

RESULTS FROM TALIS 2013

FINLAND

Key Findings from the Teaching and Learning International Survey (TALIS)¹

Most teachers in Finland report that their profession is valued by society

- Nearly 60% of teachers in Finland feel that their profession is valued in society, which is well above the average of 31% in TALIS countries. TALIS data show that teachers who report that their school provides staff with the opportunity to participate in school decisions are more likely to say that teaching is a valued profession.

At least one in four teachers in Finland reports feeling unprepared for some elements of teaching

- Overall, the vast majority of teachers in Finland report having completed teacher education or a training programme (nearly 93%), and most report the inclusion of subject content, pedagogy and practice in their formal education for the subjects they teach (between 69% and 77%). TALIS data show that teachers who report having these elements in their education are more likely to feel prepared to teach.
- However, more than one in four teachers in Finland (28%) reports being not at all or only somewhat prepared for teaching the content of their subjects, while more than one-third of teachers report being not at all or somewhat prepared to teach their subjects' pedagogy (36%) or practical components (34%), as compared with the average of 7%, 11% and 11%, respectively in TALIS countries.

Teachers in Finland could benefit from more meaningful feedback from multiple sources

- There is no national framework for teacher appraisal in Finland. Thus, about one in four teachers in Finland (nearly 28%) works in a school where the principal reports that teachers are not formally appraised by the principal, well above the TALIS average of 14%. Instead, the main form of appraisal occurs through face-to-face and often informal dialogue with the school leader. In that context, 42% of teachers in Finland report having received feedback from their principal and 43% from other teachers in their schools (compared with averages in TALIS countries of 54% and 42%, respectively).
- But only 38% of teachers in Finland report a moderate or large positive change in teaching practices following the feedback, the lowest number of all surveyed countries.
- Improving the feedback system could be an opportunity to implement a policy for better professional experience of teachers in Finland. To illustrate, TALIS data show that teachers who believe that appraisal and feedback influences their teaching report higher confidence in their abilities.

Overall, the vast majority of teachers in Finland report being satisfied with their jobs

- In Finland, 95% of teachers report that the advantages of being a teacher outweigh the disadvantages, well above the 77% TALIS average. Similarly, 85% would choose the profession again and only 5% regret becoming a teacher, compared with the TALIS averages of 78% and 9%, respectively. Finally, 91% of teachers in Finland are satisfied with their jobs.

¹ The results presented here represent lower secondary teachers and their school leaders.

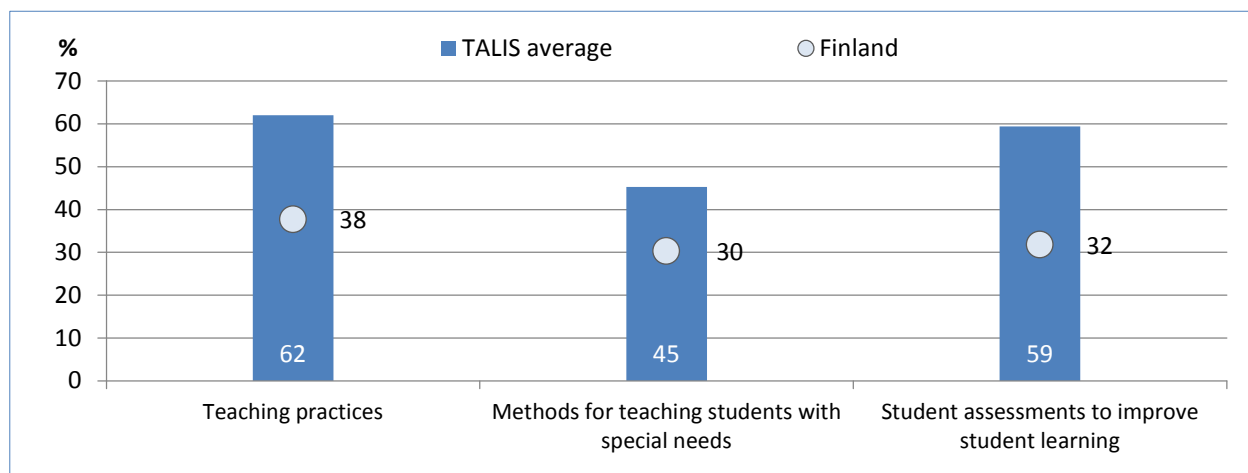
The typical teacher, principal and school environment in Finland

Typical teacher in TALIS countries		Typical teacher in Finland	
68% are women	Is 43 years old on average	72% are women	Is 44 years old on average
91% completed university or other equivalent higher education		96% completed university or other equivalent higher education	
90% completed a teacher education or training programme		92% completed a teacher education or training programme	
Has an average of 16 years of teaching experience		Has an average of 15 years of teaching experience	
82% are employed full time and 83% have a permanent contract		94% are employed full time and 77% have a permanent contract	
Teaches in a class with 24 students on average		Teaches in a class with 18 students on average	

Typical principal in TALIS countries		Typical principal in Finland	
51% are men	Is 59 years old on average	59% are men	Is 52 years old on average
96% completed university or other equivalent higher education		100% 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		98% completed a teacher education or training programme, 97% a school administration/principal training programme and 72% instructional leadership training	
Has an average of 9 years of experience as a principal and 21 years of teaching experience		Has an average of 11 years of experience as a principal and 17 years of teaching experience	
62% are employed full time without teaching obligations and 35% are employed full time with teaching obligations		25% are employed full time without teaching obligations and 71% are employed full time with teaching obligations	
Works in a school with 546 students and 45 teachers on average		Works in a school with 348 students and 33 teachers on average	

Impact of teacher feedback in Finland

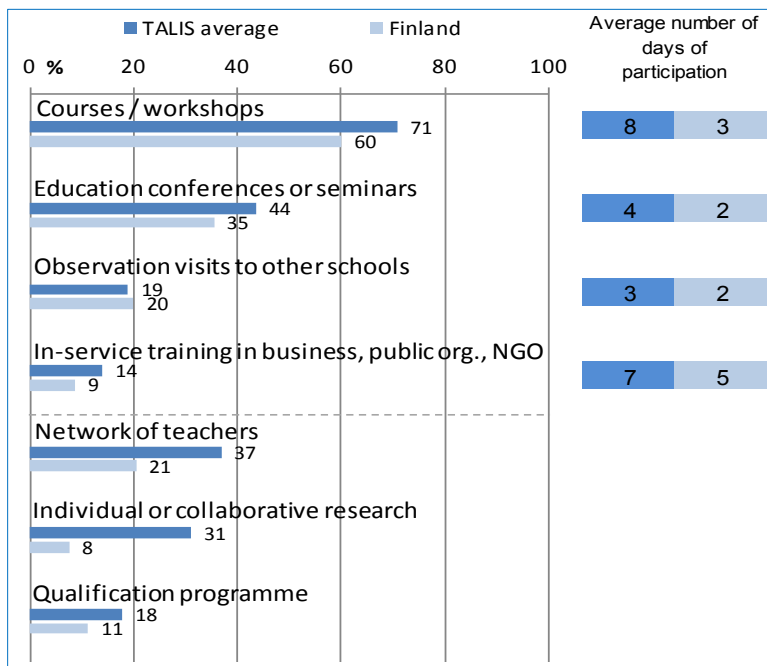
Percentage of teachers who report a moderate or large positive change in these areas after they received feedback on their work



- On average across TALIS countries and economies, many teachers report positive impacts following feedback they receive about their work, including on their classroom teaching.
- Compared with other countries, in Finland, fewer teachers report that the feedback they received led to positive changes in their teaching practices (38%), their methods for teaching special-needs students (30%) or their use of student assessment to improve student learning (32%).

Participation in professional development (PD) in Finland

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



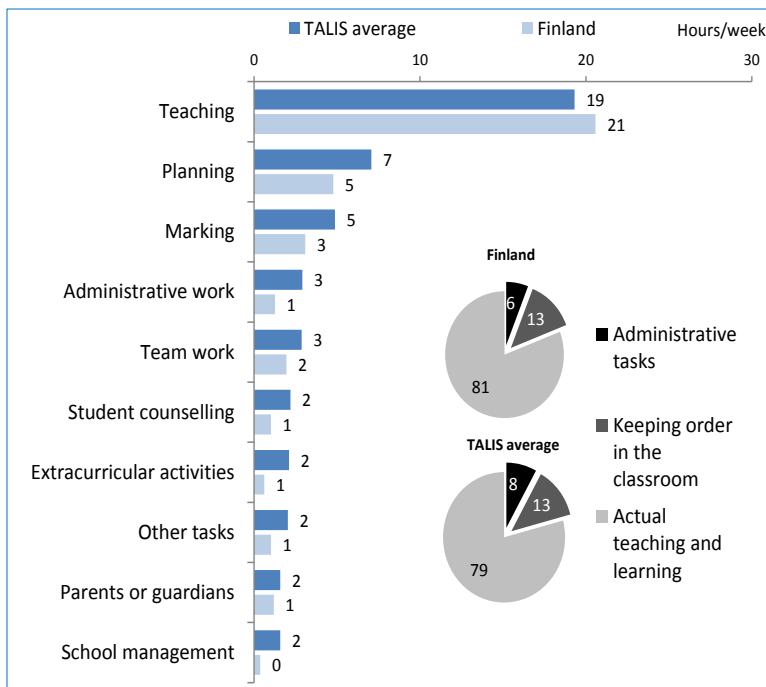
- Teachers in Finland tend to report lower participation rates than average for a number of PD activities, including courses and workshops (60%), education conferences (35%), in-service training in outside organisations (9%), network of teachers (21%) and individual or collaborative research (8%).
- In Finland, 11% of teachers report having taken part in a qualification programme during the last year.
- 20% of teachers in Finland report engaging in observation visits to other schools, which is above the TALIS average of 19%.

- However, teachers in Finland tend to report spending fewer days than average engaging in PD activities in the past 12 months. On average, they report spending three days on courses and workshops (compared with eight days on average for all TALIS countries).

Teachers' work in Finland

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

- The great majority of teachers' time is spent teaching. On average in TALIS countries and in Finland, teachers report spending around 80% of their lesson time on actual teaching and learning.
- Teachers in Finland report spending 13% of their lesson time keeping order in the classroom and 6% on administrative tasks.
- Teachers in Finland report spending slightly fewer hours per week performing a variety of work-related tasks, apart from teaching, compared with the TALIS average. They report spending 21 hours teaching per week and 5 hours for planning their lessons.



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 Finland, 2 739 teachers and 146 principals from 146 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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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