

Teachers' Professional Development

Europe in international comparison

An analysis of teachers' professional development based on the OECD's Teaching and Learning International Survey (TALIS)



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An analysis of teachers' professional development based on the OECD's Teaching and Learning International Survey (TALIS)

A secondary analysis based on the **TALIS** dataset

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FOREWORD: GUIDE TO THE READER

This report presents a secondary analysis and an enlarged interpretation of the results on teachers' professional development from the OECD's Teaching and Learning International Survey (TALIS). TALIS is the first international survey to focus on the working conditions of teachers and the learning environment in schools. Its aim is to help countries to review and develop policies that foster the conditions for effective schooling. TALIS is conceptualised as a programme of surveys, with successive rounds to address policy-relevant issues chosen by countries. With a focus on lower secondary education in both public and private sectors, the first round of TALIS examined important aspects of teachers' professional development, together with aspects of teachers' beliefs, attitudes and practices; teacher appraisal and feedback; and school leadership in 23 participating countries. The first results from TALIS were published in *Creating Effective Teaching and Learning Environments: First results from TALIS* (OECD, 2009).

In the first chapter of this report, Paul Holdsworth of the European Commission summarises EU priorities with respect to enhancing the quality of education in order to put "a continuum of teacher education" within a perspective of subsidiarity as well as co-ordination. It emphasises the need to provide opportunities for continuous professional development and underlines the value of the TALIS study for supporting relevant policies at school, national and international levels.

The second chapter refers to the may contribute to more effective education and training arrangements. A broad distinction is made between initial training, in-service training and continuous professional development. Among others it is noted that further empirical research is needed to learn whether the expected results of continuous professional development and the organisation of professional learning communities are effectively being achieved.

The third chapter summarises factual information on professional development in earlier relevant studies from the EU and the OECD.

The fourth chapter investigates participation rates, intensity of participation, differentiation across types of participation, areas of unmet demand, barriers to and conditions supportive of professional development, on the basis of the TALIS data. This chapter follows the same structure as Chapter 3 of the first report from the TALIS study (OECD, 2009) and reproduces the main findings and conclusions of that chapter. It also analyses these teacher and school background conditions in greater depth. Specific attention is given to the profiles of the 11% of teachers who reported to not being involved in any kind of professional development activity.

The fifth chapter explores a more complex model, in which it is hypothesised that the experienced impact of professional development is influenced by a set of interrelated school and teacher variables. One of the most striking findings is the relative importance of feedback. The more teachers have found that feedback has led to changes in aspects of their work, the greater their development needs, the more they participate in different professional development activities, and the greater the experienced impact of professional development. This finding underlines the crucial importance for fostering teacher learning of appraisal and feedback at the school level.

The sixth chapter summarises data on teachers' professional development from countries that did not take part in the first TALIS study. It shows that the TALIS study provides a broad set of data which existing data sources in non-participating countries generally cover only partially. At the same time the chapter points to many interesting policy initiatives in the field of teachers' professional development in these countries.

The seventh chapter summarises the main outcomes of the study, draws some overall conclusions and raises some issues for further reflection.