TALIS 2018 Results
(Volume II)

TEACHERS AND SCHOOL LEADERS
AS VALUED PROFESSIONALS
## Table of contents

**EXECUTIVE SUMMARY** ........................................... 13
**READER’S GUIDE** .................................................. 15
**WHAT IS TALIS?** ................................................... 19

**CHAPTER 1 WHAT TALIS 2018 IMPLIES FOR POLICY** .................. 25

**Professionalism of teachers and school leaders** ................................ 26
- Teacher professionalism as an overarching framework for TALIS 2018 .................................................. 26
- TALIS 2018 results and policy pointers .................................................. 27

**Attracting and selecting high-calibre candidates into teacher education and leadership preparation** ............... 32
- Goal: Monitor workforce dynamics to develop a diverse and motivated workforce ........................................ 32
- Goal: Enhance the prestige of teaching careers as a key element of their attractiveness ........................................ 33

**Developing teaching professionals through high-quality pre-service preparation and in-service professional development** ............ 34
- Goal: Provide high-quality initial education or pre-service training to future teachers and school leaders and link it with continuous professional development ........................................ 35
- Goal: Provide high-quality continuous professional development, with a focus on high-need areas ........................................ 36
- Goal: Lift barriers to participation in professional development ........................................ 38

**Supporting teaching professionals’ growth through induction, mentoring and collaboration** ......................... 39
- Goal: Provide novice teachers and newly appointed school leaders with tailor-made support ........................................ 39
- Goal: Make the most of teachers’ time to support quality teaching and the use of effective teaching practices ........................................ 42
- Goal: Foster a school and classroom climate conducive to student learning and well-being ........................................ 43
- Goal: Develop a collaborative culture within schools ........................................ 44
- Goal: Foster mentoring and peer feedback as key attributes of professional work ........................................ 45

**Empowering teaching professionals through autonomy, leadership and opportunities for career progression** .......... 47
- Goal: Foster leadership at all levels of the system ........................................ 47
- Goal: Make the most of school leaders’ time to foster instructional leadership ........................................ 51
- Goal: Link appraisal with teachers’ career progression ........................................ 52

**Retaining teaching professionals through fulfilling and rewarding work conditions, well-being and satisfactory jobs** ............ 54
- Goal: Build a motivated and efficient teacher and principal workforce through fulfilling working conditions ........................................ 54
- Goal: Reduce stress and enhance well-being ........................................ 58
- Goal: Foster the intellectual fulfilment of the profession to boost job satisfaction ........................................ 61
- Goal: Boost teachers’ sense of fulfilment through enhanced self-efficacy ........................................ 65

**CHAPTER 2 BOOSTING THE PRESTIGE AND STANDING OF THE PROFESSION** ......................... 75

**Introduction** ............................................................. 76

**Prestige and status of the profession as elements of its attractiveness** .................................................. 77
- Teachers’ perceptions of the value of the teaching profession .................................................. 77
- The perspectives of principals and society on the value of the teaching profession .................................................. 82

**Job satisfaction with the current working environment and the profession** ......................... 83
- Job satisfaction among teachers .................................................. 84
- What drives teachers’ job satisfaction? .................................................. 88
- Job satisfaction among principals .................................................. 90
Table of Contents

Sources and levels of stress among teachers and school leaders ....................................................... 92
  • Teachers' stress levels .................................................................................................................. 92
  • Sources of stress for teachers and principals ............................................................................... 94
  • Work hours and stress ................................................................................................................. 96
  • What drives teachers' levels of stress? ........................................................................................ 98

Teachers' risk of attrition .................................................................................................................... 100

CHAPTER 3 PROVIDING TEACHERS AND SCHOOL LEADERS WITH SECURE, FLEXIBLE AND REWARDING JOBS 111

Introduction ........................................................................................................................................ 112

Job security and flexible time arrangements in schools ................................................................. 113
  • Teachers working on a fixed-term contract ................................................................................. 114
  • Teachers and principals working part-time .............................................................................. 116
  • Teachers working in multiple schools ......................................................................................... 120
  • How job security and flexible time arrangements are related to teacher self-efficacy and workplace well-being 121

Formal teacher appraisal ...................................................................................................................... 123
  • Frequency and sources of teacher appraisal .............................................................................. 124
  • Methods of teacher appraisal .................................................................................................... 126
  • Consequences of teacher appraisal ............................................................................................ 127

Teachers' and principals' satisfaction with their salary and other terms of employment .................. 131
  • Satisfaction with salary among teachers and principals ............................................................ 131
  • Satisfaction with the other terms of employment among teachers and principals .................. 135
  • How teachers' satisfaction with salary and terms of employment are related to teacher retention 137

CHAPTER 4 FOSTERING COLLABORATION TO IMPROVE PROFESSIONALISM ........................................... 147

Introduction ........................................................................................................................................ 148

How do teachers collaborate? ............................................................................................................. 149
  • Teachers' collaborative activities ............................................................................................... 149
  • Teachers' international mobility .................................................................................................. 159
  • Teachers' collegial relationships .................................................................................................. 160
  • The role of school leaders in fostering collaboration ................................................................. 163

How do teachers make use of feedback? ............................................................................................. 165
  • Prevalence of feedback ............................................................................................................. 165
  • Sources of feedback ................................................................................................................... 166
  • Methods of feedback .................................................................................................................. 167
  • Teachers' perceptions on the impact of feedback ...................................................................... 170
  • Forms of impactful feedback for teachers .................................................................................. 172

CHAPTER 5 EMPOWERING TEACHERS AND SCHOOL LEADERS ................................................................ 179

Enhancing school decision making ................................................................................................... 181
  • Distribution of responsibilities between schools and out-of-school authorities ......................... 181
  • Distribution of responsibility within schools ............................................................................... 185

Supporting principals' leadership ....................................................................................................... 189
  • Principals' school responsibilities ............................................................................................... 189
  • Types of leadership for principals ............................................................................................. 191
  • Exploring system leadership: parents and communities ............................................................. 196
  • Principals' perceptions of support from authorities and of their own policy influence ................ 197

Teacher leadership ............................................................................................................................. 198
  • Teachers' school responsibilities ............................................................................................... 199
  • Teachers' sense of control over their work .................................................................................. 201
  • Teachers' actions towards achieving academic success ............................................................. 205
  • Teachers' relations with policy makers and the media ................................................................. 207