TALIS 2013 Key Findings
An international perspective on teaching and learning

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Over 100,000 randomly selected lower secondary teachers and their school leaders from over 6,500 schools

...representing more than 4 million teachers in 34 countries...

...took an internationally-agreed survey about the working conditions and learning environments in their schools...

...responding to questions about their background, their teaching practices, support and development, their relationships with colleagues and students and the leadership in their schools
Percentage of lower secondary teachers who report using the following teaching practices "frequently" or "in all or nearly all lessons".

- Present a summary of recently learned content
- Check students' exercise books or homework
- Refer to a problem from everyday life or work to demonstrate why new knowledge is useful
- Let students practice similar tasks until teacher knows that every student has understood the…
- Students work in small groups to come up with a joint solution to a problem or task
- Give different work to the students who have difficulties learning and/or to those who can…
- Students use ICT for projects or class work
- Students work on projects that require at least one week to complete
Highlights from TALIS 2013: Professional collaboration

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

- Never observe other teachers' classes and provide feedback
- Never teach jointly as a team in the same class
- Never engage in joint activities across different classes and age groups (e.g. projects)
- Never take part in collaborative professional learning

Fig II.3.4

Mean mathematics performance, by school location, after accounting for socio-economic status
THANK YOU!

Find out more about TALIS at www.oecd.org/talis

All national and international publications
The complete micro-level database

Next round in 2018!

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