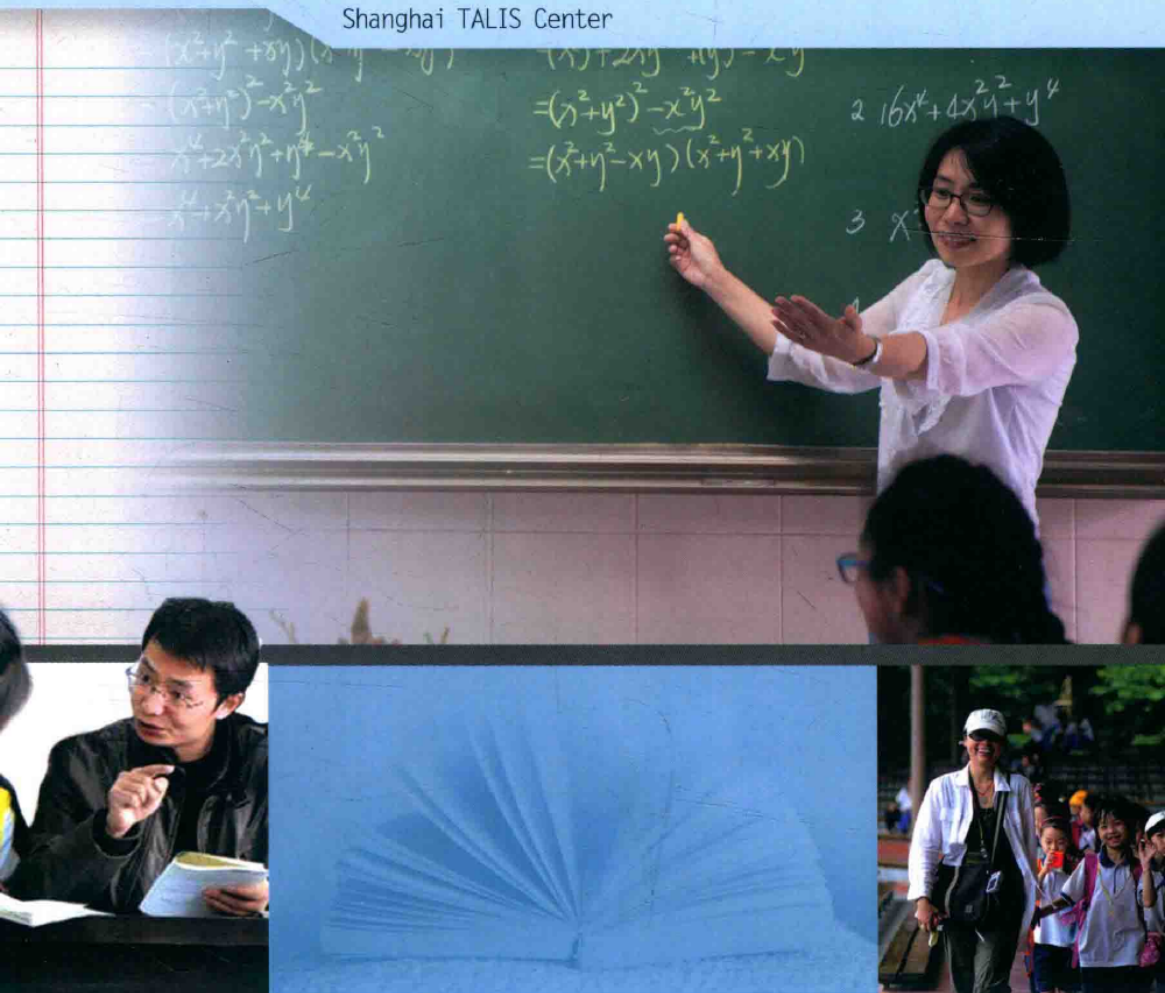


Professionalism and Excellence

A Brief Report of the Teaching and Learning International Survey 2015 in Shanghai

Shanghai TALIS Center

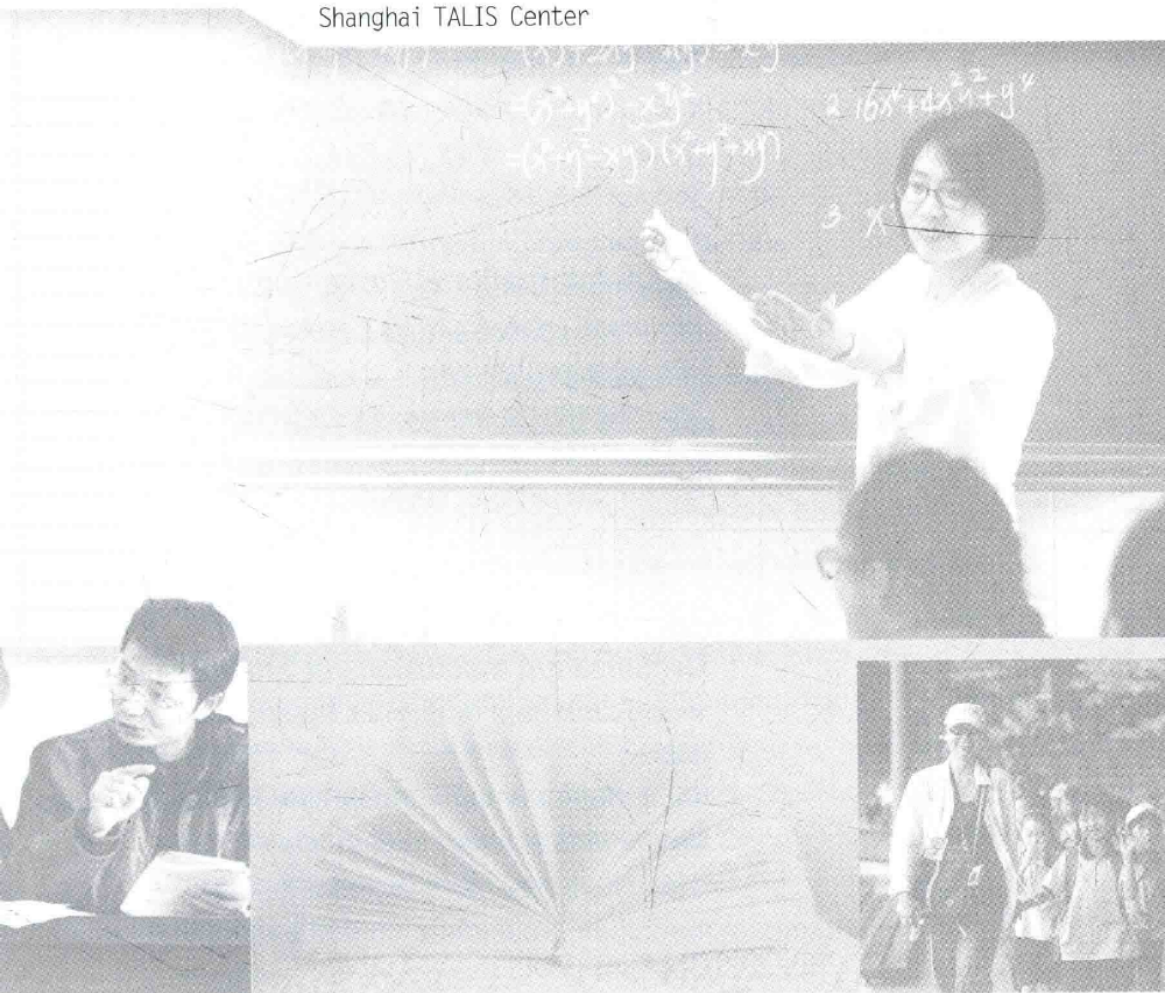


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Part One: An Overview of Shanghai TALIS

I. An Introduction to OECD TALIS

The Organisation for Economic Co-operation and Development (OECD) has discovered in PISA that, apart from family and parents, teachers are the most influential factor to students' academic achievements and growth. Therefore, governments around the world are obliged to improve teacher policy and enhance teacher professionalism. However, the reality is less satisfactory. Angel Gurria, OECD Secretary-General, has pointed out:

“The skills that students need to contribute effectively to society are in constant change. Yet, our education systems are not keeping up with the fast pace of the world around us. Most schools look much the same today as they did a generation ago, and teachers themselves are often not developing the practices and skills necessary to meet the diverse needs of today's learners.”

With the purpose of understanding teacher policies and professional development status as well as identifying positive practices and promoting teachers development in all countries, OECD has organized and conducted the Teaching and Learning International Survey (TALIS) since 2008 after the launch of the Programme for International Student Assessment (PISA).

Currently, TALIS is the international teacher survey that has the largest scale, attracting the greatest number of participating countries. It focuses on the working conditions for teachers, the professional development of teachers, and the learning environment of schools. By collecting and analyzing reliable, timely, and comparable data, TALIS hopes to help countries (regions) to create a professional education team by reflecting on their education policies and formulating quality policies.

In 2008, 24 countries (regions) participated in the first cycle of TALIS, providing information on lower secondary school teachers and principals. Later in 2009, TALIS issued its inaugural report, *Creating Effective Teaching and Learning Environments: First Results from TALIS*.

From 2013 to 2014, a new round of TALIS survey was carried out in 34 countries (regions) across the world. Meanwhile, OECD arranged a TALIS 2013+ survey specifically for four new participating countries (regions), and one of them was Shanghai. Except for the time differences (TALIS 2013+ completed in the first half of 2015), TALIS 2013+ adopted the same survey scope and technical specifications as TALIS 2013. Hence, the survey results of over 110,000 participating teachers and principals from 38 participating countries (regions) are comparable.

Teaching and Learning International Survey (TALIS) mainly uses

survey questionnaires to collect data from principals and teachers. The questionnaires are designed by OECD entrusted professional institute and are implemented upon approval of the Council of participating countries. According to OECD requirements, all participating countries (regions) shall have 20 teachers and 1 principal from 200 lower secondary schools to take part in the survey. OECD uses international sampling guidelines and international tools to select teachers and schools across the world. At present, TALIS has extended its teacher survey to upper secondary and primary schools. Except the core teacher survey for lower secondary schools, participating countries enjoy the autonomy to decide whether to participate in surveys for primary schools and/or upper secondary schools.

TALIS includes two sections, which are teacher survey and principal survey (Table 1). The teacher survey consists of 52 questions spanning 7 themes, namely background information, teachers' professional development, teachers feedback, teaching in general, teaching in target class, school climate, job satisfactory and overseas training. The principal survey contains 41 questions covering 8 different themes which are individual profile, professional development, school profile, school leadership, teachers' formal appraisal, school climate, teachers' induction and mentoring programmes, and job satisfaction. Apart from the distinctive contents of either survey, there is also cross-evidencing content in both surveys.

To better understand the status quo of the participating countries and regions, OECD allows all respondents to add several national questions in the surveys. Hence, Shanghai structured the survey to suit its local context by adding 3 questions on professional development in the teacher survey and 2 questions on background information in the principal survey.

Table 1 Analysis on Themes and Questions of Shanghai TALIS
2013+Questionnaires

	Themes	Number of Questions	Content
Teacher Questionnaire	Background Information	18 (1-18)	Gender, age, teaching experience, employment status, classroom climate, pre-career education, working time
	Teacher's Professional Development	12 (19-30, 51-52)	Type of induction programmes, type, time, theme distribution, and impact of professional development activities, support, method, need of and barriers to professional development activities,

(continue)

	Themes	Number of Questions	Content
Teacher Questionnaire			frequency, content, form and reflection of teaching and research activities, overseas training programmes
	Teacher Appraisal and Feedback	4 (31–34)	Source of feedback, content of feedback, impact of feedback and reflection on feedback
	Teaching in General	3 (35–37)	Philosophy, collaboration, and competency of teaching
	Teaching in Target Class	9 (38–46)	Class composition, teaching subjects, number of classes, class time allocation, discipline, teaching tactics, evaluation methods
	School climate and Job Satisfaction	4 (47–50)	Decision-making, student-oriented, job satisfaction, individual characteristics

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(continue)

	Themes	Number of Questions	Content
Principal Questionnaire	Personal Background Information	7 (1-7)	Gender, age, work experience, educational attainment, professional preparation
	Principal's Professional Development	3 (8-10)	Professional development activities (participation rate, intensity), barriers to professional development activities
	School Background Information	7 (11-17)	Location, public/ private, school competitiveness, size of student body, ratio of specific student groups, school resources
	Principal's Leadership	10 (18-28)	Working time allocation of principals, instructional leadership, work barriers
	Teachers Formal Appraisal	3 (29-31)	Subjects, frequency, and feedback of the appraisal

(continue)

	Themes	Number of Questions	Content
Principal Questionnaire	School climate	3 (32–34)	School climate, teacher-student relationship, factors affecting instructional competency, discipline
	Teachers Induction and Mentoring	6 (35–40)	Induction programmes, format of induction programmes, mentoring, principal's perception on the significance of mentoring programmes
	Job Satisfaction	1 (41)	Principals satisfaction towards working environment, principal's satisfaction towards the profession

II. Rationale of Shanghai's participation in TALIS

Apart from their families, schools are the most important places for students' development. It cannot be denied that, among various school factors, teachers are the most influential factor. For example, judging from Shanghai students' excellent performance on the three

major subject areas in PISA 2009 and PISA 2012, it is evident that their teachers must have played a critical role. Although Shanghai PISA 2012 and Shanghai TALIS 2013+ are different in terms of samples and time of completion, both of their results have reflected the overall situation of basic education in Shanghai.

Amidst the worldwide heated debate on education in Shanghai, researchers at home and abroad inevitably focus their interests on Shanghai teachers. How does Shanghai select and train its teachers? How do Shanghai teachers work, learn and develop? These all became the topics of concern for visiting researchers from different countries. Through TALIS, we can learn more about the features of the teaching profession in Shanghai on an international platform and summarize the successful experience of Shanghai teaching profession development. On the other hand, there are some shortcomings and deficiencies underlying the great accomplishments achieved in the basic education sector and these issues rely on the cause identification and pedagogical reforms from the teachers and teaching perspective. In this regard, TALIS can also provide us with helpful inspirations and references which can then serve as cohesive evidence for Shanghai when compiling the 13th Five-Year Educational Plan as well as further promoting the scientific decision-making in education.

Lastly, participating in such international teacher survey helps us gain an in-depth understanding and learning of the current

methodology, techniques and practices in the field of teacher research. This in turn will boost the construction of a multi-dimensional teacher evaluation system in Shanghai teachers.

III. Project structure of Shanghai TALIS

Shanghai Municipal Education Commission (SMEC) decided to participate in TALIS 2013+ in April 2014. The programme was led and supervised by Deputy Director of the Municipal Education Commission, Mr. WANG Ping, with Prof. ZHANG Minxuan from the Research Institute for International and Comparative Education of Shanghai Normal University serving as the National (regional) Project Manager.

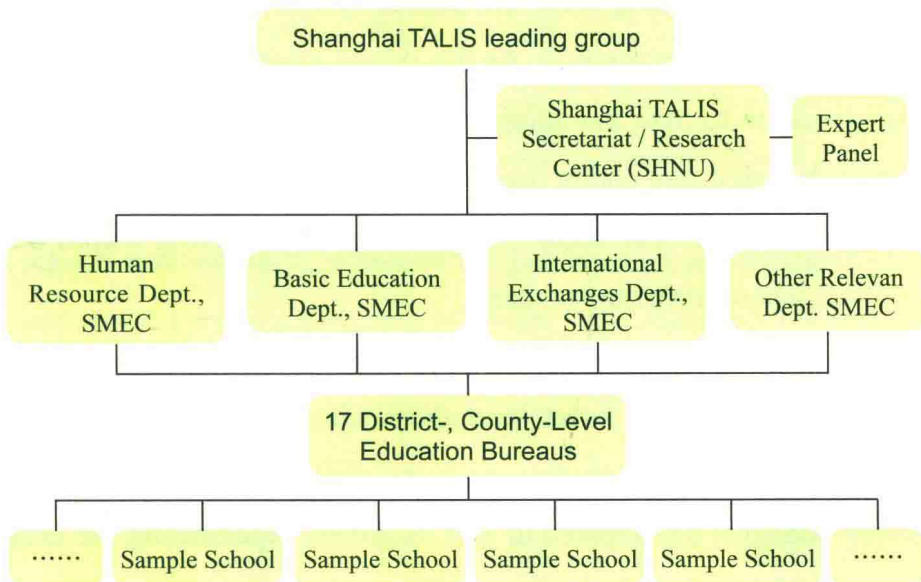


Figure 1 The project structure of Shanghai TALIS