

*Creating Effective Teaching and Learning Environments:
First results from the OECD Teaching and Learning
International Survey*

TALIS

*OECD Briefing Note
For Italy*

OECD's Teaching and Learning International Survey (TALIS) provides the first internationally comparative perspective on the conditions of teaching and learning, based on data from over 70,000 teachers and school principals who represent lower secondary teachers in the 23 participating countries.

TALIS examines important aspects of professional development; teacher beliefs, attitudes and practices; teacher appraisal and feedback; and school leadership. TALIS looks at these factors through the eyes of teachers and school principals. This innovative approach was chosen in order to examine how the intended school and teacher policies of education systems are actually perceived and implemented in schools and classrooms, recognising that the best intentions will only yield results if effectively and consistently implemented in the frontline.

This note contextualises key findings for **Italy** with international trends among countries participating in TALIS, under the headings: conditions for effective learning, preparing and supporting a high-quality teaching force, improving teaching practice, supporting effective teaching through appraisal and feedback and shaping the development of teachers through effective school leadership.

TALIS Initial Report, as well as its executive summary, all data and web-only tables, can be downloaded free of charge at www.oecd.org/edu/TALIS.

CLASSROOM CLIMATE, JOB SATISFACTION AND TEACHERS BELIEF IN THEIR EFFECTIVENESS

Classroom climate not only has been shown to affect student outcomes and attainment but is a prominent policy issue. Student behaviour and the creation of a safe and productive learning environment can be a challenging dimension of teachers' work. How successful teachers feel they are with regard to their students' education can be linked to productivity and can influence people's actions in the workplace. When teachers envisage effective teaching as a skill that can be acquired, this feeling of self-efficacy can help them better analyse and solve problems. Conversely, those teachers confronting a low feeling of self-efficacy can experience self-doubt and become preoccupied with evaluative concerns if efforts proved unsuccessful.

One teacher in four in most countries loses at least 30% of lesson time because of disruptive student behaviour or administrative tasks, and some teachers lose more than half.

At least half of teachers in most countries spend over 80% of the lesson time on teaching and learning. However, often time is lost because students are disruptive or because teachers have to deal with administrative tasks. One teacher in four in most countries loses at least 30% of lesson time to these two factors, and some teachers lose more than half (Figure 4.10).

Teachers were also asked about their relations with students as an indicator of school climate. Teacher-student relations varied considerably within countries, although Norway stood out as a country in which over 95% of teachers reported better relations with students than the international average (Figure 4.13).

- Teachers in **Italy** spent an above-average amount of time keeping order in the classroom (approximately 14%) while spending 77% of the lesson time on actual teaching and learning (in comparison with a TALIS average of 79%). However, 80% of teachers disagree or strongly disagree with the statement that when the lesson begins, it is necessary to wait quite a long time for students to quieten down. Furthermore, **Italy** is well below average in the reported interruptions and amount of noise, with 81% of teachers reporting that students take care to create a pleasant learning atmosphere (Tables 4.18, 7.3a to 7.3d).
- Teacher-student relations are viewed a little less positively by teachers in **Italy** than the international average.

Teachers in the same school vary in terms of job satisfaction and belief in their effectiveness.

TALIS asked teachers about their job satisfaction and about how successful they feel they are with regard to their students' education (self-efficacy). Norwegian teachers stand out as well above average on both measures. High scores for job satisfaction were also reported by teachers in Austria and Belgium (Fl), while the opposite was true particularly in Hungary. Korean teachers were on average the least positive about their self-efficacy compared with other countries (Figure 4.15). Around 90% of overall variation on these measures is among teachers within schools.

- Of all TALIS countries, at 95%, **Italy** had the highest percentage of teachers who reported satisfaction with their job. In **Italy**, teachers report greater satisfaction when the disciplinary climate in the classroom and the relations with students are positive and where they feel effective in their work (Table 4.19, 4.12; Figure 4.15).
- After Norway, teachers in **Italy** were most positive about their level of self-efficacy. **Italy** had the highest percentage of teachers (98%), after Slovenia, who reported being successful with the students in their class and ranked fourth among TALIS countries in teachers' reported understanding of how to get through to students. At 91% and 97%, respectively, Italian teachers ranked fifth in both ability to make progress with the most difficult and unmotivated students and in the belief that they are making a significant educational difference (Tables 7.2a to 7.2d)

Teachers who have undertaken more professional development tend to feel better equipped to deal with teaching challenges...

In around half of the countries (Denmark, Estonia, Iceland, **Italy**, Korea, Lithuania, Malaysia, Malta, Mexico, Portugal and Slovenia), teachers who had received more professional development reported significantly higher levels of self-efficacy (Table 7.5a). TALIS also suggests that teachers' participation in professional development

goes hand in hand with their mastery of a wider array of methods to use in the classroom, even if it is not clear to what extent professional development triggers or responds to the adoption of new techniques (Table 4.7).

- In **Italy**, as in about half of the participating countries, teachers receiving more days of professional development reported a higher self-efficacy. Professional development had a stronger relationship with self-efficacy than providing induction processes for teachers or having a mentor.

...but professional development and intervention need to be targeted at individual teachers.

TALIS identifies close associations between factors such as a positive school climate, teaching beliefs, co-operation between teachers, teacher job satisfaction, professional development, and the adoption of different teaching techniques (Table 4.12). For all of these factors, much of the variation identified was in differences among individual teachers rather than among schools or countries (e.g. Figure 4.3). The implication is that by addressing teachers' attitudes, beliefs and practices as a whole, there is scope for considerable improvement in teaching and learning, but that this may require individualised support for teachers rather than just whole-school or system-wide interventions.

Teacher appraisal and feedback can be important instruments to raise self-efficacy, and public recognition can reinforce this relationship.

In a number of countries, the appraisal and feedback which teachers receive is mirrored in the beliefs in their own teaching abilities, in other words, the more feedback they on their work in specific areas, the more they trust in their abilities to address the respective teaching challenges (Table 7.7a). However, this relationship is not always visible when other factors are accounted for, suggesting that third factors are at play too. In some countries teachers reported higher levels of self-efficacy when they had received public recognition for the improvements and innovations in connection with the appraisal (Austria, Belgium (Fl.), Estonia, Hungary, Ireland, **Italy**, Korea, Lithuania, Malta, Norway and Spain) and also when innovative practices were part of appraisal and feedback (Brazil, Iceland and Portugal) (Table 7.7a).

School evaluation and teacher appraisal show less relationship with classroom climate, in particular once other factors have been taken into account (Table 7.7). School evaluation was also not markedly associated with teacher efficacy (Table 7.7a).

- In **Italy**, teachers who received public recognition as the result of appraisal or feedback reported higher levels of self-efficacy. Where teachers reported that effective teachers would receive rewards in the school, the perceived disciplinary climate in the classroom was better.

Some teaching practices are more closely associated with classroom climate and self-efficacy than others.

Structured teaching practices were associated with a good classroom disciplinary climate in around half of the countries (Australia, Austria, Belgium (Fl), Bulgaria, Hungary, Ireland, **Italy**, Korea, Mexico, Portugal and Spain), and in some cases this effect was strong (Table 7.6). These practices were also associated with greater teacher self-efficacy in around the same number of countries, many the same ones (Australia, Austria, Belgium (Fl), Iceland, Ireland, Korea, Malaysia, Mexico, Norway, Portugal and Spain). Similar results were found for teachers who adopted student-oriented teaching practices but the number of countries where such positive associations were evident was smaller (Table 7.6a).

Teacher co-operation tended not to be strongly associated with classroom disciplinary climate, but in just under half of the countries teachers who engage in more progressive forms of professional collaboration such as team teaching were more likely to feel more effective in their teaching (Austria, Belgium (Fl.), Bulgaria, Estonia, Hungary, Iceland, Korea, Poland, Portugal and Spain) (Table 7.6a).

PREPARING AND SUPPORTING A HIGH QUALITY TEACHING FORCE

Education systems seek to provide teachers with opportunities for on-going professional development to fully prepare them for their work and to retain a high-quality teacher workforce. TALIS examined the take-up of professional development, the degree of unsatisfied demand for development and the factors that support or hinder meeting development needs.

Several findings from TALIS underline the need for a better preparation of teachers.

More than one teacher in three is in a school whose principal thinks that the school suffers from a shortage of qualified teachers (Table 2.5). This ranges from 12% in Poland to the great majority in Estonia, Mexico and Turkey.

The factors hindering instruction that school principals most frequently cite are a lack of equipment and a lack of instructional support personnel. There is a strong relationship between schools in which a shortage of instructional support staff and of other support staff hinders instruction, an indication that a squeeze on non-teacher resources can affect these two problems together. On the other hand there seems to be no correspondence between a shortage of qualified teachers and average class size. TALIS also found that in some countries, negative aspects of teacher behaviour such as absenteeism or lack of pedagogical preparation often hinder instruction (Table 2.8).

- The percentage of Italian teachers whose school principal reports a lack of qualified teachers is well above the TALIS average, with 52% (in comparison with the 38% average) saying that it hinders instruction ‘a lot’ or ‘to some extent.’ **Italy** is above average in resource deficiencies in many of the areas including a lack of laboratory technicians, instructional and other support personnel, and instructional and library materials (Table 2.5).
- The school principals of 53% of teachers report that instruction is hindered to some extent or a lot by lack of pedagogical training, the second highest rate after Mexico (70%) (Table 2.8).

The great majority of teachers participate in professional development...

Nearly nine teachers in ten reported taking part in a structured professional development activity during the 18 months preceding the survey. This is generally a high participation rate, but there is considerable variation in: *i)* The proportion of teachers participating in different countries: in Denmark, the Slovak Republic and Turkey, one in four reported no professional development. Given the broad definition of professional development used in the survey, this may be a concern (Table 3.1). *ii)* The intensity of participation: in some countries teachers’ average participation is a handful of days a year, while in Mexico and Korea it is 30 days or more (Table 3.1). *iii)* Equity issues raised by the participation of various groups within countries: older teachers for example are under-represented and within-country variation is greatest in Korea, Spain, **Italy**, Poland and Mexico (Tables 3.1a and Table 3.1d). *iv)* The type of professional development activities (Table 3.2).

- The percentage of teachers in **Italy** who had participated in professional development activities in the 18 months preceding the survey, at just under 85%, was below the international average across countries of 89%. On the other hand, teachers in **Italy** participated in the fourth highest average number of days of professional development: 27 days, nearly double the TALIS average of 15 days. **Italy** has some pronounced differences in participation according to the age the teachers and the type of school in which they teach. Teachers under the age of 40 took over 50 days of professional development, approximately twice as many as were taken by teachers aged 50 years or more and teachers in private schools received an average of 14 days more than those in public schools (although teachers in private schools represent less than 5% of the teacher population). This latter pattern is affected by the fact that teachers in private schools may undertake professional development in order to increase the possibility of obtaining a permanent position in a public school (Tables 3.1, 3.1a to 3.1b).
- Along with all countries except Mexico and Hungary, teachers in **Italy** reported to have most frequently engaged in “Informal dialogue to improve teaching”, as a method of professional development, with 93% (also the TALIS average) reporting having participated in this activity during the survey period. Otherwise,

teachers in **Italy** generally reported below average participation in most types of activities except engagement in individual or collaborative research where 57% participated - much higher than the international average of 35% (Table 3.2).

On average among the participating countries, some 51% of teachers' professional development was compulsory (Table 3.1). The proportion ranged from about one-third or less in Austria, Belgium (Fl.), Denmark and Portugal to 78% in Malta and as high as 88% in Malaysia. The countries with the highest number of compulsory days on average were Mexico, Bulgaria, Spain, **Italy** and Korea and those with the lowest were Austria, Belgium (Fl.) and Ireland.

- Only 40% of the professional development days taken were compulsory in **Italy**, less than the OECD average of 51%, which may influence the relatively low participation rates in **Italy** (Table 3.1).

...but half do not think this meets their needs...

Although the great majority of teachers received some professional development over the previous 18 months, 55% on average reported that they would have liked more. However, teachers' views on this varied widely: In Belgium (Fl.) and Slovenia, two-thirds of teachers felt that they had received enough professional development, while in Brazil, Malaysia and Mexico, over 80% did not. While some degree of unmet need can be expected, its extent in some of the countries will need closer examination (Table 3.3).

- Even though **Italy's** professional development participation rates were lower than in a majority of other TALIS countries, only 56% of teachers reported that they would have liked to receive more development than they did, almost the same as the international average. Of course, teachers who did participate took a much greater number of days than in most other countries (Table 3.3).

...with unmet demand concentrated in areas relating to dealing with heterogeneous learning groups, ICT and student behaviour.

Teachers' demand for more professional development appears concentrated in certain areas. In particular, one teacher in three reports a high level of need for teaching students with special learning needs. This indicates a serious issue in terms of teachers' capacity to deal with heterogeneous learning groups. Teachers also frequently mentioned ICT teaching and student behaviour as areas in which they required more development (Table 3.4). It is noteworthy in this context that one teacher in four in most countries reports losing at least 30% of learning time because of disruptive student behaviour or administrative tasks. Since the greatest amount of variation in loss of teaching time is among different teachers within schools, policy attention will need to focus on addressing the skills and dispositions of individual teachers, rather than improving overall school climate and discipline.

- Regarding professional development needs, teachers in **Italy** reported a higher level of need in almost all aspects of their work, compared with the international average. As with most countries the area most commonly reported by teachers in **Italy** as a high level of development need was in teaching students with special learning needs. Other areas of greatest need reported by teachers in **Italy** were subject field, instructional practices, ICT teaching skills, student discipline and behaviour problems and teaching in a multicultural setting (Table 3.4).

Policy makers and practitioners need to ensure that incentives and support for professional development are better aligned with the types of activity that are effective in meeting teachers' needs.

The great majority of teachers reported that the professional development they take part in, across a range of activities, had a moderate or high impact. The greatest perceived impact is in teacher research and qualification programmes (Table 3.8). Yet relatively few participate in this type of activity and those who do often feel frustrated by the lack of sufficient time to devote to them.

- Almost all teachers (95%) in **Italy** who participated in individual or collaborative research reported it as having a moderate or high impact on their development. The fact that participation rates in this in **Italy** are relatively high in this activity, is therefore a reassuring finding. On the other hand qualification programmes have low rates of participation among teachers in **Italy** and yet the perceived effectiveness of these is very high (Tables 3.8, 3.2).

Two-thirds of teachers paid nothing for their professional development...

On average in TALIS countries, two-thirds of teachers paid nothing for the professional development they participated in, and a similar proportion received time from their employers to undertake it. This indicates a significant investment in teachers' professional development on the part of schools and public authorities (Table 3.5).

- Although 69% of Italian teachers did not have to pay any of the cost of the professional development they undertook and only 14% (just under half the TALIS average) had to pay some of the cost, 18% had to pay the full cost. Along with Brazil, Mexico and Portugal, **Italy** has one of the highest percentages of teachers having to pay for the full cost of their professional development. Furthermore, only 31% of teachers in **Italy** received scheduled time in order to undertake professional development courses, less than half the TALIS average of 63%. Only Korea, Portugal and Spain provided a lower percentage of their teachers with scheduled time (Table 3.5).

...but free participation is not the only way to stimulate participation.

However, where teachers paid for their own development, they tended to do more. Those who paid the full cost undertook over twice as much training as those who received it free (Table 3.5a). This partly reflects the fact that courses that are paid for tend to lead to professional qualifications and are more time-consuming. Teachers paying for their professional development are also more likely to feel that they need more than they get. This suggests that free provision is not necessarily the only way of stimulating participation.

- Although **Italy** reported one of the highest percentages of teachers having to pay the full cost of their professional development, only 24% reported cost as a barrier to taking more, less than in the TALIS average. Conflict with work schedule (43% of teachers) and a lack of suitable professional development (47%) were most commonly identified as reasons for not undertaking more professional development, and the 41% of teachers reporting family responsibilities as a barrier was 10 percentage points above the average. (Table 3.7).

IMPROVING TEACHING PRACTICE

Teachers' beliefs, practices and attitudes are important for understanding and improving educational processes. TALIS examines a variety of these which previous research has shown to be relevant to school improvement and effectiveness.

Teachers tend to be more inclined to see their role as supporting active learning rather than directly transmitting information...

Two alternative views of teaching emphasise, on the one hand, the teacher's role in transmitting knowledge and providing correct solutions, and on the other, the teacher's role as a facilitator of active learning by students who seek out solutions for themselves. The latter "constructivist" view of teaching generally has more support among the teachers surveyed today than the former "direct transmission" view (Figure 4.2), particularly so in Northern and Western European countries, Australia and Korea but less so in Southern Europe, Brazil or Malaysia.

...Nevertheless, structured practices are more common than student-oriented practices, or project work...

In the classroom, teachers in all countries reported using practices aimed at ensuring learning is well structured ("structuring practices") more often than they used student-oriented practices, such as adapting teaching to individual needs. Both of these teaching practices are used more often than activities such as project work ("enhanced activities"), which require more active participation by the student. This pattern is true in every country (Figure 4.4). Since each of these practices can raise student achievement, there may be scope for countries that make less use of student-oriented and enhanced activities to improve their results by using them more.

It is notable that the domination of structuring practices among countries is to some extent contrary to the general preference for constructivist beliefs, which would be expected to be more closely aligned to student-oriented practices. The factors that prevent teachers from putting their beliefs about teaching into practice require further investigation but this may nevertheless be a source of frustration for teachers.

Teachers of mathematics place greater emphasis on structuring. Teachers in the humanities report that they are relatively more likely to assign project work and other forms of enhanced activities, and in arts and subjects that teach practical skills, to use more student-oriented practices (Figure 4.5).

- **Italy** follows these general patterns, though the relative frequency in the use of structuring practices is among the highest after Bulgaria, Hungary, Ireland and Malta (Figure 4.4).

There is also scope for strengthening teachers' collaboration, beyond exchanging ideas.

In all countries, co-operation by teachers takes the form of exchanging and co-ordinating ideas and information more often than direct professional collaboration such as team teaching (Figure 4.7). However, there are big differences among countries, with professional collaboration relatively more common in the Slovak Republic, Turkey and Poland and much less common in the Slovenia, Belgium (Fl.) and Spain. Generally, there seems scope to enhance this form of co-operation, which research has shown to raise school effectiveness.

- **Italy** is among a number of countries with a more balanced mix between exchange and coordination among teachers and professional collaboration. The picture is similar in Estonia, Hungary, Korea, Lithuania, Mexico, the Slovak Republic, Poland and Turkey (Figure 4.7).

Teacher-student relations vary across countries, but most variation is within schools, suggesting that some teachers need extra support to establish an effective learning environment.

Teachers were asked about their relations with students as an indicator of school climate. Teacher-student relations varied considerably within countries, although Norway stood out as a country in which over 95% of teachers reported better relations with students than the international average (Figure 4.13). Within countries, a considerable amount of variation is due to differences among schools, but two-thirds of all variation is among teachers regardless of school or country differences. This suggests that some teachers need extra support to ensure a climate in which to teach effectively.

- The quality of relations between teachers and students in **Italy** appear to be slightly below the international average and as in other countries there is significant variation among teachers about these perceptions.

SUPPORTING EFFECTIVE TEACHING THROUGH APPRAISAL AND FEEDBACK

TALIS shows that strong school-level evaluation tends to feed through to better teacher appraisal and feedback, which in turn can feed through to improvements in the classroom. This is true not just for evaluation in general but for specific aspects of teaching, such as teaching students from diverse backgrounds. These links provide important policy levers for policy makers and useful guidance for shaping the framework for evaluating schools to facilitate and improve the work of teachers.

Teachers tend to feel positive about their appraisal and feedback ...

An important finding of TALIS is that teachers generally respond positively to appraisal and feedback (Table 5.7a). They report that it is fair and helpful for their work and that it increases their job satisfaction and to a lesser extent their job security. In addition, teachers report that it significantly increases their development as teachers (Table 5.7). Teachers' positive perceptions of appraisal and feedback show that it is possible to overcome concerns that have previously been raised about such practices. Over eight teachers in ten reported that they had received some kind of appraisal or feedback on their work and most were carried out by school principals or other teachers within their school (Table 5.3).

- Less than half of teachers in **Italy** reported that they had received appraisal or feedback in their school, the lowest percentage of all countries in TALIS (Figure 5.3).
- However, for those teachers who did receive appraisal or feedback in **Italy**, they are positive about the outcomes in terms of the appraisal being fair and helpful to their development, reporting percentages slightly above the TALIS average (86% compared to 83% and 83% to 79%, respectively). On the other hand the percentage reporting an increase in their job satisfaction as a result of appraisal/feedback (48%) was slightly below the international average (51%) (Tables 5.7, 5.7a).

...and see this as having an impact on their teaching skills...

Not only do teachers report that the appraisal and feedback they receive improves their teaching skills, they also report that it leads to changes in specific aspects of their teaching. Greater emphasis on an aspect of teachers' work in appraisal and feedback is more likely to lead to changes in that area (Figure 5.8-Figure 5.13).

- Around one third or more of teachers in **Italy** who had received an appraisal or feedback reported that it had led to a moderate or large change in various aspects of their teaching, broadly around the international average. The most frequently reported change that was reported in **Italy** was the emphasis that teachers placed on student test scores in their teaching. The impact on teaching students with special learning needs was also reported more frequently by teachers in **Italy** than in most other countries, reflecting the high degree of importance that this aspect of teachers' work was given in the appraisals and feedback that teachers received. (Table 5.8).

...especially where it is supported with effective school evaluation.

Between 70% and 80% of teachers work in schools whose school principal reported that school evaluations had an effect on feedback to the school, the appraisal of management and teachers, and helping teachers improve their teaching skills (Table 5.2). This shows why school-level evaluation can be an important driver of school improvement.

- In **Italy**, the impact of school evaluations where they happen follows this pattern or even to a greater degree according to the school principals. Performance feedback to the school, performance appraisal of the school management and performance appraisal of teachers (90%, 83% and 79%, respectively) were all above the TALIS average in terms of the impact of school evaluations (Table 5.2)
- In terms of criteria in school evaluations, after Poland, **Italy** had the highest percentage (93%) of teachers whose school principals reported that feedback from parents was of moderate or high importance in school evaluations. Relations between teachers and students were also considered important, while direct appraisal of classroom teaching and professional development undertaken by teachers were less so (Table 5.1a).

- Publication of the results of school evaluations is less common in **Italy** than in TALIS countries on average, with only 44% (as compared to 55%) reporting that the results were published (Table 5.2a).

But the framework for evaluating education in schools is weak in a number of areas and countries...

At the same time, on average across TALIS countries 13% of teachers receive no appraisal and feedback on their work as teachers in their school. This was particularly apparent in Ireland and Portugal where over one-quarter of teachers had no appraisal and feedback and in **Italy** and Spain where around half of teachers had none (Table 5.3).

Furthermore on average just under one-third of teachers across TALIS countries worked in schools that had not been subject to an external evaluation in the previous five years. An average of one-fifth worked in schools that had not conducted a self-evaluation (Table 5.1).

In schools that are not evaluated, teachers are less likely to benefit from appraisal or feedback, as is the case of Korea, for example. This suggests that where school evaluation takes place, appraisal and feedback for individual teachers is encouraged.

- The percentage of teachers who have never received appraisal or feedback in their school is higher in **Italy** than in any other country in the study. At 60%, the percentage of teachers who report never receiving appraisal or feedback is nine points above the next highest, Spain, and more than twice the third highest, Portugal. (Tables 5.3, 5.7a).
- In addition, 20% of teachers are in schools that, according to the principal had never received an evaluation – either an external evaluation or a self-evaluation – in the last five years. External evaluations are particularly uncommon, with the principals of 61% of teachers reporting that such an evaluation had not taken place in the previous 5 years, the highest of all the countries compared and double the international average (Table 5.1).

...and teachers do not receive recognition for effective teaching...

As shown in Figure 5, on average across TALIS countries, three-quarters of teachers report that they would receive no recognition for increasing the quality of their work. A similar proportion report that they would receive no recognition for being more innovative in their teaching. In addition, only around one half of teachers across TALIS countries reported that their school principal used effective methods to determine teachers' performance (Table 5.9).

Additionally, three-quarters of teachers reported that, in their school, the most effective teachers do not receive the most recognition and that their school principal does not take steps to alter the monetary rewards of a persistently underperforming teacher (Table 5.9). A similar proportion reported that, in their school, teachers would not be dismissed because of sustained poor performance.

The lack of recognition and incentives for teachers to develop their teaching and improve their effectiveness runs counter to efforts to lift school improvement. The resources devoted to countless school improvement initiatives across countries are not matched with either incentives or recognition for teachers to improve their own effectiveness. It would appear that an appraisal system and career structure that focuses upon and promotes innovation and effectiveness would better assist school improvement programmes and efforts to increase school effectiveness.

In schools that are not evaluated, teachers are less likely to benefit from appraisal or feedback. In Korea, for example, a teacher in a school that has not been evaluated is more than twice as likely not to receive appraisal or feedback as one in a school that has been evaluated. This suggests that where school evaluation takes place, appraisal and feedback for individual teachers is encouraged.

- In **Italy**, the percentage of teachers reporting that they would be rewarded (monetary or non-monetary rewards) for improving the quality of their teaching or for being more innovative in their teaching (both 49%) was higher than the TALIS average. Similarly, the percentage of teachers in **Italy** who reported that a development or training plan is established for teachers to improve their work as the result of appraisal or feedback was high at 72%, compared to the 60% average (Table 5.9).

...and feedback tends to have limited impact on material reward systems or career advancement...

School evaluations and teacher appraisal and feedback have little financial impact. On average across TALIS countries, only around 10% of teachers' appraisal and feedback is linked to any kind of monetary reward and for only 16% is it linked to career advancement (Table 5.5). In addition, school evaluations are linked to the remuneration of only one-quarter of teachers and less than four teachers in ten work in schools where school evaluations are linked to the school budget (Table 5.2).

- Along with Austria, Belgium (Fl.), Malta, Portugal and Spain, **Italy** has a very low percentage (2%) of teachers who report that appraisal/feedback had led to a change in their salary, and just 4% report having received a financial bonus or other monetary reward. Public recognition from the school principal or colleagues is a far more likely outcome of appraisal/feedback (46% of teachers, 10 percentage points above the TALIS average) as is an increased role in school development initiatives (38%) and a change in work responsibilities that makes the teacher's job more attractive (27%) (Tables 5.2, 5.5).

SHAPING THE DEVELOPMENT OF TEACHERS THROUGH EFFECTIVE SCHOOL LEADERSHIP

School leadership plays a vital role in teachers' working lives and on their effectiveness. A revolution in the model of school leadership in recent years has seen a substantial shift from a largely bureaucratic administration to a paradigm of "leadership for learning" with the school principal as instructional leader. TALIS is the first international survey to address in detail the management behaviour and style of school principals in secondary schools and to look at the presence of new trends in school leadership and their impact on teachers.

Instructional leadership often goes hand in hand with administrative leadership.

Instructional leadership (actions to support or improve teachers' instruction and to set the school's goals and curriculum development) is present particularly in Brazil, Poland and Slovenia. Although, in the same countries, administrative leadership (actions to support or improve teachers' instruction and to set the school's goals and curriculum development) is also visible (Table 6.7).

Countries where administrative leadership is particularly evident are Bulgaria and Malaysia, whereas the opposite is true most notably in Denmark. Overall, school principals who are strong instructional leaders are more likely to be strong administrative leaders as well. This contradicts the notion that these are alternative styles.

- School principals in **Italy** tend to report having relatively stronger tendencies toward administrative leadership as opposed to instructional leadership, although both are above the TALIS average.

Leadership style has little association with teachers' beliefs, attitudes or practices...

A school's leadership style has no pronounced relation to teachers' beliefs about teaching, to their teaching practices or to classroom climate (Tables 6.4, 6.5 and 6.7).

- In Italian schools, a more pronounced instructional leadership style taken by the school principal associated with greater use of student-oriented and enhanced teaching practices (Tables 6.5).

...but often relates to the ways in which teachers are appraised, and the link between appraisal and professional development.

In more than half of the TALIS countries there is a greater chance of teacher appraisal recognising the participation in professional development by teachers in schools where strong instructional leadership is present (Table 6.9). In most countries, school principals in such schools are also more likely to use further professional development to address teachers' weaknesses identified in appraisals.

- In **Italy** no significant relations were found between leadership style and the criteria used in teacher appraisals and feedback. Thus, **Italy** is in a minority of countries where a more pronounced instructional leadership style is not associated with the provision of a development plan for teachers as the result of appraisal or feedback. (Table 6.10).

A PROFILE OF LOWER SECONDARY TEACHERS AND THEIR SCHOOLS

TALIS establishes a profile of lower secondary teachers and their schools in order to contextualise its findings.

Teachers in lower secondary schools are mostly female...

In every TALIS country, most teachers are female: almost 70%, on average, rising to 80-85% in Bulgaria, Estonia, Lithuania, the Slovak Republic and Slovenia. Turkey, Mexico and Spain are more balanced, with over 40% of male teachers (Table 2.1).

On the other hand, only 45% of school principals across countries are female, suggesting a “glass ceiling” for promotion possibilities within schools (Table 2.1).

- Along with Bulgaria, Estonia, Lithuania, the Slovak Republic and Slovenia, **Italy** has the highest percentage of female teachers amongst TALIS countries, at 78%. The percentage of school principals who are female is significantly lower, at 46%, but still ranks just above the TALIS average of 45% (Table 2.1).

...and the workforce is ageing.

In most cases, the majority of teachers are over 40. On average across TALIS countries, the percentage of teachers over 50 is 27%, which is nearly double the percentage of teachers under 30 (15%). In Austria, **Italy** and Norway 40% or more of teachers are over 50 and less than 10% are under 30 (Table 2.1). Many countries will soon need to replace a large number of retiring teachers.

- **Italy** has the oldest workforce amongst TALIS countries, with 52% of its teachers over the age of 50. Only 3% of its teachers are under the age of 30, while the TALIS average is 5 times this rate (Table 2.1).

Most teachers are long-serving and on permanent contracts.

Across TALIS countries some 85% of teachers are on permanent contracts. Over 60% have taught for more than ten years, and in Austria and **Italy** the majority have over 20 years of service (Table 2.3).

However, some teachers, particularly those first entering the profession, face the uncertainty and challenge of a fixed-term contract usually of a year or less. In Brazil, Iceland, Ireland and Portugal, at least one teacher in four is on a fixed-term contract (Table 2.3). For many, these are requirements that must be successfully fulfilled before being granted a permanent contract. Policy makers need to balance the advantages of supporting an experienced, long-serving teaching force against the need for dynamism and “new blood”.

- The percentage of permanently employed teachers in **Italy** is just below that of the average TALIS country, at 81%. Reflecting the older age of the workforce, 53% of teachers have worked for more than 20 years, 17 percentage points higher than the TALIS average and second only to Austria. The percentage of teachers on a fixed-term contract of one year or less is 19%, the highest amongst TALIS countries, though **Italy** does not offer fixed-term contracts above one year (Table 2.3).

Schools have autonomy over many things, but generally not teachers' pay.

Three-quarters of teachers are in schools whose principals have little say over their pay. On the other hand, the great majority teach in schools with wide autonomy in other areas: around two-thirds teach in schools with considerable responsibility for hiring and firing, three-quarters in schools which formulate the school budget, and 95% in schools which establish their disciplinary procedures (Table 2.7).

- Italian schools have some of the lowest levels of autonomy amongst TALIS participants for issues relating to teacher recruitment and pay. After those in Malaysia, school principals in **Italy** have the least say in hiring teachers or firing them (13% and 18%, respectively, compared with international averages of 68% and 61%), and only Belgium (Fl.) ranks lower in the school principal's influence in establishing teachers' starting salaries. Only 1% of Italian teachers work in schools in which the school principal determines starting salaries, while the TALIS average is 24%.
- Despite the lack of autonomy in determining which teachers are employed and how much they are compensated, school principals in **Italy** report a greater say in the allocation of school funds. At 97%, **Italy**

ranks behind only Norway and Poland in the school principals' control in formulating the school budget, and 99% of teachers in **Italy** are employed in schools in which decisions over budget allocations are made within the school (Table 2.7).