

TALIS*TALIS 2018 Results (Volume I):**Teachers and School Leaders as Lifelong Learners*DOI: <https://doi.org/10.1787/1d0bc92a-en>

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Corrigendum**Page 14:**

Description of correction: change 95% to 96%.

Original

In terms of classroom environments, relations between students and teachers have improved in most countries since 2008, with 95% of teachers agreeing that students and teachers usually get on well with each other

Change

In terms of classroom environments, relations between students and teachers have improved in most countries since 2008, with 96% of teachers agreeing that students and teachers usually get on well with each other

Page 26:

Description of correction: update points 2 and 5 of the five pillars.

Original

TALIS defines teaching as a profession underpinned by five pillars:

1. the knowledge and skills base, which includes shared and specialised knowledge, as well as standards for access to the profession and development of specific skills through pre-service training and in-service professional development
2. the status and standing of the profession, captured through the ethical standards expected of professional workers, the intellectual and professional fulfilment of the job, and the working regulations applying to teaching (such as competitive reward structures on par with professional benchmarks and room for career progression)
3. peer control, which relies upon self-regulated and collegial professional communities that provide opportunities for collaboration and peer feedback to strengthen professional practices and the collective identity of the profession
4. responsibility and autonomy, captured through the degree of autonomy and leadership that teachers and school leaders enjoy in their daily work, to make decisions and apply expert judgement and to inform policy development at all levels of the system, so that professionalism can flourish
5. The perceived prestige and societal value of the profession.

Change

TALIS defines teaching as a profession underpinned by five pillars:

1. the knowledge and skills base, which includes shared and specialised knowledge, and is captured through standards for access to the profession, pre-service training and in-service professional development
2. the career opportunities and working regulations applying to teaching, such as contractual arrangements offering security and flexibility, competitive reward structures commensurate with professional benchmarks, appraisal systems or mechanisms, and room for career progression
3. peer control, which relies upon self-regulated and collegial professional communities that provide opportunities for collaboration and peer feedback to strengthen professional practices and the collective identity of the profession
4. responsibility and autonomy, captured through the degree of autonomy and leadership that teachers and school leaders enjoy in their daily work, to make decisions and apply expert judgement and to inform policy development at all levels of the system, so that professionalism can flourish
5. the prestige and standing of the profession, captured through the ethical standards expected of professional workers, the intellectual and professional fulfilment of the job, as well as its perceived societal value and standing relative to other professional occupations.

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Figure I.2.6. Change in the use of class time from 2008 to 2018

Legends of the “2013” series in the chart should read: “2008” instead of “2013”

Lithuania should be added to the chart

| | Actual teaching and learning | | | Classroom management | | |
|-----------|------------------------------|------|--------------------------------------|----------------------|------|--------------------------------------|
| | 2008 | 2018 | Difference (TALIS 2018 – TALIS 2008) | 2008 | 2018 | Difference (TALIS 2018 – TALIS 2008) |
| Lithuania | 82.7 | 84.6 | 1.9 | 9.0 | 7.9 | -1.1 |

StatLink  <http://dx.doi.org/10.1787/888933932000>

Correction to be made in the Notes under the figure:

Original: “Statistically significant changes between 2008 and 2018 (TALIS 2018 - TALIS 2013) are found next to the category and the country/economy name (see Annex B).”

Change: “Statistically significant changes between 2008 and 2018 (TALIS 2018 - TALIS 2008) are found next to the category and the country/economy name (see Annex B).”

Page 118:

Reference – DOI changed: OECD (2009), *Creating Effective Teaching and Learning Environments: First Results from TALIS*, OECD Publishing, Paris, <https://doi.org/10.1787/9789264068780-en>.

Annexe A**Page 192:***Table A I.A.3 ISCED 1 principals' participation and recommended ratings*

Replace with the following table:

| | Number of participating principals | Estimated size of principal population | Principals' participation before replacement (%) | Principals' participation after replacement (%) | Recommended rating |
|-----------------------------|------------------------------------|--|--|---|--------------------|
| Australia | 223 | 6 522 | 48.8 | 77.9 | Insufficient |
| Flemish Community (Belgium) | 184 | 2 193 | 70 | 92.2 | Fair |
| CABA (Argentina)* | 175 | 878 | 85 | 87.5 | Good |
| Denmark | 145 | 1 567 | 56.6 | 73.2 | Fair |
| England (UK) | 161 | 16 945 | 76.4 | 89.5 | Good |
| France | 178 | 29 636 | 89.3 | 91.5 | Good |
| Japan | 197 | 19 962 | 97.2 | 99.5 | Good |
| Korea | 161 | 5 913 | 78 | 80.5 | Good |
| Netherlands | 135 | 6 158 | 40.7 | 69.6 | Insufficient |
| Spain | 436 | 13 305 | 98.2 | 98.2 | Good |
| Sweden | 166 | 3 983 | 84.7 | 87.4 | Good |
| Chinese Taipei | 200 | 2 644 | 99.8 | 100 | Good |
| Turkey | 171 | 17 696 | 99.3 | 99.3 | Good |
| United Arab Emirates | 502 | 554 | 90.6 | 90.6 | Good |
| Viet Nam | 194 | 15 318 | 100 | 100 | Good |

* CABA (Argentina): the Ciudad Autónoma de Buenos Aires, Argentina.

Table A I.A.4 ISCED 1 teachers' participation and recommended ratings

Replace with the following table:

| | Number of participating schools | Number of participating teachers | Estimated size of teacher population | School participation before replacement (%) | School participation after replacement (%) | Teacher participation in participating schools (%) | Overall teacher participation (%) | Recommended rating |
|-----------------------------|---------------------------------|----------------------------------|--------------------------------------|---|--|--|-----------------------------------|--------------------|
| Australia | 213 | 3 030 | 133 915 | 48.8 | 74 | 76.4 | 56.5 | Insufficient |
| Flemish Community (Belgium) | 177 | 2 662 | 30 192 | 66.3 | 88.5 | 92.2 | 81.7 | Fair |
| CABA (Argentina)* | 167 | 2 514 | 16 221 | 81 | 83.5 | 86.9 | 72.5 | Good |
| Denmark | 154 | 2 592 | 34 166 | 58.6 | 77.8 | 87.5 | 68.1 | Fair |
| England (UK) | 152 | 2 009 | 225 194 | 74.3 | 85.9 | 85 | 73.1 | Fair |
| France | 178 | 1 429 | 209 981 | 88.6 | 91.2 | 92.1 | 84 | Good |
| Japan | 197 | 3 308 | 354 795 | 97 | 99.5 | 98.8 | 98.3 | Good |
| Korea | 182 | 3 207 | 128 831 | 86 | 91 | 91.9 | 83.6 | Good |
| Netherlands | 130 | 1 504 | 68 640 | 39.3 | 67 | 86.8 | 58.2 | Insufficient |
| Spain | 442 | 7 246 | 210 627 | 99.3 | 99.5 | 95.4 | 95 | Good |
| Sweden | 178 | 2 404 | 57 183 | 90 | 93.7 | 78.8 | 73.8 | Good |
| Chinese Taipei | 200 | 3 494 | 89 608 | 99.5 | 100 | 97.6 | 97.6 | Good |
| Turkey | 172 | 3 204 | 212 347 | 99.4 | 99.4 | 98.5 | 97.9 | Good |

| | Number of participating schools | Number of participating teachers | Estimated size of teacher population | School participation before replacement (%) | School participation after replacement (%) | Teacher participation in participating schools (%) | Overall teacher participation (%) | Recommended rating |
|----------------------|---------------------------------|----------------------------------|--------------------------------------|---|--|--|-----------------------------------|--------------------|
| United Arab Emirates | 552 | 9 188 | 16 372 | 99.6 | 99.6 | 96.6 | 96.2 | Good |
| Viet Nam | 194 | 3 991 | 385 301 | 100 | 100 | 98.3 | 98.3 | Good |

* CABA (Argentina): the Ciudad Autónoma de Buenos Aires, Argentina.

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Table A I.A.5 ISCED 2 principals' participation and recommended ratings

Replace with the following table:

| | Number of participating principals | Estimated size of principal population | Principals' participation before replacement(%) | Principals' participation after replacement(%) | Recommended rating |
|-----------------------------|------------------------------------|--|---|--|--------------------|
| Alberta (Canada) | 129 | 1 038 | 54.4 | 66.2 | Fair |
| Australia | 230 | 2 680 | 49 | 75.7 | Insufficient |
| Austria | 277 | 1 483 | 96 | 100 | Good |
| Belgium | 307 | 1 169 | 86.6 | 95.9 | Good |
| Flemish Community (Belgium) | 188 | 721 | 82.5 | 94 | Good |
| Brazil | 184 | 52 187 | 88 | 95.4 | Good |
| Bulgaria | 200 | 1 730 | 97.5 | 100 | Good |
| Chile | 169 | 5 214 | 78.9 | 87.6 | Good |
| CABA (Argentina)* | 121 | 488 | 77.5 | 82.6 | Good |
| Colombia | 141 | 10 392 | 68.8 | 70.9 | Fair |
| Croatia | 188 | 896 | 95 | 95.6 | Good |
| Cyprus ¹ | 88 | 99 | 88.9 | 88.9 | Good |
| Czech Republic | 218 | 2 606 | 99.5 | 99.5 | Good |
| Denmark | 140 | 1 457 | 51.5 | 71.4 | Fair |
| England (UK) | 157 | 3 990 | 71.9 | 81.8 | Fair |
| Estonia | 195 | 389 | 88.3 | 100 | Good |
| Finland | 148 | 706 | 100 | 100 | Good |
| France | 195 | 6 770 | 97.6 | 98 | Good |
| Georgia | 177 | 2 151 | 91.7 | 91.7 | Good |
| Hungary | 182 | 2 640 | 91.2 | 94.3 | Good |
| Iceland | 101 | 136 | 74.3 | 74.3 | Fair |
| Israel | 184 | 1 196 | 90.9 | 93.7 | Good |
| Italy | 190 | 5 622 | 92.4 | 98.6 | Good |
| Japan | 195 | 10 071 | 93.9 | 99.4 | Good |
| Kazakhstan | 331 | 6 302 | 100 | 100 | Good |
| Korea | 150 | 3 134 | 68.1 | 77.8 | Fair |
| Latvia | 136 | 653 | 80.4 | 91.9 | Good |
| Lithuania | 195 | 833 | 100 | 100 | Good |
| Malta | 54 | 58 | 93.1 | 93.1 | Good |
| Mexico | 193 | 16 327 | 90.6 | 97 | Good |
| Netherlands | 125 | 524 | 56.2 | 85.6 | Fair |
| New Zealand | 189 | 1 732 | 71.7 | 92 | Fair |
| Norway | 162 | 1 091 | 67.5 | 81 | Fair |
| Portugal | 200 | 1 255 | 97.7 | 100 | Good |

| | Number of participating principals | Estimated size of principal population | Principals' participation before replacement(%) | Principals' participation after replacement(%) | Recommended rating |
|----------------------|------------------------------------|--|---|--|--------------------|
| Romania | 199 | 4 658 | 100 | 100 | Good |
| Russian Federation | 230 | 31 948 | 99.1 | 100 | Good |
| Saudi Arabia | 192 | 6 119 | 96.5 | 96.5 | Good |
| Shanghai (China) | 198 | 630 | 100 | 100 | Good |
| Singapore | 167 | 193 | 97 | 98.8 | Good |
| Slovak Republic | 180 | 1 593 | 84.4 | 90.5 | Good |
| Slovenia | 119 | 448 | 74.8 | 79.3 | Good |
| South Africa | 169 | 8 026 | 92.3 | 92.3 | Good |
| Spain | 396 | 6 861 | 98.7 | 99.2 | Good |
| Sweden | 171 | 1 739 | 85.9 | 89.1 | Good |
| Chinese Taipei | 202 | 935 | 100 | 100 | Good |
| Turkey | 196 | 16 100 | 99 | 99 | Good |
| United Arab Emirates | 476 | 521 | 91.4 | 91.4 | Good |
| United States | 164 | 65 095 | 63.1 | 77.6 | Fair |
| Viet Nam | 196 | 10 799 | 100 | 100 | Good |

* CABA (Argentina) refers to the Ciudad Autónoma de Buenos Aires, Argentina.

1. Note by Turkey: The information in this document with reference to “Cyprus” relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Turkey recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Turkey shall preserve its position concerning the “Cyprus issue”.

Note by all the European Union Member States of the OECD and the European Union: The Republic of Cyprus is recognised by all members of the United Nations with the exception of Turkey. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

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Table A I.A.6 ISCED 2 teachers' participation and recommended ratings

Replace with the following table:

| | Number of participating schools | Number of participating teachers | Estimated size of teacher population | School participation before replacement (%) | School participation after replacement (%) | Teacher participation in participating schools(%) | Overall teacher participation (%) | Recommended rating |
|-----------------------------|---------------------------------|----------------------------------|--------------------------------------|---|--|---|-----------------------------------|--------------------|
| Alberta (Canada) | 122 | 1 077 | 9 991 | 51.8 | 62.6 | 83 | 52 | Fair |
| Australia | 233 | 3 573 | 116 679 | 50.3 | 76.6 | 77.7 | 59.6 | Fair |
| Austria | 246 | 4 255 | 45 869 | 85.9 | 88.8 | 84.4 | 75 | Good |
| Belgium | 302 | 5 257 | 34 442 | 86 | 95.1 | 86.9 | 82.6 | Good |
| Flemish Community (Belgium) | 182 | 3 122 | 18 615 | 80 | 91 | 84.4 | 76.8 | Good |
| Brazil | 185 | 2 447 | 568 510 | 89.9 | 96.6 | 94.9 | 91.6 | Good |
| Bulgaria | 200 | 2 862 | 21 208 | 97.1 | 100 | 98.3 | 98.3 | Good |
| Chile | 179 | 1 963 | 55 969 | 82.6 | 91.5 | 94.3 | 86.2 | Good |
| CABA (Argentina)* | 130 | 2 099 | 10 218 | 81.3 | 86.7 | 88.6 | 76.8 | Good |
| Colombia | 154 | 2 398 | 164 225 | 73.9 | 77.4 | 93.4 | 72.3 | Fair |
| Croatia | 188 | 3 358 | 15 762 | 95.4 | 96.2 | 87 | 83.7 | Good |
| Cyprus | 88 | 1 611 | 3 860 | 89.8 | 89.8 | 90.3 | 81 | Good |

| | Number of participating schools | Number of participating teachers | Estimated size of teacher population | School participation before replacement (%) | School participation after replacement (%) | Teacher participation in participating schools(%) | Overall teacher participation (%) | Recommended rating |
|----------------------|---------------------------------|----------------------------------|--------------------------------------|---|--|---|-----------------------------------|--------------------|
| Czech Republic | 219 | 3 447 | 42 348 | 100 | 100 | 93.8 | 93.8 | Good |
| Denmark | 141 | 2 001 | 22 475 | 51.1 | 72 | 86.8 | 62.5 | Fair |
| England (UK) | 149 | 2 376 | 193 134 | 72.7 | 81.5 | 83.6 | 68.1 | Fair |
| Estonia | 195 | 3 004 | 7 354 | 86.6 | 100 | 95.2 | 95.2 | Good |
| Finland | 148 | 2 851 | 18 938 | 100 | 100 | 96.2 | 96.2 | Good |
| France | 176 | 3 006 | 197 013 | 87.3 | 87.8 | 88.1 | 77.3 | Good |
| Georgia | 192 | 3 101 | 38 195 | 99.5 | 99.5 | 95.8 | 95.3 | Good |
| Hungary | 189 | 3 245 | 44 018 | 94.9 | 97.7 | 95 | 92.8 | Good |
| Iceland | 123 | 1 292 | 1 883 | 90.4 | 90.4 | 75.8 | 68.5 | Good |
| Israel | 172 | 2 627 | 32 603 | 85.3 | 87.3 | 84.9 | 84.9 | Good |
| Italy | 191 | 3 612 | 190 447 | 92.8 | 99.1 | 93.5 | 93 | Good |
| Japan | 196 | 3 555 | 230 558 | 92.4 | 99.5 | 99 | 98.5 | Good |
| Kazakhstan | 331 | 6 566 | 195 383 | 100 | 100 | 99.8 | 99.8 | Good |
| Korea | 163 | 2 931 | 75 654 | 70.5 | 81.5 | 92.2 | 75.1 | Fair |
| Latvia | 135 | 2 315 | 12 003 | 77.1 | 91.2 | 87.9 | 80.2 | Good |
| Lithuania | 195 | 3 759 | 19 848 | 100 | 100 | 97.4 | 97.4 | Good |
| Malta | 55 | 1 656 | 1 941 | 94.8 | 94.8 | 86.5 | 82 | Good |
| Mexico | 193 | 2 926 | 254 794 | 90.4 | 96.3 | 94.3 | 90.8 | Good |
| Netherlands | 116 | 1 884 | 66 672 | 56.7 | 79.5 | 80.9 | 64.3 | Fair |
| New Zealand | 185 | 2 257 | 23 227 | 62.8 | 79.5 | 79.6 | 63.3 | Fair |
| Norway | 185 | 4 154 | 21 828 | 77.4 | 92.6 | 83.2 | 77 | Good |
| Portugal | 200 | 3 676 | 39 703 | 97.9 | 100 | 92.7 | 92.7 | Good |
| Romania | 199 | 3 658 | 66 039 | 100 | 100 | 98.3 | 98.3 | Good |
| Russian Federation | 230 | 4 011 | 646 405 | 98.7 | 100 | 99.9 | 99.9 | Good |
| Saudi Arabia | 179 | 2 744 | 99 661 | 89.7 | 89.7 | 86 | 77.1 | Good |
| Shanghai (China) | 198 | 3 976 | 38 902 | 100 | 100 | 99.5 | 99.5 | Good |
| Singapore | 169 | 3 280 | 11 544 | 98.2 | 100 | 99.2 | 99.2 | Good |
| Slovak Republic | 176 | 3 015 | 24 746 | 82.4 | 88.9 | 95.4 | 84.7 | Good |
| Slovenia | 132 | 2 094 | 7 422 | 82.2 | 88 | 91.5 | 80.5 | Good |
| South Africa | 170 | 2 046 | 92 127 | 92.3 | 92.9 | 89.7 | 83.3 | Good |
| Spain | 399 | 7 407 | 186 171 | 99.5 | 100 | 94.6 | 94.6 | Good |
| Sweden | 180 | 2 782 | 31 421 | 89.1 | 93.9 | 81.3 | 76.3 | Good |
| Chinese Taipei | 200 | 3 835 | 53 208 | 99 | 99 | 97.2 | 96.2 | Good |
| Turkey | 196 | 3 952 | 277 187 | 99 | 99 | 98.5 | 97.5 | Good |
| United Arab Emirates | 521 | 8 648 | 14 489 | 100 | 100 | 96 | 96 | Good |
| United States | 165 | 2 560 | 1 144 751 | 60.1 | 76.8 | 89.6 | 68.8 | Fair |
| Viet Nam | 196 | 3 825 | 295 033 | 100 | 100 | 96.3 | 96.3 | Good |

*CABA (Argentina): the Ciudad Autónoma de Buenos Aires, Argentina.

Table A1.A.7 ISCED 3 principals' participation and recommended ratings

Replace with the following table:

| | Number of participating principals | Estimated size of principal population | Principals' participation before replacement (%) | Principals' participation after replacement (%) | Recommended rating |
|----------------------|------------------------------------|--|--|---|--------------------|
| Alberta (Canada) | 115 | 606 | 51.8 | 59.6 | Fair |
| Brazil | 187 | 27 140 | 91.4 | 97.5 | Good |
| Croatia | 145 | 391 | 96.7 | 96.7 | Good |
| Denmark | 96 | 372 | 58.3 | 70.8 | Fair |
| Portugal | 195 | 834 | 98 | 99.5 | Good |
| Slovenia | 103 | 148 | 69.6 | 69.6 | Fair |
| Sweden | 174 | 1 160 | 91.6 | 93.8 | Good |
| Chinese Taipei | 151 | 496 | 100 | 100 | Good |
| Turkey | 448 | 9 256 | 98 | 98 | Good |
| United Arab Emirates | 366 | 408 | 89.7 | 89.7 | Good |
| Viet Nam | 199 | 2 899 | 100 | 100 | Good |

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Table A1.A.8 ISCED 3 teachers' participation and recommended ratings

Replace with the following table:

| | Number of participating schools | Number of participating teachers | Estimated size of teacher population | School participation before replacement (%) | School participation after replacement (%) | Teacher participation in participating schools (%) | Overall teacher participation (%) | Recommended rating |
|----------------------|---------------------------------|----------------------------------|--------------------------------------|---|--|--|-----------------------------------|--------------------|
| Alberta (Canada) | 112 | 1 094 | 7 819 | 51.6 | 56.6 | 80.2 | 45.4 | Fair |
| Brazil | 186 | 2 828 | 421 593 | 92.3 | 97.4 | 94.5 | 92 | Good |
| Croatia | 147 | 2 661 | 14 818 | 97.9 | 97.9 | 89.7 | 87.9 | Good |
| Denmark | 111 | 1 670 | 16 726 | 72.2 | 85.6 | 84.7 | 72.4 | Fair |
| Portugal | 195 | 3 551 | 36 188 | 99 | 99.7 | 91.3 | 91 | Good |
| Slovenia | 119 | 2 200 | 5 393 | 80.4 | 80.4 | 87.8 | 70.6 | Good |
| Sweden | 181 | 2 933 | 26 891 | 95.3 | 97.8 | 81.7 | 79.9 | Good |
| Chinese Taipei | 148 | 2 800 | 41 220 | 98.1 | 98.1 | 95.8 | 94.1 | Good |
| Turkey | 457 | 8 342 | 252 277 | 100 | 100 | 98 | 98 | Good |
| United Arab Emirates | 405 | 6 118 | 10 143 | 99.3 | 99.3 | 95.7 | 95 | Good |
| Viet Nam | 199 | 3 884 | 175 061 | 100 | 100 | 97.7 | 97.7 | Good |

Annex D

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Correct the spelling of the name of **Hillary** Hollingsworth to **Hilary** Hollingsworth.