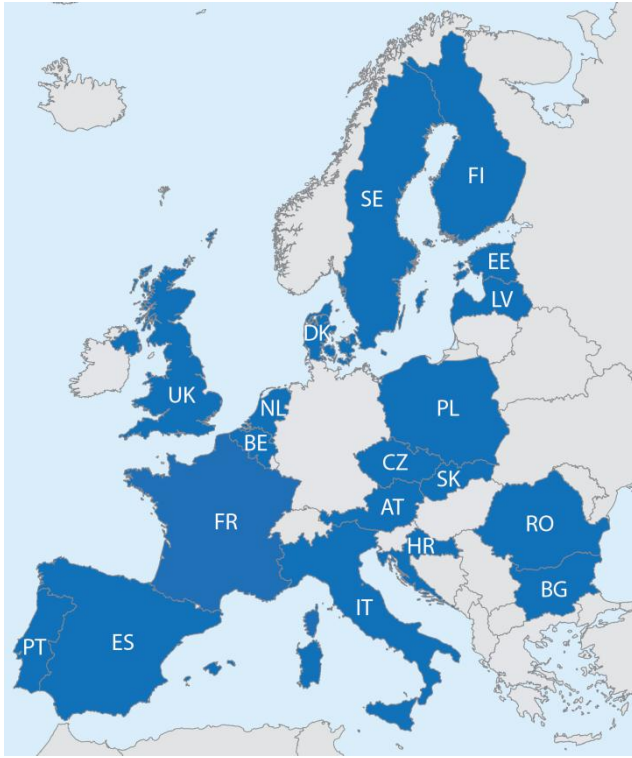




The Teaching and Learning International Survey (TALIS) 2013

Main findings from the survey
and implications for education
and training policies in Europe

List of the 19 EU countries and regions in TALIS 2013



AT	Austria
BE (Fl.)	Belgium (Flanders)
BG	Bulgaria
CZ	Czech Republic
DK	Denmark
EE	Estonia
ES	Spain
FI	Finland
FR	France
HR	Croatia
IT	Italy
LV	Latvia
NL	Netherlands
PL	Poland
PT	Portugal
RO	Romania
SE	Sweden
SK	Slovakia
UK-ENG	United Kingdom (England)

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1. Executive summary

The results of the latest round of the OECD Teaching and Learning International Survey (TALIS) inform and support the EU's policy work with Member States, notably through the Strategic Framework for Education and Training (ET2020). The Commission's 2012 Communication *Rethinking Education: investing in skills for better socio-economic outcomes* set supporting Europe's teachers as one of its priorities, since high quality and well-trained teachers have an important influence on ensuring that learners develop the skills and competences demanded by a rapidly changing global labour market. The Rethinking Education's proposals were endorsed in the 2013 Council Conclusions on Investing in Education and Training, which confirmed the importance of revising and strengthening the professional profile of the teaching profession. Through the 2014 Council Conclusions on Effective Teacher Education, Member States committed to increase the attractiveness of the teaching profession, ensure quality Initial Teacher Education, and promote professional development.

The release of TALIS2013 data, based on perception of teachers and school leaders on teaching practices, working conditions and school environments, is particularly timely in view of forthcoming EU priorities, and within the framework of the 2014 European Semester. Only a few weeks ago, the Commission proposed a Country-specific Recommendation on quality of schools and/or basic skills of young people for 11 countries participating in the TALIS survey (BG, CZ, DK, ES, FR, IT, LV, PT, SE, SK, and UK-ENG). The European Social Fund provides funding opportunities for EU Member States to invest in teacher education, particularly in the less developed regions. The ongoing negotiations on funding priorities for the 2014-2020 period are expected to result in ESF support for the majority of EU Member States on teacher education, and in particular the on continuous professional development of teachers. Teachers and teaching are also key themes of the peer review on schools that took place at the meeting of Director Generals of schools (DG Schools) in Athens in March 2014.

While taking full account of the perception-based nature of the TALIS data, as well as the underpinning socio-economic and cultural contexts, this note sets to highlight key European findings from the survey and contribute to shaping the new political priorities for education and training.

School leaders report shortage of qualified teachers

According to school leaders, 36% of EU teachers work in schools where a shortage of qualified and/or well-performing teachers hinders the capacity to provide quality instruction. Shortage of well-performing or qualified staff affects in particular the NL, RO, EE, and UK. In many countries EU school leaders also report significant shortages of teachers with competences in teaching students with special needs (FR, NL, HR, ES, EE). In addition, Eurostat data analysed in the European Commission Key Data on Teachers and School Leaders in Europe (2013) point to demographic trends which all have the potential to increase the challenge of teacher shortages in some countries. Moreover, some countries experience different forms of mismatch in the distribution of teachers within the education system, including allocation of qualified and experienced teachers between urban and rural areas, and to disadvantaged or challenging schools. According to PISA 2012, which also surveyed school leaders' opinions on staff shortages, nearly all TALIS EU countries feature greater shortage of teachers in disadvantaged than advantaged schools.

⇒ *The perception of teacher shortages at school level can be linked to overall staff shortages or an uneven distribution of teachers with different profiles across the education system. Countries should put in place comprehensive long-term strategies to attract the best candidates and retain qualified teachers in the profession. This is particularly important for countries with known or expected global teacher shortages linked to demographic trends and an ageing teacher population. Countries should also explore new and more flexible pathways*

into the teaching profession, to allow suitable graduates and professionals from different disciplines to enter teaching. Shortages linked to the distribution of teachers within the system should be addressed through targeted support programmes and incentives for qualified and specialised teachers to work at the schools where they are most needed. The EU supports innovative partnerships, policy experimentation and stakeholder dialogue through the Erasmus+ programme, including eTwinning, and by facilitating peer learning between Member States. In addition, the European Commission cooperates with the OECD in the Review of Policies to Improve the Effectiveness of Resource Use in Schools.

TALIS results call for boosting the attractiveness of the profession

While a vast majority of teachers and school leaders state that all in all, they are satisfied with their jobs, only 19% of EU teachers and 30% of EU school leaders think that teaching is valued in society. Less than 10% of teachers in HR, ES, SE, FR and SK view teaching as a profession valued in society, and less than 10% of school leaders in SE, IT, and SK consider teaching valued in society. According to TALIS, experienced teachers feel on average more confident about their abilities ('self-efficacy'), but their job-satisfaction is lower than that of teachers in their early years. Teachers' self-efficacy and job satisfaction are positively linked with good student-teacher relations, opportunities to participate in school decisions and collaborative learning. On the other hand, dealing with challenging classroom environments is one of factors typically linked to lower job satisfaction. TALIS also points to a certain degree of gender imbalances among teachers, with 68% of lower secondary schools teachers in the EU being female.

⇒ *Lower levels of job-satisfaction among more experienced teachers call on policy-makers to create attractive long-term prospects, including more diverse career opportunities in addition to classroom teaching; the possibility to develop professionally at all stages; and support in dealing with challenging circumstances. In order to shed further light on the phenomenon, the European Commission published in spring 2014 a comprehensive Study on Policy Measures to improve the Attractiveness of the Teaching Profession in Europe. The need to increase the attractiveness of the teaching profession was also stressed in the March 2014 peer review on schools. Policies should aim to develop incentives, also of a non-financial nature, and programmes that help teachers deal with complex teaching challenges such as teaching diverse groups of learners, or teaching at 'challenging' schools. Targeted measures are needed to bring diversification, allow for acquiring new pedagogical methods and tools, and update teachers' knowledge. The EU assists Member States in sharing policy practice in these fields and supports innovative approaches through the Erasmus+ programme.*

While teachers feel well prepared for the subjects they teach, too few of them receive systematic support during their first years on the job

With some few exceptions, in most countries there is an association between feeling of preparedness of teachers and participation to formal education that combined content, pedagogy and classroom practice of the subjects taught. Nevertheless, teachers call for additional training in areas linked to changing teacher environments. Moreover, induction programmes, which are meant to support them during the crucial first years on the job, are not universally available. Around half of all EU teachers state that they took part in formal induction at the beginning of their career. Less than 30% of teachers reported taking part in formal induction at the beginning of their career in DK, EE, FI, and SE. While induction may be more widely available today, still 38% of EU school leaders report that no formal induction programme for new teachers are currently offered at their school. Availability of induction programmes for teachers is reported as particularly low by school leaders in PT, PL, and ES.

⇒ *While TALIS results suggest that teachers are more likely to feel prepared for their job when their formal education combined content, pedagogy and practical components for all the subjects they teach, the survey also points to shortages in specific areas which should be addressed in Initial Teacher Education already. Initial Teacher Education should effectively*

prepare future teachers for the complex and challenging realities of teaching. Member States should also ensure that all teachers benefit from systematic early career support ('induction'). Through the ET2020 Working Group on Schools, the EU supports peer learning on improving the quality and effectiveness of Initial Teacher Education with the aim of identifying policy practices that are successful within different contexts and conditions. Erasmus+ grants for co-operation and partnerships between providers, education institutions and other stakeholders to improve Initial Teacher Education can help ensuring the relevance of the programmes and achieving the right combination of theory and practice.

Teachers say they need more training on ICT, special needs teaching, and teaching in multicultural and multilingual settings

While most teachers participate in at least some professional development over a year, in some countries as many as one in four do not do so at all. Over 20% of teachers did not report taking part in professional development in the previous year in FI, FR, IT, and SK. Most commonly, teachers take training in subject-specific topics, ICT skills for teaching, and knowledge of the curriculum. When asked to list their most important needs for professional development, teachers placed "teaching students with special needs" (a particularly important need in HR and IT), and "ICT skills for teaching" (a particularly important need in IT, FR, SE) highest. This was closely followed by 'new technologies in the workplace' and 'teaching in a multicultural or multilingual setting'.

⇒ *Providing possibilities for professional development helps teachers to address skills deficits and update their competences throughout their career. Countries should strive to remove barriers and create incentives to encourage participation in professional development, for instance by linking it to possible career progression. Teachers in TALIS identify particular needs for professional development linked to the changing circumstances of teaching, including new technologies and the growing diversity of groups of learners. In-service training opportunities should respond to teachers' needs and have a proven impact on their practice. Investment should be focussed on the most effective programmes such as those combining theory and practice and those based on collaborative peer learning. The Erasmus+ programme supports the development of innovative teacher training, offers opportunities for the professional development of teachers and other staff and a platform for teachers to collaborate and engage in professional learning with their peers (eTwinning).*

There is a clear need to improve the digital skills of teachers, an area in which continuous training is essential to ensure that teachers will have the necessary digital skills to best explore the potential of open and digital learning. In the Opening up Education initiative, the European Commission called for teachers' digital skills to be enhanced, and for the level of such skills to be comparable against competences frameworks for individuals and organisations. The European Commission cooperates with Member States through the ET2020 Working Group on Digital and Online Learning to share practices and expertise on how to promote open education practices, namely through enhancing the ICT training for teachers. The ET2020 Working Group on Transversal Skills will also focus on the development of a digital competence reference framework which will help teachers identify which skills pupils need in terms of digital competences; in turn, this could be used to support development of ICT training for teachers.

Teacher education and professional development is also vital to the success of inclusive education. In 'Rethinking Education' and 'Opening up Education' the European Commission called for new approaches to enable all young citizens to acquire useful skills and for education to serve the needs of all learners - including those with disabilities and special educational needs. The European Commission Staff Working Document "Supporting the Teaching Professions for Better Learning Outcomes" acknowledges the challenge of better preparing teaching for inclusive education, and underlines the need for action. The ET2020 Working

Group on Schools will address these issues by focusing on teacher competences and pedagogies which prove particularly successful to address disadvantage. In the period 2014-2020, Member States can mobilise resources from the new European Structural and Investment Funds to support inclusive education and finance the relevant training needs of professionals. Also, the Commission works closely with and supports financially the European Agency for Special Needs and Inclusive Education which provides knowledge about the reality of inclusive education across Europe, recommendations for policy and practice, and tools to evaluate progress.

Teachers who are involved in collaborative learning report using innovative pedagogies more and being more satisfied with their jobs

Some professional development activities are positively associated with the use of *innovative pedagogies* such as teaching involving small groups, projects requiring more than a week for students to complete, and using ICT. Concerning the use of group work, this seems to be comparatively low in IT, HR, ES, and BE. Teachers giving different work to students with learning difficulties are rarer in FR and NL than in the rest of Europe. The use of ICT for project or class work is low in FI, HR, and FR. The more teachers engage in individual and collaborative research, observation visits to other schools, and participation in a network of teachers, the more likely they are to apply innovative pedagogies. However, 51% of EU teachers say they never observe other teachers' classes and 17% of EU teachers never take part in collaborative professional learning.

⇒ *Teachers' and school leaders' responses in the TALIS survey point to a positive link between professional development and the use of innovative pedagogies. Member States should ensure that teachers have sufficient opportunities to acquire a broad spectrum of teaching practices which correspond to the latest pedagogical research. In view of the benefits of collaborative practice for classroom teaching and teachers' professional learning, Member States should recognise and promote collaborative practice, both within and beyond school. The Council Conclusions on Effective Teacher Education asks the Commission to further develop communities of teachers by making use of existing European platforms such as eTwinning, with a view to further developing collaboration among peers on teaching practices. Through the ET2020 Working Group on Schools the EU will work with Member States to identify successful policy practice in this area and to support them in improving the effectiveness of the teaching professions. Importantly, the group will investigate how Initial Teacher Education can lay the foundation for teachers to adopt collaborative approaches to improve teaching practice and their own professional learning and turn schools into collaborative learning environments. Erasmus+ and eTwinning will allow for strategic partnerships to be created, and for teachers to develop collaborative practice by working together with their peers across Europe. Through the School Education Gateway, the EU will further develop this successful tool by providing open educational resources and extending the dialogue to stakeholders in school education. In the Opening up Education initiative the EC has underlined the importance of communities of practice as unique promoters of cooperation among practitioners. Furthermore, through the OpenEducationEuropa portal the Commission provides a meeting point for teachers and other practitioners to share content and practices.*

Teachers consider that feedback is only used to fulfil administrative requirements

According to the over half of the teachers in the EU, feedback can have a positive influence on their confidence, motivation, public recognition, teaching practice and job satisfaction. However, a high share of teachers maintains that feedback and appraisal of their work are only used in order to fulfil administrative requirements. 43% of EU teachers hold the opinion that current systems of teacher appraisal and feedback have little impact upon the way teachers teach in the classroom; teachers in SK, PT, HR, and SE display particularly low levels of confidence in the impact of appraisal and feedback on the way they teach. Compared to 2008, a higher number of teachers in

all participating EU countries¹ report that good teachers are more likely to have career advancements and recognition.

⇒ *EU countries should strive to base feedback and appraisal of teachers on fair and transparent criteria, accepted by teachers and linked to real impact, such as career advancement. Feedback and appraisal should come from different sources, including school leaders, colleagues and students and include collaborative approaches such as peer reviewing and mutual class observations. The Staff Working Document 'Supporting the teaching professions for better learning outcomes' pointed out that too few teachers receive effective and regular feedback. The EU Education ministers underlined the importance of feedback in the Council Conclusions on Effective Teacher Education and stressed that pedagogical feedback is one of the elements required to raise the attractiveness of the teaching profession. The ET2020 Working Group on Schools will examine which policies are effective in turning schools into collaborative learning environments based on a culture of peer-based feedback among staff. Through eTwinning the EU offers teachers and schools a platform to develop communities of practice and peer exchanges for professional learning.*

In school leaders' views, resources, regulatory framework and school environment are critical factors for effective school management

Responsibilities of school leaders vary across the different European countries. In 6 EU countries (BG, CY, FR, PL, ES and SE), less than 25% of school leaders state that they have the (shared) responsibility for appointing or hiring teachers. School leaders in the EU on average have more autonomy in the decisions which courses are offered at their schools (60%) and deciding on school budget allocations within the school (55%). School leaders in the EU spend most of their time on administrative and leadership tasks and meetings (41%). On average in the EU, there are equivalent numbers of female and male school leaders; greater gender variation can nonetheless be observed at country level. For example, LV and BG have a majority of female school leaders (77% and 71% respectively), while DK and the NL have a pronounced majority of male school leaders (68% and 69% respectively).

⇒ *Research evidence points to the great impact that effective school leadership can have on student achievement, teaching quality and staff motivation. EU countries should consider policies that enable and encourage shared leadership at school, based on autonomy and accountability. Special programmes for educational leadership can increase the attractiveness of this profession with positive effects on the recruitment and retention of school leaders. In 2013, Council Conclusions on Effective School leadership have been adopted by the EU Education ministers. They underlined that Europe's education and training system requires strong and effective leadership at all levels. The European Commission supports since 2011 the European Policy Network on School Leadership (EPNoSL) to improve school leadership in Europe through a network in which members co-construct and share knowledge to inform policy in the area of school leadership. The ET2020 Working group on Schools will discuss the role of school leaders in developing collaborative approaches to tackle Early School Leaving while policy co-operation will help to identify practices aiming to develop leadership in education. Through the Erasmus+ programme, the EU offers grants for strategic partnerships and policy experimentation that could help develop leadership programmes.*

* * *

¹ All countries except IT, as this question was not included in the 2013 Italian questionnaire.

2. Introduction

Teachers are the most important in-school factor affecting student outcomes. Policies to attract the best resources into teaching and ensure they receive high quality education and relevant opportunities for professional development are likely to bring the greatest returns for better education. More effective and efficient use of public funds must consequently include coherent and comprehensive systems for the recruitment, selection, education, induction, and career-long professional development of the teaching professions. However, many countries are already facing shortages of qualified staff – or expect to do so in the near future. At the same time the attractiveness and image of the teaching profession is in decline in most European countries which limits countries' possibilities of tackling shortages by selecting the most suitable candidates.

Serving teachers find themselves faced with new challenges which mean that they need a much broader and more sophisticated set of competences than ever before. In order to offer high quality teaching in spite of fast changing work environments – with new technologies, a greater diversity of learners, and increased expectations placed on education – teachers need to keep their practice under continuous, critical review and adjust it in the light of students' outcomes and latest research.

The OECD's Teaching and Learning International Survey (TALIS) is the main source of direct information from teachers and school leaders on teaching, career conditions and school environments. First carried out in 2008, TALIS was conducted a second time in 2013.

The survey is based on a questionnaire submitted to teachers and school leaders. TALIS aims to capture their voice, and results must be interpreted in this perspective. All indicators presented in this note reflect the subjective opinions of teachers and school leaders, also given specific socio-economic and cultural contexts. TALIS encompasses a critical mass of respondents consisting of 3,300 schools and more than 55,000 teachers in lower secondary education (ISCED 2), representing a teacher population estimated at 1.3 million teachers over 19 EU countries².

The new evidence from TALIS informs and supports the EU's policy work with Member States, notably through the Strategic Framework for Education and Training (ET2020) and the follow-up of the Commission's initiatives on Rethinking Education (2012) and Opening up Education (2013).

TALIS data confirm the need for Member States to focus their policy efforts on the effectiveness of leadership in education and of teacher education, as underlined by Education Ministers in 2013 and 2014. They also help the European Commission in offering tailored support and advice to Member States.

By selecting from the vast pool of TALIS data, this document describes the key results of the 2013 survey which have particular relevance for EU education and training policies. Unless indicated otherwise, this note refers to 'EU teachers' as shorthand for teachers from the group of 19 EU countries participating in the TALIS 2013 survey. EU averages presented in this note correspond to the average of the 19 countries, weighted by the teacher population in each country.

² BE (Fl.), BG, HR, CZ, CY, DK, EE, FI, FR, IT, LV, NL, PL, PT, RO, SK, ES, SE, UK-ENG. 10 EU countries or regions have participated in both TALIS 2008 and 2013: BE (Fl.), DK, BG, EE, IT, NL, PL, PT, SK, and ES. However, a comparison of 2008 and 2013 is only possible in a very limited number of cases, due to different wording of the questions, and different criteria for selecting the teacher population. In addition, in TALIS 2008, NL did not meet the sampling standards, and their data are therefore not included in the international tables and analyses.

3. Main Findings and Policy Implications

3.1 Teacher shortages

Shortages of qualified staff can affect the quality of teaching at schools. Some countries experience shortages in specific subjects, while in others, waves of retiring teachers are projected to result in overall shortages of qualified staff. Shortages may also be felt locally where qualified and/or specialised teachers are unevenly allocated among schools of different profiles or between urban and rural areas.

TALIS 2013 asked school leaders to indicate factors hindering their school's capacity to provide quality instruction, including shortages of human resources, materials and services. While there is a high degree of variation between EU countries, TALIS data suggests that in most of them a considerable number of school leaders think that the lack of sufficient qualified/well-performing staff reduces the quality of teaching in their school. According to the survey, in the EU more than a third of lower secondary school teachers work in schools with significant shortage of qualified or well-performing teachers. What is more, almost half of all lower secondary teachers in the EU work in schools with a particular need for more teachers of students with special needs or support personnel.

According to the opinion of school leaders, in three EU countries (the NL, RO, and EE) more than half of the teachers work in schools with a reported shortage of qualified or well-performing teachers. In only 5 EU countries (HR, LV, FI, DK and PL) this concerns no more than 25% of the teaching force.

A significant number of EU school leaders view the lack of teachers to special needs students as a factor that hinders the provision of quality of instruction in their schools; more than half of EU teachers would be exposed to such shortages in their own schools in 9 countries. In the NL and in FR this phenomenon would affect more than 70% of the teachers. At the other end of the spectrum, a third or less of the teaching force would be affected in the SK, BG, UK-ENG, LV, CZ and PL.

The perceived shortage of teachers is a phenomenon that must also be seen in the light of the demographic characteristics of the EU teacher population³. According to the TALIS survey, the average age of EU teachers at lower secondary level is 44. The average age is the highest in IT (49), followed by EE (48), BG and LV (both 47). The youngest average teacher population can be found in UK-ENG and BE (Fl.) (both at 39). Concerning age, overall in the EU countries participating in both 2008 and 2013 cycles, the proportion of teachers under 39 decreases, with a particularly sharp drop in PT for the age group 25-39. BE (Fl.) is on the other hand the only region where representation of the 25-29 remains stable, and participation of 30-39 teachers increases. The share of teachers aged 30-39 increased between 2008 and 2013 in SK too.

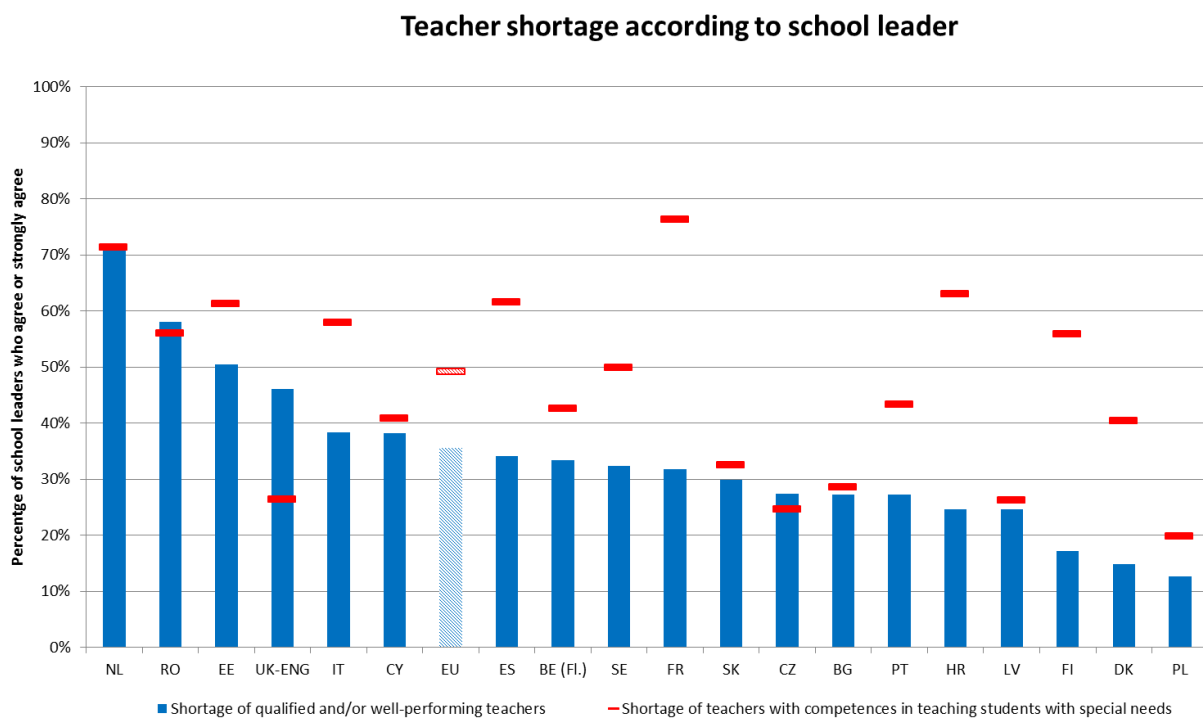
TALIS also shows considerable variation between countries in the proportion of teachers who work in more challenging schools and in rural areas. In some countries, more experienced and qualified teachers are more likely to work in urban areas (for example BG, HR, RO), while opposite associations can be observed in LV and PL (less experienced teachers are more likely to work in urban areas), and SK (teachers with lower qualifications are more likely to work in urban areas). This difference is also shown in challenging schools; in the majority of countries (except Denmark) a larger proportion of more experienced teachers teach in less challenging schools compared to more challenging ones.

³ For more information see European Commission (2013), Key Data on Teachers and School Leaders in Europe.

According to PISA 2012, which also surveyed school leaders' opinions on staff shortages, some countries, for example SE and CZ, display high variation in terms of perceived lack of qualified teachers according to advantaged and disadvantaged schools – with nearly all TALIS EU countries featuring a higher shortage in disadvantaged than advantaged schools.

In terms of shortage of teachers by subject taught, PISA2012 data confirm that the NL appears on top of the list EU countries participating in TALIS and affected by a shortage of teachers, with a particularly high percentage of students affected by shortage of qualified mathematics teachers. Likewise, PISA results point at a proportion of approximately 1 in 4 students affected by a shortage of qualified mathematics teachers in BE (Fl.), and about 1 in 5 students affected by a shortage of qualified science teachers in EE and SE. In addition, in 11 EU countries, the shortage of qualified mathematics teachers and science teachers is more severe than the shortage of qualified language-of-instruction teachers (NL, BE, EE, SE, UK, SK, CZ, HR, FI, ES, BG)⁴. Finally, according to TALIS, some countries may experience mismatches between teacher qualification in certain subjects, and subjects actually taught. This is the case for BE (Fl.), UK-ENG, EE, DK, and SK.

Figure 1: Percentage of teachers in ISCED2 whose school leader reported that resource issues hinder the school's capacity to provide quality instruction in their school



Source: The Teaching and Learning International Survey (TALIS) 2013

⁴ Source: OECD PISA 2012 Results, *What makes Schools Successful? Resources, Policies and Practices – Volume IV*. Please note: while data for Belgium and United Kingdom concern the entire countries in PISA 2012, they only cover the Flanders and England regions respectively, in TALIS 2013.

Implications for education and training policies

A high share of the school leaders in the TALIS survey said that shortages of 'qualified/well-performing' teachers hinder the capacity to provide quality instruction. In the mid-term, such shortages can endanger progress already made on educational performance and equity.⁵

Shortages perceived at school level can be due to global teacher shortages in the system, which are known to be the case in at least 11 Member States (AT, BE-fr, DK, DE, IT, LU, NL, RO, SI, SK and SE).⁶ But they can also be linked to the distribution of teachers of different qualifications, competences or work experience within a system. The PISA2012 survey already pointed to differences between countries where qualified teachers are more likely to work at disadvantaged schools and those countries where the opposite is the case.

Countries with overall shortages of qualified teachers should address these through comprehensive long-term strategies to attract the best candidates to teaching and retain qualified teachers in the profession. Currently only very few European countries (EE, IE, LT, UK-SCT, NO) have such strategies in place.⁷

When recruiting new teachers countries should aim for gender balance and cultural diversity in the teaching force. For instance, PISA2012 has underlined the gender-specificity of low achievement in literacy. Attracting more men into the teaching professions is one important element of addressing boys' low literacy levels⁸. They should ensure equal access to the profession and explore possibilities of allowing suitable candidates to enter it via alternative pathways besides traditional teacher education, including entry points at mid-career.

In order to ensure that teaching is (perceived as) an attractive career choice policy-makers will want to pay attention to working conditions and salaries, the quality and relevance of Initial Teacher Education, opportunities for professional development and career advancement as well as the availability of tailored support, especially for beginning teachers.

Many countries experience some form of mismatch in the distribution of teachers within the education system. This includes the allocation of qualified and experienced teachers between urban and rural areas and to schools where they are most needed (such as disadvantaged or challenging schools). Shortages of teachers in a specific subject may also be linked to sub-optimal distribution within a system.

Countries with such a sub-optimal distribution of teachers within the system will want to look at policies of deploying teachers differently in order to better allocate and employ resources (and avoid the costly consequences of attrition and replacement). Measures can include targeted programmes such as special mentoring and support schemes or incentives, also of non-financial nature, such as reduced class time or smaller class sizes for teachers who are teaching in challenging environments. Where the mobility of teachers within a system is insufficient to address problems of distribution, the potential of new technologies and Open Educational Resources should be explored.

⁵ For instance, the Netherlands have shown impressive results on learners' performance in both the PISA and PIAAC surveys, but according to the Dutch school leaders surveyed in TALIS more than 70% of teachers work at schools where shortages hinder quality teaching, which may negatively impact on these results.

⁶ European Commission (2014), "Study on Policy Measures to Improve the Attractiveness of the Teaching Profession in Europe".

⁷ European Commission (2014), "Study on Policy Measures to Improve the Attractiveness of the Teaching Profession in Europe".

⁸ EU High Level Group of experts in the field of literacy, final report 2012

EU actions will support Member States and educational institutions in all of the above areas. The Erasmus+ programme provides opportunities for schools to address specific needs for professional development of their staff, while eTwinning offers teachers a safe platform for online collaboration with their peers across Europe. eTwinning will be further developed to also allow for discussions with other key stakeholders. EU level policy actions and programme can also help explore new and more flexible pathways into the teaching profession and develop innovative practices to support beginning and practicing teachers especially in complex classroom conditions.

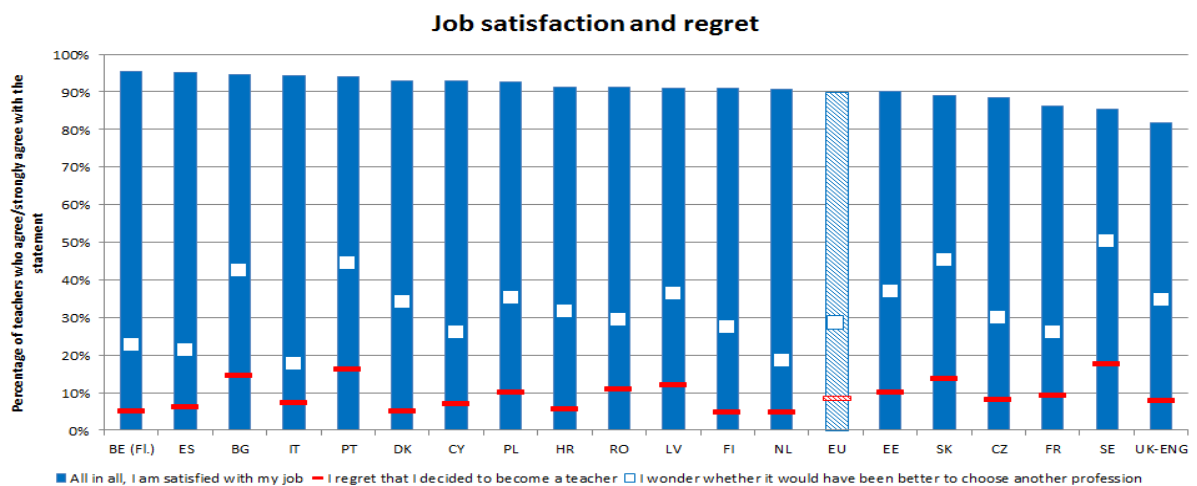
3.2 Teachers' self-efficacy and attractiveness of the teaching profession

Teachers' job satisfaction and self-efficacy (the level of confidence in their own abilities) are correlated to a number of factors, including classroom conditions, working conditions, and school environment. However, if serving teachers report higher levels of job satisfaction and self-efficacy this is not only a good indicator that fewer of them may drop out prematurely, but it can also boost the perception of an attractive profession which in turn will help countries recruit the best candidates for teaching jobs.

In a satisfactory work environment, teachers are consulted, trusted, and work in close contact with their students. Both the job satisfaction and self-efficacy of teachers increase when taking part in formal induction programmes and when the content, pedagogy and classroom practice elements of the subject(s) taught are included in formal education. When teachers participate in professional collaboration with colleagues (such as joint teaching, peer review and joint activities), both their job satisfaction and self-efficacy on average significantly increase.

However, it is noticeable that while perception of self-efficacy is likely to be *higher* among teachers with more than five years of teaching experience, their job satisfaction is likely to be *lower* than that of teachers in their early years. On average 90% of EU teachers are satisfied with their jobs and enjoy working at their school, as illustrated by Fig. 2.

Figure 2: Percentage of teachers in ISCED2 who "Agree" or "Strongly Agree" with the statements presented



Source: The Teaching and Learning International Survey (TALIS) 2013

The TALIS survey shows that when teachers experience a good relationship with students, their sense of self-efficacy increases; likewise, teachers' impressions of self-efficacy decrease with higher amounts of time spent in keeping order in the classroom. According to education stakeholders consulted in the framework of the *Study on Attractiveness of the Teaching Profession*,

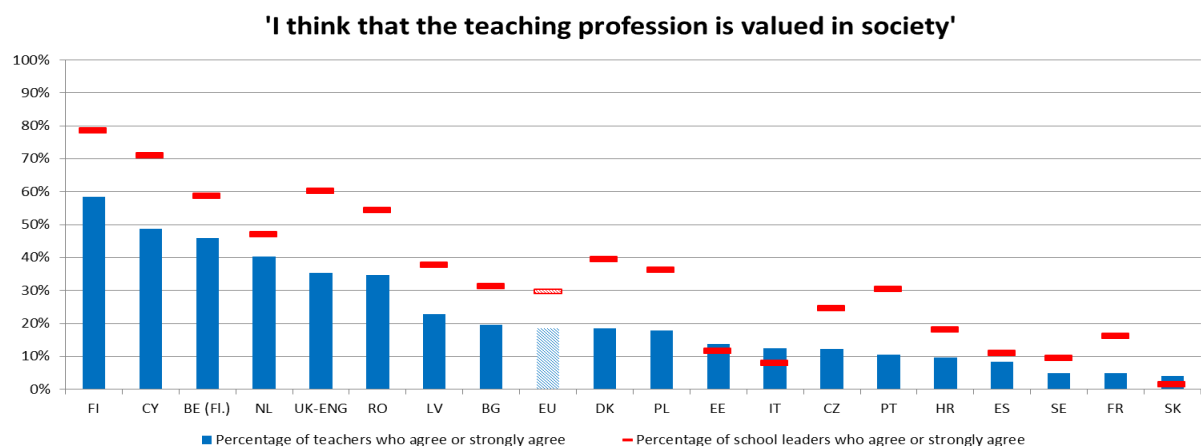
the two factors that score highest in making teaching "tough", include an initial and in-service training not well adapted to the real need, and insufficient institutional recognition of teachers' efforts⁹.

Most EU teachers (72%) state that the advantages of the profession clearly outweigh the disadvantages, and that they do not regret becoming a teacher. Overall job satisfaction is highest in BE (Fl.) and ES, with over 95% of teachers agreeing that they are satisfied with their job. It is lowest, albeit still high, in UK-ENG and SE, with 82% and 85% of teachers agreeing to the same statement.

In contrast, on average only 19% of teachers in the EU view their profession as valued in society. The EU average masks important country variations. The teaching profession seems to be valued in society for 59% of teachers in FI, 49% in CY, and 46% in BE (Fl.). At the other end of the spectrum, less than 10% of teachers consider their profession as valued in society in HR and ES, and less than 5% in SE, FR and the SK. Although an average of 7 out of 10 teachers in the EU maintain that the advantages of being a teacher outweigh the disadvantages, the status of the profession is perceived as particularly low¹⁰.

Finally, TALIS points to a general underrepresentation of male staff in lower secondary education, which is also known to be the case in early childhood and primary education and seems to indicate that teaching is a less attractive profession for men than for women. 68% of EU teachers at lower secondary schools are female. Female teachers outnumber their male colleagues in particular in LV (89% female staff), followed by EE (84%), SK (82%) and BG (81%). The data on underrepresentation of male teachers in lower secondary education remained substantially stable in the 9 countries which participated in the two rounds of TALIS. The phenomenon marginally decreased in BG, that had 83% of female ISCED2 teachers in 2008 and 81% in 2013, while PT and DK accentuated gender imbalance, moving from 71% and 58% respectively in 2008, to 73% and 60% respectively in 2013.

Figure 3: Percentage of teachers and leaders in ISCED2 who "Agree" or "Strongly Agree" with the statement presented



Source: The Teaching and Learning International Survey (TALIS) 2013

⁹ European Commission (2014) "Study on Policy Measures to Improve the Attractiveness of the Teaching Profession in Europe".

¹⁰ It is important to repeat that this is a subjective opinion of teachers. Other studies have highlighted the value of the teaching profession within society with respect to other occupations; see for example the 2013 Global Teacher Status Index by Varkey Gems Foundation: <http://www.varkeygemsfoundation.org/sites/default/files/documents/2013GlobalTeacherStatusIndex.pdf>

Implications for education and training policies

TALIS reports that although experienced teachers¹¹ display on average more confidence about their abilities, their job-satisfaction is lower than that of teachers in their early years. This is worrying and calls for support, incentives and opportunities that cover a teacher's entire career and give them attractive long-term prospects. Countries want to consider a greater diversification of teaching careers, including horizontal career differentiation with responsibilities in addition to classroom teaching, or opportunities to advance in status followed by appropriate remuneration.¹²

TALIS results suggest that dealing with challenging classroom environments is one of factors typically linked to lower job satisfaction. Policies should aim to develop incentives and supportive programmes that help teachers deal with complex teaching challenges such as teaching diverse groups of learners, or teaching at 'challenging' schools. Targeted measures are needed to bring diversification, allow for acquiring new pedagogical methods and tools on a regular basis and to update their knowledge based on research.

TALIS shows that few teachers think their profession is valued in society. This perception, combined with a decline in job satisfaction over time, has the potential to further increase the challenge of recruiting and retaining good teachers in the profession.

Thus, policy strategies to raise the attractiveness of careers in teaching, must aim to support serving teachers just as much as they should focus on attracting potential future candidates. Countries should take a critical look at the effectiveness and relevance of continuous professional development, professional support to teachers (especially in their early years) as well as working conditions and financial incentives.

The European Union assists its Member States in sharing policy practice in these fields through the Open-Method of Coordination (OMC), in particular through the ET2020 Working Group on Schools (2014/15), which will identify policies that are successful in improving the quality and effectiveness of Initial Teacher Education. Through the Erasmus+ programme the EU offers support for partnership projects to improve school education and provides opportunities for teachers to engage in peer exchanges and collaboration on the eTwinning platform. Within the 2014 European Semester, the Commission proposed a Country-specific Recommendation to CZ and SK on raising the attractiveness of the teaching profession. Finally, TALIS also confirms the findings of the peer review on schools that took place at DG Schools meeting in Athens in March 2014, concerning the need to increase the attractiveness of the teaching profession, ensuring quality Initial Teacher Education and promoting professional development.

3.3 Initial Teacher Education (ITE) and Induction

Initial teacher education is when teachers should acquire all the core competences and capacities they need to deliver high quality teaching, including resilience and motivation to carry on renewing their skills throughout their careers. During their crucial first years in the profession teachers need personal and professional support ('induction') to prepare them for the reality of teaching in a specific school context.

Overall in the EU, at least 9 out of 10 teachers in lower secondary schools have a level of qualification corresponding to ISCED 5A (typically including Bachelor's degree and Master's degree), and have completed teacher education or a training programme. Across EU countries, at

¹¹ Teachers with more than 5 years of work experience.

¹² European Commission (2012): Staff Working Document 'Supporting the Teaching Professions for Better Learning Outcomes' as part of the Rethinking Education Communication. SEC(2012)0374

least 90% of teachers consider themselves "well or very well prepared" for the content, pedagogy and practice of their work, with the exception of FI, where only 72% of teachers subscribe to the same statement. In FR, relatively fewer teachers feel prepared for pedagogy and practice of the subject(s) taught, while this is not the case for content knowledge.

TALIS shows that teachers who benefited from formal education that included content, pedagogy and practical components for all of the subjects they teach, are more likely to feel better prepared for their work than their colleagues whose formal education did not contain these elements or only contained them for some of the subjects. The content, pedagogy and practice of the subject being taught are crucial elements in the initial teacher education, but these elements are not always included in the ITE curriculum of Member States. HR and PL are the countries where most teachers (at least 86%) report that their formal education systematically included content, pedagogy as well as practice for all the subjects. Regarding the content of the subject(s) taught, in IT comparatively few teachers report that this was included in their formal education. As for their pedagogy, the same is the case for FR and ES. Regarding practice in the subject(s) taught, the lowest levels are reported by teachers in IT and ES.

According to EU school leaders, an average of 38% of all teachers work in schools which offer induction programmes for all teachers new to the school. On the other hand, 26% teachers work in schools where induction is available only for teachers new to teaching. However, still over one third of EU teachers work in school that offer no induction programme for new teachers.

In 3 countries – UK-ENG, the NL and BE (Fl.) – access to induction programmes for all new teachers is now almost universal, covering more than 93% of the teacher population. In three other countries, access to formal induction covers more than 50% of teachers, but is only directed to those that are new to the profession; this is the case in IT (75%), HR (60%) and FR (58%). In seven EU countries, more than half of the teacher population work in schools where no induction programmes are offered, according to the school leaders (PL, PT, ES, CZ, LV, EE and RO).

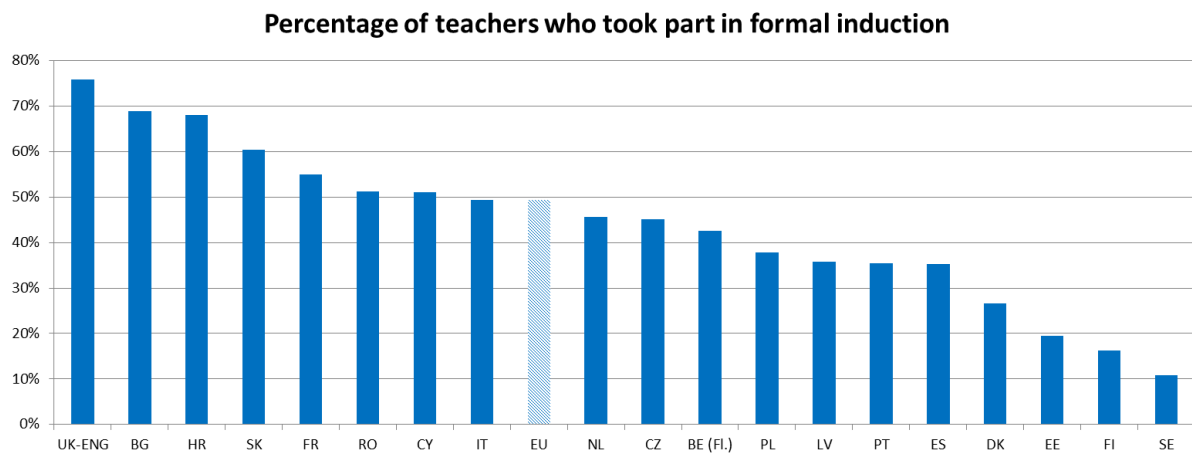
The analysis of induction must take into consideration both availability and actual take-up of induction programmes. In TALIS, school leaders reported on availability, while teachers report on actual take-up. The graph presented in this chapter shows the percentage of teachers in lower secondary education who report having taken part in an induction programme *during their first regular employment as a teacher*.

In the 19 EU countries who participated in TALIS, less than half of all teachers said they had participated in a formal induction programme during their first regular employment as a teacher. On average in the EU countries taking part in TALIS, there is no significant difference in participation rates in induction according to sex or length of work experience. However, when looking at country variation, it can be noted that 11 countries display higher levels of participation in induction programmes among teachers in their early years (FI, EE, ES, NL, FR, HR, BG, UK-ENG, DK, BE (Fl.) and SE). This evidence may reflect the recent introduction of systematic early career support in some countries pointing to higher levels of *current* availability and take-up of induction.

Teachers working on permanent contracts seem to be more likely (51%) to take part in induction than those working on fixed term contracts (39%)¹³. In all EU countries participating in TALIS, teachers who took part in induction programmes are more likely to undertake professional development activities in the future, and are also more likely to act as mentors for fellow teachers.

¹³ The TALIS definition of fix-term contract includes both teachers working less than a year in school and teachers working more than a year in school.

Figure 4: Percentage of teachers in ISCED2 who report having taken part in an induction programme during their first regular employment as a teacher



Source: The Teaching and Learning International Survey (TALIS) 2013

Implications for education and training policies

TALIS results underline an association between teachers' feeling of preparedness and a formal teacher education which includes a balanced mix of content, pedagogy and practical components. Such combination can make teachers feel better prepared for the subjects they teach and more confident in their abilities.

In addition, TALIS points to specific development needs and skill shortages, which should also be addressed in Initial Teacher Education. Teachers identify teaching students with special needs and ICT skills for teaching as those where they have most need for professional development. In addition, school leaders in many countries report shortages of teachers specialised in teaching students with special needs.

This underlines the need for countries, as confirmed by Education Ministers in 2014¹⁴, to ensure that teacher education, and in particular Initial Teacher Education, addresses all of these elements in order to effectively prepare future teachers for the job and the sometimes complex and challenging realities of teaching. ITE programmes should be based on – and evaluated against – a clearly defined set of competences teachers need to have. This will also serve to dispel misconceptions about the profession early on and help reduce drop-out among beginning teachers, which is known to be a particular problem in some countries, such as BE and NL.¹⁵

To ensure that content and practice are brought together and that the ITE programmes respond to these needs, policy measures should focus on establishing quality assurance mechanisms and close co-operation between ITE providers, schools and educational authorities, as well as key stakeholders. Research also points to the advantages of collaboration among teachers both for teaching and their own learning. Initial Teacher Education should lay the foundations for a culture of co-operation among teachers and equip them with the right competences to do so efficiently.

As Initial Teacher Education alone cannot prepare teachers for their entire career, continued personal and professional support, especially in the first years of teacher's career (induction)¹⁶, is

¹⁴ Council Conclusions on Effective Teacher Education, May 2014.

¹⁵ European Commission (2014) "Study on Policy Measures to Improve the Attractiveness of the Teaching Profession in Europe".

¹⁶ 'Induction' refers to the period of introducing beginning teachers into the profession, a practice which should include such elements as mentoring, expert inputs, peer support and self-reflection.

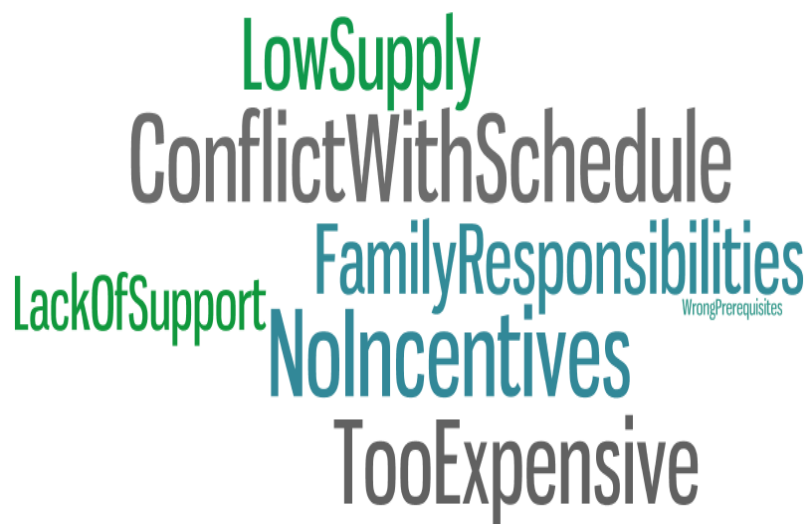
crucial. Research seems to confirm the fact that participation in induction and mentoring schemes is generally increasing¹⁷, but further efforts are needed to offer systematic and universal support, including for teachers on fixed term contracts. Induction has critical implications for teacher subsequent professional commitment and performance; has the potential to tackle skills deficits in teaching early on and as a result helps preventing new and expensively-trained teachers from leaving the profession prematurely¹⁸. In countries where induction has been introduced only recently, serving teachers should be given the opportunity of addressing skills deficits and development needs through opportunities of continuous professional development. Introducing collaborative approaches can also help establish peer mentoring schemes, especially in conditions of budgetary constraints.

Through the Open Method of Co-ordination, and in particular the ET2020 Working Group on Schools, the EU supports peer learning among its Member States on improving the quality and effectiveness of Initial Teacher Education. The aim is to identify policy practices that are successful within different contexts and conditions and which have the potential to be adopted in other countries or scaled up. Furthermore, the EU provides assistance and incentives, both through policy co-operation and support programmes, to establish co-operation and partnerships between providers, education institutions and other stakeholders to improve Initial Teacher Education.

3.4 Continuous Professional Development (CPD)

Teacher education and professional development needs to be seen as a lifelong task, and be structured and resourced in coherent and coordinated provision. Initial Teacher Education cannot give teaching staff all the competences they will require throughout their career. Therefore, in-service professional development is essential, and it must be organised in such a way that it helps teachers to continuously improve their practice.

Figure 5: Barriers to participation in CPD as reported by teachers and in order of frequency



As with the first cycle of TALIS in 2008, a large majority of lower secondary teachers in the EU (84,7%) report recent participation in some form of professional development. However, in 4 countries (SK, IT, FR, FI) more than 1 in 5 teachers did not report any participation in CPD over the previous year.

In terms of the content of professional development, on average in the EU, at least one out of every two teachers took part in professional development including "Knowledge and

¹⁷ See also Eurydice Key Data on Teachers and School Leaders (2013)

¹⁸ European Commission (2012): Staff Working Document 'Supporting the Teaching Professions for Better Learning Outcomes' as part of the Rethinking Education Communication. SEC(2012)0374. See also European Commission SEC(2010)538: 'Developing coherent and system-wide induction programmes for beginning teachers: a handbook for policymakers': http://ec.europa.eu/education/library/publications/handbook0410_en.pdf

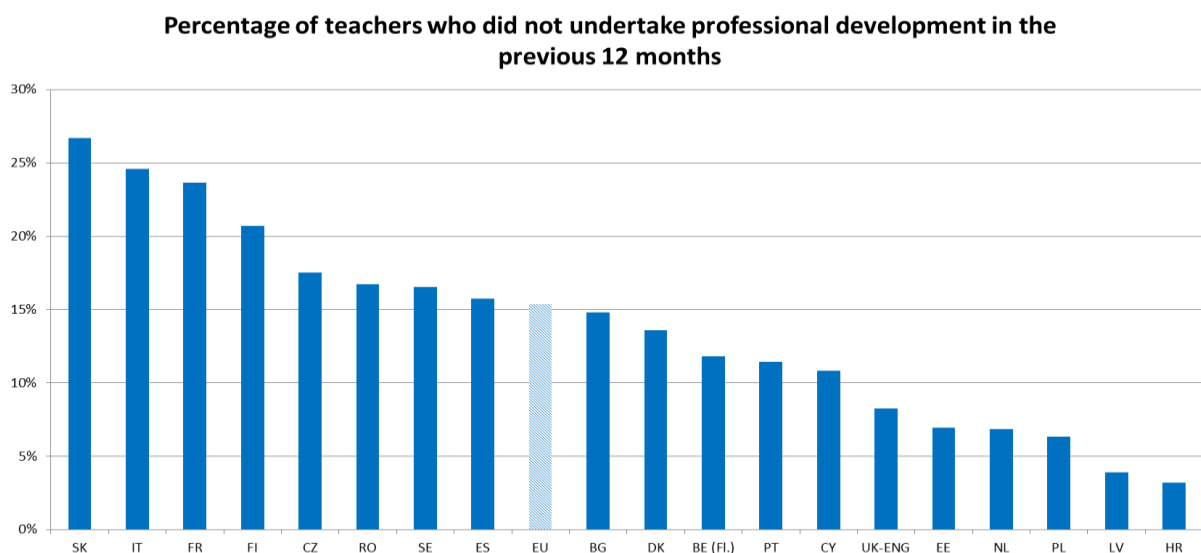
understanding of subject field(s)”; "Pedagogical competencies in teaching subject field(s)”; and "ICT skills for teaching". In terms of impact on their teaching, between 85-90% of the teachers reported a moderate or large positive impact of professional development on knowledge and pedagogy of the subject field(s); between 80-85% reported a moderate or large positive impact of professional development on student evaluation and assessment practices, and knowledge of the curriculum; and nearly 80% reported a moderate or large positive impact of professional development addressing ICT skills for teaching. In teachers' views, the greatest barriers to engaging in professional development refer to conflicts with their work schedule, lack of incentives and the costs involved.

Female teachers seem to be slightly more likely than male teachers to take professional development opportunities (EU: 85.3% for female teachers and 82.7% for male teachers). While years of experience do not seem to play a role in the likelihood of participating in professional training, EU teachers on permanent contracts are on average more likely than teachers on fixed term contracts to take part in professional development. In the 9 countries participating in TALIS in both the 2008 and 2013 cycles, the percentage of teachers taking professional development increased, except in BG and IT¹⁹.

Teachers report the view that the two areas of most critical need for professional development are 'teaching students with special needs' (20%), and 'developing ICT skills for teaching' (18%). This is followed by 'new technologies in the workplace' (16%) and 'teaching in a multicultural or multilingual setting' (13%).

Although still ranked among one of the highest needs for professional development; the perceived need to take training in teaching students with special needs decreased considerably in all the countries participating in TALIS 2008 and 2013, with the exception of DK. The same applies to the need of training in developing ICT skills for teaching, with the exception of IT and the SK.

Figure 6: percentage of teachers in lower secondary education who did not report having taken part in an induction programme during their first regular employment as a teacher



Source: The Teaching and Learning International Survey (TALIS) 2013

¹⁹ Comparison between 2008 and 2013 data on participation to CPD should be read with caution due to the following reasons: (a) The teacher population coverage was slightly different between 2008 and 2013; and (b) the wording and order of questions changed slightly between the 2008 and 2013 surveys (in 2008, the questionnaire asked about the participation in professional development activities in the previous 18 months, while it was only 12 months in 2013).

Implications for education and training policies

While Initial Teacher Education cannot equip future teachers with all the competences they will need throughout their career, it must lay the foundations for a professional culture that is based on continuous professional development and collaboration among colleagues.

Providing attractive possibilities for professional development helps teachers to address skills deficits and update their competences throughout their career. TALIS data suggests that in some countries there is a significant share of teachers who seldom engages in any kind of professional learning. Countries with high levels of non-participation should strive to remove barriers and create incentives to encourage teachers in professional learning, for instance by linking it to possible career progression.

Moreover, policy measures should be aimed at reviewing and adapting the offer of in-service training opportunities to make sure they respond to teachers' needs for professional development (balancing them with needs at school and at system level) and have a proven impact on teachers' practice and, consequently, on learner attainment. This is especially relevant in the current circumstances of limited budgetary possibilities and the barriers to participate in CPD as indicated by TALIS such as 'conflict with schedule'.

TALIS provides fresh evidence on the fields teachers identify as most relevant in this respect, including skills deficits that reflect the changing circumstances of teaching, linked to ICT (both its use for teaching and teachers' work more generally) and the growing diversity of groups of learners (teaching students with special needs and in multilingual/multicultural settings). Initial Teacher education and professional development have positive impact on the take-up of new technologies. Teacher professional development ranging from initial teacher education, in-service training and other types of professional development schemes is the most important condition to ensure efficient and effective uptake of using ICT in education²⁰.

In particular in the area of ICT, continuous professional development is essential to ensure that teachers will have the necessary digital skills to best explore the potential of open and digital learning.

Similarly, policy-makers will want to look at the effectiveness of the different forms of CPD on offer and focus on those which combine theory with practice and offer the possibility to collaborate and exchange with peers. In the current budgetary conditions countries should explore the possibilities offered by Open Educational Resources as they have the potential to address some of the key obstacles identified by teachers, such as high costs and conflict with work schedules.

The EU works with Member States to identify policies that are successful in improving the effectiveness of teachers' continued professional development²¹. Through the Erasmus+ programme it offers schools opportunities for the professional development of their staff through in-service training, job-shadowing and, through eTwinning, opportunities for the collaboration and professional development of teachers. The programme also offers support for policy experimentation and the designing of new and innovative education and training programmes. Also, the European Commission works closely with and supports financially the European Agency for Special Needs and Inclusive Education which provides analysis, evidence and information about the reality of inclusive education across Europe, recommendations for policy and practice, and tools

²⁰ European Commission (2013): Staff Working Document 'Analysis and mapping of innovative teaching and learning for all through new Technologies and Open Educational Resources in Europe' as part of the *Opening up Education Communication*.

²¹ See, for instance, the outputs of the Thematic Working Group on 'Teacher Professional Development' (2010-2013): http://ec.europa.eu/education/policy/strategic-framework/expert-groups_en.htm#schools

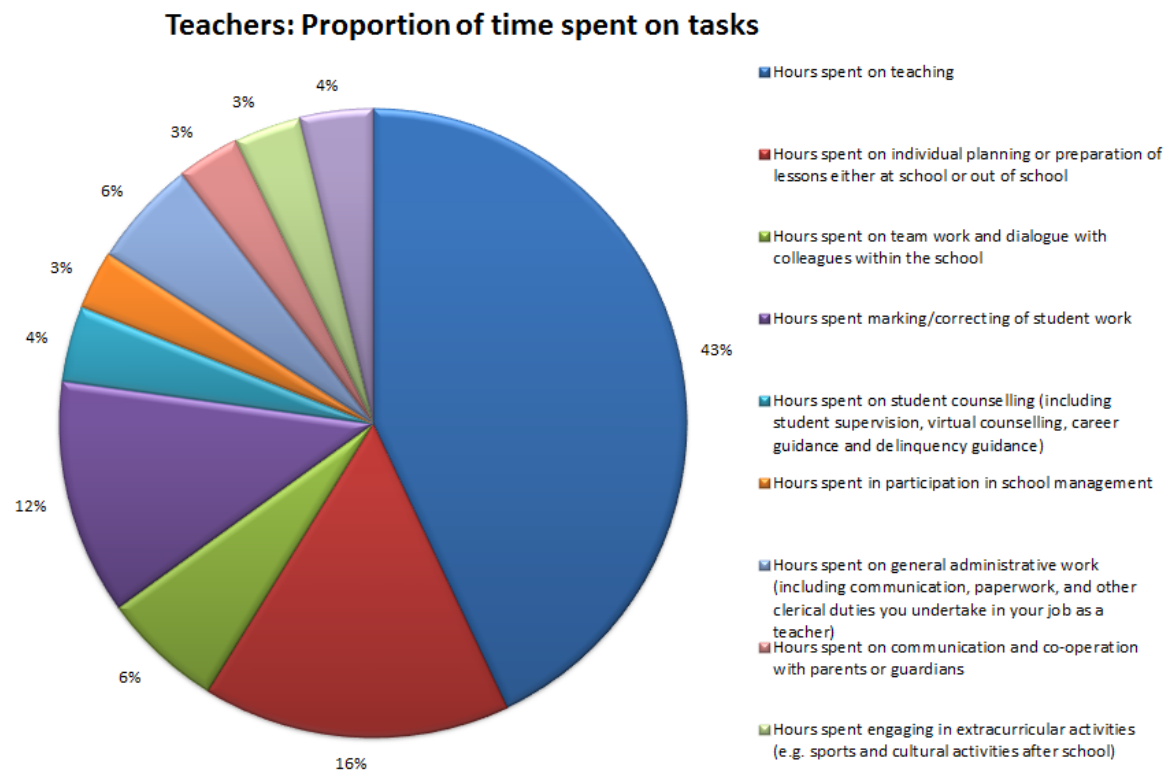
to evaluate and monitor progress. Recently, within the framework of the Open Method of Coordination, the EU has also been working with Member States to identify policies that are successful in improving the effectiveness of teachers' continued professional development supported by policy exchanges and peer learning.

Concerning ICT, in the Opening up Education initiative the European Commission has made a clear call for teachers' digital skills to be enhanced and for the level of such skills to be comparable against competences frameworks for individuals and organisations. During the Council debate around the Opening up Education initiative, most Member States confirmed the need for ICT training for teachers as being one of the most needed elements to implement this strategy. The European Commission cooperates with Member States through the ET2020 Working Group on Digital and Online Learning to share practices and expertise on how to promote open education practices, namely through enhancing the ICT training for teachers. The ET2020 Working Group on Transversal Skills will also focus on the development of a digital competence reference framework which will help teachers identify which skills pupils need in terms of digital competences; in turn, this could be used to support development of ICT training for teachers.

3.5 Teaching Practice

Effective teaching requires all teachers to deploy a broad spectrum of skills and to have access to rich teaching repertoires. This includes, for instance, working effectively in inclusive settings, applying learner-centred pedagogies, working in teams with other teachers and more effective uses of ICT and open educational resources.

Figure 7: Average time spent on tasks by teachers, EU weighted average



Source: The Teaching and Learning International Survey (TALIS) 2013

Teachers have to make efficient use of their time to deal with teaching and learning, administrative and assessment work, involvement of parents and students in activities, and many other tasks. EU teachers state that they spend on average about 43% of their total working time on actual teaching. Results for individual countries differ, with values ranging from approximately 37% in PT to 57% in FI. Though this may seem a relative short amount of time, teachers have to combine teaching with preparing lessons, communication with parents and students, student counselling, marking students' work, and administrative requirements. All these elements are important to effectively monitor the students and improve the quality of the teachers' work.

During an average lesson, teachers spend about 79% of their time on actual teaching and learning, with the rest of the time devoted to keeping order in the classroom, and fulfilling administrative tasks. Only in FR, the NL and PT teachers report that over 15% of teaching time is spent on keeping order in the classroom. Teachers in ES and SE experience relatively much disruptive noise in the classroom. However, in almost all EU countries, about 70% of the teacher population share the opinion that students take care to create a pleasant atmosphere.

The TALIS survey included a number of questions on teaching practices to offer insights into what happens in the classrooms and how students learn. For example: how do educational systems address the challenge of low achievement? Can teachers customise their educational proposal to students with different learning potential?

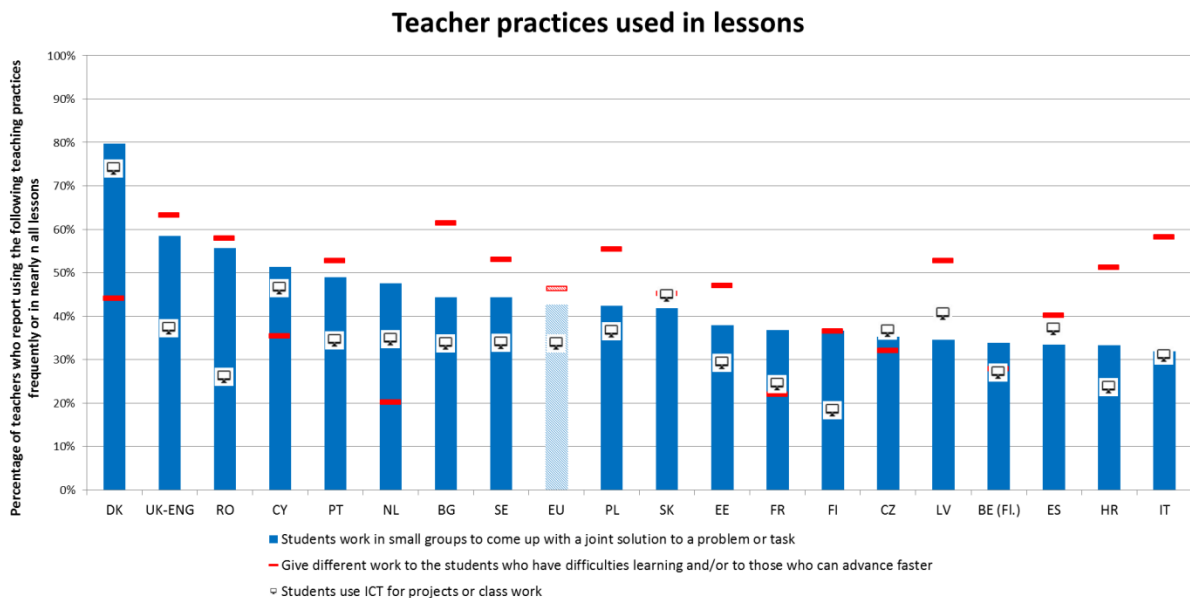
In the TALIS conceptual framework, the expression "active practices" is used to indicate collaborative learning and project-based as well as computer-based learning environments. Such active practices proved to be highly effective in student learning, as it emerges from the literature review offered by the TALIS international report. When it comes to assigninig different work to students based on their individual needs, teachers in the NL, BE (Fl.) and FR report that they rarely differentiate between students; while this appears to be relatively common practice in UK-ENG and BG. Once again, this reporting is based on teachers' perceptions, and not on a description of the degree of differentiation inherent in the national educational system.

DK is a top-performer country when it comes to teachers using ICT and collaborative learning, with almost 74% of teachers stating that they use ICT for projects or class work frequently, against an EU average of 34%. The use of ICT appears on the other hand to be particularly low in FI (18%), and in 7 countries only less than one third of the teacher population report using ICT for projects or class work frequently.

Collaborative approaches with other colleagues such as joint teaching, peer reviewing and engaging in professional discussion can be beneficial for teachers, as they tend to be associated with higher impressions of self-efficacy and job satisfaction. In turn, professional collaboration tends to be positively predicted by the participation in professional development activities. There is, therefore, a positive relation between professional development, collaborative approaches, perception of efficacy in the classroom and job satisfaction.

TALIS further points to a high share of teachers working at schools that co-operate closely with their local community, though levels are significantly lower than average in some EU countries, including DK, the NL and SE. In terms of feedback systems, about 60% of EU teachers provide written feedback on student work in addition to a mark. Only 36% of EU teachers encourage students in evaluating their own work, even if the majority of EU teachers agree (with the only exception of SE) on the fact that students should be encouraged to find the solutions to problems on their own, and it is their job to facilitate them. In addition, when probed about their beliefs on teaching and learning, overall about 80% of teachers in the EU agree that for students, thinking and reasoning are more important than specific curriculum content.

Figure 8: Percentage of teachers in lower secondary education who report using the following teaching practices "frequently" or "in all or nearly all lessons"



Source: The Teaching and Learning International Survey (TALIS) 2013

Implications for education and training policies

Teaching staff need to be able to innovate and adapt their practice continuously; this includes having critical attitudes which enable them to respond to students' outcomes, use of new evidence from research and practice, and professional dialogue. Results from TALIS suggest that teachers engaging in professional development are also more likely to use innovative teaching practices. Policies need to ensure that there are sufficient opportunities through CPD (and also ITE) for teachers to acquire a broad spectrum of these teaching practices and that its provision is based on the latest pedagogical research and proven impact.

The range and complexity of competences required for teaching is so wide that any one individual is unlikely to have them all, nor to have developed them all to the same high degree. Effective teaching – and teachers' learning – must therefore be based on collaboration among colleagues, and with other actors, both within school and beyond. Teachers' and school leaders' responses in the TALIS survey point to positive effects that collaboration (both between teachers and between schools and their local community) have on job-satisfaction and school climate. Such approaches can also support distributed leadership at school help tackle early school leaving and support disadvantaged groups of learners (while having the potential to benefit all learners, from low to high achievers). Member States should therefore recognise and promote collaborative practice among teachers as a powerful tool for change.

The EU supports exchange on successful policy practice in this field through peer learning among Member States. In particular, the Working Group on Schools will investigate how Initial Teacher Education can lay the foundation for teachers to adopt collaborative approaches to improve both teaching practice and their own professional learning and turn schools into collaborative learning environments, which also forge strong links with their local communities.

Erasmus+ supports strategic partnerships between schools and their local communities, businesses and research organisations to improve school practice. The eTwinning online community for teachers and schools, allows teachers to develop collaborative practice by working together with

their peers across Europe. Through the School Education Gateway, the EU will further develop this successful tool by providing open educational resources and by extending the dialogue to stakeholders in school education. Furthermore, through the OpenEducationEuropa portal the Commission provides a meeting point for teachers and other practitioners to share content and practices.

3.6 Teacher appraisal and feedback

Feedback and appraisal have positive effects on job-satisfaction and teaching practices, especially to improve learning outcomes, pupil discipline and classroom management. In order for feedback on teacher's performance to be effective and meaningful, it should be focused on professional learning, adapted to the specific needs of teachers and based on regular assessment. Feedback, especially carried out by teacher colleagues, is an important tool to facilitate collaborative learning.

List of outcomes reported by EU school leaders as having occurred to teachers as a consequence of appraisal (the percentage of teachers affected by such outcomes is indicated in brackets):

- Discussion with teachers about remedies for weaknesses (96%)
- A development plan developed for each teacher (77%)
- A mentor is appointed to help the teacher improve (70%)
- A change in the teachers' work responsibilities (63%)
- Dismissal or renewal of contract (53%)
- A change in the likelihood of career advancement (53%)
- A change in teacher's salary or payment of bonus (37%)
- Material sanctions on poor performers (26%)

There is a large amount of variance in the use of appraisal mechanisms that teachers experience throughout their careers. Most commonly, within schools it is the responsibility of the school leader to appraise teachers. In 7 EU countries, the percentage of teachers claiming to never having being appraised by their school leader is below 5% (RO, PL, CZ, SK, LV, EE, and CY). Appraisal can be conducted by other members of the

management team, or by mentors; however these mechanisms are less commonly applied. 70% of teachers in IT report never being appraised at all, and the same applies to 36% of teachers in ES and 26% in FI. In 14 other EU countries, the percentage of teachers never being formally appraised remains below 4%.

Figure 9: Teachers in lower secondary education who report a moderate or large positive change in the following issues after they received feedback on their work at their school.



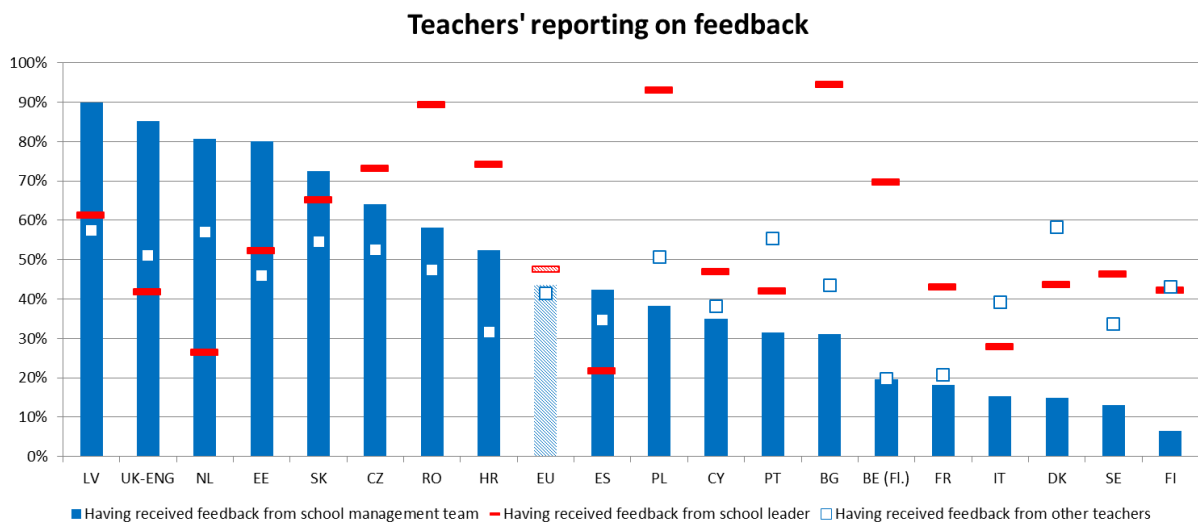
Informal feedback through collaborative learning is an important mechanism for teachers to develop themselves. In their own views, teachers should receive feedback and appraisal from different sources, in order to improve their efficacy. Although appraisal by fellow teachers, together with appraisal by mentors, are less common than appraisal by school leaders, other members of the management team or external bodies, about 41% of teachers reported having received feedback from other teachers. The most common method for providing feedback to teachers is based on classroom observations; followed by feedback based on analysis of students test scores; feedback from surveys or discussion with parents; feedback from students' surveys; feedback following assessment of teacher's content knowledge; and lastly self-assessment.

While 41% teachers on average receive feedback from other teachers, the number of them who engage in peer reviewing and observing each other's classes is lower (i.e. 29%), albeit with significant country variation (from 5% in FI to 57% in UK-ENG). On average in the EU, 51% of teachers state never to observe other colleagues' classes and provide feedback. In ES, FR, BE (Fl.) and PT, over 70% of the teachers do not engage in this type of peer review. On the other hand, only one in five teachers in UK-ENG, PL, RO and LV never engage in peer reviewing and mutual class observations. On average, 17% of EU teachers state never to take part in any form of collaborative professional learning.

Why is the feedback and appraisal given, and what is it being used for? Almost half of all EU teachers state that feedback and appraisal are largely done to fulfil administrative requirements. The overall significance and fairness of appraisal is questionable for a considerable part of the teacher population, given that 23% of EU teachers state that consistently underperforming teachers are rarely being dismissed and 33% of EU teachers report that the best performing teachers in their schools rarely receive the greatest recognition. 43% of EU teachers also state that teacher appraisal and feedback have little impact upon the way teachers teach in the classroom. On the contrary, as shown in figure 9, there are areas in which teachers significantly perceive a moderate or positive change after having received feedback on their work.

In most of the countries participating both in the 2008 and in the 2013 round of TALIS, the positive effects of feedback, including likelihood of career advancement and recognition of merit of the best performing teachers, have risen in teachers' perception. Compared to 2008, a higher number of teachers in all participating EU countries²² report that good teachers are more likely to have career advancements and recognition.

Figure 10: Percentage of teachers in ISCED2 who report receiving feedback from various sources and teachers who report never having received feedback in their school



Source: The Teaching and Learning International Survey (TALIS) 2013

²² All country except Italy as this question was not administered in the 2013 Italian questionnaire.

Implications for education and training policies

Relevant and transparent systems for appraisal and feedback on teachers' performance are essential to improve teacher quality - and to make teaching careers more attractive. According to the teachers surveyed in TALIS, feedback has a positive influence on their confidence, motivation, public recognition, teaching practice and job satisfaction. This is, however, in contrast with evidence showing that too few teachers in Europe receive effective and regular feedback²³. In the Council Conclusions on Effective Teacher Education, adopted in May 2014, EU Education Ministers stressed that pedagogical feedback is one of the elements required to raise the attractiveness and quality of the teaching profession.

While appraisal and feedback should really help staff to self-evaluate and improve their teaching, TALIS as well as the Commission study on 'Policy measures to improve the attractiveness of the teaching profession in Europe' suggests that many teachers perceive them above all as a burden and only for the purpose of fulfilling administrative requirements²⁴. Countries should therefore strive to base feedback and appraisal of teachers on fair and transparent criteria, accepted by teachers and linked to real impact, such as career advancement.

Feedback through collaborative learning is an important mechanism for teachers to develop themselves. Teachers should receive feedback and appraisal on more levels, from school leaders to students, to see how they can improve their teaching. TALIS suggests that peer reviewing and observing each other's classes is rarely the case in EU member States although this facilitates collaborative learning. Thus, policy measures should reflect the potential of such approaches for further improvements in teaching and learning outcomes.

Through the ET2020 Working Group on Schools the EU will work with Member States to provide concrete suggestions in this area. The Group will investigate how collaborative approaches to teaching practice and teachers' own professional learning can be introduced in different education systems and school contexts and, in particular, how Initial Teacher Education can lay the foundation for schools to turn into collaborative learning environments which exploit the benefits of formative feedback linked to this.

3.7 School Leadership

Effective school leadership is a major factor in shaping the overall teaching and learning environment, raising aspirations and providing support for pupils, parents and staff, and thus in fostering higher achievement levels. But in most countries, school leaders' administrative activities have taken over an increasing share of their activities.

The job satisfaction of a school leader is associated to a school environment characterised by respectful relations with the staff. On the other hand, a lack of shared leadership with other school staff members, and an excessively high workload and level of responsibility are factors associated with lower job satisfaction for school leaders.

There is a high degree of variation between EU countries with regards to the autonomy and accountability of schools. While school leaders have a (shared) responsibility for determining salaries in some countries, on average, less than 18% of the school leaders in the EU can establish

²³ European Commission (2012): Staff Working Document 'Supporting the Teaching Professions for Better Learning Outcomes' as part of the Rethinking Education Communication. SEC(2012)0374

²⁴ European Commission (2014) 'Policy measures to improve the attractiveness of the teaching profession in Europe', according to which teachers see the 'methods of assessment of teachers' as one of the most important reasons that 'make the profession particularly tough'.

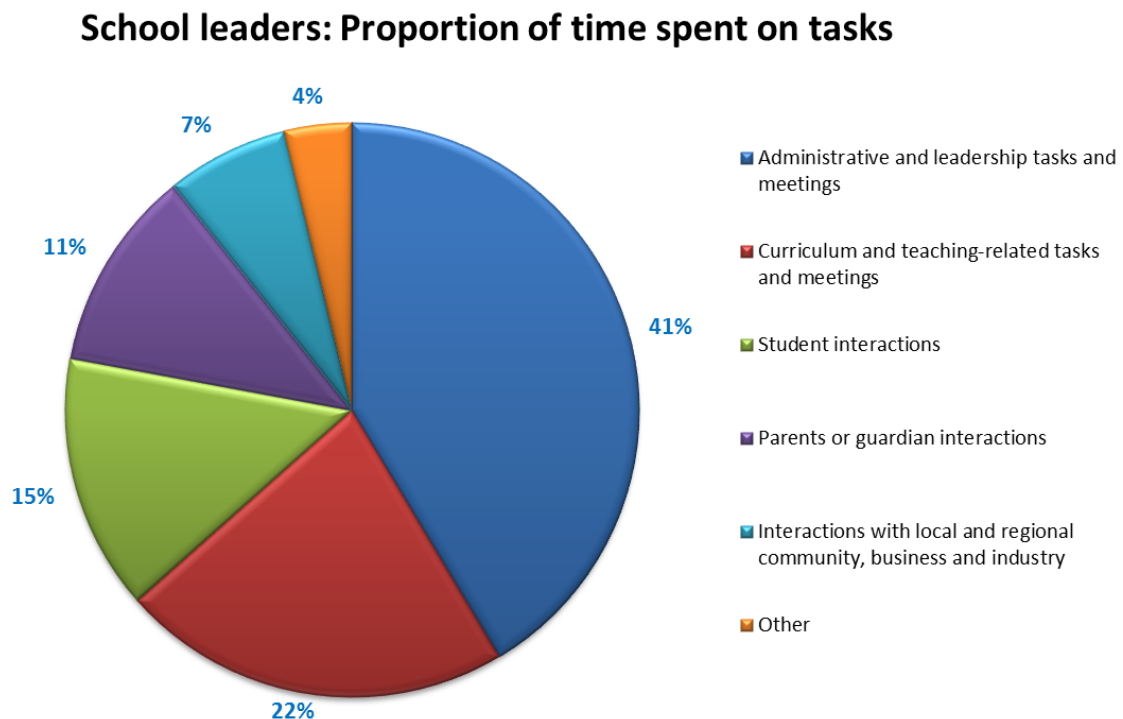
a teacher's starting salary and about 20% of them can determine teachers' salary increase. In 6 EU countries (BG, CY, FR, PL, ES and SE), less than 1 out of 4 school leaders state that they have the (shared) responsibility of appointing or hiring teachers. School leaders in the EU on average have more autonomy in the decisions which courses are offered at their schools (60%) and deciding on school budget allocations within the school (55%).

School leaders in the EU spend most of their time on administrative and leadership tasks and meetings (41%). This includes human resource/personnel issues, regulations, report, school budget, preparing timetables and class composition, strategic planning, leadership and management activities, and responding to requests from district, regional, state, or national education officials. Time spent on administrative and leadership tasks can peak to over 50% in the NL and SE (54% and 51% respectively), but it never represents less than one third of the school leader's time in the EU.

The second biggest portion of the school leaders' time is spent on curriculum and teaching related tasks and meetings (22%). This includes developing curriculum, teaching, classroom observations, student evaluation, mentoring teachers and teacher professional development. In IT and ES, this portion of time is higher than the EU average, and reaches one fourth of school leaders' time. In contrast, it is at the lowest in CY and EE (16% and 17% respectively).

School leaders spend on average 15% of their time with students, including counselling and conversations outside structured learning activities. Countries range in this respect from 7% of time spent with students in the NL, to 18% in CY.

Figure 11: Average time spent on tasks by school leaders, EU weighted average



Source: The Teaching and Learning International Survey (TALIS) 2013

Percentage of school leaders who report that the following is limiting their effectiveness as school leader:

- Inadequate school budget and resources (84%)
- Government regulation and policy (78%)
- High workload and responsibilities (73%)
- Lack of autonomy in determining teachers' wages (54%)

A minimum of 8 in 10 school leaders in 13 EU countries took part in professional development activities based on courses, conferences or observation visits in the previous 12 months. In another 3 countries it was still more than two thirds of school leaders taking on professional development, while only in FR and CY just

over half of the school leaders participated in courses, conferences or observation visits in the previous 12 months. The average number of days spent on professional development based on courses, conferences or observation visits is almost 19 per year, with a peak for school leaders in PT considerably raising the EU average, which would be 16 without that particular country.

Overall in the EU, the demographic picture of school leaders in lower secondary education appears to be equally distributed between women and men. Greater variation may be found at country level, with, for example, LV and BG having an overrepresentation of female school leaders (77% and 71% respectively), and DK and the NL having a pronounced majority of male school leaders (68% and 69% respectively).

Implications for education and training policies

Research points to the great impact that effective school leaders can have on student achievement, the motivation of teaching staff and the quality of their teaching.²⁵ Distributed, shared leadership can significantly improve the job satisfaction among school leaders: where tasks and responsibilities are shared, also the teachers sense of commitment increases, as they can actively participate in school decisions.

In the 2013 Council Conclusions on Effective Leadership in Education EU Education ministers highlighted that Europe's education and training systems require strong and effective leadership at all levels. They also said that autonomy and accountability are important elements in this respect as the school leader can adapt teaching methods, courses, select the best teachers for their schools and decide on incentives for well-performing teachers or teachers in challenging classrooms. And yet, according to TALIS, only 25% of the school leaders report that they have the autonomy to hire teachers. Also, a lack of influence over teachers' wages is reported as negatively affecting the effectiveness of leaders. In this light policy measures should explore what incentives – including non financial ones – could be designed to allow school leaders to reward excellence and innovation in teaching.

School leaders can have a significant impact on student attainment; research shows that leadership accounts for 27% of the variation in student achievement across schools. It has been demonstrated that the quality of leadership helps determine both the motivation of teaching staff and the quality of their teaching²⁶. Student achievement on PISA tests was higher when teaching staff were held accountable through the involvement of school leaders and external inspectors in monitoring lessons. PISA 2009 also showed that greater autonomy in decisions relating to curricula, assessments and resource allocation tend to be associated with better student performance, particularly when schools operate within a culture of accountability²⁷.

²⁵ European Commission (2012): Staff Working Document 'Supporting the Teaching Professions for Better Learning Outcomes' as part of the Rethinking Education Communication. SEC(2012)0374

²⁶ European Commission (2012): Staff Working Document 'Supporting the Teaching Professions for Better Learning Outcomes' as part of the Rethinking Education Communication. SEC(2012)0374

²⁷ PISA in focus nr. 9, October 2011

Programmes for educational leadership can significantly increase the attractiveness of this profession with positive effects on the recruitment and retention of well-equipped school leaders. These programmes should: include an induction period with strengthened support during the first years of the leadership career; lead to the acquisition of specified leadership competences; and be based on active learning through a variety of teaching and learning methods. These programmes should also prepare school leaders to interact within and outside school and to increase the engagement of parents and local/regional authorities in school. In some countries specific attention should be paid to address gender imbalances in leadership roles and attract more women to the school leader profession. The Erasmus+ programme may help to develop leadership programmes through strategic partnerships and policy experimentation.

4. Country Profiles

This section briefly discusses the main findings for all 19 EU countries, based on a set of key indicators. As all indicators reflect the subjective opinions of teachers or school leaders, which may be influenced by a number of cultural factors, caution must be applied in making cross-country comparisons and interpreting the data.

Belgium (Flanders): Appraisal and feedback are widespread: only 2% of teachers (according to their school leaders) are never formally appraised (compared to an EU average of 16%), while 14% have never received feedback in their current school (as against a 17% EU average). Teachers perceive their status as rather high: 46% think the teaching profession is valued in society (vs. an EU average of 18%). Moreover, in terms of self-efficacy, quite a high proportion of teachers feel they can motivate students who show low interest in school work (78% compared to a 71% EU average). The shares of teachers taking part in a formal induction programme during their first regular employment (43%), working in schools whose school leaders report shortage of qualified staff (33%), and undertaking some professional development activities in the last 12 months (88%) are quite close to the EU average. Only 27% of teachers use ICT for students' projects or class work (vs. a 34% EU average).

Bulgaria: A high share of teachers took part in a formal induction programme during their first regular employment (69%) and only 27% of teachers work in schools whose school leaders report shortage of qualified staff (as against an EU average of 36%). Appraisal and feedback are widespread: 10% of teachers (according to their school leaders) are never formally appraised and only 2% have never received feedback in their current school (vs. a 17% EU average). The share of teachers undertaking some professional development activities in the last 12 months is at EU average (85%). The same applies to the share of teachers using ICT for students' projects or class work (34%). Also the perceived status of the profession is similar to the EU average: 20% of teachers think their profession is valued in society (compared to 19%). In terms of self-efficacy, the proportion of teachers feeling they can motivate students who show low interest in school work is slightly below the EU average (68% compared to 71%).

Croatia: Participation in induction programmes and professional development is very well-developed. A high share of teachers took part in a formal induction programme during their first regular employment (68% compared with a 49% EU average) and the share of teachers undertaking some professional development activities in the last 12 months is the highest in the EU (97%). Only 25% of teachers work in schools whose school leaders report shortage of qualified staff (vs. an EU average of 36%). Also appraisal and feedback are widespread: only 3% of teachers (according to their school leaders) are never formally appraised and 6% have never received feedback in their current school (compared to an EU average of 16% and 17%, respectively). However, a modest share of teachers use ICT for students' projects or class works (24% vs. a 34% EU average). In terms of self-efficacy, a limited proportion of teachers feel they can motivate students who show low interest in school work (51% compared to a 71% EU average). Moreover, teachers perceive their status as very low: only 10% think the teaching profession is valued in society (vs. an EU average of 19%).

Cyprus: Teachers' appraisal is universal (according to school leaders), while 17% of teachers have never received feedback in their current school. 46% of teachers use ICT for students' projects or class work (vs. a 34% EU average). In terms of self-efficacy, a high proportion of teachers feel they can motivate students who show low interest in school work (85% compared to a 71% EU average). Moreover, teachers perceive their status as rather high: 49% think the teaching profession is valued in society (as against an EU average of 18%). The shares of teachers taking part in a formal induction programme during their first regular employment (51%), working in schools whose school leaders report shortage of qualified staff (38%) and undertaking some professional development activities in the last 12 months (89%) are close to the EU average.

Czech Republic: Teachers' appraisal is universal (according to school leaders) and only 3% of teachers have never received feedback in their current school (compared to an EU average of 17%). Also the share of teachers working in schools whose school leaders report shortage of qualified staff is lower than the EU average (27% as against 36%). The shares of teachers taking part in a formal induction programme during their first regular employment (45%) and undertaking some professional development activities in the last 12 months (82%) are close to the EU average. The same applies to the proportion of teachers using ICT for students' projects or class work (37% vs. a 34% EU average). By contrast, in terms of self-efficacy, the CZ has the lowest proportion in the EU of teachers feeling they can motivate students who show low interest in school work (30%). Moreover, teachers perceive their status as very low: only 12% think the teaching profession is valued in society (vs. an EU average of 19%). Within the 2014 European Semester, the Commission proposed a Country-specific Recommendation to CZ on making the teaching profession more attractive in compulsory education.

Denmark: DK has the highest share in the EU of teachers using ICT for students' projects or class work (74%). Only 15% of teachers work in schools whose school leaders report shortage of qualified staff (vs. an EU average of 36%). In terms of self-efficacy, a high proportion of teachers feel they can motivate students who show low interest in school work (82% compared to a 71% EU average). While the share of teachers who are never formally appraised (9%, according to their school leaders) is below the EU average (16%), that of teachers who have never received feedback in their current school is slightly above (22% as against 17%). The share of teachers undertaking some professional development activities in the last 12 months (86%) is at EU average. The same applies to perceived status of the profession: 18% of teachers think their profession is valued in society. By contrast, the share of teachers taking part in a formal induction programme during their first regular employment (27%) is well below the EU average (49%).

Estonia: Appraisal and feedback are widespread: only 2% of teachers (according to their school leaders) are never formally appraised and 7% have never received feedback in their current school (compared to an EU average of 16% and 17%, respectively). The share of teachers undertaking some professional development activities in the last 12 months is rather high (93%). In terms of self-efficacy, 75% of teachers feel they can motivate students who show low interest in school work (compared to a 71% EU average). By contrast, a low share of teachers took part in a formal induction programme during their first regular employment (19% as against an EU average of 49%) and 50% of teachers work in schools whose school leaders report shortage of qualified staff (compared to a 36% EU average). Only 29% of teachers use ICT for students' projects or class work (vs. a 34% EU average). Teachers perceive their status as very low: 14% think the teaching profession is valued in society (vs. an EU average of 19%).

Finland: Teachers perceive their status as high: 59% think the teaching profession is valued in society (the highest share in the EU). Moreover, the share of teachers working in schools whose school leaders report shortage of qualified staff is very low (17% vs. a 36% EU average). By contrast, only 16% of teachers took part in a formal induction programme during their first regular employment (compared to a 49% EU average) and the share of teachers undertaking some professional development activities in the last 12 months is somewhat lower than the EU average (79% vs. 85%). In addition, a significant proportion of teachers is never formally appraised (26% according to their school leaders, vs. an EU average of 16%) and has never received feedback in their current school (37% compared to a 17% EU average). FI has also the lowest share in the EU of teachers using ICT for students' projects or class work (18%). In terms of self-efficacy, only a rather limited of teachers feel they can motivate students who show low interest in school work (60% as against an EU average of 71%).

France: Appraisal is widespread, as only 1% of teachers (according to their school leaders) are never formally appraised, while the share of teachers who have never received feedback in their current school (16%) is around the EU average. In terms of self-efficacy, quite a high proportion of

teachers feel they can motivate students who show low interest in school work (77% compared to a 71% EU average). The shares of teachers taking part in a formal induction programme (55%) and working in schools whose school leaders report shortage of qualified staff (32%), are broadly around the EU average. By contrast, the share of teachers undertaking some professional development activities in the last 12 months is lower than the EU average (76% vs. 85%). Only 24% of teachers use ICT for students' projects or class work (vs. a 34% EU average). Teachers perceive their status as extremely low: only 5% think their profession is valued in society (vs. an EU average of 19%).

Italy: In terms of self-efficacy, a high proportion of teachers feel they can motivate students who show low interest in school work (87% compared to a 71% EU average). The shares of teachers taking part in a formal induction programme during their first regular employment (49%) and working in schools whose school leaders report shortage of qualified staff (38%), are around the EU average. The same applies to the proportion of teachers using ICT for students' projects or class work (31%), while the share of teachers undertaking some professional development activities in the last 12 months is lower than the EU average (75% vs. 85%). Appraisal and feedback are not a common practice: IT has the highest shares in the EU of teachers who are never formally appraised (70%, according to their school leaders) and who have never received feedback in their current school (43%). Moreover, teachers perceive their status as very low: only 12% think the teaching profession is valued in society (vs. an EU average of 19%).

Latvia: The share of teachers undertaking some professional development activities in the last 12 months is very high (96% vs. an EU average of 85%). Also appraisal and feedback are widespread: only 2% of teachers (according to their school leaders) are never formally appraised and 3% have never received feedback in their current school (compared to an EU average of 16% and 17%, respectively). The share of teachers working in schools whose school leaders report shortage of qualified staff is quite low (25%). 41% of teachers use ICT for students' projects or class work (vs. a 34% EU average). Teachers perceive their status as slightly higher than the EU average: 23% (vs. 18%) think the teaching profession is valued in society. By contrast, in terms of self-efficacy, the proportion of teachers feeling they can motivate students who show low interest in school work is below the EU average (65% compared to 71%). The same applies to the share of teachers taking part in a formal induction programme during their first regular employment (36% vs. 49%).

Netherlands: Appraisal and feedback are widespread: only 2% of teachers (according to their school leaders) are never formally appraised and 6% have never received feedback in their current school (compared to an EU average of 16% and 17%, respectively). Also the share of teachers undertaking some professional development activities in the last 12 months is high (93% vs. an EU average of 85%). Moreover, teachers perceive their status as relatively high: 40% think their profession is valued in society (vs. an EU average of 18%). The share of teachers taking part in a formal induction programme during their first regular employment (46%) is close to the EU average. The same applies to the share of teachers using ICT for students' projects or class work (35%). In terms of self-efficacy, the proportion of teachers feeling they can motivate students who show low interest in school work is lower than the EU average (62% compared to 71%). A potential challenge is suggested by the share of teachers working in schools whose school leaders report shortage of qualified staff (71%, the highest in the EU).

Poland: PL has the lowest share in the EU of teachers working in schools whose school leaders report shortage of qualified staff (13%). Appraisal is universal (according to school leaders) and only 2% of teachers have never received feedback in their current school (as against an EU average of 17%). The share of teachers undertaking some professional development activities in the last 12 months is very high (94%). The proportion of teachers using ICT for students' projects or class work (36%) is around the EU average. The same applies to the share of teachers who think the teaching profession is valued in society (19%). By contrast, the share of teachers taking part in a formal induction programme during their first regular employment is below the EU

average (38% vs. 49%). In terms of self-efficacy, the proportion of teachers feeling they can motivate students who show low interest in school work is quite low (60%, compared to a 71% EU average).

Portugal: In terms of self-efficacy, PT has the highest proportion in the EU of teachers feeling they can motivate students who show low interest in school work (94%). Appraisal is widespread: only 2% of teachers (according to their school leaders) are never formally appraised (vs. an EU average of 16%). Also the share of teachers working in schools whose school leaders report shortage of qualified staff (27%) is quite low. The share of teachers undertaking some professional development activities in the last 12 months is slightly higher than the EU average (89% vs. 85%), while the share of teachers who have never received feedback in their current school (16%) is around the EU average. The same applies to the proportion of teachers using ICT for students' projects or class work (34%). By contrast, the share of teachers taking part in a formal induction programme during their first regular employment is lower than the EU average (35% vs. 49%). Teachers perceive their status as very low: only 10% think the teaching profession is valued in society (vs. an EU average of 19%).

Romania: Appraisal is universal (according to school leaders) and only 3% of teachers have never received feedback in their current school (as against an EU average of 17%). In terms of self-efficacy, a high proportion of teachers feel they can motivate students who show low interest in school work (89% compared to a 71% EU average). Moreover, the share of teachers who think the teaching profession is valued in society is relatively high (35% vs. an EU average of 18%). The shares of teachers taking part in a formal induction programme during their first regular employment (51%) and undertaking some professional development activities in the last 12 months (83%) are close to the EU average. Only 26% of teachers use ICT for students' projects or class work (vs. a 34% EU average). A potential challenge is suggested by the high share of teachers working in schools whose school leaders report shortage of qualified staff (58% compared to a 36% EU average).

Slovak Republic: Appraisal is universal (according to school leaders) and only 4% of teachers have never received feedback in their current school (as against an EU average of 17%). In terms of self-efficacy, a high proportion of teachers feel they can motivate students who show low interest in school work (85% compared to a 71% EU average). Also the share of teachers taking part in a formal induction programme during their first regular employment is above the EU average (60% vs. 49%). The same applies to the proportion of teachers use ICT for students' projects or class work (45% vs. 34%). The proportion of teachers working in schools whose school leaders report shortage of qualified staff is somewhat below the EU average (30% compared with 36%). By contrast, the share of teachers undertaking some professional development activities in the last 12 months (73%) is the lowest in the EU. Moreover, teachers perceive their status as extremely low: only 4% think their profession is valued in society (the lowest share in the EU). Within the 2014 European Semester, the Commission proposed a Country-specific Recommendation to SK on increasing the quality of teaching in order to raise educational outcomes.

Spain: The shares of teachers working in schools whose school leaders report shortage of qualified staff (34%) and undertaking some professional development activities in the last 12 months (84%) are around the EU average. 37% of teachers use ICT for students' projects or class work (vs. a 34% EU average). Appraisal and feedback are not very common: a high share of teachers (according to their school leaders) are never formally appraised (36% as against an EU average of 16%) and have never received feedback in their current school (32% compared to an EU average of 17%). The share of teachers taking part in a formal induction programme during their first regular employment is below the EU average (35% vs. 49%). In terms of self-efficacy, only a limited proportion of teachers feel they can motivate students who show low interest in school work

(53% compared to a 71% EU average). Moreover, teachers perceive their status as extremely low: only 8% think the teaching profession is valued in society (vs. an EU average of 19%).

Sweden: Appraisal is widespread: only 4% of teachers (according to their school leaders) are never formally appraised (compared to an EU average of 16%). The shares of teachers working in schools whose school leaders report shortage of qualified staff (32%) and undertaking some professional development activities in the last 12 months (83%) are close to the EU average. The same applies to the share of teachers using ICT for students' projects or class work (34%). In terms of self-efficacy, the proportion of teachers feeling they can motivate students who show low interest in school work is somewhat below the EU average (64% compared to 71%). Potential challenges are suggested by the high share of teachers who have never received feedback in their current school (32%) and by the limited share of teachers taking part in a formal induction programme during their first regular employment (11%, the lowest in the EU). Moreover, teachers perceive their status as extremely low: only 5% think the teaching profession is valued in society (vs. an EU average of 19%).

UK (England): Appraisal is universal (according to school leaders) and only 1% of teachers have never received feedback in their current school (the lowest share in the EU). The share of teachers taking part in a formal induction programme during their first regular employment (76%) is the highest in the EU. Also the proportion of teachers undertaking some professional development activities in the last 12 months (92%) is very high. Moreover, teachers perceive their status as relatively high compared to the EU average: 35% (as against 18%) think their profession is valued in society. In terms of self-efficacy, the proportion of teachers feeling they can motivate students who show low interest in school work is somewhat higher than the EU average (76% compared to 71%). The same applies to the proportion of teachers using ICT for students' projects or class work (37% vs. 34%). A potential challenge is suggested by the relatively high share of teachers working in schools whose school leaders report shortage of qualified staff (46% as against an EU average of 36%).

