

RESULTS FROM TALIS 2013

SPAIN

Key Findings from the Teaching and Learning International Survey (TALIS)¹

Establish a comprehensive framework for formal teacher appraisal and make it count

- Feedback and appraisal mechanisms are rare in Spain. One-third of teachers (32%) report never having received feedback in their current school, and 36% of teachers work in schools where the principal reports that teachers are generally never formally appraised (the TALIS averages are 12% and 7%).
- Less than half (43%) of teachers in Spain report receiving feedback following a classroom observation, and 87% report never observing other teachers' classes and providing feedback (TALIS averages are 79% and 45%). Three-quarters of teachers in Spain work in schools where the principal reports that there is no induction programme, and for 59% there is no access to a mentoring system (TALIS averages are 34% and 26%).
- Strong performance is rarely rewarded. One in five teachers in Spain (18%) agree or strongly agree that the best-performing teachers in their school receive the greatest recognition, and 10% report a moderate or large positive change in salary and/or a financial bonus after they received feedback on their work at their school (TALIS average 38% and 25%).

Make professional development more attractive and relevant for teachers

- In Spain, teachers receive little support for professional development (PD). Four out of five teachers agree or strongly agree that there are no incentives for their participation in PD (the TALIS average is 48%). A low percentage of teachers receive scheduled time for activities that take place during regular working hours at the school (23%), a salary supplement for activities outside working hours (2%) or non-monetary support (such as reduced teaching, days off or study leave) for activities outside working hours (6%) to participate in PD (TALIS averages are 54%, 8% and 14%, respectively).
- Relevant PD is relatively rare. Approximately two teachers out of three (61%) agree or strongly agree that there is no relevant PD offered (the TALIS average is 39%).

Make the most of school autonomy by empowering school leaders and strengthening their capacity

- Principals report relatively low school autonomy. Only 33% of teachers work in schools where the principal reports considerable responsibility for determining course content, and 37% work in schools with responsibility for establishing student-assessment policies (TALIS averages are 65% and 79%).
- Principals also report lower levels of capacity to perform their roles. More than 40% of principals in Spain indicate that they have never had preparation for instructional leadership, such as establishing well-articulated goals or a safe environment conducive to learning and ensuring that teachers' efforts are focused on instruction and their own instructional improvement (TALIS average is 22%).

Value and attract the best teachers to the most challenging schools

- The overwhelming majority of teachers in Spain (95%) are satisfied with their job, but only 8% believe that the teaching profession is valued in society (TALIS averages are 91% and 31%).
- In Spain, teachers with more than five years of teaching experience are 20% less likely to work in schools with more than 30% of students from socio-economically disadvantaged homes.

¹ The results presented here represent lower secondary teachers and their school leaders.

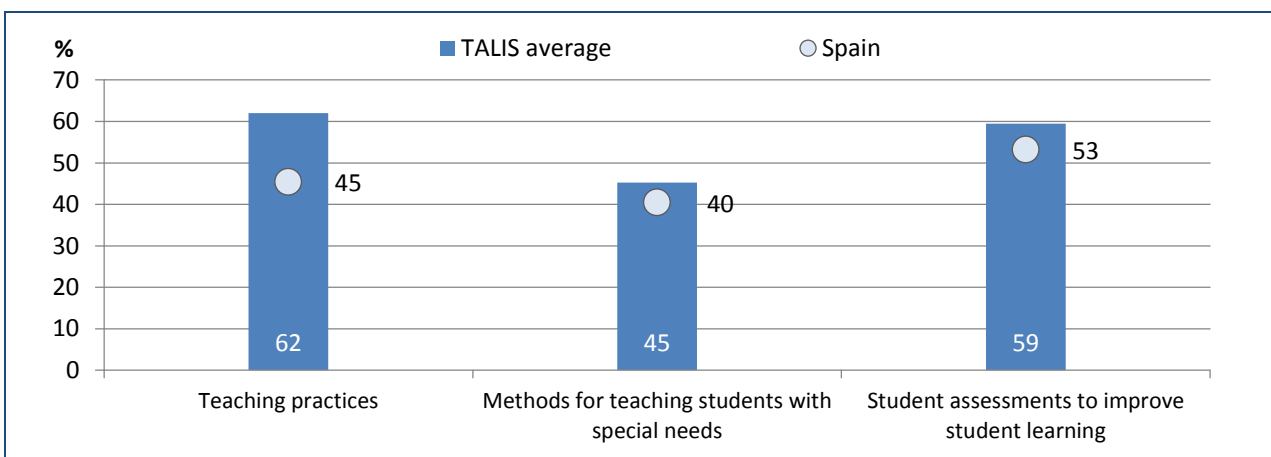
The typical teacher, principal and school environment in SPAIN

Typical teacher in TALIS countries		Typical teacher in Spain	
68% are women	Is 43 years old on average	59% are women	Is 46 years old on average
91% completed university or other equivalent higher education		96% completed university or other equivalent higher education	
90% completed a teacher education or training programme		97% completed a teacher education or training programme	
Has an average of 16 years of teaching experience		Has an average of 18 years of teaching experience	
82% are employed full time and 83% have a permanent contract		89% are employed full time and 81% have a permanent contract	
Teaches in a class with 24 students on average		Teaches in a class with 24 students on average	

Typical principal in TALIS countries		Typical principal in Spain	
51% are men	Is 52 years old on average	55% are men	Is 49 years old on average
96% completed university or other equivalent higher education		98% 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		92% completed a teacher education or training programme, 83% a school administration/principal training programme and 59% instructional leadership training	
Has an average of 9 years of experience as a principal and 21 years of teaching experience		Has an average of 8 years of experience as a principal and 23 years of teaching experience	
62% are employed full time without teaching obligations and 35% are employed full time with teaching obligations		8% are employed full time without teaching obligations and 71% are employed full time with teaching obligations	
Works in a school with 546 students and 45 teachers on average		Works in a school with 545 students and 44 teachers on average	

Impact of teacher feedback in Spain

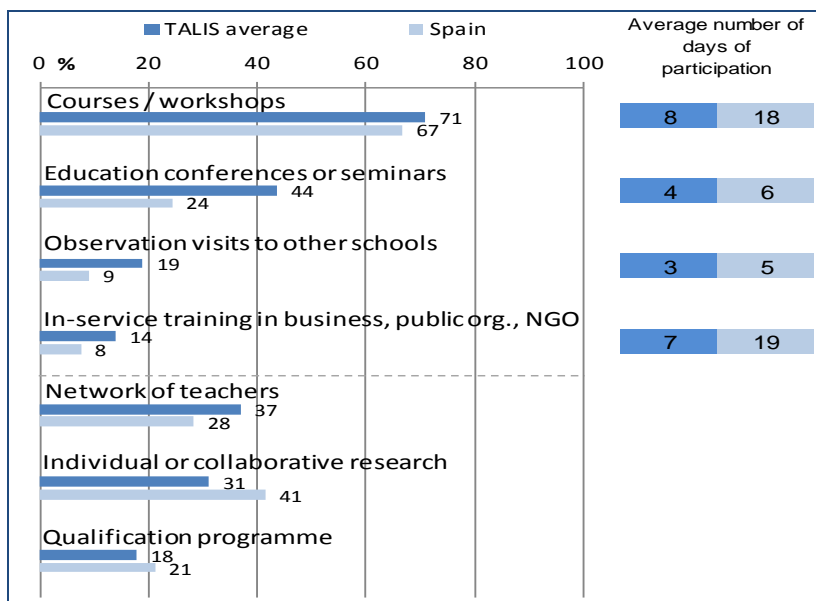
Percentage of teachers who report a moderate or large positive change in these areas after they received feedback on their work



- On average across TALIS countries and economies, many teachers report positive impacts following feedback they receive about their work, including on their classroom teaching.
- Compared with other countries, in Spain, fewer teachers report that the feedback they received led to positive changes in their teaching practices (45%), their methods for teaching special-needs students (40%) or their use of student assessment to improve student learning (53%).

Participation in professional development (PD) in SPAIN

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



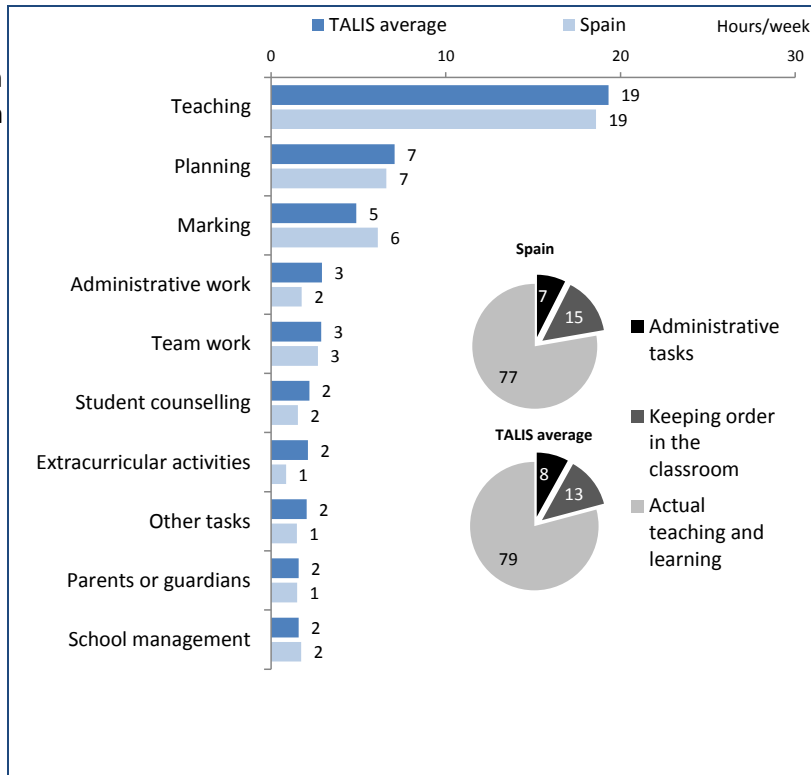
- Teachers in Spain tend to report lower participation rates than average for a number of PD activities, including courses and workshops (67%), education conferences (24%), in-service training in outside organisations (8%) and network of teachers (28%). However, they report a higher participation rate (41%) for individual or collaborative research.
- One in five teachers in Spain reports having taken part in a qualification programme during the last year.

- On the other hand, teachers in Spain tend to report spending more days than average engaging in PD activities in the past 12 months. On average they report spending 18 days on courses and workshops (compared with 8 days on average for all TALIS countries).

Teachers' work in Spain

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

- The great majority of teachers' lesson time is spent teaching. On average in TALIS countries and in Spain, teachers report spending nearly 80% of their lesson time on actual teaching and learning.
- In Spain, teachers report spending 15% of their lesson time keeping order in the classroom.
- Teachers in Spain report spending similar numbers of hours per week performing a variety of work-related tasks compared with the TALIS average.
- In particular, teachers in Spain report spending 19 hours teaching per week and 7 hours on average for planning their lessons.



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 world wide. 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 Spain, 3 339 teachers and 192 principals from 192 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

Disclaimer: The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

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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

