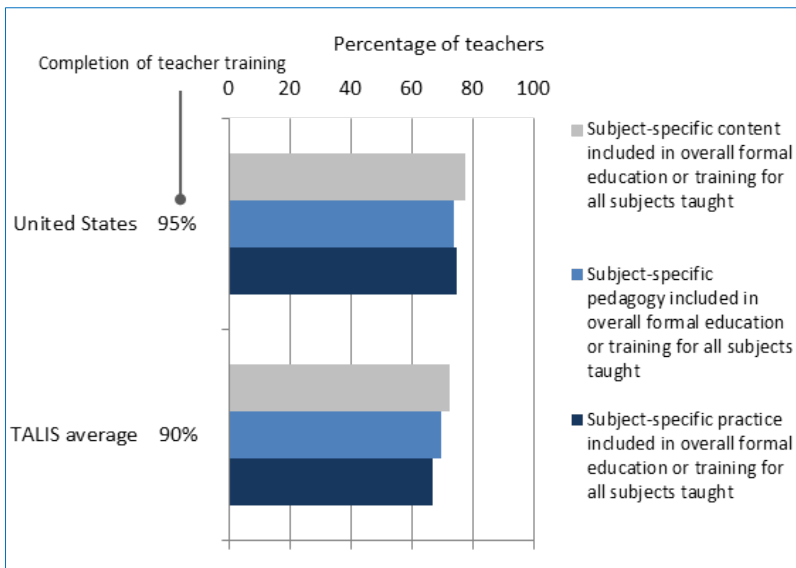
According to TALIS data, 22% of U.S. lower secondary teachers work in schools where their principals report that teachers arrive late to school on at least a weekly basis. (The TALIS average is 11%.) Nearly three-quarters of U.S. teachers work in schools where principals report that students arrive late to school, and 61% work in schools where students are absent at least weekly. (The TALIS averages are 52% and 39%, respectively.)

In addition, U.S. teachers seem to face challenging circumstances in their schools. On average, 64% of U.S. teachers work in schools where more than 30% of students come from socio-economically disadvantaged homes and 63% work in schools where more than 10% of the students have special needs. (The TALIS averages are 20% and 26%, respectively.) However, only 8% of teachers express a need for professional development for teaching students with special needs, which could indicate that U.S. teachers believe they are receiving adequate preparation.

<sup>1</sup> The TALIS average was calculated using the averages of 33 countries participating in TALIS 2013 (of which 24 are OECD Members). Due to the issues with survey response rates, the U.S. data is not included in the TALIS average.

## Initial teacher training in the United States

### Elements included in teachers' initial teacher education programme

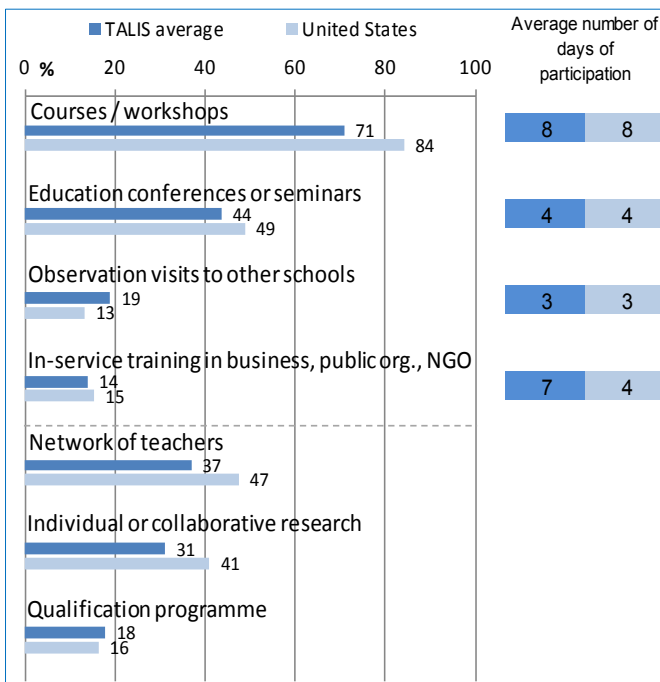


- On average across TALIS countries, just 90% of lower secondary teachers report having completed a teacher education or training programme—though the percentage is 95% in the United States.
- On average, less than 80% of lower secondary teachers in TALIS countries report that their formal education or training included subject-specific content in all subjects they teach.

- Similarly low levels report subject-specific pedagogy or practice in all subjects taught. The United States was also below 80% in all three measures of teacher preparation.

## Participation in professional development (PD) in the United States

### Participation rates and average number of days for each type of professional development in the 12 months prior to the survey

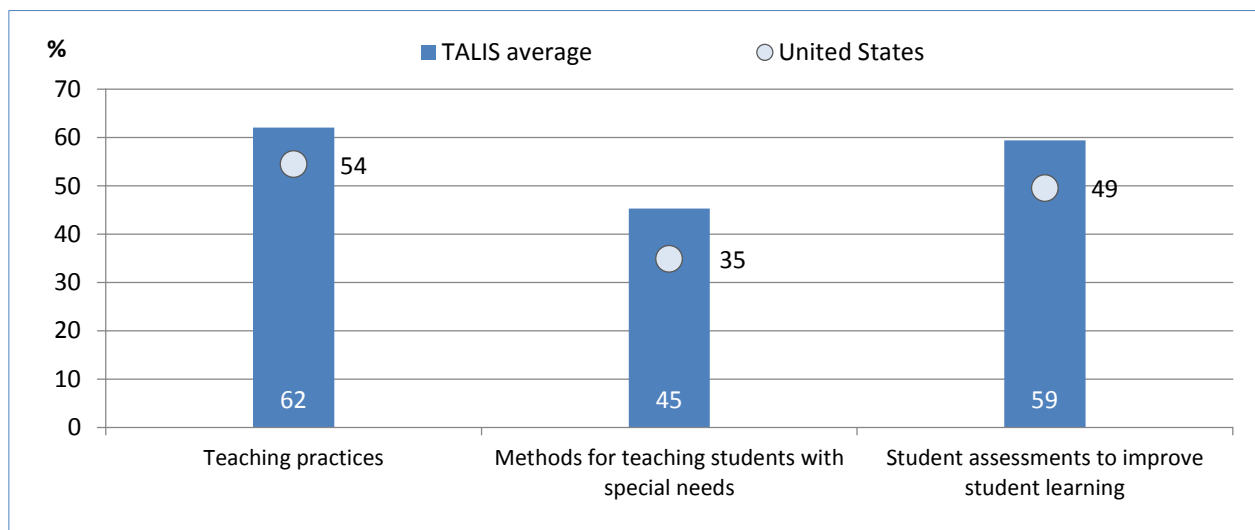


- U.S. teachers tend to report relatively high participation rates in most PD activities, including courses and workshops (84%), education conferences (49%), in-service training in outside organisations (15%), networks of teachers (47%) and individual or collaborative research (41%). The corresponding average participation rates in TALIS countries are 71% for courses and workshops, 44% for education conferences, 14% for in-service training in outside organisations, 37% for networks of teachers and 31% for individual or collaborative research.
- In addition, U.S. teachers tend to report spending similar numbers of days as the TALIS average engaging in PD activities in the past 12 months.

- While U.S. teachers tend to participate in professional development at rates that are higher than their colleagues around the world, when asked about the impact that this development had on their teaching, U.S. teachers are less positive than their international colleagues.
- In fact, in every content category, fewer U.S. teachers on average report that the professional development in which they participated had a moderate or large positive impact on their teaching, when compared with the TALIS average.

## Impact of teacher feedback in the United States

Percentage of lower secondary teachers who report a moderate or large positive change in these areas after they received feedback on their work

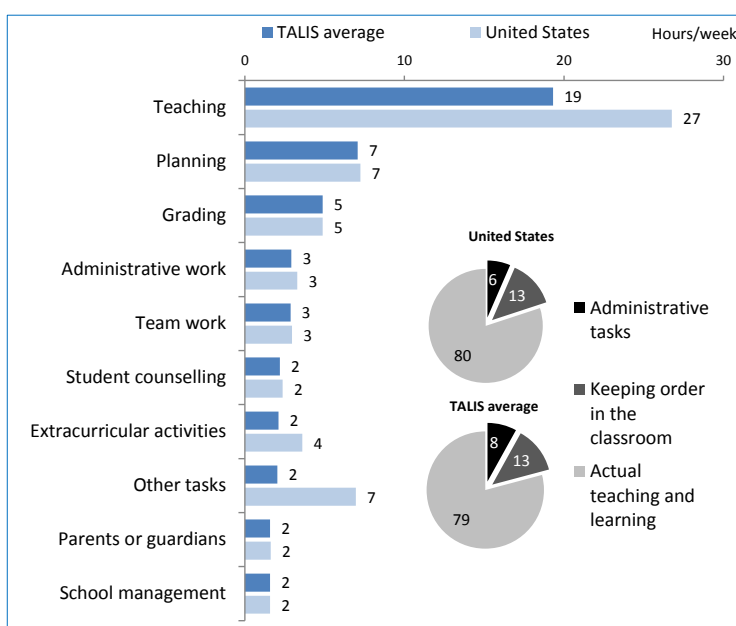


- On average across TALIS countries and economies, many teachers report positive impacts following feedback they receive about their work, including on their classroom teaching practice. In the United States, nearly all lower secondary school teachers report receiving feedback on their work in their current school. For most U.S. teachers (85%), this feedback comes from their school principal, while nearly half (48%) report also receiving feedback from other members of their school management team.
- Nearly all U.S. lower secondary teachers (98%) report that the feedback they receive comes as a result of a classroom observation, and 64% report that feedback follows the analysis of student test scores. (The TALIS averages are 79% and 64%, respectively.) At the other end of the spectrum, only about a quarter of U.S. teachers report receiving feedback from student surveys. (The TALIS average is 53%.)

## Teachers’ work in the United States

Teachers’ reported working hours per week and distribution of time spent in the classroom during an average lesson

- Teachers in the United States report working 45 hours a week and 27 hours teaching per week. On average across TALIS countries, teachers report working 38 hours a week and teaching 19 hours per week.
- The great majority of teachers’ class time is spent teaching. In TALIS countries and in the United States, teachers report spending 80% of their class time on actual teaching and learning.
- However, U.S. teachers report spending on average 13% of their class time keeping order, 7 hours planning their lessons and 5 hours grading student work.



## Teachers' confidence in their own abilities

TALIS 2013 measures teachers' levels of self-efficacy, which is their reported confidence in their own abilities as teachers in a variety of areas. Increasing evidence shows that teachers' self-efficacy can be an important factor in influencing the academic outcomes of their students.

U.S. teachers generally report high levels of self-efficacy across several dimensions. They feel confident in their classroom management abilities, as more than eight in ten U.S. teachers report feeling they are quite often able to control any disruptive behaviour in their classrooms, calm disruptive students or get students to follow classroom rules. Nearly all U.S. teachers (95%) report they are able to make their expectations about student behaviour clear.

Teachers in the United States also feel confident in their instructional capabilities. Again, 83% or more of teachers report being able to craft good questions or provide alternate explanations for students, use a variety of assessment strategies and implement alternative instructional strategies.

Perhaps the area in which U.S. teachers might need some additional support is in student engagement. While 83% or more of U.S. teachers feel they can help students think critically or believe they can do well in their school work, 75% of teachers report that they feel confident in their ability to help students value learning. Even more challenging seems to be motivating students who show low interest in school work, which only 62% of U.S. teachers feel they are able to do regularly. (The TALIS average in this area is 70%.)

## Conclusions and implications for policy

Like many countries, the United States has launched several initiatives to help improve teaching and learning in its schools and enhance and transform the teaching profession. Some key findings from TALIS might help policy makers as they shape these policies and programs and, likewise, could be of aid to school leaders and teachers as they work to improve the learning environments in their own schools and classrooms.

TALIS findings show that the interpersonal relationships in a school have powerful mediating effects on some of the challenging classrooms circumstances that teachers might face. Since TALIS data indicate that a large percentage of U.S. lower secondary school teachers face challenging classroom circumstances and that U.S. teachers make less use of some collaborative practices, principals should consider providing opportunities and support for relationship building and collaboration at a school level. Specifically, TALIS data indicate that teachers collaborate more with their colleagues when professional development activities afford them the opportunity to network with other teachers and provide mentoring and coaching. Hence, policy makers and school leaders can support professional development activities where teachers are given more opportunities to mentor one another and develop a strong network with one another. In addition, teachers are also encouraged to seek networking and mentoring opportunities to enhance cooperation, build trust and promote a positive school climate.

There is much emphasis on the profession of teaching in the United States and on improving existing teachers as well as attracting high-quality candidates for the role. TALIS data indicate that U.S. teachers report being largely satisfied with their jobs and schools. But the majority of U.S. teachers feel that society does not value them. The overall TALIS findings indicate that in nearly all countries surveyed, teachers who are able to participate in decision making for their school are more likely to report teaching as being a valued profession by society. Empowering teachers in this manner is also positively related to job satisfaction and teachers' confidence in their own abilities. There is no single solution to these complicated issues, but providing teachers with more leadership opportunities seems to be a starting point that could benefit teachers' careers, job satisfaction, confidence and the school as a whole.

## Teachers' job satisfaction

Percentage of lower secondary education teachers who "agree" or "strongly agree" with the following statements

	The advantages of being a teacher clearly outweigh the disadvantages		If I could decide again, I would still choose to work as a teacher		I would like to change to another school if that were possible		I regret that I decided to become a teacher		I enjoy working at this school	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
Australia	88.6	(0.8)	81.1	(1.0)	23.0	(1.7)	7.2	(0.6)	91.7	(1.1)
Brazil	60.5	(0.9)	69.7	(0.9)	15.0	(0.7)	13.5	(0.6)	93.7	(0.4)
Bulgaria	62.8	(1.3)	70.2	(1.2)	19.8	(1.2)	14.6	(1.0)	90.6	(0.9)
Chile	78.9	(1.4)	83.8	(1.2)	34.0	(1.9)	13.9	(1.6)	88.2	(1.1)
Croatia	71.9	(0.8)	80.4	(0.7)	16.0	(1.0)	5.7	(0.4)	85.5	(0.8)
Cyprus*	86.9	(0.8)	85.3	(0.8)	23.2	(1.1)	7.1	(0.6)	84.8	(1.0)
Czech Republic	53.0	(1.1)	73.3	(0.8)	10.5	(0.8)	8.2	(0.6)	88.8	(0.8)
Denmark	89.2	(0.9)	78.3	(1.4)	11.2	(1.0)	5.2	(0.7)	94.9	(0.7)
Estonia	69.3	(1.1)	70.3	(0.8)	15.7	(1.1)	10.2	(0.7)	80.7	(1.0)
Finland	95.3	(0.4)	85.3	(0.8)	16.2	(1.0)	5.0	(0.4)	90.8	(0.8)
France	58.5	(1.1)	76.1	(0.8)	26.7	(1.2)	9.4	(0.5)	90.6	(0.7)
Iceland	91.4	(0.9)	70.4	(1.4)	18.3	(1.2)	11.6	(0.9)	94.2	(0.7)
Israel	85.8	(0.7)	82.9	(0.8)	14.3	(0.9)	9.1	(0.6)	91.8	(0.6)
Italy	62.1	(1.0)	86.3	(0.8)	16.4	(1.1)	7.4	(0.5)	90.6	(0.7)
Japan	74.4	(0.9)	58.1	(1.1)	30.3	(1.2)	7.0	(0.5)	78.1	(1.0)
Korea	85.8	(0.8)	63.4	(1.0)	31.2	(1.2)	20.1	(0.8)	74.4	(1.2)
Latvia	60.7	(1.5)	67.6	(1.4)	15.7	(1.1)	12.0	(0.8)	92.4	(0.8)
Malaysia	98.3	(0.2)	92.8	(0.6)	41.3	(1.3)	5.4	(0.4)	94.2	(0.5)
Mexico	80.3	(0.9)	95.5	(0.4)	28.6	(1.3)	3.1	(0.4)	94.4	(0.6)
Netherlands	87.0	(1.0)	81.9	(1.1)	17.2	(1.6)	4.9	(0.8)	93.5	(1.0)
Norway	91.2	(1.1)	76.7	(1.4)	11.6	(1.0)	8.3	(0.6)	96.8	(0.4)
Poland	76.4	(1.0)	79.9	(0.9)	17.1	(1.0)	10.3	(0.6)	90.3	(0.7)
Portugal	70.5	(0.9)	71.6	(0.9)	24.0	(1.1)	16.2	(0.7)	92.8	(0.6)
Romania	64.3	(1.5)	78.5	(1.2)	15.3	(0.9)	10.9	(0.9)	91.3	(0.7)
Serbia	81.4	(0.8)	81.4	(0.7)	21.3	(1.0)	7.0	(0.6)	85.1	(0.8)
Singapore	83.6	(0.6)	82.1	(0.7)	35.1	(0.8)	10.7	(0.5)	85.9	(0.6)
Slovak Republic	58.0	(1.2)	71.5	(0.9)	12.7	(0.9)	13.8	(0.7)	90.5	(0.8)
Spain	79.5	(1.0)	88.2	(0.6)	20.1	(1.2)	6.3	(0.5)	89.4	(0.6)
Sweden	71.2	(1.0)	53.4	(1.1)	21.5	(1.0)	17.8	(0.8)	91.6	(0.6)
<b>Sub-national entities</b>										
Abu Dhabi (United Arab Emirates)	80.1	(1.4)	77.5	(1.4)	30.7	(1.3)	11.7	(0.8)	86.8	(1.0)
Alberta (Canada)	89.7	(0.8)	82.9	(0.9)	23.1	(1.3)	5.6	(0.5)	95.0	(0.8)
England (United Kingdom)	83.6	(0.7)	79.5	(0.9)	31.0	(1.3)	7.9	(0.5)	87.2	(0.8)
Flanders (Belgium)	84.6	(0.9)	85.4	(0.8)	12.8	(0.9)	5.1	(0.6)	94.5	(0.5)
<b>Average</b>	<b>77.4</b>	<b>(0.2)</b>	<b>77.6</b>	<b>(0.2)</b>	<b>21.2</b>	<b>(0.2)</b>	<b>9.5</b>	<b>(0.1)</b>	<b>89.7</b>	<b>(0.1)</b>
<b>United States</b>	<b>87.1</b>	<b>(1.3)</b>	<b>84.0</b>	<b>(1.3)</b>	<b>20.4</b>	<b>(1.5)</b>	<b>6.0</b>	<b>(1.0)</b>	<b>91.2</b>	<b>(1.0)</b>

\* See notes regarding Cyprus on page 23.

Source: OECD, TALIS 2013 Database.



## Teachers' job satisfaction (continued)

Percentage of lower secondary education teachers who "agree" or "strongly agree" with the following statements

	I wonder whether it would have been better to choose another profession		I would recommend my school as a good place to work		I think that the teaching profession is valued in society		I am satisfied with my performance in this school		All in all, I am satisfied with my job	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
Australia	33.7	(1.7)	85.5	(1.5)	38.5	(1.3)	94.2	(0.5)	90.0	(1.0)
Brazil	32.3	(0.9)	88.0	(0.6)	12.6	(0.5)	90.6	(0.5)	87.0	(0.5)
Bulgaria	42.6	(1.4)	89.4	(0.9)	19.6	(1.1)	93.9	(0.6)	94.6	(0.6)
Chile	31.9	(1.6)	85.1	(1.3)	33.6	(2.3)	94.6	(0.6)	94.6	(0.6)
Croatia	31.7	(1.0)	85.4	(1.0)	9.6	(0.5)	93.2	(0.5)	91.4	(0.5)
Cyprus*	25.9	(1.1)	83.4	(0.9)	48.9	(1.2)	96.0	(0.5)	92.9	(0.6)
Czech Republic	29.8	(0.9)	84.5	(1.2)	12.2	(0.6)	95.2	(0.5)	88.6	(0.7)
Denmark	34.1	(1.7)	88.2	(1.4)	18.4	(1.0)	98.3	(0.3)	92.9	(0.9)
Estonia	37.0	(1.0)	79.9	(1.2)	13.7	(1.0)	88.6	(0.7)	90.0	(0.8)
Finland	27.5	(0.9)	87.5	(1.0)	58.6	(1.2)	95.0	(0.4)	91.0	(0.6)
France	26.0	(0.9)	80.1	(1.3)	4.9	(0.4)	87.5	(0.7)	86.4	(0.8)
Iceland	45.4	(1.5)	90.5	(0.9)	17.5	(1.1)	98.1	(0.3)	94.5	(0.8)
Israel	23.8	(0.9)	86.7	(1.0)	33.7	(1.2)	95.2	(0.5)	94.4	(0.6)
Italy	17.6	(0.9)	87.3	(0.9)	12.5	(0.7)	94.7	(0.5)	94.4	(0.5)
Japan	23.3	(0.8)	62.2	(1.7)	28.1	(1.0)	50.5	(1.3)	85.1	(0.7)
Korea	40.2	(1.0)	65.6	(1.6)	66.5	(1.1)	79.4	(1.0)	86.6	(0.8)
Latvia	36.5	(1.1)	86.2	(1.2)	22.8	(1.5)	92.9	(0.6)	91.0	(1.0)
Malaysia	8.8	(0.7)	89.3	(0.8)	83.8	(1.0)	94.7	(0.4)	97.0	(0.3)
Mexico	10.2	(0.7)	89.2	(0.9)	49.5	(1.3)	97.1	(0.3)	97.8	(0.3)
Netherlands	18.5	(1.1)	84.4	(2.3)	40.4	(1.5)	95.3	(0.8)	90.8	(1.1)
Norway	38.2	(1.5)	91.3	(0.9)	30.6	(1.5)	96.0	(0.6)	94.9	(0.7)
Poland	35.3	(1.0)	84.5	(1.1)	17.9	(0.8)	93.5	(0.6)	92.7	(0.6)
Portugal	44.5	(1.0)	88.1	(0.9)	10.5	(0.6)	97.4	(0.3)	94.1	(0.4)
Romania	29.4	(1.3)	87.4	(0.9)	34.7	(1.4)	97.0	(0.4)	91.1	(0.8)
Serbia	27.1	(1.0)	86.1	(0.9)	20.4	(0.9)	93.3	(0.4)	89.5	(0.6)
Singapore	45.9	(0.9)	73.2	(0.8)	67.6	(0.9)	87.1	(0.5)	88.4	(0.6)
Slovak Republic	45.4	(1.2)	81.4	(1.1)	4.0	(0.4)	94.8	(0.5)	89.0	(0.6)
Spain	21.2	(0.9)	86.6	(1.0)	8.5	(0.8)	95.8	(0.4)	95.1	(0.4)
Sweden	50.4	(1.2)	80.1	(1.2)	5.0	(0.5)	95.9	(0.4)	85.4	(0.9)
<b>Sub-national entities</b>										
Abu Dhabi (United Arab Emirates)	35.1	(1.7)	81.9	(1.3)	66.5	(1.7)	96.3	(0.4)	88.9	(0.9)
Alberta (Canada)	34.6	(1.3)	88.8	(1.2)	47.0	(1.4)	97.0	(0.5)	91.9	(0.8)
England (United Kingdom)	34.6	(1.2)	77.7	(1.2)	35.4	(1.5)	92.5	(0.6)	81.8	(0.8)
Flanders (Belgium)	22.7	(0.9)	88.1	(1.2)	45.9	(1.1)	94.8	(0.5)	95.3	(0.5)
<b>Average</b>	<b>31.6</b>	<b>(0.2)</b>	<b>84.0</b>	<b>(0.2)</b>	<b>30.9</b>	<b>(0.2)</b>	<b>92.6</b>	<b>(0.1)</b>	<b>91.2</b>	<b>(0.1)</b>
<b>United States</b>	<b>33.5</b>	<b>(1.5)</b>	<b>85.5</b>	<b>(1.5)</b>	<b>33.7</b>	<b>(1.4)</b>	<b>95.0</b>	<b>(0.9)</b>	<b>89.1</b>	<b>(1.1)</b>

\* See notes regarding Cyprus on page 23.

Source: OECD, TALIS 2013 Database.

## Teachers' self-efficacy

Percentage of lower secondary education teachers who feel they can do the following  
"quite a bit" or "a lot"

	Get students to believe they can do well in school work		Help my students value learning		Craft good questions for my students		Control disruptive behaviour in the classroom		Motivate students who show low interest in school work		Make my expectations about student behaviour clear	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
Australia	86.9	(1.1)	81.3	(1.4)	86.0	(0.8)	86.7	(0.7)	65.8	(1.3)	93.4	(0.8)
Brazil	96.5	(0.2)	94.8	(0.3)	97.5	(0.2)	89.7	(0.5)	87.6	(0.6)	96.8	(0.3)
Bulgaria	91.7	(0.7)	94.9	(0.5)	82.3	(0.9)	86.4	(0.8)	67.8	(1.2)	97.1	(0.4)
Chile	90.6	(0.9)	91.0	(1.0)	91.3	(0.9)	90.7	(1.1)	82.9	(1.1)	93.3	(0.8)
Croatia	68.6	(1.0)	52.1	(0.9)	90.3	(0.5)	83.0	(0.7)	50.7	(1.0)	93.6	(0.4)
Cyprus*	95.8	(0.5)	94.2	(0.6)	95.1	(0.5)	93.3	(0.7)	85.3	(0.9)	96.2	(0.5)
Czech Republic	50.5	(0.9)	39.0	(1.0)	70.9	(1.0)	77.1	(0.9)	30.0	(1.0)	71.9	(0.9)
Denmark	99.0	(0.2)	96.6	(0.6)	96.3	(0.5)	96.3	(0.6)	82.5	(0.9)	98.8	(0.3)
Estonia	81.3	(0.8)	86.0	(0.6)	74.4	(0.9)	76.7	(1.0)	75.0	(0.9)	86.9	(0.7)
Finland	83.9	(0.8)	77.3	(0.8)	90.1	(0.5)	86.3	(0.8)	60.4	(1.1)	92.7	(0.5)
France	95.2	(0.5)	87.1	(0.7)	93.8	(0.5)	94.6	(0.5)	76.6	(0.9)	97.7	(0.3)
Iceland	88.6	(1.0)	82.5	(1.1)	96.1	(0.5)	89.9	(0.9)	72.1	(1.3)	91.2	(0.9)
Israel	92.1	(0.5)	85.4	(0.9)	89.8	(0.8)	85.0	(0.9)	74.9	(1.1)	94.1	(0.5)
Italy	98.0	(0.3)	95.6	(0.3)	93.8	(0.5)	93.5	(0.5)	87.3	(0.7)	93.4	(0.5)
Japan	17.6	(0.7)	26.0	(0.9)	42.8	(1.0)	52.7	(1.0)	21.9	(0.8)	53.0	(1.0)
Korea	78.7	(1.0)	78.3	(0.9)	77.4	(0.9)	76.3	(1.1)	59.9	(1.0)	70.5	(1.1)
Latvia	91.0	(0.8)	78.6	(1.2)	93.5	(0.6)	85.2	(1.0)	64.8	(1.5)	94.3	(0.6)
Malaysia	95.9	(0.4)	98.0	(0.3)	95.8	(0.4)	96.3	(0.4)	95.2	(0.4)	92.2	(0.5)
Mexico	87.8	(0.6)	91.0	(0.6)	85.2	(0.8)	86.0	(0.7)	79.1	(0.9)	87.4	(0.8)
Netherlands	90.0	(0.9)	70.2	(1.6)	88.2	(1.1)	89.2	(0.9)	62.5	(1.5)	95.3	(0.6)
Norway	79.9	(1.0)	60.9	(1.9)	79.0	(1.4)	83.8	(0.7)	38.8	(1.0)	89.7	(0.7)
Poland	80.7	(0.8)	67.7	(1.0)	79.4	(0.8)	88.3	(0.9)	59.8	(1.1)	94.6	(0.6)
Portugal	98.9	(0.2)	99.0	(0.2)	98.2	(0.3)	96.1	(0.3)	93.8	(0.5)	96.9	(0.4)
Romania	97.9	(0.4)	95.1	(0.5)	98.9	(0.2)	97.8	(0.3)	88.7	(0.7)	98.5	(0.2)
Serbia	84.9	(0.6)	76.1	(0.7)	90.0	(0.7)	86.1	(0.6)	63.4	(0.9)	91.9	(0.5)
Singapore	83.9	(0.7)	81.5	(0.8)	81.2	(0.7)	79.5	(0.7)	72.1	(0.9)	89.0	(0.6)
Slovak Republic	92.5	(0.5)	88.5	(0.7)	94.5	(0.4)	91.1	(0.7)	84.9	(0.8)	96.9	(0.4)
Spain	71.1	(1.0)	74.1	(0.9)	86.3	(0.7)	81.5	(0.8)	53.4	(1.1)	90.1	(0.7)
Sweden	93.9	(0.5)	76.6	(1.0)	82.0	(0.8)	84.9	(0.8)	64.1	(1.0)	90.6	(0.6)
<b>Sub-national entities</b>												
Abu Dhabi (United Arab Emirates)	96.3	(0.5)	95.4	(0.6)	94.8	(0.5)	94.4	(0.7)	94.9	(0.5)	96.7	(0.4)
Alberta (Canada)	87.0	(0.9)	79.2	(1.1)	84.1	(1.0)	86.9	(0.9)	60.6	(1.3)	95.4	(0.5)
England (United Kingdom)	93.0	(0.6)	87.0	(0.8)	89.8	(0.9)	88.7	(0.8)	75.7	(0.9)	95.6	(0.5)
Flanders (Belgium)	93.1	(0.5)	81.6	(0.8)	95.1	(0.4)	96.4	(0.4)	77.7	(0.9)	97.2	(0.3)
<b>Average</b>	<b>85.8</b>	<b>(0.1)</b>	<b>80.7</b>	<b>(0.2)</b>	<b>87.4</b>	<b>(0.1)</b>	<b>87.0</b>	<b>(0.1)</b>	<b>70.0</b>	<b>(0.2)</b>	<b>91.3</b>	<b>(0.1)</b>
<b>United States</b>	<b>83.7</b>	<b>(1.1)</b>	<b>74.9</b>	<b>(1.3)</b>	<b>88.0</b>	<b>(1.2)</b>	<b>86.2</b>	<b>(1.1)</b>	<b>61.9</b>	<b>(1.4)</b>	<b>94.9</b>	<b>(0.6)</b>

\* See notes regarding Cyprus on page 23.

Source: OECD, TALIS 2013 Database.



## Teachers' self-efficacy (continued)

Percentage of lower secondary education teachers who feel they can do the following  
"quite a bit" or "a lot"

	Help students think critically		Get students to follow classroom rules		Calm a student who is disruptive or noisy		Use a variety of assessment strategies		Provide an alternative explanation for an example when students are confused		Implement alternative instructional strategies in my classroom	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
Australia	78.4	(1.3)	89.4	(0.9)	83.6	(1.1)	86.3	(1.1)	94.0	(0.7)	82.7	(1.0)
Brazil	95.1	(0.3)	91.7	(0.4)	90.2	(0.5)	91.3	(0.5)	97.7	(0.2)	87.9	(0.6)
Bulgaria	82.5	(0.9)	96.1	(0.4)	87.9	(0.8)	87.8	(0.8)	95.9	(0.4)	69.6	(1.1)
Chile	90.2	(0.9)	92.8	(1.0)	89.2	(1.0)	89.3	(0.9)	95.3	(0.6)	88.9	(1.0)
Croatia	77.9	(0.7)	83.1	(0.6)	81.2	(0.7)	84.6	(0.6)	96.4	(0.4)	92.3	(0.5)
Cyprus*	94.6	(0.6)	96.2	(0.6)	90.2	(0.7)	87.3	(0.9)	97.2	(0.4)	88.1	(0.9)
Czech Republic	51.8	(1.2)	76.4	(1.0)	77.1	(1.0)	72.0	(1.1)	85.2	(0.8)	52.2	(1.1)
Denmark	92.8	(0.7)	94.9	(0.7)	94.3	(0.6)	79.5	(1.1)	98.0	(0.4)	86.6	(1.1)
Estonia	74.8	(0.9)	83.5	(0.8)	73.9	(0.9)	72.3	(0.9)	78.6	(0.9)	59.8	(1.1)
Finland	72.8	(1.0)	86.6	(0.8)	77.1	(0.9)	64.2	(1.1)	76.9	(0.9)	68.2	(1.1)
France	88.7	(0.7)	98.2	(0.3)	94.9	(0.5)	88.3	(0.7)	98.5	(0.2)	82.2	(0.8)
Iceland	74.6	(1.2)	92.1	(0.8)	88.2	(1.0)	85.7	(1.0)	91.8	(0.8)	77.4	(1.2)
Israel	77.6	(1.1)	86.6	(0.8)	81.0	(0.8)	75.0	(1.3)	92.5	(0.5)	77.8	(1.0)
Italy	94.9	(0.4)	96.7	(0.3)	89.7	(0.6)	90.9	(0.6)	98.3	(0.2)	91.3	(0.5)
Japan	15.6	(0.6)	48.8	(1.1)	49.9	(1.1)	26.7	(0.8)	54.2	(0.8)	43.6	(0.9)
Korea	63.6	(1.1)	80.5	(1.0)	73.1	(1.1)	66.6	(1.2)	81.4	(0.9)	62.5	(1.1)
Latvia	83.0	(1.1)	92.0	(0.8)	81.2	(0.9)	90.1	(0.7)	91.4	(0.7)	62.1	(1.4)
Malaysia	91.9	(0.5)	98.0	(0.3)	96.8	(0.3)	88.6	(0.6)	95.8	(0.4)	89.5	(0.5)
Mexico	88.8	(0.7)	85.0	(0.7)	78.0	(1.0)	83.9	(0.8)	93.7	(0.4)	87.5	(0.8)
Netherlands	77.8	(1.2)	90.6	(0.9)	86.7	(0.9)	66.7	(1.6)	93.0	(0.8)	62.2	(1.3)
Norway	66.6	(1.8)	85.6	(0.9)	84.3	(0.8)	73.4	(1.6)	87.8	(1.1)	66.0	(1.5)
Poland	77.5	(0.8)	91.3	(0.7)	87.2	(0.8)	86.7	(0.6)	87.4	(0.6)	66.0	(1.0)
Portugal	97.5	(0.3)	97.5	(0.2)	95.2	(0.4)	98.3	(0.3)	99.2	(0.2)	95.9	(0.3)
Romania	93.4	(0.6)	97.7	(0.4)	97.7	(0.3)	98.0	(0.3)	99.4	(0.2)	93.2	(0.6)
Serbia	84.3	(0.7)	91.1	(0.5)	85.6	(0.6)	86.3	(0.7)	95.3	(0.4)	74.1	(0.8)
Singapore	74.9	(0.7)	83.5	(0.6)	75.3	(0.7)	71.6	(0.9)	88.5	(0.6)	72.8	(0.8)
Slovak Republic	90.2	(0.8)	95.3	(0.4)	92.2	(0.6)	92.0	(0.6)	95.1	(0.4)	80.6	(0.8)
Spain	78.9	(0.9)	83.8	(0.8)	73.7	(0.9)	87.0	(0.6)	96.5	(0.4)	83.2	(0.8)
Sweden	75.1	(0.9)	86.5	(0.7)	82.7	(0.8)	81.4	(0.8)	95.1	(0.5)	71.7	(0.9)
<b>Sub-national entities</b>												
Abu Dhabi (United Arab Emirates)	93.1	(0.7)	96.5	(0.5)	93.4	(0.8)	93.2	(0.6)	96.6	(0.4)	95.1	(0.6)
Alberta (Canada)	82.2	(1.0)	91.1	(0.9)	84.7	(1.0)	86.1	(0.9)	94.3	(0.6)	84.0	(0.8)
England (United Kingdom)	81.4	(1.0)	93.3	(0.6)	86.3	(0.7)	90.2	(0.7)	96.7	(0.4)	84.6	(1.0)
Flanders (Belgium)	87.4	(0.7)	96.6	(0.4)	95.4	(0.5)	80.7	(1.1)	97.7	(0.3)	73.2	(1.1)
<b>Average</b>	<b>80.3</b>	<b>(0.2)</b>	<b>89.4</b>	<b>(0.1)</b>	<b>84.8</b>	<b>(0.1)</b>	<b>81.9</b>	<b>(0.2)</b>	<b>92.0</b>	<b>(0.1)</b>	<b>77.4</b>	<b>(0.2)</b>
<b>United States</b>	<b>83.0</b>	<b>(1.0)</b>	<b>89.3</b>	<b>(1.1)</b>	<b>81.6</b>	<b>(1.4)</b>	<b>82.6</b>	<b>(1.0)</b>	<b>92.9</b>	<b>(0.7)</b>	<b>82.5</b>	<b>(0.9)</b>

\* See notes regarding Cyprus on page 23.

Source: OECD, TALIS 2013 Database.

## Teacher co-operation

Percentage of lower secondary education teachers who report never doing the following activities

	Never teach jointly as a team in the same class		Never observe other teachers' classes and provide feedback		Never engage in joint activities across different classes and age groups (e.g. projects)		Never exchange teaching materials with colleagues		Never engage in discussions about the learning development of specific students		Never work with other teachers in my school to ensure common standards in evaluations for assessing student progress		Never attend team conferences		Never take part in collaborative professional learning	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
Australia	35.2	(2.0)	41.3	(2.3)	31.9	(1.3)	1.5	(0.4)	1.4	(0.3)	4.4	(0.9)	10.1	(0.9)	5.7	(0.7)
Brazil	41.9	(1.0)	76.9	(0.7)	17.9	(0.7)	19.2	(0.6)	3.8	(0.4)	12.2	(0.6)	26.7	(0.8)	23.5	(0.6)
Bulgaria	69.7	(1.3)	36.2	(1.6)	17.7	(1.0)	5.2	(0.6)	3.2	(0.5)	12.2	(0.9)	0.7	(0.2)	9.2	(0.7)
Chile	36.4	(1.9)	55.8	(2.0)	37.7	(1.9)	14.1	(1.1)	9.1	(0.8)	14.9	(1.3)	34.5	(1.7)	21.8	(1.2)
Croatia	52.2	(1.4)	69.1	(1.1)	14.0	(1.0)	7.7	(0.6)	2.3	(0.3)	6.2	(0.5)	9.9	(0.7)	4.7	(0.6)
Cyprus*	52.1	(1.5)	41.0	(1.4)	28.5	(1.3)	4.9	(0.5)	2.6	(0.4)	4.4	(0.4)	6.6	(0.6)	21.6	(1.1)
Czech Republic	57.7	(1.1)	36.7	(1.4)	8.2	(0.6)	4.9	(0.5)	1.3	(0.2)	5.3	(0.5)	0.6	(0.1)	8.4	(0.6)
Denmark	11.4	(1.1)	45.0	(1.8)	6.8	(0.9)	1.2	(0.3)	2.0	(0.4)	8.9	(0.8)	1.8	(0.5)	7.1	(0.8)
Estonia	31.7	(1.3)	32.9	(2.1)	10.6	(0.6)	7.0	(0.5)	0.7	(0.2)	6.9	(0.5)	2.3	(0.3)	6.1	(0.6)
Finland	32.3	(1.5)	70.3	(1.6)	23.5	(1.1)	9.8	(0.6)	1.1	(0.3)	9.3	(0.6)	7.9	(0.7)	41.0	(1.1)
France	62.7	(1.2)	78.3	(1.1)	21.9	(0.9)	8.5	(0.6)	0.9	(0.2)	20.4	(0.9)	32.0	(1.1)	30.0	(1.1)
Iceland	58.8	(1.4)	80.9	(1.1)	22.8	(1.2)	19.0	(1.1)	5.1	(0.6)	11.1	(0.9)	8.5	(0.7)	6.4	(0.8)
Israel	61.1	(1.2)	57.4	(1.5)	19.3	(1.0)	5.3	(0.5)	3.5	(0.4)	18.9	(1.2)	2.1	(0.3)	13.7	(1.0)
Italy	38.8	(1.5)	68.9	(0.9)	23.1	(1.0)	9.5	(0.7)	2.1	(0.3)	7.4	(0.6)	0.3	(0.1)	29.4	(1.1)
Japan	34.0	(0.9)	6.1	(0.7)	37.5	(1.1)	11.1	(0.7)	6.0	(0.4)	16.6	(0.8)	3.6	(0.4)	18.8	(0.8)
Korea	36.1	(1.0)	5.5	(0.6)	51.9	(1.1)	6.8	(0.6)	25.0	(1.0)	10.4	(0.7)	9.9	(0.7)	25.9	(0.9)
Latvia	34.8	(1.9)	15.5	(1.5)	5.6	(0.6)	6.3	(0.6)	0.4	(0.1)	2.3	(0.4)	6.1	(0.6)	5.8	(0.6)
Malaysia	35.7	(1.5)	37.2	(1.4)	27.3	(1.0)	2.1	(0.3)	1.0	(0.2)	3.5	(0.4)	21.6	(1.1)	17.3	(0.9)
Mexico	14.9	(0.9)	55.8	(1.4)	26.3	(1.2)	11.6	(0.7)	9.7	(0.8)	16.0	(0.9)	4.5	(0.5)	7.4	(0.6)
Netherlands	68.7	(1.6)	29.4	(1.6)	13.2	(1.2)	5.3	(0.6)	1.8	(0.3)	12.8	(1.0)	1.5	(0.6)	7.0	(0.8)
Norway	37.5	(1.9)	46.3	(2.0)	19.4	(1.3)	2.2	(0.5)	1.6	(0.3)	5.1	(0.7)	1.8	(0.3)	29.5	(1.7)
Poland	31.4	(1.1)	16.8	(1.1)	4.4	(0.5)	3.6	(0.3)	0.5	(0.1)	1.3	(0.2)	0.9	(0.2)	3.8	(0.4)
Portugal	49.5	(1.1)	71.2	(1.1)	16.5	(0.8)	2.5	(0.3)	2.2	(0.3)	4.0	(0.4)	0.0	(0.0)	13.2	(0.7)
Romania	41.2	(1.3)	16.2	(1.0)	9.5	(0.7)	16.8	(1.0)	1.2	(0.2)	12.4	(0.9)	1.5	(0.3)	6.4	(0.6)
Serbia	34.5	(1.2)	26.2	(1.6)	18.3	(0.9)	7.6	(0.6)	2.6	(0.3)	10.7	(0.6)	2.7	(0.3)	4.0	(0.4)
Singapore	26.2	(0.8)	20.0	(0.8)	26.4	(0.8)	1.8	(0.2)	2.8	(0.3)	3.0	(0.3)	15.1	(0.8)	5.9	(0.4)
Slovak Republic	10.0	(0.6)	24.9	(1.2)	12.9	(0.8)	5.9	(0.5)	7.0	(0.5)	4.8	(0.4)	35.2	(1.2)	48.8	(1.3)
Spain	69.3	(1.2)	87.1	(0.8)	48.0	(1.2)	7.5	(0.9)	0.9	(0.2)	8.3	(0.6)	1.0	(0.2)	17.2	(0.9)
Sweden	29.0	(1.0)	56.9	(1.9)	25.6	(1.1)	16.5	(0.8)	1.4	(0.3)	5.3	(0.5)	2.0	(0.3)	5.4	(0.5)
<b>Sub-national entities</b>																
Abu Dhabi (United Arab Emirates)	34.0	(2.2)	22.1	(2.3)	14.0	(1.6)	8.6	(0.9)	4.6	(0.7)	5.5	(0.7)	6.7	(0.8)	13.1	(1.5)
Alberta (Canada)	49.6	(1.8)	55.4	(1.6)	25.0	(1.3)	4.1	(0.5)	1.9	(0.4)	10.3	(0.9)	13.9	(1.0)	4.2	(0.5)
England (United Kingdom)	40.9	(1.3)	17.7	(1.3)	34.2	(1.3)	1.9	(0.4)	1.6	(0.3)	6.6	(0.6)	23.2	(1.1)	10.5	(0.8)
Flanders (Belgium)	64.9	(1.4)	75.2	(1.8)	8.7	(0.7)	3.2	(0.3)	3.1	(0.3)	9.9	(0.8)	2.3	(0.3)	45.1	(1.1)
<b>Average</b>	41.9	(0.2)	44.7	(0.3)	21.5	(0.2)	7.4	(0.1)	3.5	(0.1)	8.8	(0.1)	9.0	(0.1)	15.7	(0.2)
<b>United States</b>	53.7	(1.4)	50.2	(2.4)	42.2	(1.7)	9.2	(0.9)	5.0	(0.7)	13.9	(1.2)	19.5	(1.8)	9.3	(1.3)

\* See notes regarding Cyprus on page 23.

Source: OECD, TALIS 2013 Database.

## Distribution of class time during an average lesson

Average proportion of time lower secondary education teachers report spending on each of these activities in an average lesson<sup>1, 2</sup>

	Administrative tasks		Keeping order in the classroom		Actual teaching and learning	
	%	S.E.	%	S.E.	%	S.E.
Australia	7.0	(0.3)	14.5	(0.4)	78.1	(0.6)
Brazil	12.2	(0.1)	19.8	(0.3)	66.7	(0.3)
Bulgaria	4.6	(0.1)	8.8	(0.3)	86.6	(0.3)
Chile	10.8	(0.3)	15.3	(0.6)	73.1	(0.8)
Croatia	7.2	(0.1)	9.1	(0.2)	83.4	(0.3)
Cyprus*	6.8	(0.2)	12.7	(0.3)	80.2	(0.4)
Czech Republic	6.6	(0.1)	8.8	(0.2)	84.0	(0.3)
Denmark	6.0	(0.2)	9.8	(0.3)	84.1	(0.4)
Estonia	5.5	(0.1)	8.8	(0.3)	84.4	(0.4)
Finland	6.0	(0.1)	13.1	(0.3)	80.6	(0.3)
France	7.9	(0.1)	15.7	(0.3)	76.0	(0.4)
Iceland	8.5	(0.3)	15.7	(0.4)	75.5	(0.6)
Israel	9.2	(0.2)	12.8	(0.3)	76.6	(0.5)
Italy	7.5	(0.2)	13.0	(0.3)	78.5	(0.3)
Japan	7.0	(0.2)	14.6	(0.3)	78.3	(0.5)
Korea	8.2	(0.2)	13.6	(0.3)	76.9	(0.4)
Latvia	5.8	(0.2)	9.5	(0.4)	84.5	(0.5)
Malaysia	11.5	(0.3)	17.5	(0.4)	70.8	(0.5)
Mexico	11.6	(0.2)	12.3	(0.3)	75.4	(0.4)
Netherlands	9.5	(0.2)	16.0	(0.4)	73.8	(0.5)
Norway	7.6	(0.2)	8.9	(0.3)	83.0	(0.4)
Poland	8.0	(0.1)	8.5	(0.3)	82.2	(0.4)
Portugal	8.2	(0.1)	15.7	(0.3)	75.8	(0.3)
Romania	8.4	(0.2)	8.7	(0.2)	81.8	(0.4)
Serbia	8.3	(0.1)	9.8	(0.2)	81.7	(0.3)
Singapore	11.1	(0.2)	17.7	(0.2)	70.9	(0.3)
Slovak Republic	7.1	(0.1)	12.1	(0.3)	80.2	(0.4)
Spain	7.4	(0.1)	14.7	(0.3)	77.2	(0.3)
Sweden	6.7	(0.1)	11.5	(0.3)	81.1	(0.4)
<b>Sub-national entities</b>						
Abu Dhabi (United Arab Emirates)	8.3	(0.3)	12.6	(0.6)	76.7	(0.8)
Alberta (Canada)	7.3	(0.2)	13.6	(0.5)	79.0	(0.6)
England (United Kingdom)	6.7	(0.2)	11.4	(0.4)	81.5	(0.5)
Flanders (Belgium)	9.3	(0.2)	13.4	(0.5)	77.0	(0.6)
<b>Average</b>	<b>8.0</b>	<b>(0.0)</b>	<b>12.7</b>	<b>(0.1)</b>	<b>78.7</b>	<b>(0.1)</b>
<b>United States</b>	<b>6.5</b>	<b>(0.2)</b>	<b>13.4</b>	<b>(0.6)</b>	<b>79.7</b>	<b>(0.7)</b>

1. These data are reported by teachers and refer to a randomly chosen class they currently teach from their weekly timetable.

2. The sum of time spent in an average lesson may not add up to 100% because some answers that did not add up to 100% were accepted.

\* See notes regarding Cyprus on page 23.

Source: OECD, TALIS 2013 Database.

## Teachers' working hours

Average number of 60-minute hours lower secondary education teachers report having spent on the following activities during the most recent complete calendar week<sup>1, 2</sup>

	Total working hours <sup>3</sup>		Hours spent on teaching		Hours spent on individual planning or preparation of lessons either at school or out of school		Hours spent on team work and dialogue with colleagues within the school		Hours spent marking/correcting of student work		Hours spent on student counselling (including student supervision, virtual counselling, career guidance and delinquency guidance)	
	Average	S.E.	Average	S.E.	Average	S.E.	Average	S.E.	Average	S.E.	Average	S.E.
Australia	42.7	(0.5)	18.6	(0.3)	7.1	(0.1)	3.5	(0.1)	5.1	(0.2)	2.3	(0.2)
Brazil	36.7	(0.4)	25.4	(0.2)	7.1	(0.1)	3.3	(0.1)	5.7	(0.1)	2.7	(0.1)
Bulgaria	39.0	(0.4)	18.4	(0.2)	8.1	(0.1)	2.5	(0.1)	4.5	(0.1)	1.7	(0.1)
Chile	29.2	(0.8)	26.7	(0.4)	5.8	(0.2)	2.8	(0.1)	4.1	(0.2)	2.4	(0.1)
Croatia	39.6	(0.2)	19.6	(0.1)	9.7	(0.1)	2.1	(0.1)	3.9	(0.1)	1.8	(0.1)
Cyprus*	33.1	(0.3)	16.2	(0.2)	7.3	(0.1)	2.7	(0.1)	4.9	(0.1)	2.0	(0.1)
Czech Republic	39.4	(0.3)	17.8	(0.1)	8.3	(0.1)	2.2	(0.1)	4.5	(0.1)	2.2	(0.1)
Denmark	40.0	(0.4)	18.9	(0.1)	7.9	(0.1)	3.3	(0.1)	3.5	(0.1)	1.5	(0.1)
Estonia	36.1	(0.5)	20.9	(0.2)	6.9	(0.1)	1.9	(0.0)	4.3	(0.1)	2.1	(0.1)
Finland	31.6	(0.2)	20.6	(0.2)	4.8	(0.1)	1.9	(0.1)	3.1	(0.1)	1.0	(0.1)
France	36.5	(0.3)	18.6	(0.1)	7.5	(0.1)	1.9	(0.0)	5.6	(0.1)	1.2	(0.0)
Iceland	35.0	(0.4)	19.0	(0.2)	7.3	(0.2)	3.3	(0.2)	3.2	(0.1)	1.4	(0.1)
Israel	30.7	(0.5)	18.3	(0.2)	5.2	(0.1)	2.7	(0.1)	4.3	(0.1)	2.1	(0.1)
Italy	29.4	(0.3)	17.3	(0.1)	5.0	(0.1)	3.1	(0.1)	4.2	(0.1)	1.0	(0.0)
Japan	53.9	(0.4)	17.7	(0.1)	8.7	(0.1)	3.9	(0.1)	4.6	(0.1)	2.7	(0.1)
Korea	37.0	(0.4)	18.8	(0.2)	7.7	(0.2)	3.2	(0.1)	3.9	(0.1)	4.1	(0.1)
Latvia	36.1	(0.4)	19.2	(0.3)	6.4	(0.2)	2.3	(0.1)	4.6	(0.1)	3.2	(0.1)
Malaysia	45.1	(0.7)	17.1	(0.3)	6.4	(0.2)	4.1	(0.1)	7.4	(0.2)	2.9	(0.1)
Mexico	33.6	(0.6)	22.7	(0.4)	6.2	(0.1)	2.4	(0.1)	4.3	(0.1)	2.8	(0.1)
Netherlands	35.6	(0.4)	16.9	(0.2)	5.1	(0.1)	3.1	(0.1)	4.2	(0.1)	2.1	(0.1)
Norway	38.3	(0.5)	15.0	(0.2)	6.5	(0.1)	3.1	(0.1)	5.2	(0.2)	2.1	(0.1)
Poland	36.8	(0.5)	18.6	(0.2)	5.5	(0.1)	2.2	(0.1)	4.6	(0.1)	2.1	(0.1)
Portugal	44.7	(0.3)	20.8	(0.1)	8.5	(0.2)	3.7	(0.2)	9.6	(0.2)	2.2	(0.1)
Romania	35.7	(0.5)	16.2	(0.2)	8.0	(0.2)	2.7	(0.1)	4.0	(0.1)	2.6	(0.1)
Serbia	34.2	(0.3)	18.4	(0.2)	7.9	(0.1)	2.3	(0.1)	3.4	(0.1)	2.3	(0.1)
Singapore	47.6	(0.4)	17.1	(0.1)	8.4	(0.1)	3.6	(0.1)	8.7	(0.1)	2.6	(0.0)
Slovak Republic	37.5	(0.4)	19.9	(0.2)	7.5	(0.1)	2.3	(0.1)	3.5	(0.1)	1.9	(0.1)
Spain	37.6	(0.4)	18.6	(0.2)	6.6	(0.1)	2.7	(0.1)	6.1	(0.2)	1.5	(0.0)
Sweden	42.4	(0.2)	17.6	(0.1)	6.7	(0.1)	3.5	(0.1)	4.7	(0.1)	2.7	(0.1)
<b>Sub-national entities</b>												
Abu Dhabi (United Arab Emirates)	36.2	(0.5)	21.2	(0.3)	7.6	(0.3)	3.8	(0.2)	5.4	(0.2)	3.3	(0.1)
Alberta (Canada)	48.2	(0.5)	26.4	(0.3)	7.5	(0.2)	3.0	(0.1)	5.5	(0.2)	2.7	(0.1)
England (United Kingdom)	45.9	(0.4)	19.6	(0.2)	7.8	(0.1)	3.3	(0.1)	6.1	(0.1)	1.7	(0.1)
Flanders (Belgium)	37.0	(0.3)	19.1	(0.2)	6.3	(0.1)	2.1	(0.0)	4.5	(0.1)	1.3	(0.1)
<b>Average</b>	<b>38.3</b>	<b>(0.1)</b>	<b>19.3</b>	<b>(0.0)</b>	<b>7.1</b>	<b>(0.0)</b>	<b>2.9</b>	<b>(0.0)</b>	<b>4.9</b>	<b>(0.0)</b>	<b>2.2</b>	<b>(0.0)</b>
<b>United States</b>	<b>44.8</b>	<b>(0.7)</b>	<b>26.8</b>	<b>(0.5)</b>	<b>7.2</b>	<b>(0.2)</b>	<b>3.0</b>	<b>(0.1)</b>	<b>4.9</b>	<b>(0.1)</b>	<b>2.4</b>	<b>(0.2)</b>

1. A "complete" calendar week is one that was not shortened by breaks, public holidays, sick leave, etc. Also includes tasks that took place during weekends, evenings or other off-classroom hours.

2. The sum of hours spent on different tasks may not be equal to the number of total working hours because teachers were asked about these elements separately. It is also important to note that data presented in this table represent the averages from all the teachers surveyed, including part-time teachers.

3. Including teaching, planning lessons, marking, collaborating with other teachers, participating in staff meetings and other tasks related to the teacher's job at the school.

\* See notes regarding Cyprus on page 23.

Source: OECD, TALIS 2013 Database.

## Teachers' working hours (continued)

Average number of 60-minute hours lower secondary education teachers report having spent on the following activities during the most recent complete calendar week<sup>1, 2</sup>

	Hours spent in participation in school management		Hours spent on general administrative work (including communication, paperwork, and other clerical duties you undertake in your job as a teacher)		Hours spent on communication and co-operation with parents or guardians		Hours spent engaging in extracurricular activities (e.g. sports and cultural activities after school)		Hours spent on all other tasks	
	Average	S.E.	Average	S.E.	Average	S.E.	Average	S.E.	Average	S.E.
Australia	3.1	(0.2)	4.3	(0.1)	1.3	(0.1)	2.3	(0.2)	2.2	(0.1)
Brazil	1.7	(0.1)	1.8	(0.1)	1.7	(0.1)	2.4	(0.1)	2.2	(0.1)
Bulgaria	1.1	(0.1)	2.7	(0.1)	1.7	(0.0)	2.0	(0.1)	1.7	(0.1)
Chile	2.3	(0.1)	2.9	(0.1)	2.0	(0.1)	2.0	(0.1)	2.2	(0.2)
Croatia	0.5	(0.0)	2.6	(0.1)	1.5	(0.1)	1.9	(0.1)	1.8	(0.1)
Cyprus*	1.3	(0.1)	2.4	(0.1)	1.7	(0.1)	2.5	(0.1)	2.2	(0.2)
Czech Republic	1.1	(0.1)	2.7	(0.1)	0.9	(0.0)	1.3	(0.1)	1.4	(0.1)
Denmark	0.9	(0.1)	2.0	(0.1)	1.8	(0.1)	0.9	(0.1)	2.3	(0.1)
Estonia	0.8	(0.1)	2.3	(0.1)	1.3	(0.1)	1.9	(0.1)	1.5	(0.1)
Finland	0.4	(0.0)	1.3	(0.1)	1.2	(0.0)	0.6	(0.1)	1.0	(0.1)
France	0.7	(0.0)	1.3	(0.0)	1.0	(0.0)	1.0	(0.0)	1.1	(0.0)
Iceland	1.2	(0.1)	2.0	(0.1)	1.4	(0.1)	1.1	(0.1)	2.3	(0.1)
Israel	2.1	(0.1)	1.9	(0.1)	1.8	(0.1)	1.7	(0.1)	3.8	(0.1)
Italy	1.0	(0.0)	1.8	(0.0)	1.4	(0.0)	0.8	(0.1)	0.7	(0.1)
Japan	3.0	(0.1)	5.5	(0.1)	1.3	(0.0)	7.7	(0.2)	2.9	(0.1)
Korea	2.2	(0.1)	6.0	(0.2)	2.1	(0.1)	2.7	(0.1)	2.6	(0.1)
Latvia	1.0	(0.1)	2.4	(0.1)	1.5	(0.1)	2.1	(0.1)	1.4	(0.1)
Malaysia	5.0	(0.2)	5.7	(0.2)	2.4	(0.1)	4.9	(0.2)	4.3	(0.2)
Mexico	1.7	(0.1)	2.3	(0.1)	2.3	(0.1)	2.3	(0.1)	2.0	(0.1)
Netherlands	1.3	(0.1)	2.2	(0.1)	1.3	(0.0)	1.3	(0.1)	2.5	(0.1)
Norway	1.3	(0.1)	2.8	(0.1)	1.4	(0.1)	0.8	(0.1)	1.4	(0.2)
Poland	0.9	(0.1)	2.5	(0.1)	1.3	(0.0)	2.4	(0.1)	1.9	(0.1)
Portugal	1.8	(0.1)	3.8	(0.2)	1.8	(0.1)	2.4	(0.2)	2.6	(0.2)
Romania	0.9	(0.1)	1.5	(0.1)	1.8	(0.1)	2.3	(0.1)	1.8	(0.1)
Serbia	0.8	(0.1)	2.4	(0.1)	1.6	(0.1)	2.2	(0.1)	2.1	(0.1)
Singapore	1.9	(0.1)	5.3	(0.1)	1.6	(0.0)	3.4	(0.1)	2.7	(0.1)
Slovak Republic	1.1	(0.1)	2.7	(0.1)	1.3	(0.1)	2.0	(0.1)	1.6	(0.1)
Spain	1.7	(0.1)	1.8	(0.0)	1.5	(0.0)	0.9	(0.1)	1.5	(0.1)
Sweden	0.8	(0.1)	4.5	(0.1)	1.8	(0.0)	0.4	(0.0)	1.7	(0.1)
<b>Sub-national entities</b>										
Abu Dhabi (United Arab Emirates)	2.7	(0.2)	3.3	(0.2)	2.6	(0.2)	2.5	(0.1)	2.1	(0.1)
Alberta (Canada)	2.2	(0.2)	3.2	(0.1)	1.7	(0.1)	3.6	(0.2)	1.9	(0.1)
England (United Kingdom)	2.2	(0.1)	4.0	(0.1)	1.6	(0.0)	2.2	(0.1)	2.3	(0.1)
Flanders (Belgium)	0.9	(0.0)	2.4	(0.1)	0.7	(0.0)	1.3	(0.1)	1.4	(0.1)
<b>Average</b>	<b>1.6</b>	<b>(0.0)</b>	<b>2.9</b>	<b>(0.0)</b>	<b>1.6</b>	<b>(0.0)</b>	<b>2.1</b>	<b>(0.0)</b>	<b>2.0</b>	<b>(0.0)</b>
<b>United States</b>	<b>1.6</b>	<b>(0.1)</b>	<b>3.3</b>	<b>(0.1)</b>	<b>1.6</b>	<b>(0.1)</b>	<b>3.6</b>	<b>(0.3)</b>	<b>7.0</b>	<b>(0.4)</b>

1. A "complete" calendar week is one that was not shortened by breaks, public holidays, sick leave, etc. Also includes tasks that took place during weekends, evenings or other off-classroom hours.

2. The sum of hours spent on different tasks may not be equal to the number of total working hours because teachers were asked about these elements separately. It is also important to note that data presented in this table represent the averages from all the teachers surveyed, including part-time teachers.

3. Including teaching, planning lessons, marking, collaborating with other teachers, participating in staff meetings and other tasks related to the teacher's job at the school.

\* See notes regarding Cyprus on page 23.

Source: OECD, TALIS 2013 Database.



## School climate—Student-related factors

Percentage of lower secondary education teachers whose school principal considers the following student behaviours to occur at least weekly in their school

	Arriving late at school		Absenteeism		Cheating		Vandalism and theft		Intimidation or verbal abuse among students		Physical injury caused by violence among students		Intimidation or verbal abuse of teachers or staff		Use/possession of drugs and/or alcohol	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
Australia	66.1	(4.9)	58.9	(5.2)	2.5	(1.8)	3.1	(1.6)	25.2	(4.4)	3.5	(1.6)	9.7	(2.8)	0.0	(0.0)
Brazil	51.4	(2.5)	38.4	(2.2)	17.4	(1.7)	11.8	(1.6)	34.4	(2.1)	6.7	(1.0)	12.5	(1.5)	6.9	(1.4)
Bulgaria	40.7	(3.5)	25.2	(3.0)	12.4	(2.9)	6.3	(1.4)	20.9	(3.3)	5.3	(2.1)	2.1	(1.1)	0.8	(0.5)
Chile	72.6	(4.1)	52.6	(4.2)	16.5	(3.3)	3.1	(1.6)	17.6	(3.6)	4.4	(1.9)	6.3	(2.4)	1.1	(1.1)
Croatia	19.9	(3.0)	10.7	(2.2)	30.6	(3.6)	1.3	(0.7)	16.1	(2.5)	1.5	(0.9)	1.8	(0.9)	0.0	(0.0)
Cyprus*	59.0	(0.2)	51.3	(0.2)	8.7	(0.2)	8.2	(0.1)	23.2	(0.2)	7.3	(0.2)	5.4	(0.1)	0.0	(0.0)
Czech Republic	39.4	(3.8)	5.7	(1.5)	12.9	(2.4)	3.9	(1.5)	4.9	(1.6)	0.0	(0.0)	0.5	(0.4)	0.9	(0.6)
Denmark	37.7	(5.3)	30.5	(4.7)	4.4	(2.5)	0.0	(0.0)	9.4	(3.4)	2.4	(1.4)	2.1	(1.3)	0.0	(0.0)
Estonia	53.4	(4.3)	48.6	(4.2)	34.3	(4.3)	1.5	(0.8)	23.5	(3.7)	1.7	(1.1)	11.0	(2.7)	1.4	(0.8)
Finland	86.5	(3.0)	64.0	(4.0)	2.0	(1.5)	2.4	(1.5)	27.8	(3.8)	0.0	(0.0)	3.6	(1.6)	1.0	(0.7)
France	61.6	(3.6)	50.9	(3.5)	16.5	(2.8)	6.8	(2.0)	23.7	(3.0)	7.0	(1.9)	3.0	(1.3)	0.9	(0.6)
Iceland	34.6	(0.1)	26.9	(0.1)	0.0	(0.0)	0.0	(0.0)	6.0	(0.1)	0.0	(0.0)	2.2	(0.0)	0.8	(0.0)
Israel	57.7	(4.0)	49.3	(4.1)	9.9	(2.2)	7.9	(2.2)	12.8	(2.7)	5.9	(1.5)	0.3	(0.3)	0.6	(0.6)
Italy	32.2	(3.5)	10.0	(2.5)	20.9	(2.9)	3.5	(1.8)	10.1	(2.6)	1.5	(1.4)	2.1	(1.6)	0.0	(0.0)
Japan	50.6	(3.8)	40.4	(3.5)	0.0	(0.0)	3.1	(1.3)	3.6	(1.5)	1.6	(0.9)	2.2	(1.1)	0.0	(0.0)
Korea	26.1	(3.7)	19.9	(3.2)	0.8	(0.8)	3.3	(1.5)	8.2	(2.4)	2.0	(1.1)	0.0	(0.0)	0.0	(0.0)
Latvia	47.3	(4.6)	39.4	(4.4)	34.0	(5.2)	0.8	(0.8)	18.2	(4.2)	0.0	(0.0)	5.0	(2.4)	0.0	(0.0)
Malaysia	56.9	(3.9)	57.6	(3.9)	9.0	(2.7)	10.8	(2.9)	0.0	(0.0)	0.0	(0.0)	0.0	(0.0)	0.0	(0.0)
Mexico	46.4	(4.0)	45.5	(3.3)	18.2	(3.0)	13.2	(2.8)	29.5	(3.7)	10.8	(2.3)	3.0	(1.0)	3.6	(1.4)
Netherlands	75.7	(4.6)	52.9	(5.4)	58.5	(5.4)	8.4	(3.1)	21.9	(4.5)	1.3	(1.3)	2.8	(2.0)	3.0	(1.8)
Norway	60.8	(7.4)	45.7	(5.4)	2.9	(1.8)	1.8	(1.0)	15.3	(5.7)	0.0	(0.0)	3.9	(2.4)	0.8	(0.8)
Poland	51.5	(4.4)	38.0	(4.0)	40.0	(3.9)	4.0	(1.5)	8.0	(2.2)	0.0	(0.0)	0.3	(0.3)	0.3	(0.3)
Portugal	58.1	(3.3)	33.3	(3.4)	13.0	(2.8)	7.4	(2.2)	14.6	(2.8)	5.0	(1.7)	5.5	(1.7)	3.6	(1.5)
Romania	28.7	(3.5)	29.6	(3.7)	5.4	(1.7)	1.9	(0.9)	9.0	(2.0)	0.9	(0.8)	0.0	(0.0)	0.0	(0.0)
Serbia	43.7	(4.2)	36.0	(3.9)	9.0	(2.0)	2.2	(1.1)	12.6	(2.5)	0.5	(0.5)	1.6	(0.5)	0.0	(0.0)
Singapore	51.8	(0.3)	35.0	(0.3)	0.0	(0.0)	0.0	(0.0)	1.8	(0.0)	0.0	(0.0)	0.6	(0.0)	0.0	(0.0)
Slovak Republic	40.0	(3.5)	14.1	(2.2)	15.3	(2.7)	4.5	(1.6)	2.2	(1.1)	0.0	(0.0)	0.6	(0.6)	0.0	(0.0)
Spain	37.6	(3.8)	24.8	(3.1)	11.1	(2.3)	4.9	(1.5)	13.9	(2.7)	0.1	(0.1)	1.9	(1.0)	3.6	(1.4)
Sweden	78.4	(3.2)	67.2	(3.7)	7.2	(2.0)	3.6	(1.4)	31.1	(3.7)	0.8	(0.8)	4.9	(1.8)	0.5	(0.5)
<b>Sub-national entities</b>																
Abu Dhabi (United Arab Emirates)	52.1	(4.6)	38.7	(4.9)	4.1	(2.0)	4.3	(1.8)	6.5	(2.2)	0.6	(0.5)	0.0	(0.0)	0.0	(0.0)
Alberta (Canada)	70.1	(4.4)	61.8	(4.6)	5.2	(1.9)	1.6	(1.2)	28.7	(4.7)	2.0	(1.2)	2.6	(1.3)	6.0	(2.2)
England (United Kingdom)	55.6	(4.8)	42.5	(4.3)	0.0	(0.0)	2.4	(1.1)	15.7	(2.6)	1.3	(0.8)	6.5	(1.8)	0.0	(0.0)
Flanders (Belgium)	65.1	(3.8)	30.1	(4.3)	12.3	(3.2)	7.4	(2.6)	30.7	(4.2)	1.3	(1.0)	9.1	(2.0)	3.9	(1.7)
<b>Average</b>	51.8	(0.7)	38.7	(0.6)	13.2	(0.5)	4.4	(0.3)	16.0	(0.5)	2.3	(0.2)	3.4	(0.3)	1.2	(0.1)
<b>United States</b>	73.3	(5.0)	60.7	(5.5)	17.4	(4.7)	5.5	(2.6)	20.9	(4.3)	1.7	(1.7)	4.7	(2.1)	3.5	(2.3)

\* See notes regarding Cyprus on page 23.

Source: OECD, TALIS 2013 Database.



## School climate—Teacher-related factors

Percentage of lower secondary education teachers whose school principal considers the following teacher behaviours to occur at least weekly in their school

	Arriving late at school		Absenteeism		Discrimination	
	%	S.E.	%	S.E.	%	S.E.
Australia	15.6	(4.7)	15.6	(5.6)	0.0	(0.0)
Brazil	29.5	(2.4)	17.6	(1.8)	0.4	(0.2)
Bulgaria	1.1	(0.8)	0.0	(0.0)	0.0	(0.0)
Chile	34.5	(4.5)	17.9	(3.7)	1.8	(1.1)
Croatia	2.9	(1.2)	0.0	(0.0)	0.0	(0.0)
Cyprus*	17.7	(0.2)	17.3	(0.2)	0.6	(0.0)
Czech Republic	0.5	(0.4)	0.0	(0.0)	0.0	(0.0)
Denmark	1.6	(0.9)	0.7	(0.7)	0.0	(0.0)
Estonia	3.5	(1.8)	0.0	(0.0)	0.0	(0.0)
Finland	11.4	(2.7)	0.7	(0.7)	0.0	(0.0)
France	13.1	(2.5)	7.0	(2.2)	0.6	(0.6)
Iceland	4.1	(0.1)	0.0	(0.0)	0.0	(0.0)
Israel	22.0	(4.2)	13.2	(3.6)	0.0	(0.0)
Italy	5.3	(1.6)	1.7	(1.3)	0.5	(0.5)
Japan	1.9	(1.0)	0.0	(0.0)	0.0	(0.0)
Korea	1.0	(0.7)	0.0	(0.0)	0.0	(0.0)
Latvia	0.9	(0.9)	0.7	(0.7)	0.0	(0.0)
Malaysia	14.4	(2.9)	1.5	(1.2)	0.3	(0.3)
Mexico	27.5	(3.3)	20.6	(3.3)	2.2	(1.1)
Netherlands	12.9	(3.7)	1.7	(1.7)	0.0	(0.0)
Norway	21.4	(4.7)	0.0	(0.0)	0.0	(0.0)
Poland	2.7	(1.1)	1.1	(1.1)	0.0	(0.0)
Portugal	18.2	(3.2)	4.3	(1.7)	0.9	(0.9)
Romania	1.5	(0.9)	0.0	(0.0)	0.0	(0.0)
Serbia	5.6	(1.7)	0.6	(0.6)	0.0	(0.0)
Singapore	9.0	(0.1)	1.4	(0.0)	0.0	(0.0)
Slovak Republic	1.5	(0.8)	0.0	(0.0)	0.0	(0.0)
Spain	8.9	(2.0)	0.9	(0.8)	0.6	(0.6)
Sweden	12.2	(2.4)	0.4	(0.4)	0.4	(0.4)
<b>Sub-national entities</b>						
Abu Dhabi (United Arab Emirates)	20.0	(4.1)	11.3	(3.1)	0.5	(0.5)
Alberta (Canada)	5.4	(1.8)	5.2	(1.6)	0.0	(0.0)
England (United Kingdom)	5.1	(1.9)	10.7	(2.6)	0.0	(0.0)
Flanders (Belgium)	25.2	(3.7)	2.1	(0.9)	0.0	(0.0)
<b>Average</b>	<b>10.9</b>	<b>(0.4)</b>	<b>4.7</b>	<b>(0.3)</b>	<b>0.3</b>	<b>(0.1)</b>
<b>United States</b>	<b>21.8</b>	<b>(5.1)</b>	<b>12.6</b>	<b>(4.2)</b>	<b>0.0</b>	<b>(0.0)</b>

\* See notes regarding Cyprus on page 23.

Source: OECD, TALIS 2013 Database.

## School composition by first language, special needs and disadvantaged homes

Percentage of lower secondary education teachers who work in schools where principals report the following school characteristics

	Teachers working in schools with <i>more</i> than 10% of students whose first language is different from the language of instruction <sup>1</sup>		Teachers working in schools with <i>more</i> than 10% of students with special needs <sup>1, 2</sup>		Teachers working in schools with <i>more</i> than 30% of students from socio-economically disadvantaged homes <sup>1, 3</sup>	
	%	(S.E.)	%	(S.E.)	%	(S.E.)
Australia	32.8	(5.0)	23.6	(4.5)	26.0	(3.8)
Brazil	2.1	(1.0)	4.9	(1.1)	40.4	(2.1)
Bulgaria	32.6	(2.8)	1.5	(0.8)	23.9	(3.1)
Chile	3.9	(1.7)	27.5	(3.6)	54.6	(4.1)
Croatia	5.6	(1.8)	9.4	(2.0)	7.3	(1.9)
Cyprus*	33.2	(0.2)	12.1	(0.2)	7.8	(0.1)
Czech Republic	3.6	(1.4)	21.4	(2.4)	3.9	(1.4)
Denmark	26.2	(5.1)	32.4	(5.7)	2.5	(1.3)
Estonia	9.7	(2.0)	28.8	(3.9)	10.9	(2.2)
Finland	9.2	(2.4)	26.8	(3.6)	3.1	(1.8)
France	17.8	(2.7)	38.5	(3.8)	44.6	(3.7)
Iceland	20.9	(0.1)	59.5	(0.2)	2.4	(0.1)
Israel	24.9	(4.1)	41.0	(4.3)	46.2	(3.7)
Italy	31.7	(3.1)	28.5	(3.5)	9.5	(2.0)
Japan	2.1	(1.0)	9.2	(2.0)	5.8	(1.8)
Korea	0.0	(0.0)	8.1	(2.3)	8.5	(2.3)
Latvia	20.9	(3.9)	8.4	(2.6)	18.3	(4.2)
Malaysia	55.5	(3.7)	4.1	(1.5)	57.9	(4.1)
Mexico	2.5	(1.3)	7.3	(2.0)	44.2	(3.5)
Netherlands	14.3	(4.5)	45.6	(4.6)	11.6	(4.0)
Norway	21.8	(4.4)	50.0	(5.3)	3.9	(1.7)
Poland	0.3	(0.3)	57.9	(4.5)	18.1	(3.4)
Portugal	2.7	(1.1)	14.2	(2.7)	48.5	(4.1)
Romania	9.8	(2.2)	3.5	(1.6)	27.7	(3.7)
Serbia	9.3	(2.0)	5.5	(1.5)	6.8	(2.0)
Singapore	89.2	(0.1)	1.3	(0.0)	6.4	(0.1)
Slovak Republic	10.5	(2.3)	15.9	(3.0)	10.4	(2.2)
Spain	30.0	(3.1)	16.4	(3.1)	13.9	(2.6)
Sweden	41.9	(4.1)	63.0	(3.8)	10.4	(2.4)
<b>Sub-national entities</b>						
Abu Dhabi (United Arab Emirates)	43.6	(4.3)	4.7	(2.0)	10.8	(2.8)
Alberta (Canada)	41.1	(5.0)	51.0	(4.6)	20.3	(3.9)
England (United Kingdom)	27.6	(4.3)	66.5	(4.0)	24.4	(2.9)
Flanders (Belgium)	26.9	(3.6)	54.0	(4.6)	16.0	(2.9)
<b>Average</b>	<b>21.3</b>	<b>(0.5)</b>	<b>25.5</b>	<b>(0.6)</b>	<b>19.6</b>	<b>(0.5)</b>
United States	21.7	(4.0)	63.1	(5.8)	64.5	(6.2)

1. These data are broad estimates reported by principals.

2. Special-needs students are not well defined internationally but usually cover those for whom a special learning need has been formally identified because they are mentally, physically or emotionally disadvantaged. Often, special-needs students will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education. "Gifted students" are not considered to have special needs under the definition used here and in other OECD work. Some teachers perceive all students as unique learners and thus having some special learning needs. It is important to assure a more objective judgment of who is a special-needs student and who is not. That is why a formal identification is stressed above.

3. "Socioeconomically disadvantaged homes" refers to homes lacking the basic necessities or advantages of life, such as adequate housing, nutrition or medical care. They are those that receive or are eligible to receive subsidies or other welfare benefits. The type of benefits accorded to disadvantaged homes may vary among the countries. The disadvantaged homes may in some countries correspond to those that are eligible for free school meals, in others to those that get housing allowance, or other social assistance.

\* See notes regarding Cyprus on page 23.

Source: OECD, TALIS 2013 Database.

## Completion and content of teacher education or training programme

Percentage of lower secondary education teachers who completed a teacher education or training programme and for whom the following elements were included in their formal education and training

	Completion of teacher education or training programme		Elements included in formal education and training											
			Content of the subject(s) being taught			Pedagogy of the subject(s) being taught			Practice in the subject(s) being taught					
			For all subjects		For some subjects		For all subjects		For some subjects		For all subjects		For some subjects	
			%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
Australia	97.6	(0.3)	62.2	(1.1)	31.1	(1.2)	64.0	(1.2)	31.1	(1.0)	70.1	(1.2)	26.8	(1.3)
Brazil	75.8	(0.8)	62.3	(0.9)	27.4	(0.8)	50.9	(0.8)	27.7	(0.8)	61.3	(0.8)	26.8	(0.7)
Bulgaria	97.7	(0.3)	87.3	(0.9)	9.7	(0.8)	86.8	(1.0)	8.7	(0.7)	84.4	(1.1)	10.0	(0.8)
Chile	85.7	(1.1)	61.0	(1.6)	31.0	(1.6)	60.0	(1.7)	29.4	(1.6)	56.8	(1.6)	27.2	(1.4)
Croatia	94.9	(0.5)	93.5	(0.4)	5.0	(0.4)	88.4	(0.6)	5.5	(0.4)	85.9	(0.7)	6.1	(0.4)
Cyprus*	89.7	(0.6)	69.8	(1.2)	27.1	(1.2)	61.7	(1.3)	29.5	(1.2)	56.1	(1.3)	30.7	(1.2)
Czech Republic	76.7	(0.8)	57.2	(1.4)	37.8	(1.3)	55.4	(1.4)	36.0	(1.2)	51.8	(1.4)	34.3	(1.1)
Denmark	93.5	(0.9)	60.2	(1.1)	36.3	(1.0)	60.3	(1.1)	35.3	(1.0)	52.3	(1.4)	40.7	(1.3)
Estonia	94.4	(0.4)	78.2	(1.0)	17.4	(0.9)	78.2	(0.9)	16.2	(0.8)	69.0	(1.0)	19.8	(0.8)
Finland	92.5	(0.7)	77.1	(0.9)	19.0	(0.7)	75.1	(0.9)	21.3	(0.8)	69.2	(1.0)	25.2	(0.8)
France	90.1	(0.5)	85.0	(0.7)	10.6	(0.6)	66.0	(1.0)	10.6	(0.6)	72.5	(0.9)	8.6	(0.6)
Iceland	92.4	(0.7)	41.7	(1.2)	45.1	(1.2)	43.1	(1.3)	45.2	(1.4)	42.2	(1.2)	44.6	(1.3)
Israel	93.6	(0.5)	77.1	(1.1)	19.2	(1.1)	74.8	(1.1)	20.8	(1.1)	75.7	(1.0)	19.7	(1.0)
Italy	79.1	(0.8)	69.4	(1.0)	22.1	(0.9)	62.6	(1.0)	21.9	(0.8)	35.5	(0.9)	12.4	(0.6)
Japan	87.8	(0.7)	71.2	(0.9)	27.3	(0.9)	67.6	(0.9)	29.7	(0.9)	69.5	(0.8)	28.2	(0.8)
Korea	96.1	(0.3)	90.4	(0.6)	8.9	(0.5)	83.6	(0.7)	12.5	(0.7)	79.0	(0.8)	13.0	(0.7)
Latvia	90.8	(0.8)	86.4	(0.9)	10.4	(0.7)	85.1	(0.7)	11.3	(0.7)	80.4	(0.9)	11.9	(0.7)
Malaysia	92.1	(1.1)	77.0	(1.3)	21.2	(1.2)	75.8	(1.1)	22.9	(1.1)	75.0	(1.1)	23.3	(1.2)
Mexico	61.5	(1.2)	67.4	(1.0)	23.2	(0.8)	64.3	(1.1)	24.9	(1.1)	57.7	(1.2)	23.9	(1.0)
Netherlands	91.5	(1.1)	84.5	(1.4)	12.3	(1.2)	86.5	(1.1)	10.8	(1.0)	82.4	(1.2)	10.6	(1.1)
Norway	92.5	(0.9)	51.4	(1.3)	45.1	(1.3)	50.6	(1.3)	45.2	(1.2)	50.7	(1.5)	42.5	(1.5)
Poland	99.4	(0.1)	95.0	(0.4)	3.5	(0.4)	94.7	(0.4)	3.9	(0.4)	88.1	(0.6)	7.7	(0.5)
Portugal	82.1	(0.8)	76.4	(0.7)	21.5	(0.7)	74.2	(0.8)	21.5	(0.7)	71.0	(0.8)	21.0	(0.7)
Romania	97.1	(0.4)	84.2	(1.0)	12.1	(0.9)	82.4	(1.1)	13.2	(0.9)	81.6	(1.1)	11.8	(0.8)
Serbia	71.4	(1.0)	80.4	(0.9)	12.5	(0.7)	75.0	(0.9)	13.7	(0.6)	65.0	(1.0)	13.1	(0.7)
Singapore	99.1	(0.2)	77.8	(0.7)	19.4	(0.7)	82.0	(0.7)	16.2	(0.7)	82.6	(0.7)	15.8	(0.7)
Slovak Republic	89.4	(0.7)	65.4	(1.0)	27.7	(0.9)	63.2	(0.9)	25.2	(0.9)	54.2	(1.1)	25.3	(0.8)
Spain	97.5	(0.3)	64.5	(0.9)	29.7	(0.8)	44.3	(1.0)	30.8	(0.8)	44.0	(0.9)	31.2	(0.9)
Sweden	89.9	(0.7)	72.2	(1.0)	24.2	(0.9)	67.8	(1.0)	24.9	(1.0)	68.6	(1.0)	22.2	(1.0)
<b>Sub-national entities</b>														
Abu Dhabi (United Arab Emirates)	83.3	(1.1)	72.2	(1.5)	20.2	(1.3)	67.1	(1.5)	20.9	(1.1)	70.9	(1.6)	17.9	(1.2)
Alberta (Canada)	98.3	(0.4)	44.2	(1.6)	48.8	(1.5)	49.1	(1.5)	45.9	(1.5)	51.5	(1.4)	41.6	(1.4)
England (United Kingdom)	91.9	(0.6)	71.9	(1.1)	22.4	(1.3)	75.6	(1.0)	19.6	(1.0)	80.6	(0.9)	16.2	(0.9)
Flanders (Belgium)	98.3	(0.3)	76.5	(1.1)	17.0	(0.8)	80.5	(1.0)	15.5	(0.8)	77.6	(1.0)	16.4	(0.8)
<b>Average</b>	<b>89.8</b>	<b>(0.1)</b>	<b>72.5</b>	<b>(0.2)</b>	<b>22.6</b>	<b>(0.2)</b>	<b>69.6</b>	<b>(0.2)</b>	<b>22.7</b>	<b>(0.2)</b>	<b>67.1</b>	<b>(0.2)</b>	<b>22.0</b>	<b>(0.2)</b>
<b>United States</b>	<b>94.9</b>	<b>(0.7)</b>	<b>77.6</b>	<b>(1.2)</b>	<b>16.5</b>	<b>(0.9)</b>	<b>74.1</b>	<b>(1.2)</b>	<b>17.7</b>	<b>(1.0)</b>	<b>74.8</b>	<b>(1.3)</b>	<b>15.0</b>	<b>(0.8)</b>

\* See notes regarding Cyprus on page 23.

Source: OECD, TALIS 2013 Database.

## Content and positive impact of professional development activities

Percentage of lower secondary education teachers who report having participated in professional development with the following content in the 12 months prior to the survey and who report a “moderate” or “large” positive impact of this professional development on their teaching<sup>1</sup>

	Knowledge and understanding of subject field(s)				Pedagogical competencies in teaching subject field(s)				Knowledge of the curriculum				Student evaluation and assessment practices				ICT skills for teaching			
	Percentage of teachers		Moderate or large positive impact		Percentage of teachers		Moderate or large positive impact		Percentage of teachers		Moderate or large positive impact		Percentage of teachers		Moderate or large positive impact		Percentage of teachers		Moderate or large positive impact	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
Australia	77.9	(1.3)	84.2	(1.0)	65.5	(1.2)	75.0	(1.6)	71.7	(1.7)	77.6	(1.1)	58.6	(1.3)	71.9	(2.0)	71.7	(1.7)	70.5	(1.8)
Brazil	86.3	(0.8)	92.0	(0.6)	81.1	(0.8)	89.2	(0.6)	68.4	(0.9)	86.6	(0.8)	73.1	(0.9)	86.4	(0.6)	45.7	(1.0)	78.8	(1.0)
Bulgaria	60.1	(1.5)	92.4	(1.1)	62.7	(1.5)	89.2	(1.2)	46.4	(1.8)	92.7	(1.0)	47.4	(1.6)	87.8	(1.4)	55.6	(1.8)	84.6	(1.5)
Chile	67.9	(1.6)	94.5	(1.0)	65.5	(1.4)	91.6	(1.2)	54.8	(1.8)	86.4	(1.6)	52.5	(2.3)	86.8	(1.5)	51.4	(2.2)	86.9	(1.7)
Croatia	86.6	(0.6)	85.3	(0.8)	82.1	(0.7)	81.8	(0.9)	68.4	(1.0)	81.1	(1.1)	81.6	(0.8)	85.0	(0.8)	58.2	(1.5)	73.3	(1.7)
Cyprus*	78.3	(1.2)	89.7	(1.2)	73.4	(1.3)	87.2	(1.4)	76.6	(1.3)	92.0	(1.1)	60.8	(1.6)	84.6	(1.5)	53.8	(1.6)	81.1	(1.9)
Czech Republic	65.1	(1.3)	88.5	(0.8)	50.7	(1.2)	85.4	(1.1)	20.3	(1.0)	77.7	(2.3)	29.3	(1.1)	79.2	(1.9)	53.4	(1.6)	82.8	(1.3)
Denmark	62.0	(1.9)	89.7	(1.0)	60.8	(1.7)	86.5	(1.4)	24.8	(1.4)	80.0	(2.1)	31.8	(1.5)	78.8	(2.3)	48.7	(1.9)	81.0	(1.6)
Estonia	79.8	(0.9)	93.4	(0.6)	69.4	(1.0)	87.9	(1.0)	79.6	(1.0)	85.3	(0.8)	71.1	(1.1)	83.4	(1.2)	63.3	(1.3)	83.7	(1.1)
Finland	78.1	(0.9)	81.9	(1.2)	56.5	(1.3)	74.4	(1.2)	31.3	(1.4)	58.9	(2.5)	28.8	(1.2)	62.4	(2.5)	47.6	(1.9)	67.7	(1.9)
France	51.3	(1.4)	86.6	(1.0)	62.7	(1.3)	83.2	(1.0)	45.7	(1.3)	81.7	(1.4)	50.7	(1.5)	77.7	(1.4)	39.8	(1.4)	77.0	(1.7)
Iceland	58.5	(1.6)	94.6	(0.9)	52.4	(1.4)	93.0	(1.4)	73.8	(1.4)	77.1	(1.6)	61.7	(1.6)	79.9	(1.6)	43.9	(1.4)	78.4	(1.9)
Israel	80.2	(1.1)	90.9	(0.7)	74.0	(0.9)	86.1	(0.9)	66.8	(1.2)	86.8	(0.9)	55.8	(1.1)	83.4	(1.3)	60.2	(1.6)	78.8	(1.5)
Italy	62.6	(1.2)	90.2	(0.8)	60.3	(1.2)	88.9	(0.8)	37.2	(1.3)	84.1	(1.5)	42.0	(1.2)	84.9	(1.4)	53.2	(1.3)	82.2	(1.4)
Japan	88.3	(0.7)	90.0	(0.7)	86.4	(0.8)	89.3	(0.8)	47.4	(1.4)	73.0	(1.6)	59.0	(1.3)	76.8	(1.2)	36.0	(1.4)	69.1	(1.9)
Korea	80.8	(0.7)	95.6	(0.5)	81.0	(0.9)	95.4	(0.5)	73.3	(1.0)	93.6	(0.6)	48.9	(1.0)	93.4	(0.8)	54.1	(1.3)	90.3	(0.8)
Latvia	86.4	(1.1)	94.8	(0.7)	83.8	(0.8)	91.5	(0.9)	61.4	(1.4)	86.1	(1.1)	68.5	(1.3)	87.3	(1.3)	72.1	(1.5)	86.9	(1.2)
Malaysia	93.8	(0.6)	97.3	(0.4)	83.5	(0.9)	94.5	(0.5)	90.3	(0.6)	95.2	(0.4)	91.2	(0.6)	93.8	(0.5)	70.8	(1.3)	87.7	(0.8)
Mexico	88.3	(0.7)	95.0	(0.5)	88.8	(0.8)	93.1	(0.7)	89.7	(0.7)	91.0	(0.7)	80.6	(1.0)	88.1	(0.8)	72.6	(1.0)	83.7	(1.0)
Netherlands	69.0	(2.0)	89.5	(1.2)	62.2	(1.6)	82.6	(1.3)	42.5	(1.6)	81.1	(1.9)	37.5	(1.4)	76.1	(1.8)	48.1	(1.9)	72.8	(1.9)
Norway	66.2	(1.9)	92.6	(0.8)	57.6	(2.1)	90.4	(1.1)	37.3	(2.5)	80.4	(2.4)	65.0	(2.5)	86.2	(1.7)	32.8	(2.1)	78.3	(2.3)
Poland	66.0	(1.3)	90.8	(0.7)	61.5	(1.1)	88.5	(0.9)	56.6	(1.4)	87.2	(1.1)	57.6	(1.2)	85.3	(0.9)	51.5	(1.5)	84.9	(1.1)
Portugal	68.6	(1.0)	95.0	(0.5)	64.4	(1.0)	92.5	(0.7)	42.6	(0.9)	91.4	(0.9)	33.2	(1.2)	88.1	(1.1)	49.1	(1.6)	91.8	(0.9)
Romania	75.0	(1.1)	95.9	(0.4)	77.7	(0.9)	94.3	(0.7)	67.1	(1.2)	92.6	(0.9)	66.0	(1.2)	93.2	(0.9)	60.5	(1.4)	91.1	(1.0)
Serbia	71.2	(1.1)	91.1	(0.7)	66.3	(1.1)	88.5	(0.8)	33.1	(1.0)	80.9	(1.5)	72.0	(1.1)	85.9	(0.9)	46.2	(1.2)	84.4	(1.2)
Singapore	88.4	(0.7)	89.0	(0.6)	85.8	(0.6)	86.8	(0.7)	79.8	(0.8)	86.8	(0.7)	69.6	(0.8)	84.5	(0.8)	67.9	(0.8)	72.6	(1.0)
Slovak Republic	59.9	(1.3)	95.7	(0.6)	58.2	(1.3)	93.7	(0.7)	36.3	(1.4)	88.3	(1.0)	38.1	(1.2)	88.5	(1.2)	60.4	(1.3)	91.6	(0.8)
Spain	52.6	(1.1)	91.8	(0.8)	58.1	(1.1)	87.2	(0.8)	33.3	(1.3)	84.8	(1.3)	30.8	(1.5)	82.8	(1.7)	68.2	(1.6)	86.5	(0.9)
Sweden	58.6	(1.4)	84.4	(1.2)	45.4	(1.1)	77.8	(1.3)	70.5	(1.2)	80.3	(1.1)	64.0	(1.5)	75.0	(1.2)	46.8	(1.6)	66.4	(1.9)
Sub-national entities																				
Abu Dhabi (United Arab Emirates)	77.3	(1.2)	94.3	(0.9)	78.1	(1.3)	92.0	(1.0)	70.4	(1.6)	93.3	(0.8)	83.2	(1.5)	92.3	(0.8)	76.5	(1.4)	89.5	(1.0)
Alberta (Canada)	83.2	(1.1)	82.3	(1.2)	67.3	(1.3)	73.9	(1.6)	55.3	(1.7)	75.7	(1.5)	72.9	(1.6)	71.2	(1.4)	52.9	(1.9)	69.3	(1.7)
England (United Kingdom)	57.0	(1.1)	87.4	(1.1)	54.7	(1.3)	82.1	(1.5)	49.8	(1.2)	84.0	(1.2)	64.4	(1.3)	77.1	(1.1)	38.9	(1.7)	64.2	(1.5)
Flanders (Belgium)	74.8	(0.9)	89.7	(0.8)	61.9	(1.2)	84.3	(0.8)	54.3	(1.1)	89.5	(1.1)	40.4	(1.3)	79.2	(1.4)	37.2	(1.8)	80.1	(1.5)
Average	72.7	(0.2)	90.8	(0.1)	67.9	(0.2)	87.2	(0.2)	56.3	(0.2)	84.3	(0.2)	57.2	(0.2)	82.9	(0.2)	54.2	(0.3)	80.3	(0.3)
United States	70.3	(1.3)	82.9	(1.4)	60.7	(2.0)	77.3	(1.5)	65.7	(1.8)	78.4	(1.7)	72.2	(1.7)	71.7	(1.6)	49.5	(2.0)	72.8	(1.8)

1. Cells with data representing less than 5% of the cases are shaded in grey and should be interpreted with caution. These results are not highlighted in the text of the report.

\* See notes regarding Cyprus on page 23.

Source: OECD, TALIS 2013 Database.



## Content and positive impact of professional development activities (continued)

Percentage of lower secondary education teachers who report having participated in professional development with the following content in the 12 months prior to the survey and who report a “moderate” or “large” positive impact of this professional development on their teaching<sup>1</sup>

	Student behaviour and classroom management				School management and administration				Approaches to individual learning				Teaching students with special needs <sup>2</sup>				Teaching in a multicultural or multilingual setting			
	Percentage of teachers		Moderate or large positive impact		Percentage of teachers		Moderate or large positive impact		Percentage of teachers		Moderate or large positive impact		Percentage of teachers		Moderate or large positive impact		Percentage of teachers		Moderate or large positive impact	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
Australia	35.0	(1.9)	65.2	(2.3)	25.8	(1.2)	63.9	(2.8)	52.4	(1.5)	63.5	(2.3)	32.3	(1.6)	60.0	(2.4)	13.3	(1.5)	64.5	(3.5)
Brazil	53.9	(1.1)	80.2	(1.0)	23.6	(0.8)	77.0	(1.8)	56.4	(1.1)	84.8	(0.8)	30.8	(1.0)	69.5	(1.5)	19.1	(0.9)	71.8	(1.5)
Bulgaria	44.6	(1.8)	83.5	(1.8)	11.8	(1.0)	76.9	(3.8)	26.8	(1.5)	86.1	(1.7)	25.7	(1.8)	75.5	(2.3)	20.5	(1.4)	81.7	(2.4)
Chile	41.1	(1.9)	91.0	(1.6)	25.5	(1.7)	85.3	(2.5)	33.0	(1.7)	89.4	(1.9)	32.8	(1.8)	87.0	(1.9)	17.8	(1.5)	84.5	(2.9)
Croatia	47.4	(1.2)	77.7	(1.2)	11.3	(0.7)	65.9	(3.3)	46.7	(1.2)	77.1	(1.3)	46.1	(1.4)	77.0	(1.3)	9.1	(0.7)	73.7	(2.2)
Cyprus*	53.9	(1.8)	81.6	(1.6)	20.2	(1.4)	80.4	(3.0)	33.9	(1.5)	80.3	(2.2)	24.1	(1.4)	73.2	(2.8)	25.9	(1.4)	76.5	(3.1)
Czech Republic	29.9	(1.5)	80.8	(1.5)	10.5	(0.6)	83.9	(2.3)	23.2	(0.9)	81.2	(1.6)	23.8	(1.1)	80.8	(1.9)	11.4	(0.8)	80.5	(2.4)
Denmark	37.3	(2.1)	78.5	(2.8)	5.3	(0.5)	71.3	(6.0)	19.5	(1.4)	74.4	(3.0)	25.3	(1.4)	75.0	(2.5)	11.4	(2.3)	69.8	(3.5)
Estonia	49.8	(1.7)	78.4	(1.4)	9.9	(0.7)	73.1	(2.5)	36.6	(1.4)	85.0	(1.6)	36.9	(1.7)	76.8	(1.8)	21.9	(1.6)	78.3	(2.0)
Finland	33.3	(1.4)	63.2	(2.0)	9.4	(0.8)	62.0	(4.6)	40.5	(1.3)	66.6	(1.7)	34.7	(1.3)	66.1	(1.6)	14.4	(1.1)	63.7	(2.9)
France	23.3	(1.2)	70.2	(2.5)	4.5	(0.5)	61.7	(5.1)	29.1	(1.3)	72.7	(2.0)	23.2	(1.3)	72.5	(2.4)	3.6	(0.4)	80.5	(4.7)
Iceland	31.2	(1.5)	81.8	(2.1)	5.3	(0.7)	77.9	(5.7)	36.6	(1.7)	77.4	(2.3)	25.5	(1.5)	82.1	(2.2)	13.1	(1.1)	66.7	(4.0)
Israel	45.0	(1.5)	83.6	(1.7)	27.8	(1.1)	81.7	(1.8)	38.1	(1.4)	79.9	(1.4)	32.0	(1.3)	79.1	(2.0)	17.6	(1.1)	79.7	(2.6)
Italy	34.7	(1.2)	85.5	(1.3)	10.0	(0.7)	74.0	(3.2)	36.6	(1.3)	87.9	(1.4)	44.3	(1.4)	87.1	(1.1)	14.9	(0.9)	86.2	(1.9)
Japan	44.5	(1.3)	81.4	(1.3)	22.7	(1.1)	72.8	(2.1)	51.5	(1.3)	76.9	(1.3)	44.5	(1.5)	82.2	(1.2)	10.2	(0.7)	71.6	(3.3)
Korea	63.8	(1.0)	94.2	(0.8)	34.5	(1.0)	88.6	(1.1)	50.1	(1.3)	92.6	(0.9)	56.8	(1.2)	93.2	(0.8)	25.9	(1.1)	87.8	(1.7)
Latvia	45.6	(1.8)	79.4	(1.6)	13.1	(0.8)	81.2	(2.8)	60.0	(1.7)	84.8	(1.2)	31.1	(2.7)	82.5	(1.8)	21.4	(1.6)	82.1	(1.9)
Malaysia	74.9	(0.9)	94.0	(0.6)	65.5	(1.1)	88.4	(0.8)	69.0	(1.1)	91.2	(0.6)	17.9	(0.9)	71.2	(2.2)	24.7	(1.2)	78.0	(1.7)
Mexico	67.0	(1.2)	88.3	(1.0)	35.7	(1.5)	75.3	(2.0)	54.4	(1.1)	82.2	(1.2)	28.8	(1.4)	67.0	(2.2)	26.9	(1.1)	76.9	(1.9)
Netherlands	51.6	(1.6)	80.3	(1.6)	13.1	(1.2)	64.3	(4.3)	41.0	(1.9)	70.2	(2.1)	35.8	(1.7)	73.1	(2.6)	13.0	(1.4)	68.7	(5.3)
Norway	41.3	(3.0)	82.7	(1.6)	9.4	(1.0)	80.0	(3.1)	17.9	(0.8)	86.7	(2.5)	24.3	(1.4)	85.2	(2.5)	7.9	(0.8)	77.8	(3.8)
Poland	43.0	(1.4)	81.4	(1.4)	9.7	(0.6)	76.9	(2.8)	52.8	(1.4)	83.1	(1.2)	57.6	(1.7)	84.4	(1.1)	4.9	(0.5)	85.3	(2.9)
Portugal	30.2	(1.2)	88.3	(1.2)	6.9	(0.6)	86.4	(3.1)	19.5	(0.9)	88.6	(1.6)	16.5	(1.3)	85.8	(1.8)	9.6	(0.6)	87.4	(2.1)
Romania	62.2	(1.2)	92.6	(0.7)	19.6	(1.1)	86.3	(2.0)	55.7	(1.2)	91.9	(0.8)	23.6	(1.3)	87.6	(1.9)	18.2	(1.1)	85.3	(1.7)
Serbia	50.0	(1.3)	86.2	(1.1)	13.8	(0.8)	78.2	(2.5)	43.8	(1.3)	81.1	(1.4)	38.9	(1.5)	77.9	(1.6)	11.3	(0.8)	78.5	(2.4)
Singapore	45.4	(0.9)	79.0	(1.2)	33.1	(0.8)	72.2	(1.4)	39.1	(1.0)	75.3	(1.4)	23.0	(0.7)	69.9	(1.8)	19.3	(0.8)	75.2	(2.0)
Slovak Republic	25.5	(1.5)	88.4	(1.5)	14.3	(0.9)	85.7	(1.9)	28.1	(1.2)	88.7	(1.4)	22.3	(1.1)	84.6	(1.9)	13.2	(1.1)	89.4	(1.9)
Spain	30.5	(1.2)	84.2	(1.4)	11.1	(0.7)	81.9	(2.5)	23.6	(0.9)	83.2	(2.0)	19.6	(1.1)	83.0	(1.9)	25.1	(1.0)	79.1	(2.0)
Sweden	27.8	(1.5)	69.4	(1.8)	7.1	(0.8)	69.3	(4.5)	24.9	(1.1)	65.1	(2.2)	24.1	(1.4)	64.6	(2.4)	12.7	(1.3)	61.9	(2.9)
Sub-national entities																				
Abu Dhabi (United Arab Emirates)	78.7	(2.6)	90.0	(0.9)	40.2	(1.9)	85.8	(1.3)	65.1	(1.7)	88.4	(1.1)	41.6	(2.1)	79.7	(2.0)	43.1	(1.7)	84.9	(1.4)
Alberta (Canada)	32.9	(1.6)	64.1	(2.4)	16.9	(0.9)	70.8	(3.0)	64.3	(1.4)	64.7	(1.6)	40.2	(2.1)	63.6	(2.0)	19.1	(1.2)	60.2	(3.0)
England (United Kingdom)	37.3	(1.9)	63.5	(1.9)	28.8	(1.4)	68.0	(2.4)	51.3	(1.6)	72.0	(1.4)	38.3	(1.9)	67.9	(2.2)	12.9	(1.1)	63.7	(4.1)
Flanders (Belgium)	29.5	(1.3)	80.9	(1.5)	9.8	(0.6)	75.3	(2.8)	20.9	(0.8)	80.8	(1.8)	23.1	(1.3)	87.1	(1.7)	8.3	(0.8)	78.9	(3.0)
Average	43.7	(0.3)	80.9	(0.3)	18.4	(0.2)	76.4	(0.5)	40.7	(0.2)	80.4	(0.3)	31.7	(0.3)	77.3	(0.3)	16.4	(0.2)	76.7	(0.5)
United States	38.1	(2.1)	66.6	(2.3)	16.4	(1.1)	64.2	(3.8)	57.8	(1.8)	69.4	(1.6)	38.6	(1.6)	67.2	(1.9)	23.7	(2.3)	61.4	(2.6)

1. Cells with data representing less than 5% of the cases are shaded in grey and should be interpreted with caution. These results are not highlighted in the text of the report.

2. Special-needs students are not well defined internationally but usually cover those for whom a special learning need has been formally identified because they are mentally, physically or emotionally disadvantaged. Often, special-needs students will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education. “Gifted students” are not considered to have special needs under the definition used here and in other OECD work. Some teachers perceive all students as unique learners and thus having some special learning needs. For the purpose of this survey, it is important to ensure a more objective judgment of who is a special-needs student and who is not. That is why a formal identification is stressed above.

\* See notes regarding Cyprus on page 23.

Source: OECD, TALIS 2013 Database.

## Methods of formally appraising teachers

Percentage of lower secondary education teachers whose school principal reports that appraisal is used in their school and report that teachers are formally appraised with the following methods<sup>1,2</sup>

	Appraisal used in the school where the teacher works		Direct observation of classroom teaching		Student surveys about teaching		Assessment of teachers' content knowledge		Analysis of student test scores		Discussion of teachers' self-assessments of their work		Discussion about feedback received from parents or guardians	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
Australia	97.2	(1.4)	94.6	(2.3)	75.9	(4.2)	76.6	(5.5)	94.2	(2.3)	87.9	(2.7)	86.9	(3.4)
Brazil	86.6	(1.4)	92.9	(1.3)	88.4	(1.8)	78.9	(2.2)	98.1	(0.6)	79.6	(1.9)	91.6	(1.1)
Bulgaria	89.8	(2.4)	100.0	(0.0)	82.6	(3.1)	85.0	(3.0)	97.1	(1.8)	68.5	(4.0)	85.1	(2.4)
Chile	95.9	(1.7)	100.0	(0.0)	58.2	(4.8)	80.1	(4.0)	97.4	(1.3)	83.6	(3.6)	90.8	(2.7)
Croatia	97.4	(1.0)	99.6	(0.4)	95.0	(1.6)	a	a	93.7	(1.7)	80.0	(2.7)	92.9	(1.8)
Cyprus*	100.0	(0.0)	97.6	(0.1)	50.5	(0.2)	83.5	(0.2)	84.0	(0.2)	61.3	(0.2)	62.7	(0.2)
Czech Republic	99.8	(0.2)	100.0	(0.0)	96.8	(1.3)	74.7	(3.3)	99.6	(0.4)	93.5	(2.0)	97.8	(1.1)
Denmark	91.0	(3.0)	90.7	(3.1)	78.8	(5.6)	66.5	(5.4)	95.7	(1.3)	79.1	(4.2)	95.3	(1.9)
Estonia	98.3	(1.0)	98.6	(1.0)	96.6	(1.1)	88.9	(2.7)	98.0	(2.1)	96.0	(1.5)	98.8	(0.8)
Finland	74.1	(4.2)	78.3	(4.0)	85.3	(4.0)	37.8	(4.9)	73.8	(5.0)	60.1	(4.5)	97.9	(1.6)
France	99.3	(0.7)	95.5	(1.5)	29.9	(3.8)	74.0	(3.6)	93.5	(2.0)	43.7	(4.2)	85.2	(3.1)
Iceland	79.3	(0.1)	72.0	(0.1)	71.8	(0.1)	41.3	(0.2)	92.1	(0.1)	61.3	(0.2)	77.4	(0.1)
Israel	99.1	(0.7)	97.9	(1.4)	84.1	(3.3)	83.4	(3.7)	97.9	(1.6)	91.5	(2.2)	80.3	(4.0)
Italy	29.9	(3.2)	73.7	(5.9)	52.3	(7.5)	45.2	(7.0)	88.4	(4.3)	62.2	(7.2)	82.8	(5.3)
Japan	96.2	(1.1)	98.4	(1.2)	86.5	(2.7)	63.6	(3.7)	97.6	(1.1)	92.1	(2.2)	86.8	(2.4)
Korea	100.0	(0.0)	100.0	(0.0)	93.8	(2.0)	82.2	(3.3)	98.7	(0.9)	79.9	(3.3)	81.4	(3.2)
Latvia	98.0	(1.5)	100.0	(0.0)	100.0	(0.0)	76.5	(4.8)	100.0	(0.0)	99.1	(0.9)	100.0	(0.0)
Malaysia	99.1	(0.9)	100.0	(0.0)	78.9	(3.5)	92.6	(2.3)	100.0	(0.0)	93.4	(2.0)	98.1	(1.2)
Mexico	95.4	(1.9)	99.5	(0.5)	88.2	(2.4)	89.5	(2.6)	99.1	(0.7)	89.4	(2.3)	90.9	(1.8)
Netherlands	97.6	(1.2)	98.8	(1.2)	94.4	(2.6)	88.6	(3.5)	94.3	(2.1)	88.0	(3.9)	74.7	(5.0)
Norway	94.1	(2.0)	96.0	(1.5)	76.7	(5.3)	69.3	(6.2)	99.8	(0.2)	84.0	(3.6)	90.3	(4.3)
Poland	100.0	(0.0)	100.0	(0.0)	99.1	(0.6)	88.1	(2.4)	100.0	(0.0)	89.9	(1.8)	98.0	(0.9)
Portugal	97.6	(1.1)	96.2	(1.8)	48.2	(3.6)	56.8	(4.0)	90.3	(2.1)	85.3	(3.1)	72.5	(3.4)
Romania	100.0	(0.0)	100.0	(0.0)	94.3	(1.8)	98.6	(0.7)	100.0	(0.0)	97.6	(1.1)	100.0	(0.0)
Serbia	97.8	(1.0)	97.6	(1.2)	57.0	(4.1)	80.2	(2.9)	86.8	(2.6)	70.6	(4.2)	86.3	(3.0)
Singapore	100.0	(0.0)	100.0	(0.0)	74.5	(0.2)	96.8	(0.1)	98.5	(0.0)	97.1	(0.0)	92.6	(0.1)
Slovak Republic	100.0	(0.0)	100.0	(0.0)	92.5	(2.3)	78.9	(3.1)	100.0	(0.0)	85.1	(2.8)	95.3	(1.6)
Spain	63.7	(3.5)	59.3	(4.7)	72.4	(4.4)	34.3	(4.1)	97.1	(1.5)	78.9	(3.4)	90.1	(2.5)
Sweden	96.4	(1.5)	96.3	(1.6)	91.5	(2.2)	63.4	(3.8)	99.4	(0.6)	69.3	(3.9)	87.4	(2.7)
<b>Sub-national entities</b>														
Abu Dhabi (United Arab Emirates)	100.0	(0.0)	100.0	(0.0)	92.6	(2.8)	97.7	(1.6)	99.1	(0.9)	92.3	(3.1)	99.8	(0.2)
Alberta (Canada)	83.9	(3.7)	99.8	(0.2)	69.7	(4.6)	80.9	(3.8)	92.4	(2.3)	85.7	(3.3)	92.8	(3.0)
England (United Kingdom)	100.0	(0.0)	100.0	(0.0)	81.7	(3.4)	84.2	(3.3)	99.4	(0.6)	88.6	(2.3)	79.1	(4.1)
Flanders (Belgium)	97.9	(1.3)	99.2	(0.8)	61.2	(4.8)	81.5	(3.7)	87.3	(3.4)	60.6	(4.1)	87.0	(3.0)
<b>Average</b>	<b>92.6</b>	<b>(0.3)</b>	<b>94.9</b>	<b>(0.3)</b>	<b>78.8</b>	<b>(0.6)</b>	<b>75.6</b>	<b>(0.6)</b>	<b>95.3</b>	<b>(0.3)</b>	<b>81.1</b>	<b>(0.5)</b>	<b>88.7</b>	<b>(0.5)</b>
<b>United States</b>	<b>100.0</b>	<b>(0.0)</b>	<b>100.0</b>	<b>(0.0)</b>	<b>60.1</b>	<b>(5.7)</b>	<b>72.1</b>	<b>(5.2)</b>	<b>93.3</b>	<b>(3.8)</b>	<b>73.7</b>	<b>(5.5)</b>	<b>90.5</b>	<b>(3.2)</b>

1. Percentage of teachers working in schools where the principal is reporting that teachers are appraised with the following methods by at least one body, including: external individuals or bodies, principal, member(s) of school management team, assigned mentors or other teachers.

2. Data derived from the principal questionnaire (question 28). Please note that schools that are not using formal teacher appraisal were filtered in question 27, meaning that these schools are not covered in question 28.

\* See notes regarding Cyprus on page 23.

Source: OECD, TALIS 2013 Database.



## Teachers' feedback by source of feedback

Percentage of lower secondary education teachers who report receiving feedback from various sources and teachers who report never having received feedback in their school<sup>1</sup>

	Have received feedback from <sup>2</sup>										Have never received feedback in their current school <sup>3</sup>	
	External individuals or bodies		School principal		Members of school management team		Assigned mentors		Other teachers			
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
Australia	14.8	(1.0)	27.2	(1.6)	57.0	(2.0)	24.1	(1.5)	50.6	(2.0)	14.1	(1.5)
Brazil	27.6	(0.9)	54.8	(1.0)	68.3	(1.1)	37.8	(1.2)	29.0	(0.8)	8.7	(0.5)
Bulgaria	56.6	(1.6)	94.5	(0.7)	31.1	(1.3)	16.0	(0.9)	43.5	(1.7)	1.8	(0.4)
Chile	20.1	(1.3)	34.1	(1.8)	60.6	(1.9)	13.6	(1.1)	23.4	(1.5)	14.0	(1.4)
Croatia <sup>4</sup>	36.4	(0.9)	74.3	(1.3)	52.5	(1.4)	14.4	(0.7)	31.7	(1.0)	5.6	(0.5)
Cyprus*	46.5	(1.1)	47.0	(1.3)	35.1	(1.2)	15.6	(1.0)	38.1	(1.5)	17.5	(1.0)
Czech Republic	48.1	(1.2)	73.2	(1.4)	64.2	(1.6)	7.9	(0.6)	52.5	(1.4)	3.3	(0.5)
Denmark	19.2	(1.3)	43.7	(2.5)	14.9	(1.1)	5.6	(0.9)	58.2	(1.6)	22.3	(1.3)
Estonia	28.2	(1.1)	52.3	(2.0)	80.1	(1.3)	5.8	(0.8)	45.8	(1.4)	7.0	(0.7)
Finland	18.5	(0.9)	42.4	(1.4)	6.6	(0.7)	0.7	(0.2)	43.0	(1.1)	36.9	(1.2)
France	70.3	(1.1)	43.1	(1.3)	18.2	(0.9)	6.1	(0.6)	20.7	(1.0)	16.1	(0.8)
Iceland	11.8	(1.0)	21.0	(1.3)	31.8	(1.3)	4.6	(0.6)	23.8	(1.2)	45.4	(1.6)
Israel	34.2	(1.1)	68.7	(1.3)	50.3	(1.5)	29.5	(1.2)	29.7	(1.2)	10.0	(0.7)
Italy	21.9	(0.8)	27.8	(1.0)	15.2	(0.8)	2.4	(0.3)	39.2	(1.0)	42.8	(0.9)
Japan	30.9	(1.2)	75.2	(1.2)	64.5	(1.1)	39.1	(1.1)	47.2	(1.0)	6.3	(0.5)
Korea	13.0	(0.7)	29.8	(1.3)	29.3	(1.1)	9.4	(0.6)	84.4	(0.7)	6.0	(0.6)
Latvia	34.2	(1.3)	61.3	(2.0)	89.8	(1.4)	6.5	(0.6)	57.5	(1.6)	2.9	(0.4)
Malaysia	25.6	(1.1)	46.3	(1.5)	90.5	(0.7)	28.8	(1.4)	33.3	(0.9)	1.1	(0.2)
Mexico	38.9	(1.1)	56.3	(1.8)	60.1	(1.4)	24.0	(1.2)	34.7	(1.0)	9.5	(0.8)
Netherlands	18.1	(1.7)	26.4	(1.7)	80.7	(1.7)	19.1	(1.6)	57.0	(1.5)	6.1	(0.8)
Norway	9.8	(1.2)	45.3	(1.7)	43.9	(2.8)	3.2	(0.8)	57.4	(2.1)	16.2	(1.2)
Poland	32.3	(1.2)	93.0	(0.8)	38.2	(1.8)	26.2	(1.1)	50.7	(1.2)	1.7	(0.3)
Portugal	9.9	(0.6)	42.1	(1.1)	31.4	(1.0)	45.4	(1.2)	55.4	(0.9)	16.2	(0.8)
Romania	64.5	(1.3)	89.4	(0.9)	58.2	(1.5)	43.0	(1.4)	47.3	(1.2)	2.7	(0.4)
Serbia	34.5	(0.9)	70.2	(1.2)	30.1	(1.0)	12.0	(0.7)	37.5	(1.3)	4.4	(0.4)
Singapore	10.8	(0.6)	50.4	(0.9)	82.6	(0.8)	38.3	(0.9)	42.6	(1.0)	1.2	(0.2)
Slovak Republic	32.3	(1.4)	65.2	(1.5)	72.4	(1.1)	14.1	(0.7)	54.6	(1.3)	3.6	(0.4)
Spain	17.3	(0.9)	21.8	(1.3)	42.4	(1.3)	25.9	(1.1)	34.7	(0.9)	31.5	(1.1)
Sweden	10.4	(0.7)	46.4	(1.5)	13.0	(1.2)	3.3	(0.5)	33.7	(1.2)	32.5	(1.2)
<b>Sub-national entities</b>												
Abu Dhabi (United Arab Emirates)	25.0	(1.6)	75.6	(2.9)	67.9	(1.5)	54.4	(1.9)	19.9	(1.3)	2.6	(0.6)
Alberta (Canada)	28.9	(1.4)	81.4	(1.3)	39.7	(1.7)	9.4	(1.1)	35.8	(1.3)	7.1	(0.5)
England (United Kingdom)	28.9	(1.6)	41.9	(1.6)	85.2	(0.9)	28.9	(1.0)	51.1	(1.4)	0.9	(0.3)
Flanders (Belgium)	33.8	(2.0)	69.8	(1.7)	19.6	(1.3)	18.2	(1.3)	19.7	(1.0)	14.3	(1.1)
<b>Average</b>	28.9	(0.2)	54.3	(0.3)	49.3	(0.2)	19.2	(0.2)	41.9	(0.2)	12.5	(0.1)
<b>United States</b>	23.6	(1.3)	84.6	(2.5)	48.2	(2.4)	10.5	(1.0)	27.4	(2.0)	1.9	(0.7)

1. Feedback is defined broadly as any communication of the results of a review of an individual's work, often with the purpose of noting good performance or identifying areas for development. The feedback may be provided formally or informally.

2. Referring to the percentage of teachers receiving feedback from respective bodies for at least one item from question 28 of the teacher questionnaire. The same teacher can receive feedback from different bodies via different methods.

3. Referring to the percentage of teachers reporting never having received feedback in their school for any of the items surveyed in question 28 from the teacher questionnaire.

4. The question on "feedback following assessment of teachers' content knowledge" was excluded as not applicable for Croatia.

\* See notes regarding Cyprus on page 23.

Source: OECD, TALIS 2013 Database.

## Outcomes of teacher feedback

Percentage of lower secondary education teachers who report a moderate or large positive change in the following issues after they received feedback on their work at their school<sup>1</sup>

	Public recognition		Role in school development initiatives		Likelihood of career advancement		Amount of professional development		Job responsibilities		Confidence as a teacher		Salary and/or financial bonus	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
Australia	39.9	(1.3)	38.6	(1.5)	30.8	(1.3)	31.2	(1.2)	39.5	(1.3)	56.5	(1.7)	11.9	(1.0)
Brazil	71.3	(0.9)	66.9	(0.9)	50.0	(1.0)	70.1	(0.8)	80.3	(0.7)	85.8	(0.6)	27.0	(0.8)
Bulgaria	79.6	(1.2)	60.1	(1.5)	32.0	(1.4)	54.1	(1.6)	82.1	(1.1)	87.0	(0.9)	47.0	(1.6)
Chile	70.3	(1.9)	64.3	(1.9)	64.1	(1.8)	68.3	(1.7)	74.9	(1.7)	86.1	(1.3)	47.0	(2.4)
Croatia	55.7	(1.1)	45.0	(1.1)	33.0	(0.9)	47.4	(1.0)	52.3	(1.0)	73.3	(0.9)	15.4	(0.7)
Cyprus*	61.2	(1.5)	55.6	(1.4)	39.3	(1.5)	52.7	(1.7)	59.3	(1.5)	78.5	(1.1)	10.7	(0.9)
Czech Republic	57.3	(1.3)	38.6	(1.1)	21.6	(1.0)	30.3	(1.1)	43.6	(1.1)	62.4	(1.2)	27.3	(1.1)
Denmark	56.2	(1.7)	44.4	(1.7)	22.7	(1.5)	47.9	(1.8)	47.7	(1.8)	64.7	(1.5)	11.2	(0.9)
Estonia	56.4	(1.4)	43.4	(1.4)	27.8	(1.6)	46.4	(1.5)	47.3	(1.4)	64.3	(1.3)	27.2	(1.2)
Finland	55.9	(1.5)	33.0	(1.4)	14.5	(1.3)	26.9	(1.1)	34.4	(1.4)	63.5	(1.4)	13.1	(1.1)
France	54.2	(1.2)	43.6	(1.1)	36.5	(1.1)	22.0	(1.0)	39.4	(1.1)	64.7	(1.1)	22.5	(1.0)
Iceland	42.9	(2.3)	40.9	(2.3)	13.0	(1.4)	31.8	(1.9)	34.4	(2.1)	58.9	(2.0)	16.5	(1.7)
Israel	70.4	(1.2)	55.5	(1.2)	54.0	(1.5)	50.5	(1.3)	58.4	(1.2)	73.1	(1.1)	24.0	(1.1)
Italy	54.3	(1.3)	45.3	(1.2)	a	a	46.2	(1.2)	a	a	71.9	(1.1)	a	a
Japan	83.0	(0.9)	63.4	(1.1)	33.6	(1.1)	41.9	(1.1)	71.1	(1.0)	85.1	(0.7)	27.9	(1.0)
Korea	59.9	(1.1)	52.9	(1.2)	37.4	(1.2)	55.0	(1.2)	65.1	(1.2)	65.8	(1.0)	38.4	(1.0)
Latvia	58.2	(1.4)	46.3	(1.6)	37.0	(1.6)	45.0	(1.5)	48.6	(1.2)	63.7	(1.6)	21.5	(1.2)
Malaysia	89.8	(0.8)	87.2	(0.8)	81.8	(0.8)	85.5	(0.7)	93.0	(0.6)	96.0	(0.4)	78.0	(1.0)
Mexico	62.0	(1.4)	62.6	(1.3)	51.3	(1.2)	67.8	(1.2)	82.0	(1.0)	89.0	(0.8)	30.9	(1.3)
Netherlands	52.2	(1.7)	45.3	(1.4)	31.1	(1.9)	36.6	(1.6)	44.1	(1.8)	58.7	(2.0)	19.9	(1.6)
Norway	58.9	(1.8)	34.9	(2.1)	15.2	(1.3)	25.4	(1.4)	32.0	(1.8)	68.0	(1.3)	19.9	(1.5)
Poland	72.1	(1.0)	64.4	(1.0)	51.0	(1.1)	53.1	(1.1)	53.3	(1.1)	69.2	(0.8)	32.6	(1.0)
Portugal	47.9	(1.2)	46.2	(1.1)	23.7	(1.0)	38.5	(1.0)	44.9	(1.1)	58.8	(1.0)	6.5	(0.6)
Romania	80.8	(1.0)	68.7	(1.2)	60.0	(1.5)	58.8	(1.3)	76.1	(1.0)	88.1	(0.6)	27.8	(1.3)
Serbia	68.1	(0.9)	51.1	(1.0)	36.2	(1.0)	55.8	(1.0)	66.2	(1.0)	75.7	(0.9)	20.5	(0.9)
Singapore	49.1	(0.9)	49.1	(0.9)	44.3	(0.9)	47.0	(0.9)	57.9	(1.0)	69.2	(0.9)	38.0	(1.0)
Slovak Republic	68.5	(1.0)	62.6	(1.0)	39.6	(1.1)	47.4	(1.2)	60.1	(1.1)	71.9	(0.9)	37.0	(1.4)
Spain	50.8	(1.2)	45.8	(1.2)	28.9	(1.0)	38.2	(1.0)	42.2	(1.2)	59.0	(1.1)	10.5	(0.9)
Sweden	60.0	(1.1)	37.6	(1.2)	20.4	(1.2)	23.6	(1.1)	38.3	(1.5)	61.4	(1.2)	33.2	(1.2)
<b>Sub-national entities</b>														
Abu Dhabi (United Arab Emirates)	74.8	(1.8)	72.7	(1.6)	49.8	(1.8)	67.7	(1.8)	73.2	(1.6)	81.3	(1.4)	31.3	(1.4)
Alberta (Canada)	44.3	(1.6)	43.7	(1.5)	33.7	(1.5)	36.6	(1.6)	44.1	(1.5)	60.5	(1.5)	10.7	(0.9)
England (United Kingdom)	40.6	(1.3)	36.1	(1.4)	33.0	(1.4)	28.0	(1.5)	35.0	(1.3)	53.0	(1.3)	18.4	(1.1)
Flanders (Belgium)	52.4	(1.4)	34.5	(1.2)	17.5	(0.8)	34.0	(1.0)	43.1	(1.0)	63.0	(1.1)	7.0	(0.6)
<b>Average</b>	<b>60.6</b>	<b>(0.2)</b>	<b>50.9</b>	<b>(0.2)</b>	<b>36.4</b>	<b>(0.2)</b>	<b>45.8</b>	<b>(0.2)</b>	<b>55.1</b>	<b>(0.2)</b>	<b>70.6</b>	<b>(0.2)</b>	<b>25.3</b>	<b>(0.2)</b>
<b>United States</b>	<b>42.3</b>	<b>(1.3)</b>	<b>40.2</b>	<b>(1.5)</b>	<b>26.4</b>	<b>(1.0)</b>	<b>31.4</b>	<b>(1.3)</b>	<b>39.4</b>	<b>(1.5)</b>	<b>60.8</b>	<b>(1.6)</b>	<b>12.9</b>	<b>(1.2)</b>

1. Feedback is defined broadly as any communication of the results of a review of an individual's work, often with the purpose of noting good performance or identifying areas for development. The feedback may be provided formally or informally.

\* See notes regarding Cyprus on page 23.

Source: OECD, TALIS 2013 Database.

## Outcomes of teacher feedback (continued)

Percentage of lower secondary education teachers who report a moderate or large positive change in the following issues after they received feedback on their work at their school<sup>1</sup>

	Classroom-management practices		Knowledge and understanding of main subject field(s)		Teaching practices		Methods for teaching students with special needs		Student assessments to improve student learning		Job satisfaction		Motivation	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
Australia	39.5	(1.7)	33.5	(1.5)	45.0	(1.7)	29.0	(1.4)	42.9	(1.2)	46.9	(1.5)	50.0	(1.5)
Brazil	75.3	(0.7)	77.2	(0.8)	79.9	(0.7)	45.9	(0.9)	78.5	(0.7)	72.4	(0.9)	72.5	(0.9)
Bulgaria	80.4	(1.2)	77.0	(1.1)	80.3	(1.2)	47.4	(1.9)	76.6	(1.2)	78.4	(1.1)	78.9	(1.0)
Chile	84.1	(1.3)	78.7	(1.5)	82.0	(1.3)	69.3	(1.8)	80.9	(1.4)	82.8	(1.7)	83.4	(1.7)
Croatia	56.3	(1.0)	52.6	(1.0)	65.1	(1.0)	56.6	(1.0)	65.1	(1.0)	63.5	(1.1)	66.8	(1.1)
Cyprus*	62.0	(1.5)	52.4	(1.6)	65.0	(1.6)	44.7	(1.5)	60.4	(1.5)	69.6	(1.4)	61.1	(1.6)
Czech Republic	52.7	(1.4)	45.5	(1.1)	56.9	(1.0)	43.5	(1.3)	50.5	(1.2)	55.7	(1.0)	55.2	(1.0)
Denmark	41.5	(1.4)	43.4	(1.5)	49.9	(1.7)	36.0	(1.7)	40.4	(1.5)	58.6	(1.9)	61.7	(1.7)
Estonia	44.2	(1.3)	50.4	(1.2)	54.1	(1.4)	37.4	(1.5)	47.9	(1.5)	54.7	(1.2)	55.7	(1.2)
Finland	32.8	(1.2)	32.8	(1.1)	37.7	(1.2)	30.3	(1.2)	31.8	(1.2)	59.6	(1.3)	61.0	(1.7)
France	42.1	(1.2)	34.9	(1.2)	51.5	(1.2)	33.5	(1.2)	44.5	(1.2)	59.3	(1.1)	62.0	(1.1)
Iceland	39.7	(1.9)	37.4	(2.2)	44.7	(2.1)	36.7	(2.1)	49.5	(2.1)	58.3	(2.2)	57.2	(2.1)
Israel	56.1	(1.2)	54.6	(1.4)	60.3	(1.2)	42.2	(1.3)	55.1	(1.3)	72.4	(1.1)	73.8	(1.0)
Italy	67.4	(1.2)	61.8	(1.2)	67.9	(1.1)	65.9	(1.2)	69.0	(1.1)	75.3	(1.1)	75.0	(1.1)
Japan	71.2	(0.9)	86.2	(0.7)	88.6	(0.6)	63.2	(1.2)	75.5	(0.9)	77.4	(1.0)	81.5	(0.9)
Korea	57.8	(1.1)	62.8	(1.1)	64.4	(1.1)	61.4	(1.1)	58.4	(1.1)	53.0	(1.1)	57.4	(1.1)
Latvia	44.3	(1.6)	55.1	(1.4)	62.1	(1.3)	37.3	(1.8)	59.4	(1.5)	53.6	(1.4)	56.2	(1.4)
Malaysia	92.4	(0.6)	95.5	(0.5)	95.2	(0.5)	60.7	(1.3)	94.2	(0.5)	94.1	(0.5)	94.7	(0.5)
Mexico	82.9	(0.9)	83.4	(0.9)	86.3	(0.9)	49.3	(1.1)	81.6	(0.9)	89.3	(0.7)	86.6	(0.8)
Netherlands	38.9	(1.6)	30.2	(1.4)	43.8	(1.8)	25.1	(1.7)	31.4	(1.3)	45.2	(1.6)	51.6	(1.8)
Norway	47.1	(2.0)	39.7	(1.4)	52.2	(1.5)	33.5	(2.4)	47.9	(2.3)	54.6	(1.2)	52.9	(1.5)
Poland	58.6	(1.0)	52.4	(1.0)	63.5	(1.0)	61.6	(0.9)	67.3	(1.0)	67.8	(0.9)	69.1	(0.8)
Portugal	50.0	(1.1)	37.7	(1.0)	48.9	(1.1)	40.1	(1.2)	53.1	(1.1)	54.7	(1.1)	54.1	(1.0)
Romania	78.6	(1.0)	72.0	(1.0)	80.7	(0.9)	56.7	(1.5)	82.9	(0.8)	84.6	(0.8)	83.6	(0.9)
Serbia	60.9	(1.1)	57.8	(1.1)	67.4	(1.0)	59.5	(1.2)	67.9	(0.9)	67.5	(1.0)	68.4	(1.0)
Singapore	61.6	(0.9)	61.5	(1.0)	69.1	(0.8)	39.7	(0.9)	63.4	(0.9)	61.2	(0.9)	63.2	(1.0)
Slovak Republic	52.5	(1.1)	61.5	(1.1)	68.7	(1.0)	56.9	(1.3)	66.6	(1.1)	68.4	(1.1)	68.9	(1.1)
Spain	44.8	(1.2)	33.4	(1.3)	45.4	(1.3)	40.5	(1.3)	53.2	(1.2)	53.5	(1.2)	55.3	(1.3)
Sweden	45.0	(1.2)	36.7	(1.1)	47.5	(1.2)	37.2	(1.2)	44.7	(1.1)	50.6	(1.4)	53.7	(1.3)
Sub-national entities														
Abu Dhabi (United Arab Emirates)	76.2	(1.6)	70.7	(1.8)	79.1	(1.6)	52.6	(1.7)	77.4	(1.5)	68.0	(1.5)	74.6	(1.5)
Alberta (Canada)	39.0	(1.7)	37.2	(1.7)	52.0	(1.8)	38.6	(1.8)	53.6	(1.7)	51.4	(1.4)	53.2	(1.4)
England (United Kingdom)	41.7	(1.5)	26.7	(1.1)	48.1	(1.7)	29.6	(1.6)	49.5	(1.5)	38.9	(1.5)	41.3	(1.5)
Flanders (Belgium)	37.7	(1.2)	32.6	(0.9)	44.1	(1.1)	32.8	(1.3)	39.9	(1.2)	52.3	(1.2)	55.6	(1.2)
Average	56.2	(0.2)	53.5	(0.2)	62.0	(0.2)	45.3	(0.3)	59.4	(0.2)	63.4	(0.2)	64.7	(0.2)
United States	41.5	(1.4)	35.8	(1.3)	54.5	(1.6)	34.9	(1.4)	49.5	(1.6)	48.9	(1.2)	52.8	(1.5)

\* See notes regarding Cyprus below.

Source: OECD, TALIS 2013 Database.

### \* Notes regarding Cyprus

**Note by Turkey:** The information in this document with reference to “Cyprus” relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Turkey recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Turkey shall preserve its position concerning the “Cyprus issue”.

**Note by all the European Union Member States of the OECD and the European Union:** The Republic of Cyprus is recognised by all members of the United Nations with the exception of Turkey. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

### Note regarding Israel:

The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

## What is TALIS?

The **Teaching and Learning International Survey (TALIS)** collects internationally comparable data on the learning environment and the working conditions of teachers in schools across the world with the aim to provide valid, timely and comparable information from the perspective of practitioners in schools to help countries review and define policies for developing a high-quality teaching profession. Cross-country analysis from TALIS enables countries to identify other countries facing similar challenges and to learn from other policy approaches.

Recruiting, retaining and developing teachers are vital in ensuring high-quality student outcomes in school systems worldwide. TALIS examines the ways in which teachers' work is recognised, appraised and rewarded and assesses the degree to which teachers perceive that their professional development needs are being met. The study provides insights into the beliefs and attitudes about teaching that teachers bring to the classroom and the pedagogical practices that they adopt. Recognising the important role of school leadership, TALIS examines the roles of school leaders and the support that they give their teachers. Finally, TALIS examines the extent to which certain factors relate to teachers' reports of job satisfaction and self-efficacy.

## Key features of the TALIS 2013 survey

**Who?** The international target population for TALIS is composed of lower secondary teachers and their school leaders in mainstream public and private schools. In each country, a representative sample of 20 teachers and their school principal from 200 schools was randomly selected for the study. Approximately 106 000 lower secondary teachers responded to the survey, representing more than 4 million teachers in more than 30 participating countries and economies.

**In the United States, 1926 lower secondary teachers and 102 principals in 122 schools completed the TALIS questionnaires.**

**How?** A conceptual framework for TALIS was developed by subject-matter experts, the international research consortium and the OECD to steer the development of the TALIS instruments. The framework is based on the concept of effective teaching and learning conditions. The framework is available on the TALIS website, along with all TALIS publications and the international database.

**What?** TALIS began in 2008 in 24 countries, focusing on lower secondary education. TALIS 2013 now covers more than 30 countries and economies, and although the main focus remains in lower secondary, some countries opted to also survey their primary schools (6 countries) and upper secondary schools (10 countries). Further, 8 countries chose to gain additional insights by surveying schools that participated in the 2012 Programme for International Student Assessment (PISA).

Separate questionnaires (paper and online) for teachers and school leaders, requiring between 45 and 60 minutes to complete, were used to gather the data. They included questions on:

- teacher characteristics
- working environments
- leadership
- learning and development opportunities
- appraisal and feedback
- pedagogical practices and beliefs
- self-efficacy and job satisfaction

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### Contacts:

Andreas Schleicher  
Advisor to the Secretary-General on  
Education Policy, Acting Director for  
Education and Skills

[Andreas.SCHLEICHER@oecd.org](mailto:Andreas.SCHLEICHER@oecd.org)

**Telephone:** +33 6 07 38 54 64

Kristen Weatherby  
Senior Analyst  
Directorate for Education and Skills

[Kristen.WEATHERBY@oecd.org](mailto:Kristen.WEATHERBY@oecd.org)

**Telephone:** +33 1 45 24 13 58



**For more information** on the Teaching and Learning International Survey and to access the full set of TALIS 2013 results, visit:  
[www.oecd.org/talis](http://www.oecd.org/talis)