

## RESULTS FROM TALIS 2013

## BRAZIL

### Key Findings from the Teaching and Learning International Survey (TALIS)<sup>1</sup>

#### Almost all teachers in Brazil completed higher education, but they did not necessarily study the content, pedagogy and practices for the subjects they teach

- In Brazil, more than 90% of lower secondary teachers completed higher education, but nearly one-fourth did not complete a teacher-education programme. In comparison, in Chile nearly 9 in 10 teachers have completed such a programme, as have almost all teachers in Australia and Alberta (Canada).
- Teachers whose formal education included content, pedagogy and practical components for the subjects they teach report feeling better prepared than those whose formal education did not contain these elements.
- However, only half of teachers in Brazil report that the pedagogy for all the subjects they teach was included in their formal education. For content and practical components, only about 60% of teachers report the same. Approximately 7 in 10 teachers on average in TALIS countries report that these elements were included for all their subjects.

#### Brazil is among the TALIS countries in which teachers spend the most hours teaching per week

- Teachers in Brazil, on average, report spending 25 hours teaching per week, 6 hours more than the TALIS average.
- They also report spending from 10% to 22% more time than the TALIS average on most other activities, such as correcting student homework and student counselling.
- Compared with the TALIS average, teachers in Brazil report on average spending similar amounts of time per week on preparing lessons but less time on administrative tasks.

#### Receiving feedback on teaching is highly associated with teacher self-efficacy and job satisfaction in Brazil

- At least 8 in 10 teachers in Brazil report receiving feedback on their teaching following some sort of classroom observation and analysis of their students' test scores, similar to the TALIS average for classroom observation but higher for students' test scores.
- Teachers who receive feedback about their classroom management and student scores report higher levels of self-efficacy and job satisfaction in a number of TALIS countries, especially in Brazil.
- In Brazil, teachers receive feedback from classroom observation mostly from their school management team (49%) and principals (35%) and less from external bodies (10%) or other teachers (16%).

<sup>1</sup> The results presented here represent lower secondary teachers and their school leaders.

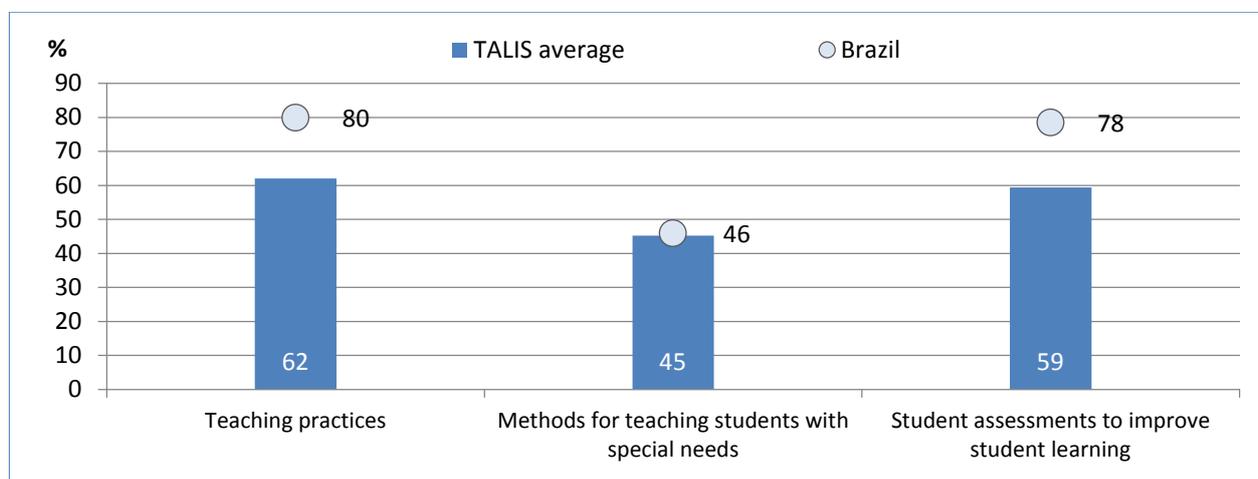
## The typical teacher and principal in Brazil

Typical teacher in TALIS countries	Typical teacher in Brazil
68% are women Is 43 years old on average	71% are women Is 39 years old on average
91% completed university or other equivalent higher education	94% completed university or other equivalent higher education
90% completed a teacher education or training programme	76% completed a teacher education or training programme
Has an average of 16 years of teaching experience	Has an average of 14 years of teaching experience
82% are employed full time and 83% have a permanent contract	40% are employed full time and 77% have a permanent contract
Teaches in a class with 24 students on average	Teaches in a class with 31 students on average

Typical principal in TALIS countries	Typical principal in Brazil
51% are men Is 52 years old on average	25% are men Is 45 years old on average
96% completed university or other equivalent higher education	96% 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	96% completed a teacher education or training programme, 88% a school administration/principal training programme and 85% instructional leadership training
Has an average of 9 years of experience as a principal and 21 years of teaching experience	Has an average of 7 years of experience as a principal and 14 years of teaching experience
62% are employed full time without teaching obligations and 35% are employed full time with teaching obligations	53% are employed full time without teaching obligations and 36% are employed full time with teaching obligations
Works in a school with 546 students and 45 teachers on average	Works in a school with 586 students and 34 teachers on average

## Impact of teacher feedback in Brazil

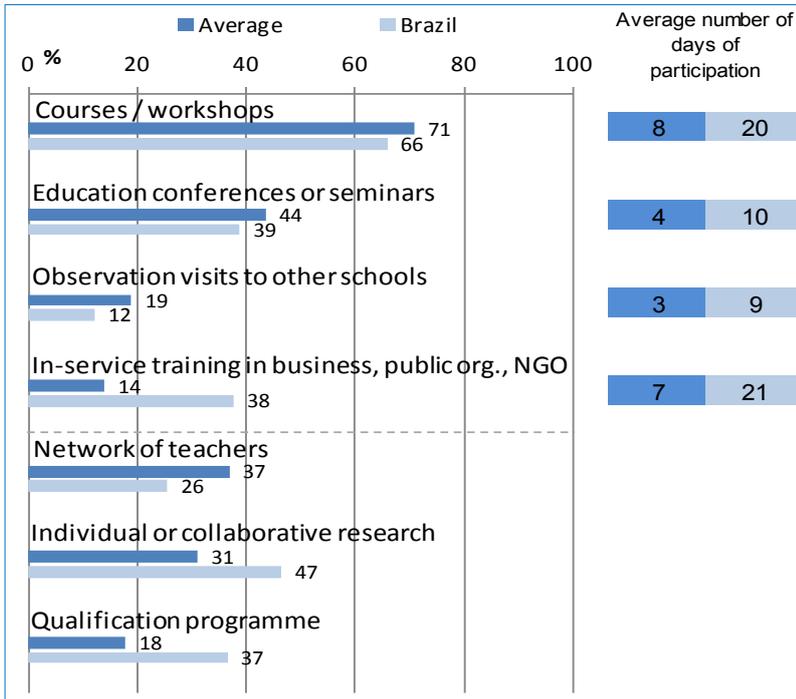
Percentage of teachers who report a moderate or large positive change in these areas after they received feedback on their work



- On average across TALIS countries and economies, many teachers report positive impacts following feedback they received about their work, including on their classroom teaching.
- Compared with other countries, in Brazil, more teachers report that the feedback they received led to positive changes in their teaching practices (80%) or their use of student assessments to improve student learning (78%).
- In all TALIS countries, including Brazil, less than 50% of teachers report that the feedback they received led to positive changes in their methods for teaching students with special needs.

## Participation in professional development (PD) in BRAZIL

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



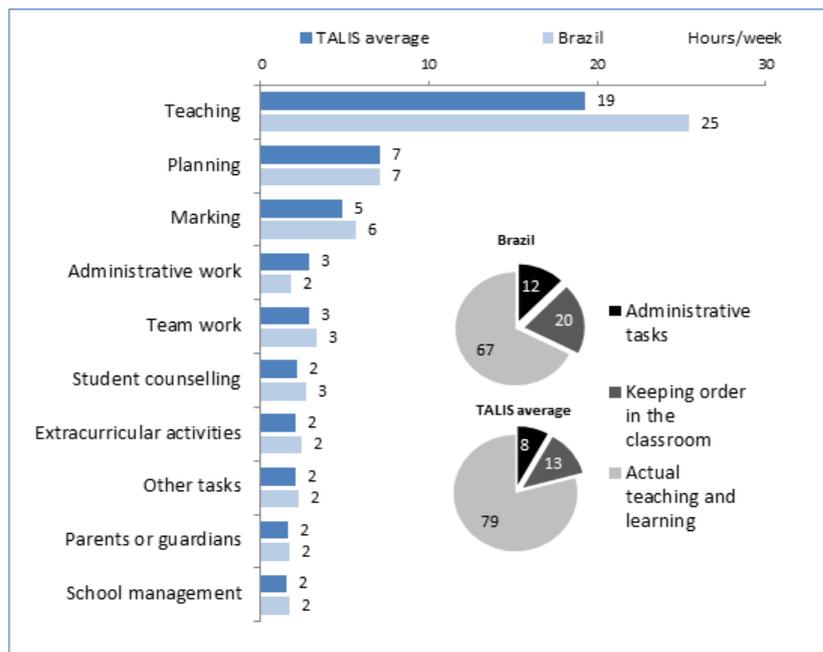
- Teachers in Brazil tend to report spending more days than average engaging in PD activities in the past 12 months. On average they report spending 21 days on in-service training in outside organisations (compared with 7 days on average for all TALIS countries).
- Teachers in Brazil also tend to report higher participation rates than average for some PD activities, including individual or collaborative research (47%), in-service training in outside organisations (38%), and taking part in a qualification programme (37%).

- On the other hand, teachers in Brazil tend to report slightly lower than average participation rates for other PD activities, including courses and workshops (66%), conferences and seminars (39%), observation visits to other schools (12%) and network of teachers (26%).

## Teachers' work in Brazil

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

- Teachers in Brazil report spending 25 hours teaching per week, which is 6 hours more than the TALIS average.
- Otherwise, they report spending a similar number of hours performing a variety of work-related tasks compared with the TALIS average.
- Teachers in Brazil report spending 20% of their lesson time keeping order in the classroom (compared with 13% on average in TALIS countries).
- Therefore, in Brazil, less than 70% of lesson time is spent on actual teaching and learning.



## 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 worldwide. 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 Brazil, 14 291 lower secondary teachers and 1 057 principals from 1 070 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

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### Contacts:

Andreas Schleicher  
Advisor to the Secretary-General on  
Education Policy, Director for Education  
and Skills

[Andreas.SCHLEICHER@oecd.org](mailto:Andreas.SCHLEICHER@oecd.org)

**Telephone:** +33 6 07 38 54 64

Gabriela Moriconi  
Researcher at Fundação Carlos Chagas and  
Fellow of the Thomas J. Alexander  
Fellowship Programme at the OECD

[gmoriconi@fcc.org.br](mailto:gmoriconi@fcc.org.br)

**Telephone:** +55 11 3723 3089



**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](http://www.oecd.org/talis)