

## Talis Research International Study of Teaching and Learning Conditions

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### Abstract:

The TALIS study provides strong evidence that teachers are open to change and eager to learn and develop throughout their careers. At the same time, they should show more initiative in working with colleagues and school leaders, use all opportunities for professional development.

**Keywords:** Talis, OECD, Research, professional pedagogy, consortium, Cyprus, statistics..

### TALIS in a word

In 2013, more than 100,000 secondary school teachers and their school leaders from more than 6,500 schools, comprising more than 4 million teachers from 34 countries and economies, were randomly selected. More than 45 countries have joined to participate in the TALIS 2018 study; professional and pedagogical development of TALIS teachers and school leaders, it is also research that develops reliable and comparable data on specific indicators that allow relevant analyzes of educational environments and conditions; The research is a collaboration between governments, an international consortium, the OECD and teachers' unions. provides an opportunity to report; The study allows struggling countries to compare with other countries and learn about policy approaches; 24 countries and economies participated in the TALIS 2008 survey.

In 2013, this number reached 34, and in 2014, research was conducted in 4 more countries. In 2018, more than 45 countries and economies participated. Participants in the TALIS 2018 study: 50 countries and economies 1. Note of all EU member states of the OECD and the European Union: Republic of Cyprus, except for Turkey, is recognized by all the members of the United Nations. The information in this document refers to the area effectively controlled by the Government of the Republic of Cyprus. Education is on the political agenda Effective teaching, capable teachers, and a strong school management system are the keys to producing high-achieving students. Countries seek answers to questions such as: How ready are school teachers today to face various challenges? How can evaluation and feedback systems effectively support teachers' professional development? How to strengthen the management system of the school in order to improve the achievements of the school and students? How can policymakers ensure that investments in teacher professional development have a positive impact on teacher performance? What does the TALIS study focus on? The TALIS 2018 survey builds on the success of the TALIS 2013 survey, which focused on school leadership, teacher professional environments, teaching environments, and school and teacher effectiveness. The specific content of the TALIS 2018 research is determined by the participating countries through priority rating exercises with the possibility of introducing new indicators. The TALIS 2018 survey has the same content as the TALIS 2013 survey, and will conduct research in the following areas: the quality of educational practice and teachers' confidence in teaching; Educational environment: characteristics of teachers and schools; importance of school management system; study of teachers' professional practices and classroom environment; compatibility of teacher and primary education; improving teaching through professional

development, assessment and feedback; compatibility of communication between school and educational environment and system representatives; teacher's personal effectiveness and job satisfaction and their importance; openness of teachers to news in the classroom; issues of equity and diversity in the classroom.

TALIS Study Design of the TALIS 2018 study Who will participate in the study? How will the research be conducted? Each survey will take approximately 45-60 minutes to complete. TALIS questionnaires (separately for teachers and school principals) are completed online or in paper form. Responses are completely confidential and information from teachers, school principals or schools will be provided. Materials provided will include a range of analytical data in the TALIS study, including a number of international reports (main report, case study report, technical report), general report Two thematic reports are presented based on the analysis presented. In addition, the TALIS program provides researchers with a fully documented international database and two analysis manuals for further analysis. initiated by and managed by participating countries and economies. TALIS Management Board (TGB) and its Strategic Development Group (SDG) are the main decision-making bodies. The TALIS international consortium, led by the International Association for the Evaluation of Educational Achievement (IEA), with headquarters in the Netherlands, Amsterdam, and Hamburg, Germany, is responsible for conducting research internationally on behalf of the OECD Secretariat. In addition, Statistics Canada (Ottawa, Canada) and ACER Education Research on partial teacher job satisfaction, according to Varkey Foundation Global Teacher Status Index analysis, teachers in China, Malaysia, Taiwan, Russia and Indonesia reported that he has the highest status in the world.

There is a clear positive relationship between teacher status and PISA results. Countries with high teacher status (China, Taiwan, and Singapore) have higher student outcomes than countries with low teacher status (Brazil and Israel). However, the relationship between teacher status and teacher salary is weakly positive. In many countries with high teacher status, including China, Malaysia, India and Indonesia, teacher pay remains low. Similarly, in many countries where the status of teachers is relatively low (Spain, Germany), teacher salaries are relatively high. It was also found that the higher the respect for teachers, the higher the probability that parents will encourage their child to become a teacher. Nevertheless, according to the researchers, high results of students are achieved.

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