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19 Jun 19 · 17 tweets · [DrSamSims/status/1141274184196272128](#)



[#OECDTALIS](#) 2018 teacher survey:

- 3 year project
- 301 schls
- 4,385 teachers
- 85% resp rate
- +47 other countries

[@JohnPeterJerrim](#) led work, [@FFTEduDatalab](#) managed data collection brilliantly, final report from [@IOE_London](#)

A thread on some important new findings 📌

The Teaching and Learning International Survey (TALIS) 2018

Research report

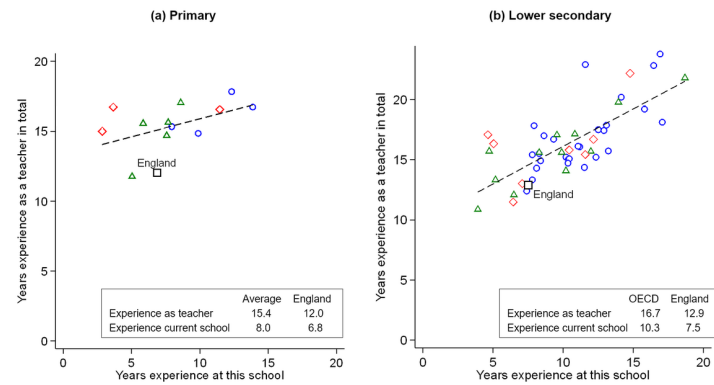
June 2019

Prof John Jerrim and Sam Sims

UCL, Institute of Education

Our teaching workforce is noticeably different to other countries in a number of ways. For example, England continues to have a relatively inexperienced teachers...

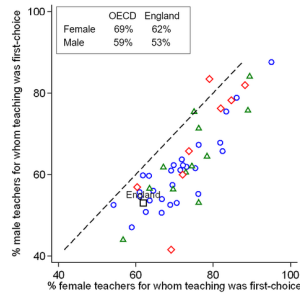
Figure 2.1.2. Years of teaching experience compared across countries.



Notes: Dashed line illustrates the ordinary least squares line-of-best-fit. A steeper line illustrates a stronger cross-country relationship between number of years of experience within current school and number of years of experience as a teacher in total. Red diamonds = high-performing countries, green triangles = low-performing countries, blue circles = countries with similar performance to England. Source: TALIS 2018 international database.; question 11.

...at secondary, we also stand out in terms of the proportion of teachers for whom teaching was not their first choice of career...

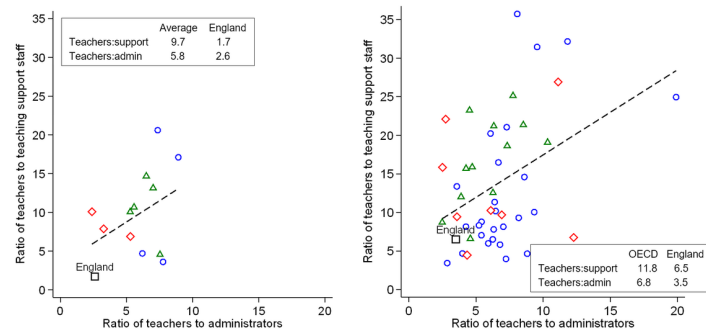
Figure 2.6.1 Gender differences in the percentage of lower-secondary teachers for whom teaching was not first-choice career. Cross-country comparison.



Notes: Dashed line illustrates the line of equality. This is where the percentage of female teachers for whom teaching was their first-choice profession is equal to the percentage for male teachers. Red diamonds = high-performing countries, green triangles = low-performing countries, blue circles = countries with similar performance to England. Source: TALIS 2018 international database; questions 1 and 8.

...England is also an outlier in terms of the high numbers of administrative (i.e. management) staff and support staff (e.g. TAs). The picture here may have changed slightly since data was collected in 2018.

Figure 2.2.2. The teacher:pedagogical support ratio compared to the teacher:administrator across countries. (a) Primary, (b) Lower secondary



Notes: Dashed line illustrates the ordinary least squares line-of-best-fit. A steeper line illustrates a stronger cross-country relationship between the teacher:administrator and teacher:teaching support staff ratios. Red diamonds = high-performing countries, green triangles = low-performing countries, blue circles = countries with similar performance to England. Source: TALIS 2018 international database; question 13.

Nicky Morgan and Damian Hinds have been trying to cut teacher workload since 2014. But we find no evidence of a decline in workload between 2013 and 2018...

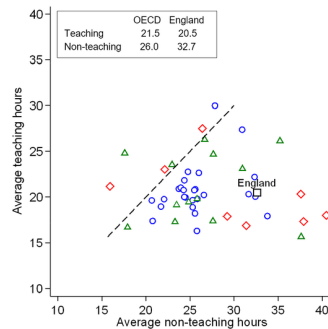
Table 3.1.2 The distribution of working hours as reported by lower-secondary school teachers in England in 2013 and 2018.

	Full-time		Part-time	
	2013	2018	2013	2018
10 th percentile	30	28	15	15
25 th percentile	40	43	23	25
50 th percentile	50	50	30	36
75 th percentile	58	60	38	45
90 th percentile	65	65	47	55
Mean	48.2	49.3	31.1	36.1
P90-P10	35	37	32	40

Notes: Figures refer to total working hours per week. The 'P90-P10' row refers to the difference between the 90th and 10th percentile. Source: TALIS 2013 and 2018 databases for England; analysis of question 16.

...and the the additional hours worked by teachers in England are still made up of non-teaching tasks...

Figure 3.2.2 Time spent upon teaching and non-teaching tasks reported by full-time lower-secondary teachers in England compared to other countries.



Notes: The dashed line illustrates the line of equality. This is where the average amount of time spent upon teaching was equal to the amount of time spent upon non-teaching tasks. Red diamonds = high-performing countries, green triangles = low-performing countries, blue circles = countries with similar performance to England. Sample includes both full-time and part-time teachers. Source: TALIS 2018 database; questions 17 and 18.

...with planning, marking and administration reported as being the most burdensome. These are exactly the tasks government and schools have been trying to cut back on. Time for a policy rethink?

Table 3.3.2. The percentage of lower-secondary teachers in England who said they spent too long on selected tasks by job role.

	Class teacher	Subject lead	Head of key stage	Head of year	Deputy head
Planning	45%	40%	46%	30%	22%
Teamwork	4%	6%	10%	6%	8%
Marking	68%	64%	73%	60%	43%
Pupil guidance / discipline	24%	28%	33%	40%	41%
Management	2%	8%	8%	9%	19%
Administration	65%	80%	84%	80%	70%
CPD	7%	4%	5%	4%	2%
Talking to parents	13%	16%	19%	26%	15%
Extracurricular	10%	11%	8%	8%	5%
Other	28%	33%	36%	21%	26%

Notes: Figures refer to the percentage of teachers who selected 'too much' or 'far too much'. Job role based upon self-reported information. Source: TALIS 2018 database; questions 60 and 62.

Some more positive news. Relative to the OECD average, very few teachers report a high need for Professional development (PD). The picture is similar for heads.

Table 5.4.5 The percentage of lower-secondary teachers who reported a high CPD need. England compared to the OECD average.

	OECD	England
Subject Knowledge	9%	3%
Pedagogy	10%	2%
Curriculum	8%	4%
Assessment practises	12%	4%
ICT	18%	5%
Classroom management	14%	3%
Management / admin	8%	4%
Individualised learning	14%	3%
SEN	22%	6%
Teaching in multicultural settings	15%	5%
Cross-curricular skills	14%	3%
Analysis and use of pupil assessments	11%	4%
Teacher/parent cooperation	9%	1%
Communication with different cultures	11%	3%

Notes: Figures refer to percentage reporting a high need for CPD in each area; question 27.

Secondary teachers are more likely to be participating in professional development networks or observing teachers in other schools, since 2013. The 'self -improving school system' in action, perhaps?

Table 5.1.3. Change in lower-secondary teachers' CPD activities between 2013 and 2018 in England.

	2013		2018	
	Percent	SE	Percent	SE
Participation in a network of teachers formed specifically for the professional development of teachers	33%	1.2%	45%	1.4%
Education conferences where teachers and/or researchers present their research or discuss educational issues	29%	1.2%	34%	1.3%
Observation visits to other schools	20%	1.1%	25%	1.3%
Formal qualification programme (e.g. a degree programme)	10%	0.9%	10%	0.7%
Observation visits to business premises, public organisations, or non-governmental organisations	6%	0.6%	6%	0.5%

Notes: 'SE' refers to the standard error; a measure of uncertainty in the estimate due to sampling variation. The average (mean) has then been calculated along this 4-point scale. Source: TALIS 2013 (question 21) and 2018 (question 22) databases for England.

Teachers in England are less likely than their OECD peers to be attending conferences (almost universally regarded as ineffective CPD) and much more likely to be observing their peers.

Table 5.1.4. The CPD activities of lower-secondary teachers. England compared to the OECD average.

	England	OECD
Courses in person	74%	76%
Online course	52%	36%
Education conferences	34%	49%
Formal qualification	10%	15%
Observation visits other schools	25%	26%
Observation visits outside of education	6%	17%
Peer observation	71%	44%
Network	45%	40%
Professional literature	64%	72%
Other	22%	33%

Source: TALIS 2018 database; question 22.

Since 2013, there has been an increase in the number of teachers who report a need for PD in knowledge of the curriculum, or their subject. The Spielman effect, perhaps?

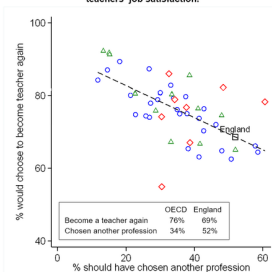
Table 5.4.3. Change in the CPD needs of lower-secondary teachers between 2013 and 2018. Results for England.

	2013		2018	
	Percent	SE	Percent	SE
Teaching pupils with SEN	35%	1.0%	37%	1.2%
ICT (information and communication technology) skills for teaching	34%	1.2%	33%	1.3%
Approaches to individualised learning	30%	1.0%	31%	1.1%
Pupil assessment practices	22%	0.8%	29%	1.2%
Teaching cross-curricular skills (e.g. creativity, critical thinking, problem solving)	24%	1.0%	27%	1.1%
Teaching in a multicultural or multilingual setting	24%	1.0%	25%	1.1%
School management and administration	23%	0.9%	23%	0.9%
Knowledge of the curriculum	14%	0.8%	23%	1.0%
Mentoring/coaching peers	25%	1.1%	21%	1.0%
Knowledge and understanding of my subject field(s)	12%	0.6%	18%	1.0%
Pedagogical competencies in teaching my subject field(s)	16%	0.7%	17%	0.9%
Pupil behaviour and classroom management	15%	0.9%	16%	1.1%

Note: Figures refer to the percentage of teachers reporting a moderate or high need for CPD. 'SE' refers to the standard error; a measure of uncertainty in estimates due to sampling variation. TALIS 2013 (question 26) and 2018 (question 27) databases for England.

Now some more bad news: morale in the profession is not good. Indicators of secondary teacher job satisfaction are low relative to other OECD countries. Primary is not so bad.

Figure 4.3.1. Cross-national comparison of aspects of lower-secondary teachers' job satisfaction.



Notes: Dashed line illustrates the ordinary least squares line-of-best-fit. A steeper line illustrates a stronger cross-country relationship between the percent of teachers who agreed or strongly agreed that they should have chosen another profession and those who agreed or strongly agreed that they would become a teacher again. Red diamonds = high-performing countries, green triangles = low-performing countries, blue circles = countries with similar performance to England. Source: TALIS 2018 database; questions 53b and 53f.

Job satisfaction among secondary teachers was already relatively low in 2013, but it seems to have declined over the last five years.

Table 4.3.3. Change in the job satisfaction of lower-secondary teachers in England between 2013 and 2018.

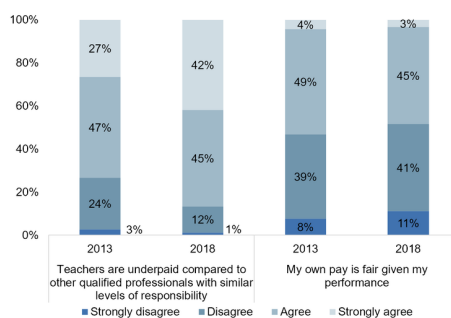
		1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree	Average
The advantages of being a teacher clearly outweigh the disadvantages	2013	2%	14%	52%	31%	3.13
	2018	5%	23%	56%	16%	2.83
If I could decide again, I would still choose to work as a teacher	2013	5%	16%	48%	32%	3.07
	2018	9%	23%	48%	21%	2.81
I regret that I decided to become a teacher	2013	52%	40%	6%	2%	1.58
	2018	39%	48%	10%	3%	1.76
I wonder whether it would have been better to choose another profession	2013	29%	36%	29%	5%	2.10
	2018	19%	29%	40%	12%	2.45
All in all, I am satisfied with my job	2013	3%	16%	61%	21%	3.00
	2018	3%	19%	62%	16%	2.90

Notes: The 'average' column treats the question as a 4-point ordinal variable, with a value of 1 assigned to the lowest category ('strongly disagree') and 4 to the highest category ('strongly agree'). The average (mean) has then been calculated along this 4-point scale. Source: TALIS 2013 (question 46) and 2018 (question 53) database for England.

One particular area of dissatisfaction is pay, where the proportion of secondary teachers who think their pay is inadequate or unfair has clearly increased since 2013.

NB: this was measured in 2018, prior to the pay rises announced last summer.

Figure 4.1.3 The views of lower-secondary teachers in England towards pay in 2013 and 2018.



Source: TALIS 2013 (question 47) and 2018 (question 59) databases for England.

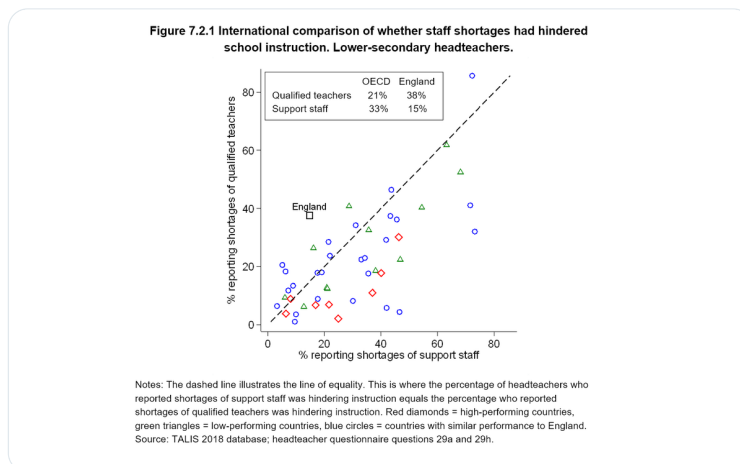
When asked how any extra spending should be allocated, teachers were most likely suggest employing more staff, closely followed by a pay rise for teachers.

Table 7.1.1. The funding priorities of teachers in England.

	1. Low	2. Medium	3. High	Average
Primary				
Reducing teachers' administration load by recruiting more support staff	7%	29%	64%	2.57
Reducing class sizes by recruiting more staff	9%	27%	65%	2.56
Supporting SEN pupils	3%	41%	56%	2.53
Improving teacher salaries	7%	37%	56%	2.49
Offering high quality CPD for teachers	5%	44%	51%	2.46
Supporting FSM pupils	6%	45%	49%	2.44
Improving school buildings and facilities	12%	47%	41%	2.29
Supporting EAL pupils	12%	56%	32%	2.20
Investing in ICT	17%	52%	31%	2.13
Investing in instructional materials	34%	50%	16%	1.82
Secondary				
Reducing class sizes by recruiting more staff	5%	22%	73%	2.67
Reducing teachers' administration load by recruiting more support staff	7%	27%	66%	2.59
Improving teacher salaries	10%	37%	53%	2.43
Offering high quality CPD for teachers	8%	46%	46%	2.39
Supporting SEN pupils	6%	52%	42%	2.36
Supporting FSM pupils	9%	50%	41%	2.33
Improving school buildings and facilities	14%	44%	42%	2.28
Supporting EAL pupils	15%	58%	27%	2.12
Investing in instructional materials	24%	50%	26%	2.03
Investing in ICT	23%	51%	26%	2.02

Notes: The 'average' column treats the question as a 3-point ordinal variable, with a value of 1 assigned to the lowest category ('low priority') and 3 to the highest category ('high priority'). The average (mean) has then been calculated along this 3-point scale. Source: TALIS 2018 database; question 55.

Perhaps not surprisingly then, the proportion of sec heads saying teacher shortages are hindering instruction in their school is high by international standards. The proportion reporting that it hinders instruction 'a lot' has also increased from 6% in 2013 to 22% in 2018.



There is much, much more in the full report:



There will be more papers from us soon, in particular using TALIS 2018 linked to administrative data on teacher retention and other important outcomes. Watch this space...

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