



Results from TALIS 2024

The State of Teaching

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What is Teaching and Learning International Survey (TALIS)



TALIS is the **largest international survey** of teachers and principals. By **capturing the voices of teachers and principals**, TALIS helps policymakers **improve teaching quality and learning environments**.



4 cycles to date:

2008: 24 education systems

2013: 38 education systems

2018: 48 education systems

2024: 55 education systems



TALIS options:

Survey of primary teachers (ISCED 1)

Survey of upper secondary teachers (ISCED 3)

Teacher Knowledge Survey

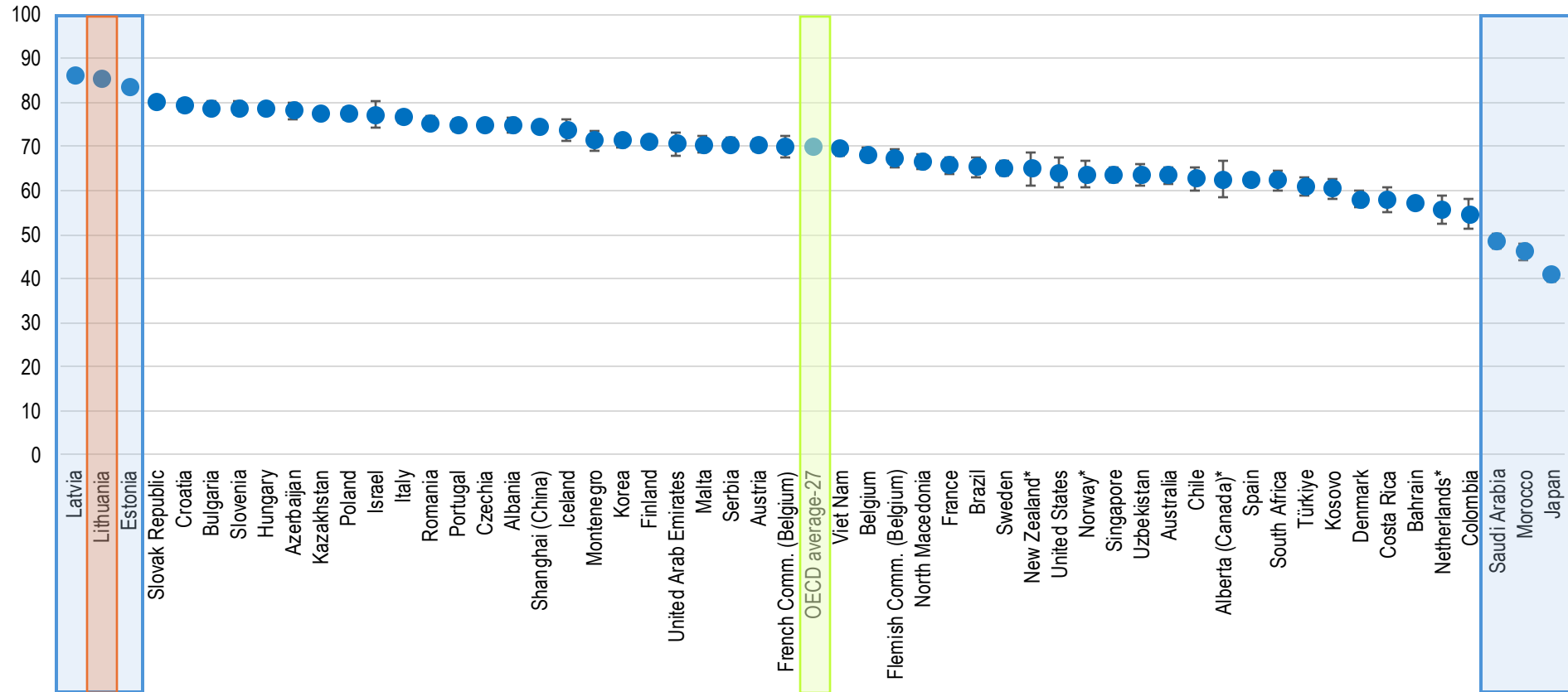
Who are teachers?

Teacher background



Teaching remains a female profession

Share of teachers who are female

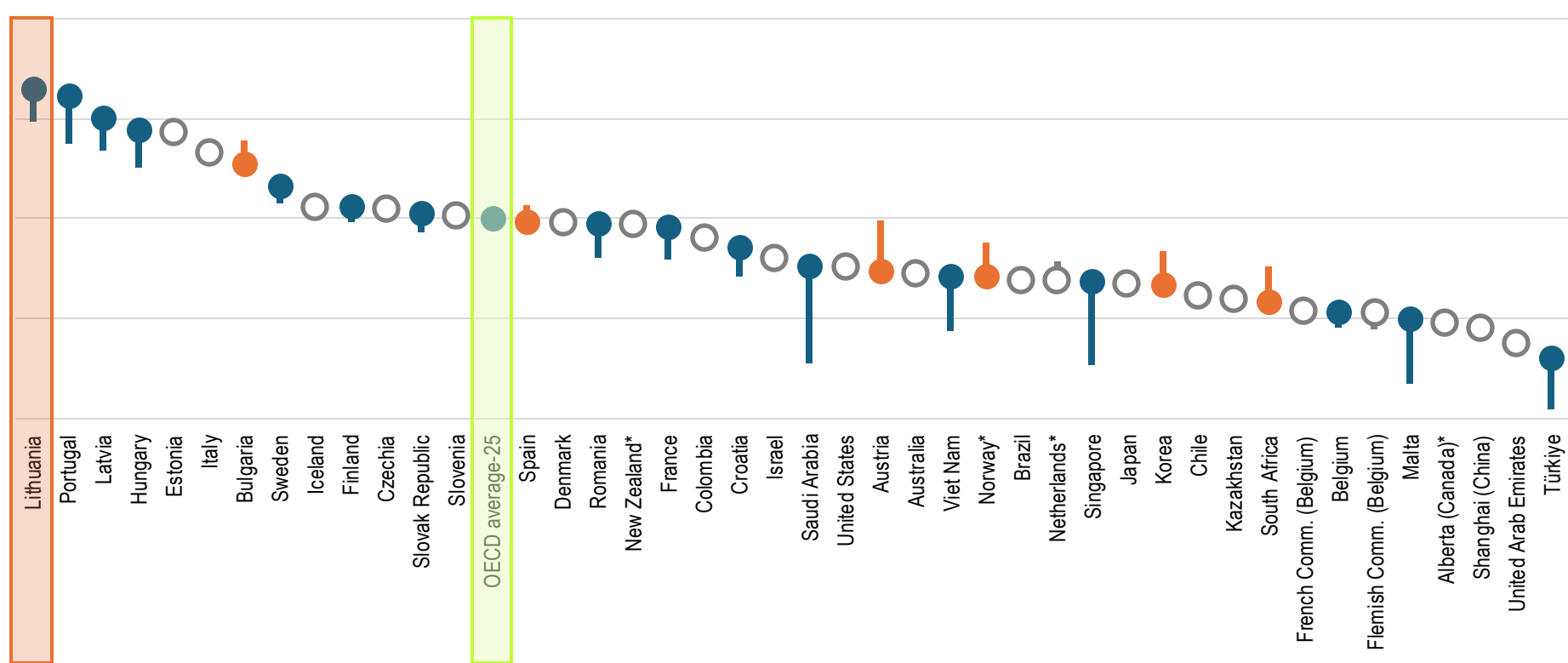




Teachers are ageing

Average age of teachers

● Increase, ● Decrease and ○ Statistically non-significant change from 2018 (lollipop tail) to 2024 (lollipop head)

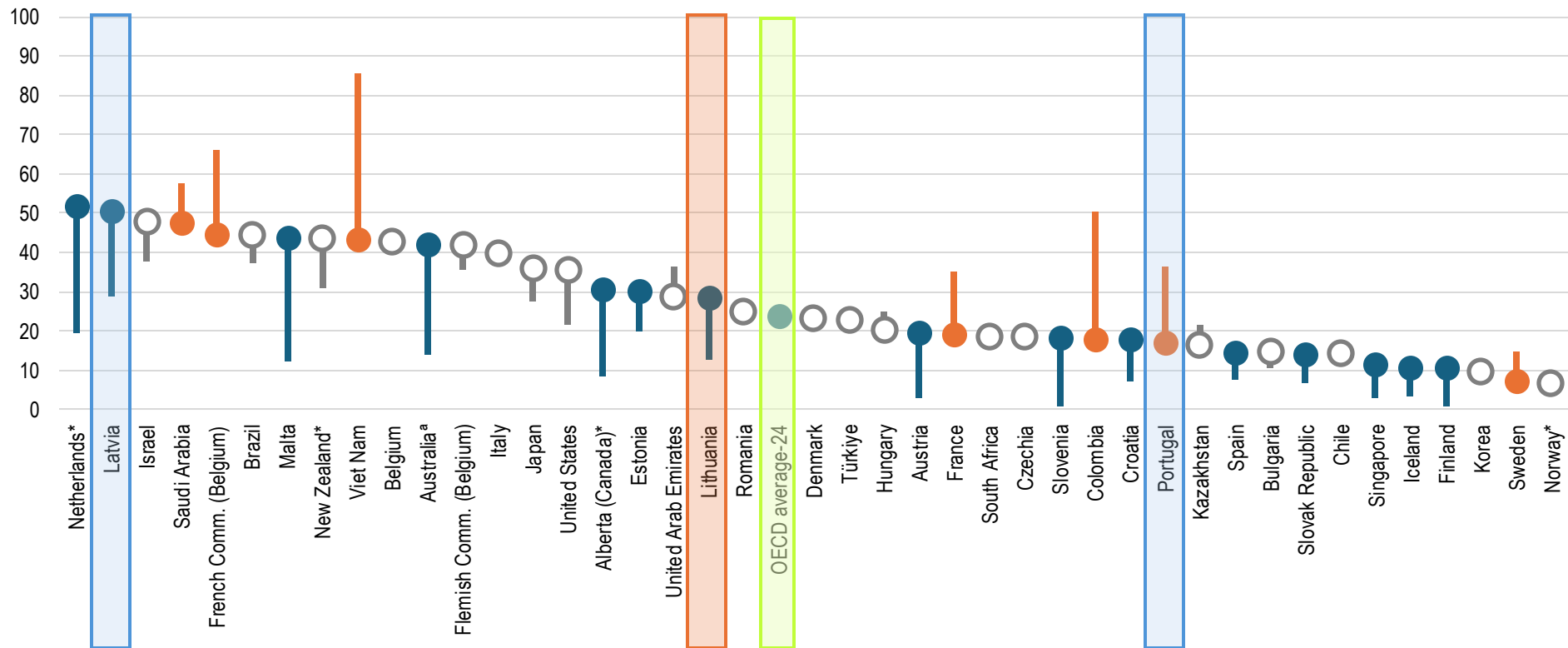




Teacher shortages exist, but are not universal

Share of teachers who work in schools where shortage of qualified teachers hinders quality instruction

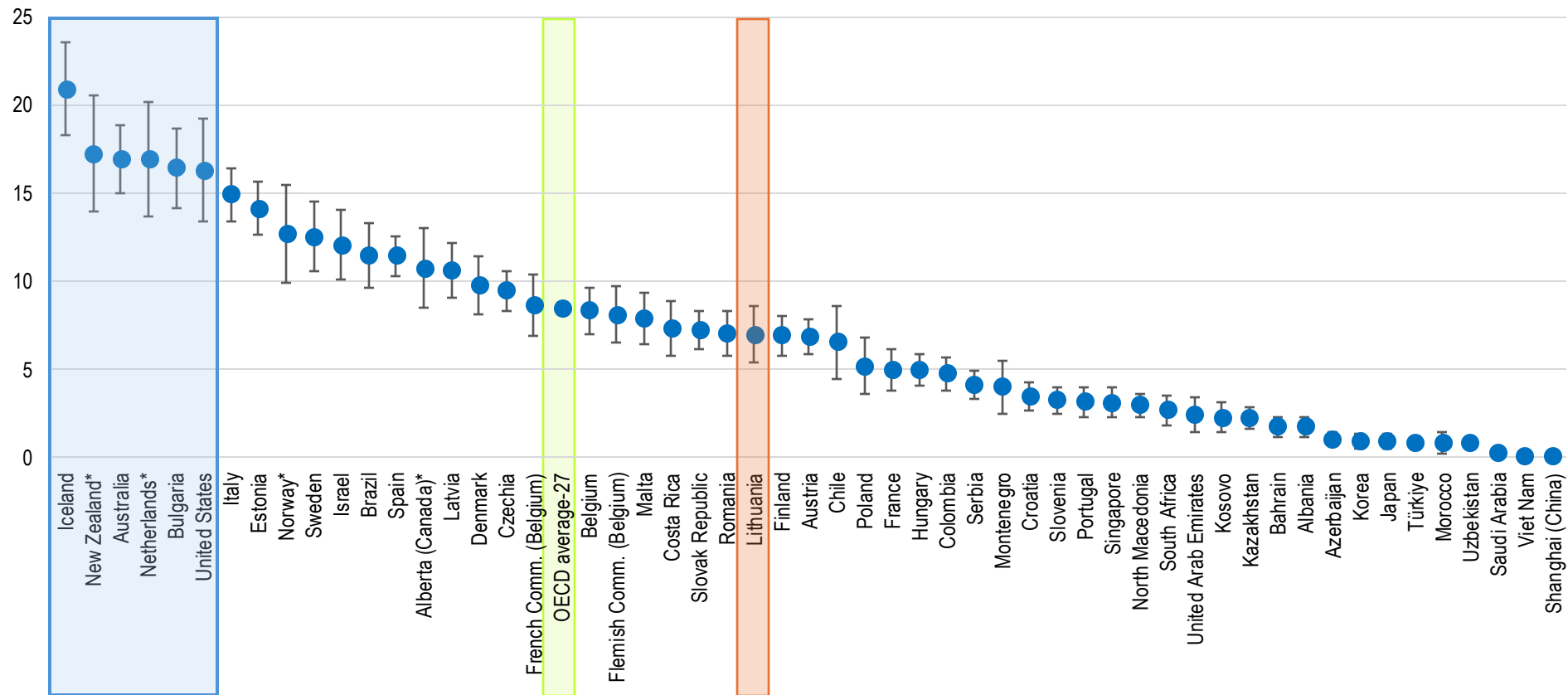
● Increase, ● Decrease and ○ Statistically non-significant change from 2018 (lollipop tail) to 2024 (lollipop head)





Some systems are responding by recruiting from other fields

Share of teachers who are second-career teachers



Who are students?

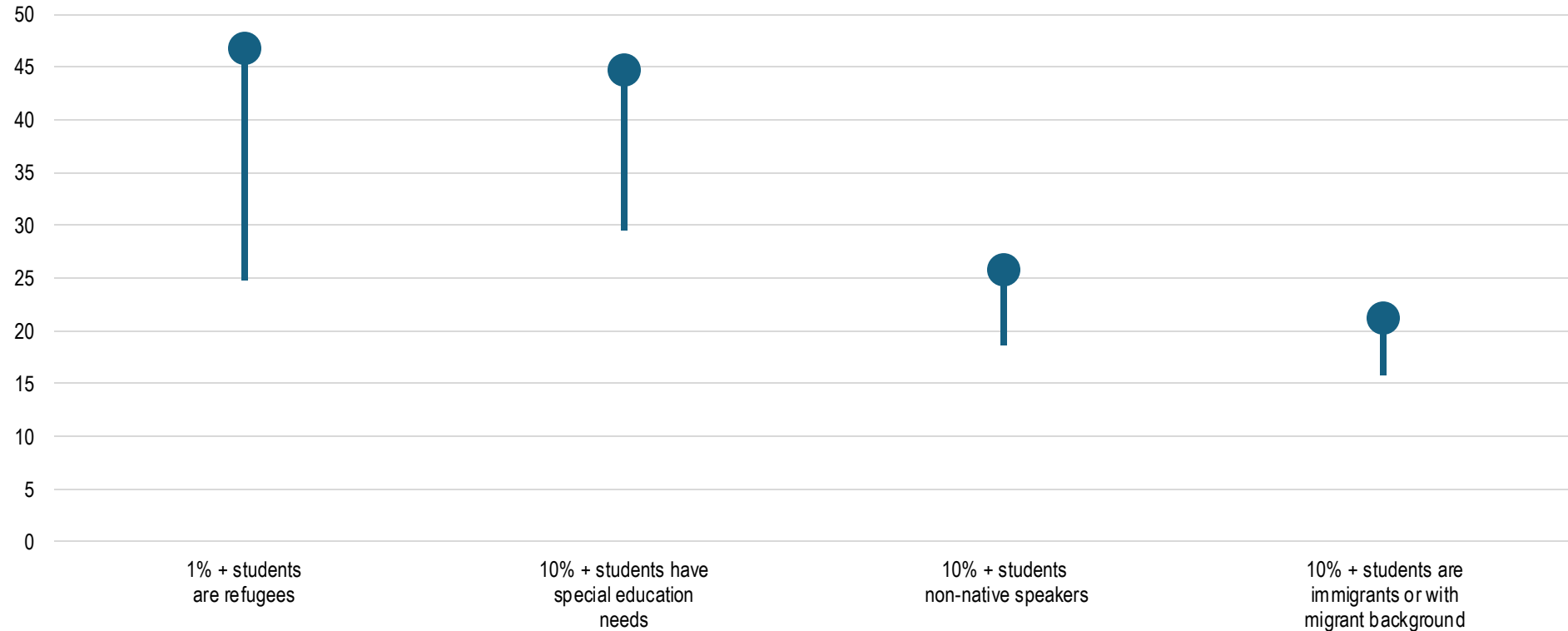
Changing environment



Students are more diverse

Share of teachers in schools with the following compositions (OECD average-24)

● Increase and ○ Statistically non-significant change from 2018 (lollipop tail) to 2024 (lollipop head)

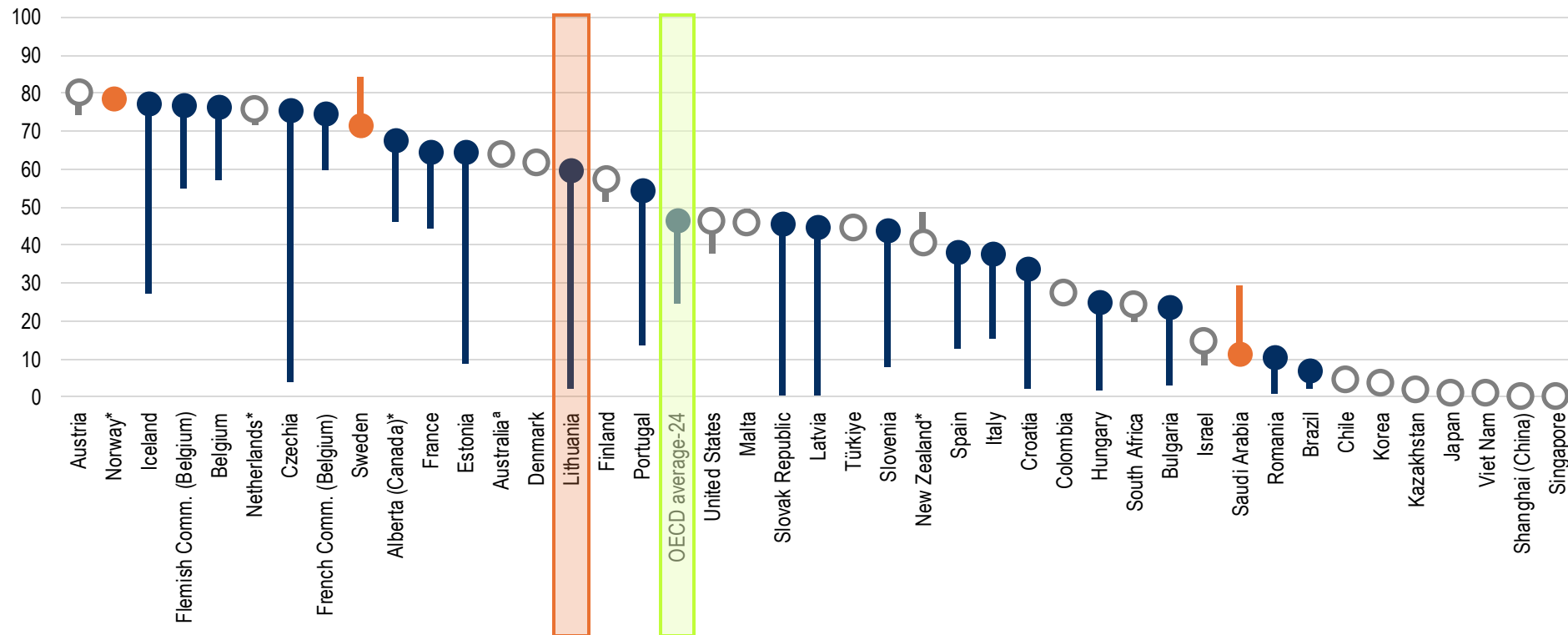




More students are refugees

Share of teachers in schools where at least 1% of students are refugees

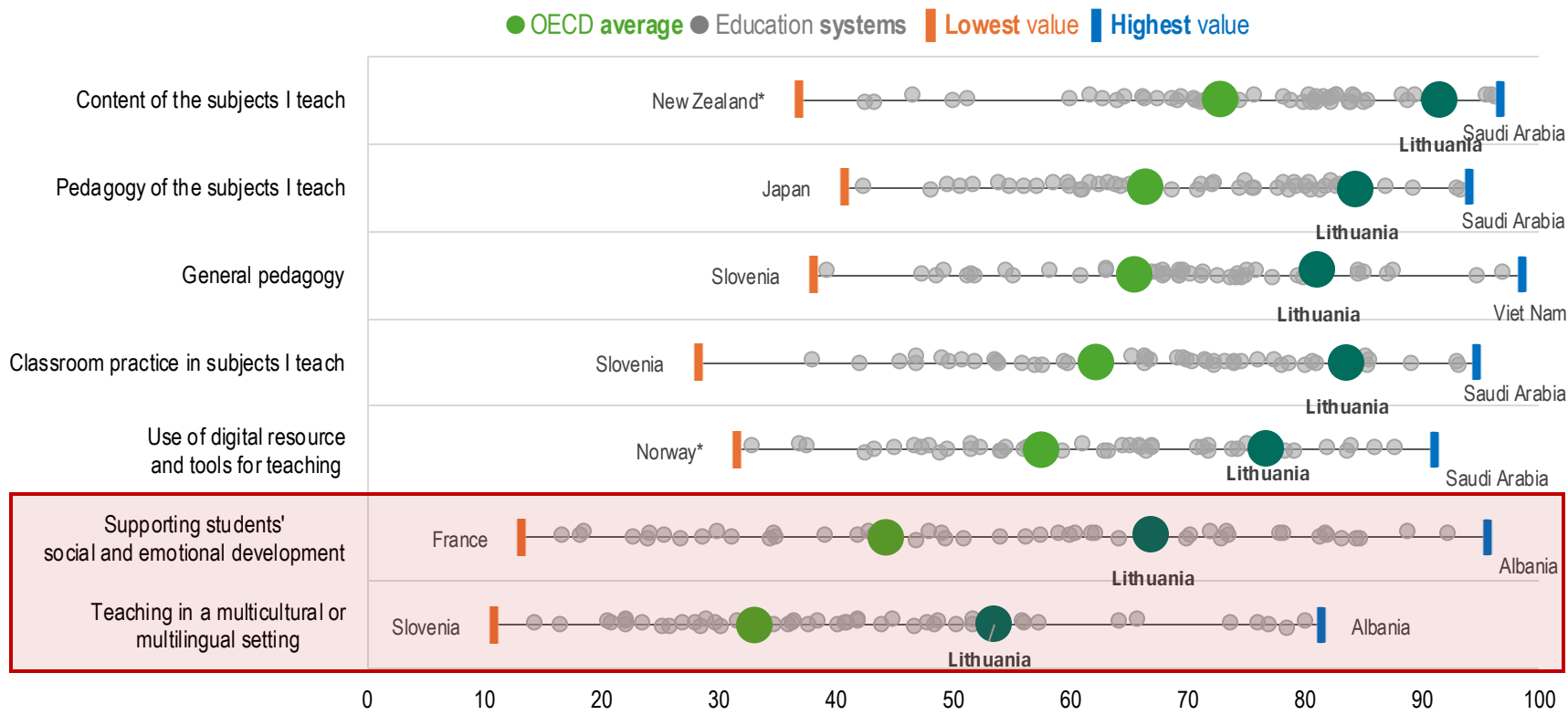
● Increase, ● Decrease and ○ Statistically non-significant change from 2018 (lollipop tail) to 2024 (lollipop head)





Recently graduated teachers don't always feel prepared to support students

Share of recently graduated teachers who report that their formal education made them feel prepared “quite a bit” or “a lot” for...



Traditional topics

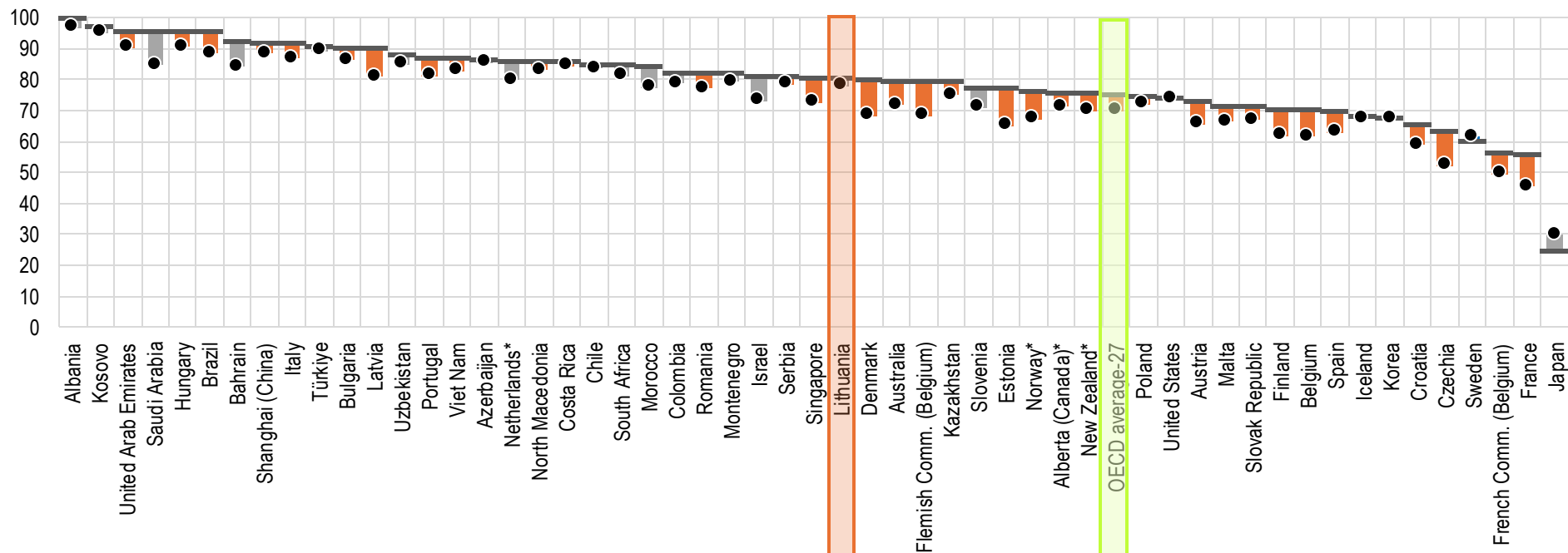
Emerging issues



Some teachers are more prepared to do so than others

Share of teachers who feel they can support students' social and emotional learning "quite a bit" or "a lot"

- Statistically non-significant difference
- Female teachers can support students' social and emotional learning more
- Male teachers
- Male teachers can support students' social and emotional learning more
- Female teachers



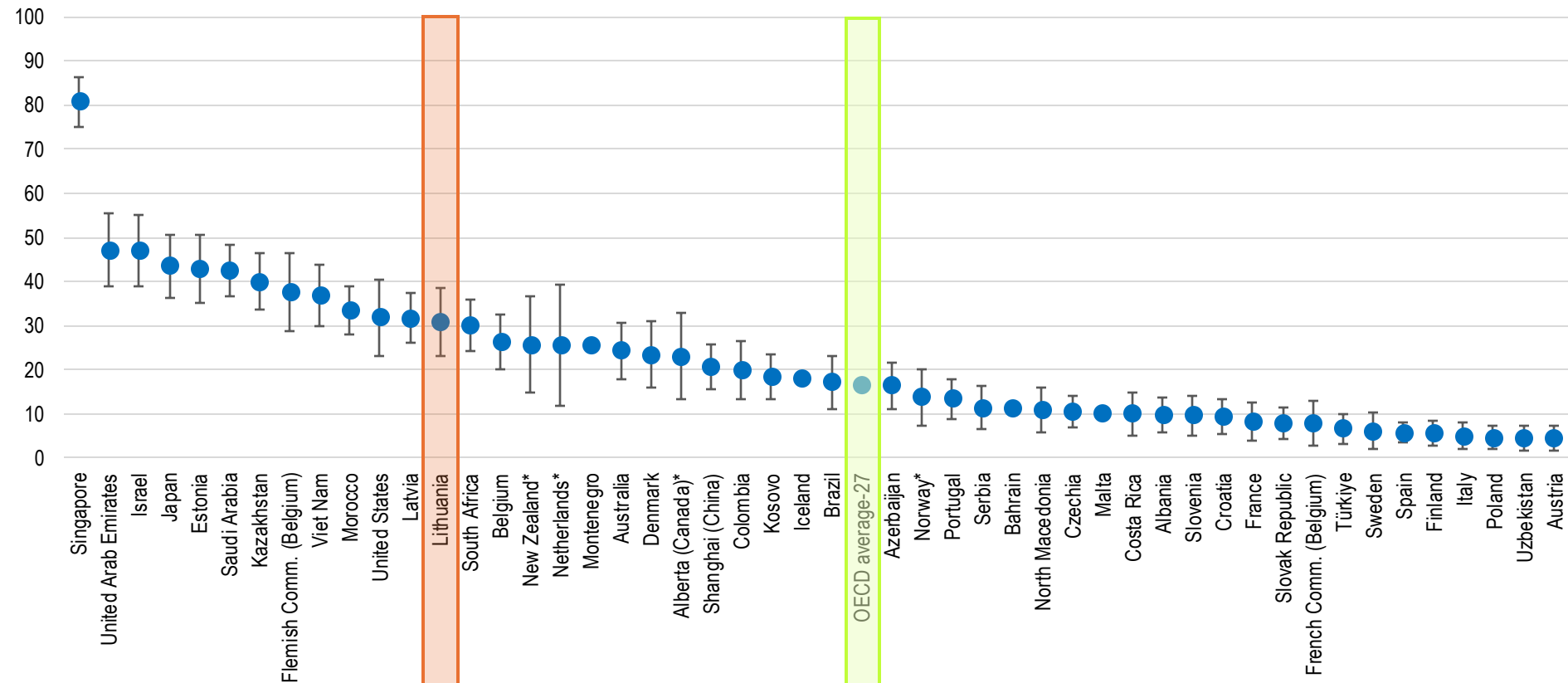
Technology and AI

Teaching for today's world



Online and hybrid instruction are here to stay

Share of teachers who taught in schools where at least one lesson online or hybrid in the past month





Like everyone else, teachers are concerned about AI

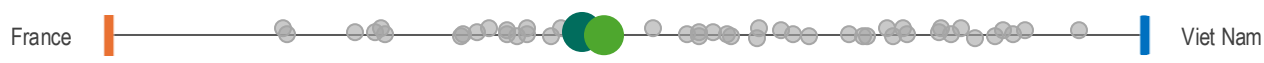
Share of teachers who agree with the following statements

● OECD average ● Education systems | Lowest value | Highest value

Teachers who report having used AI



Teachers who agree that AI helps to write or to improve lesson plans



Teachers who agree that AI enables adaption of learning materials for students



Teachers who agree that AI helps to automate administrative tasks



Teachers who agree that AI enables students to misrepresent work as their own



Teachers who agree that AI makes incorrect or inappropriate recommendations



Teachers who agree that AI amplifies biases to reinforce misconceptions

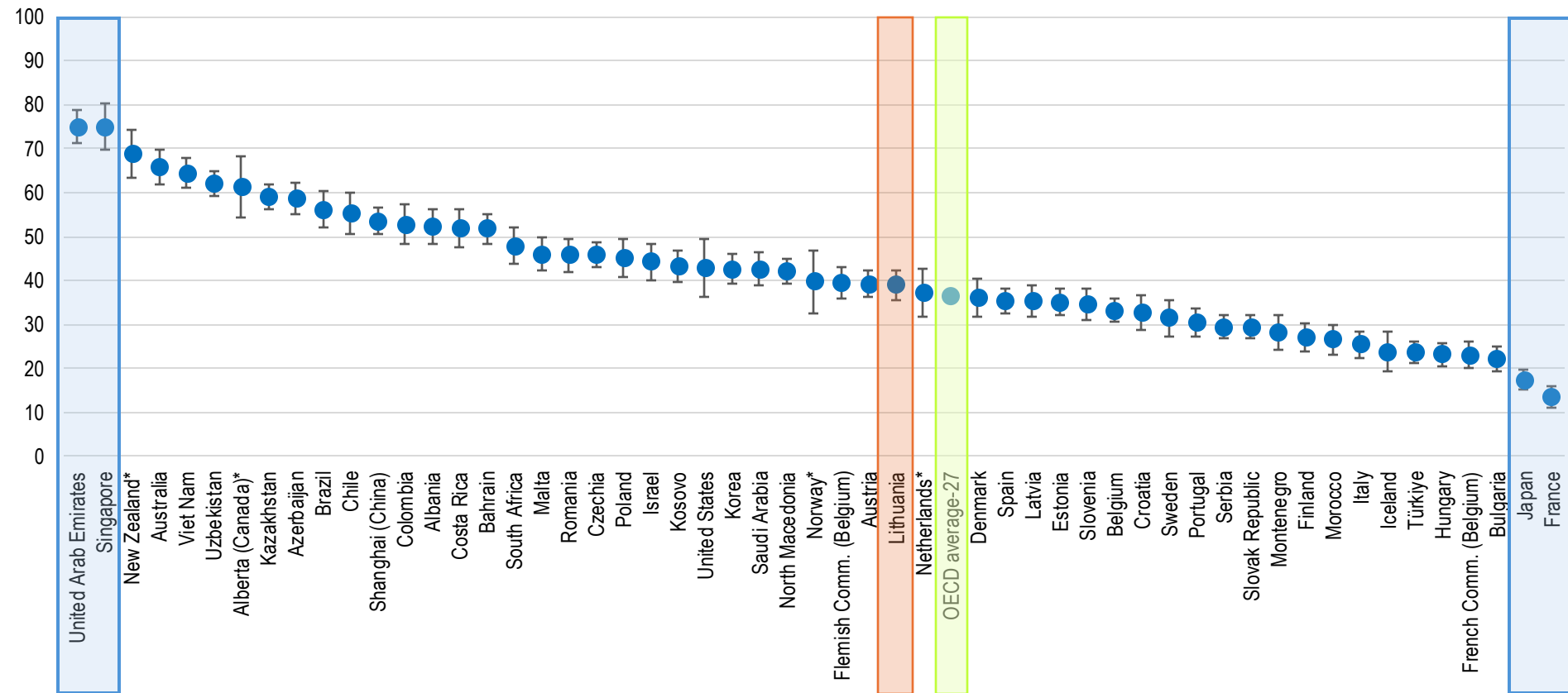


0 10 20 30 40 50 60 70 80 90 100



Like everyone else, they use AI anyways

Share of teachers who used AI in their teaching in the last year

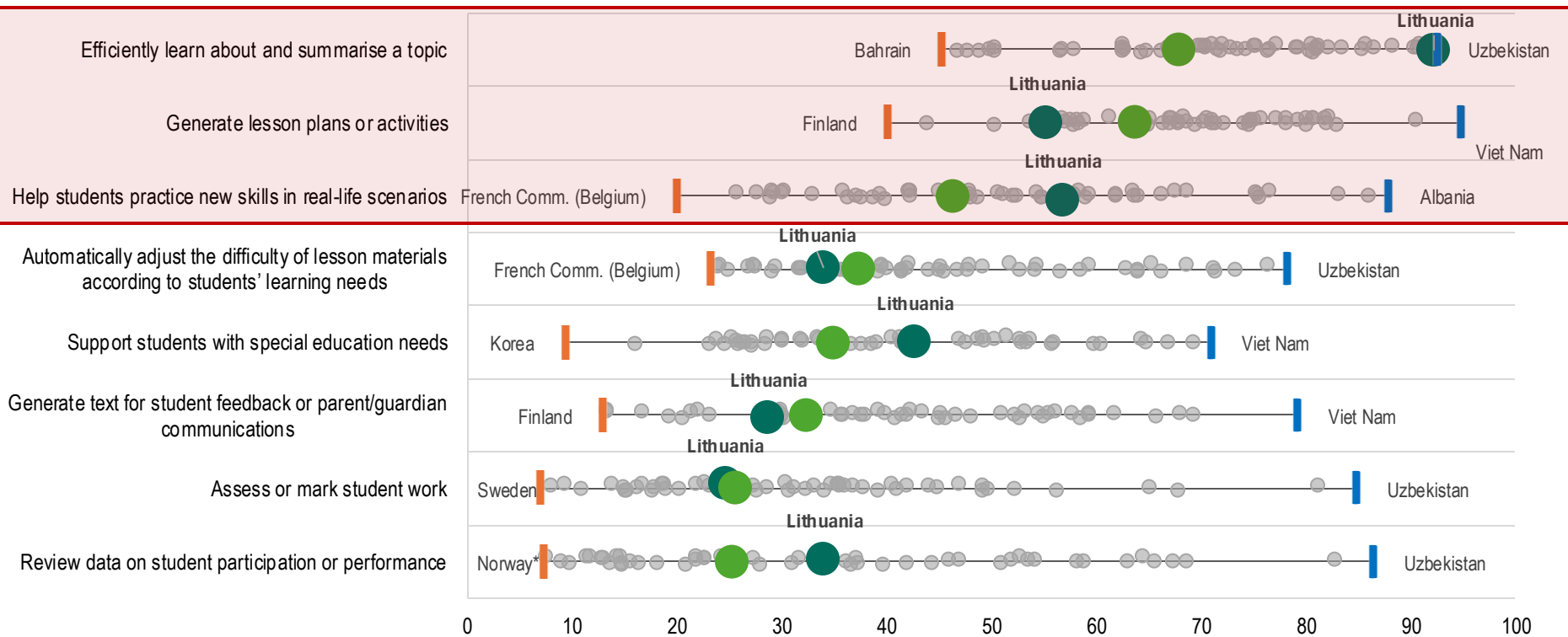




AI is used for some tasks more than others

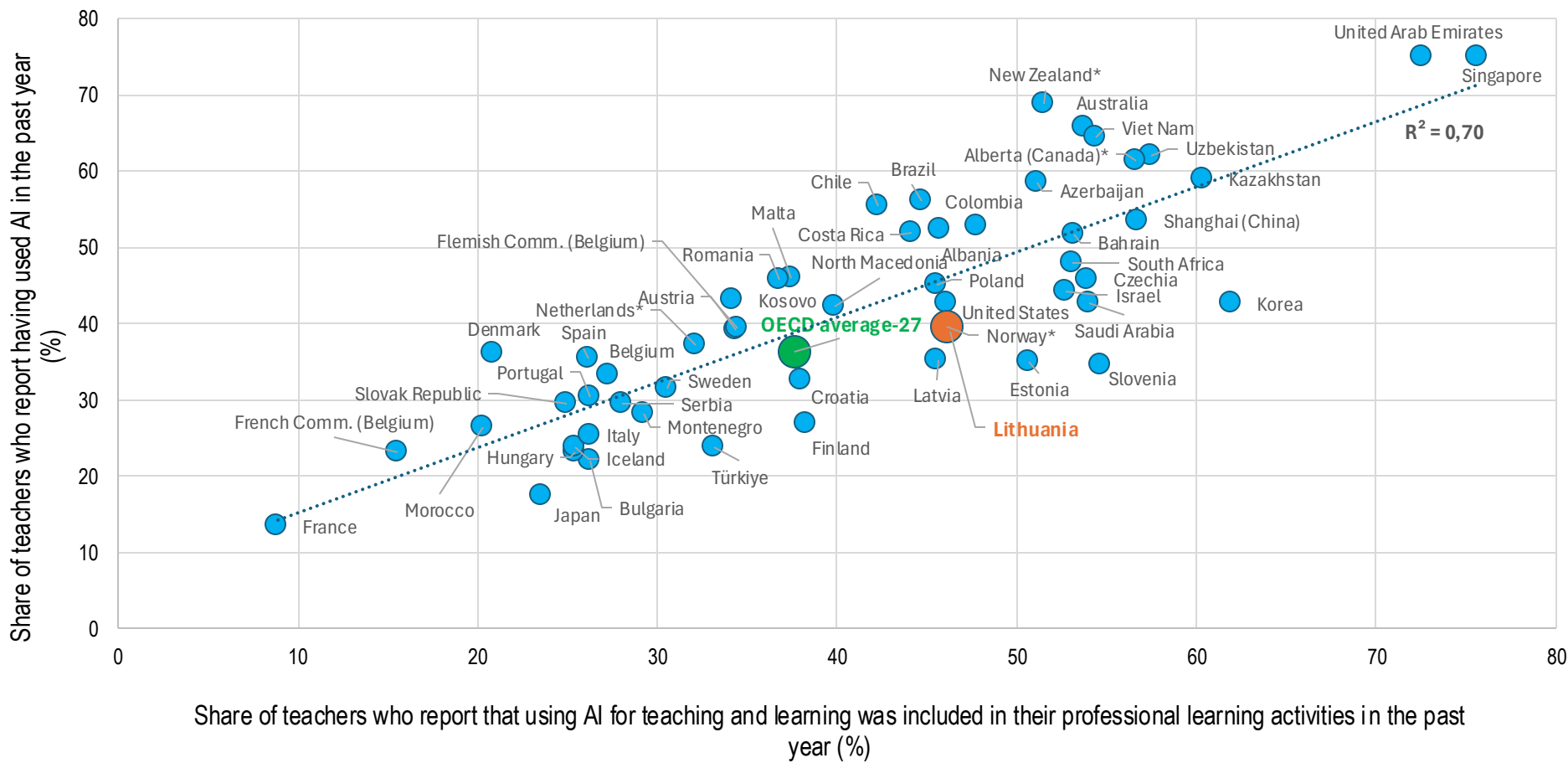
Of teachers who use AI, the share who report using it to do the following tasks

● OECD average ● Education systems | Lowest value | Highest value





Guidance on AI use and AI uptake go hand in hand



Collaboration

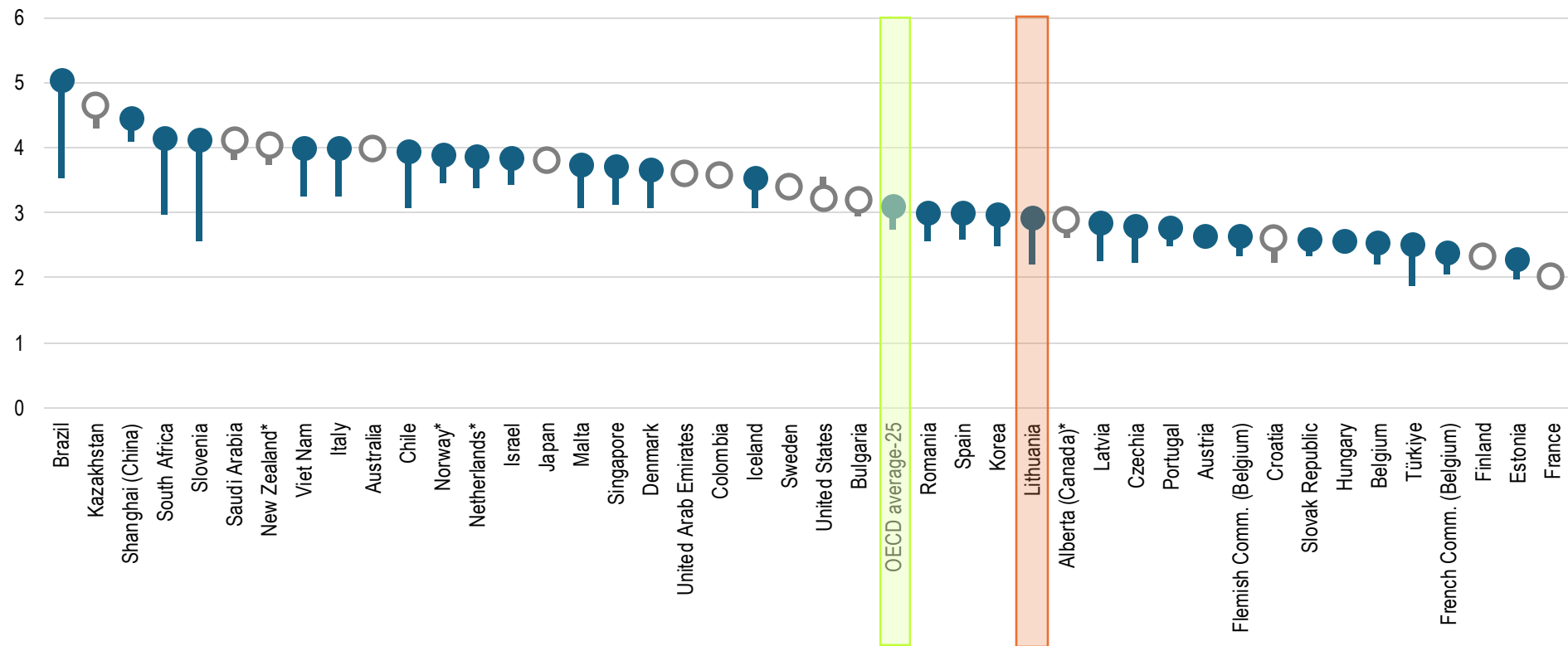
Work organisation and work environment



Teachers are co-operating more

Hours per week spent by full-time teachers on teamwork and dialogue with other teachers

● Increase and ○ Statistically non-significant change from 2018 (lollipop tail) to 2024 (lollipop head)

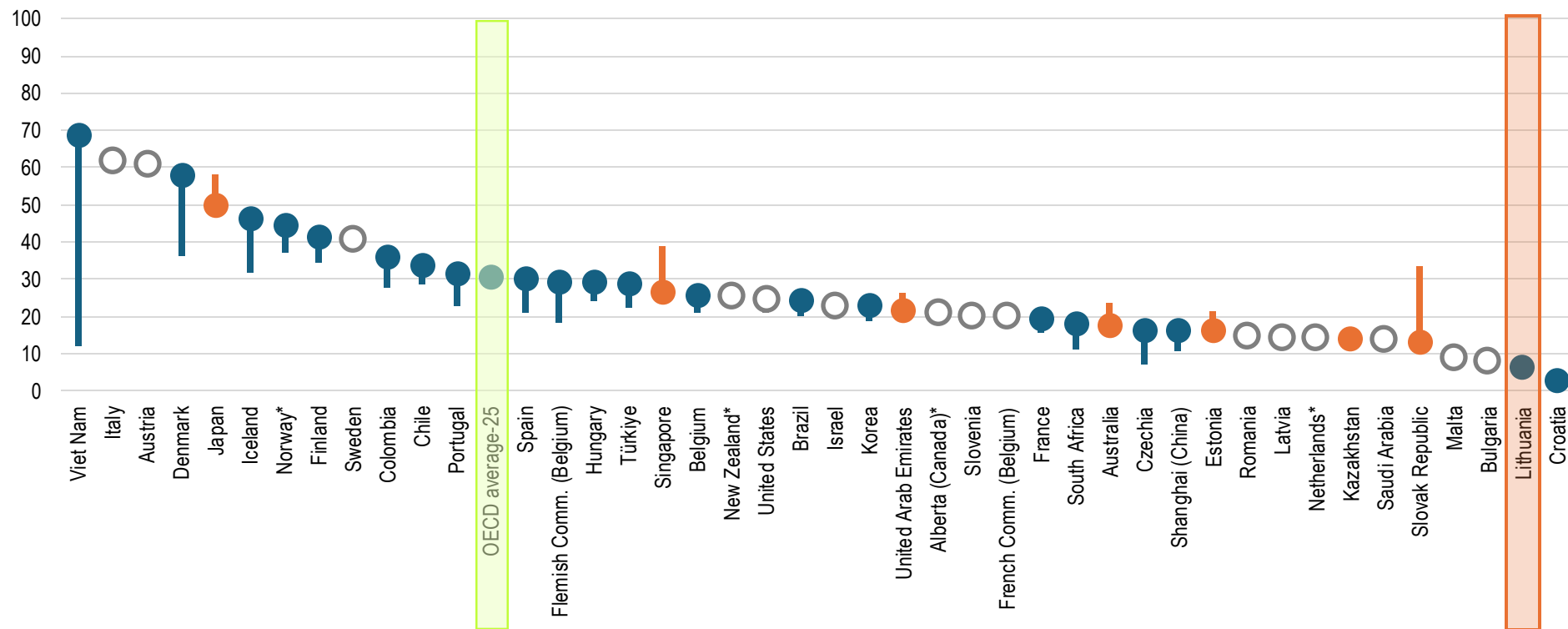




Team teaching has become more common

Share of teachers who teach jointly as a team in the same class at least once a month

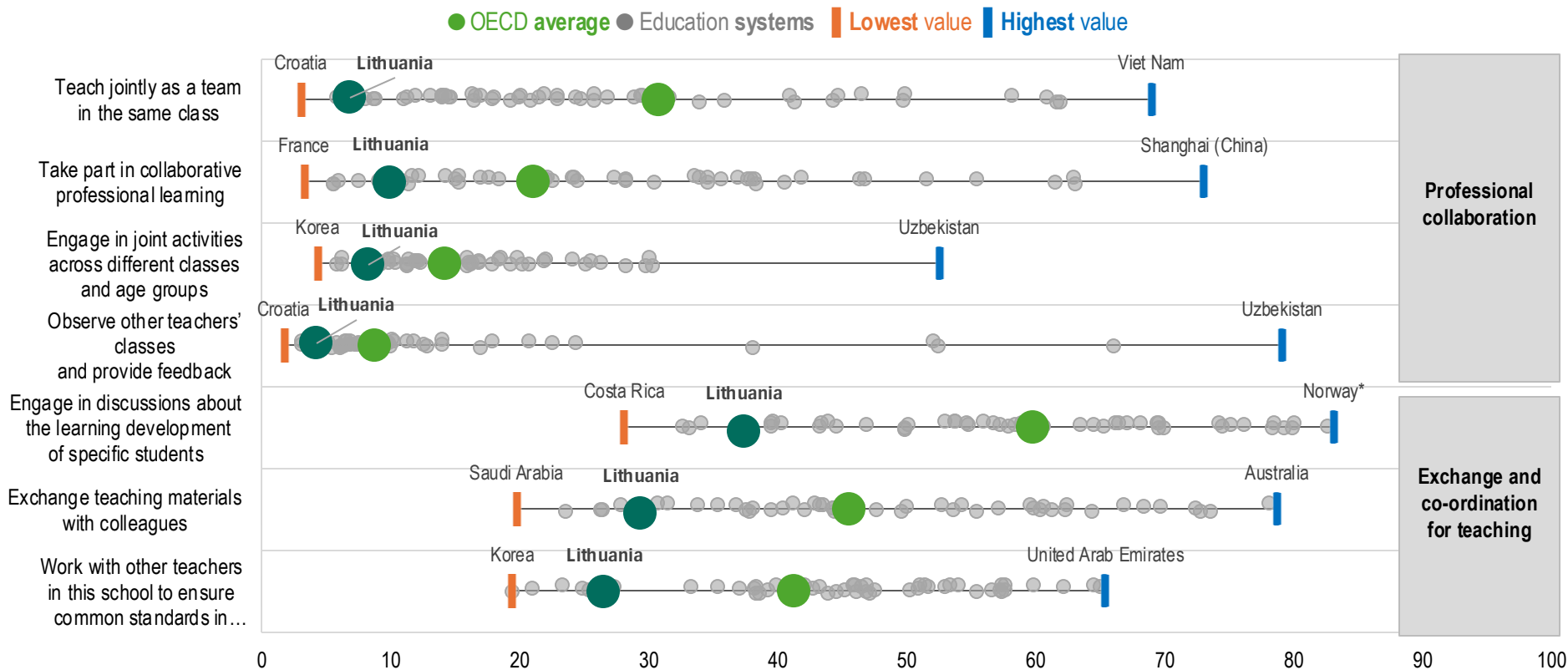
● Increase, ● Decrease and ○ Statistically non-significant change from 2018 (lollipop tail) to 2024 (lollipop head)





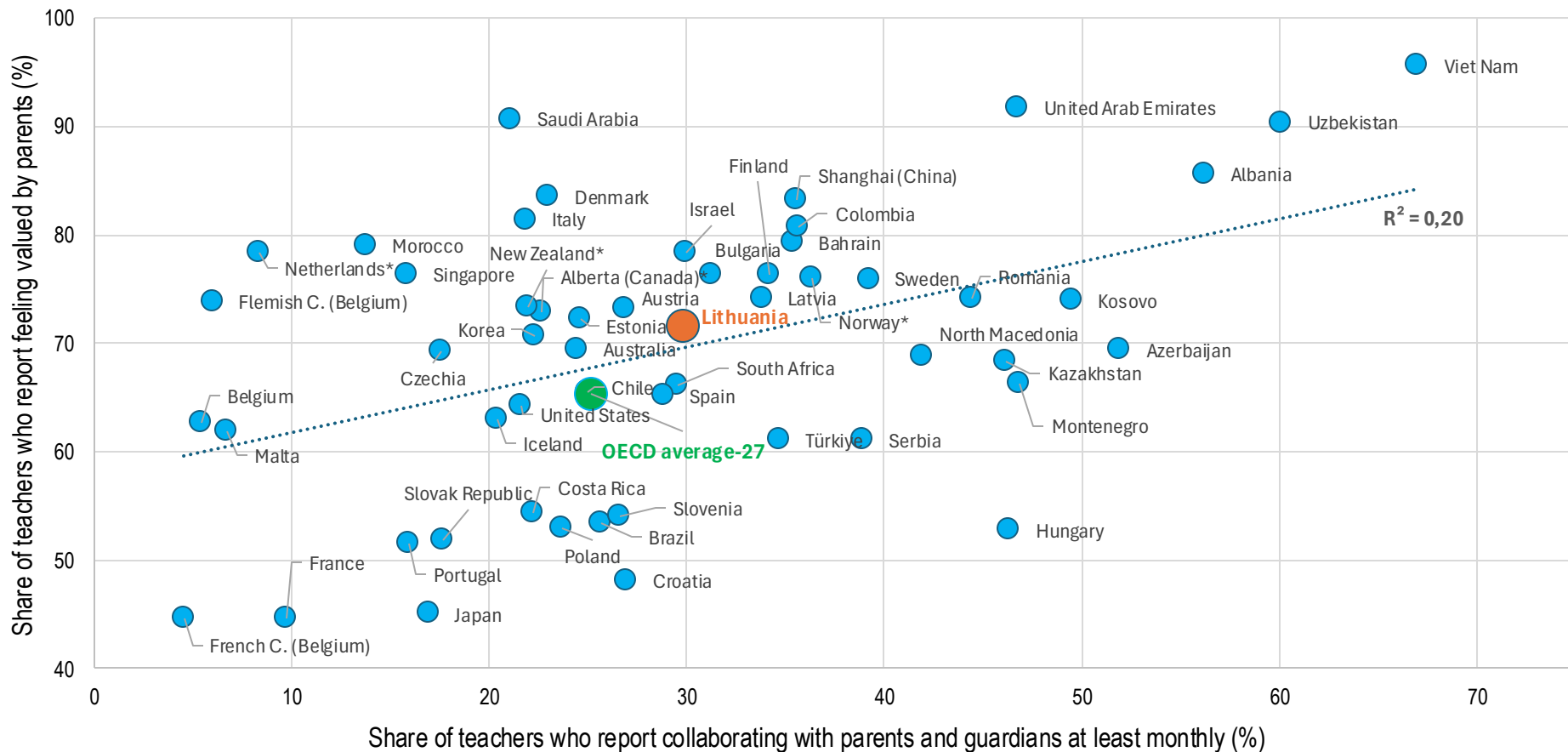
But deeper forms of collaboration remain less frequent

Share of teachers who do... at least once per month





Engaging with parents and feeling valued by them are linked



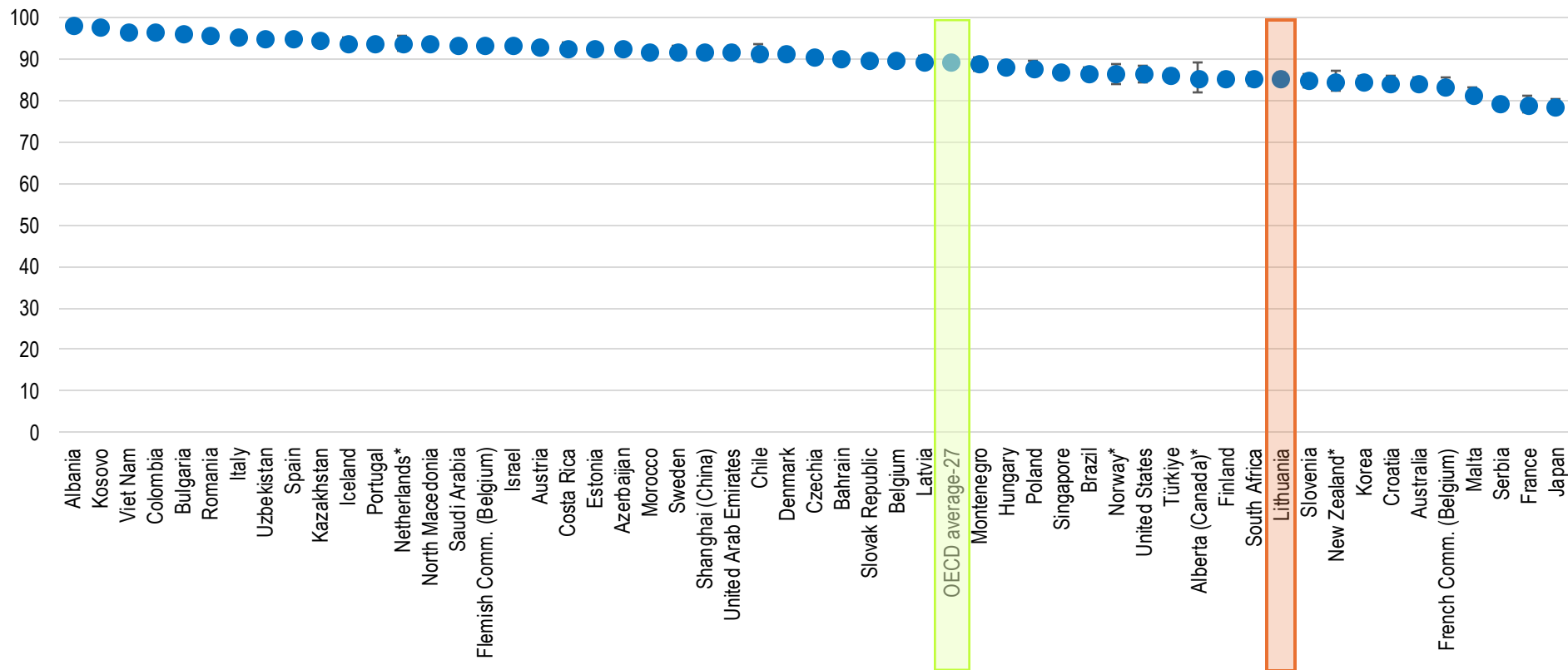
Are teachers thriving or surviving?

Job satisfaction and well-being



Most teachers are satisfied with their jobs

Share of teachers who "agree" or "strongly agree" that, all in all, they are satisfied with their jobs

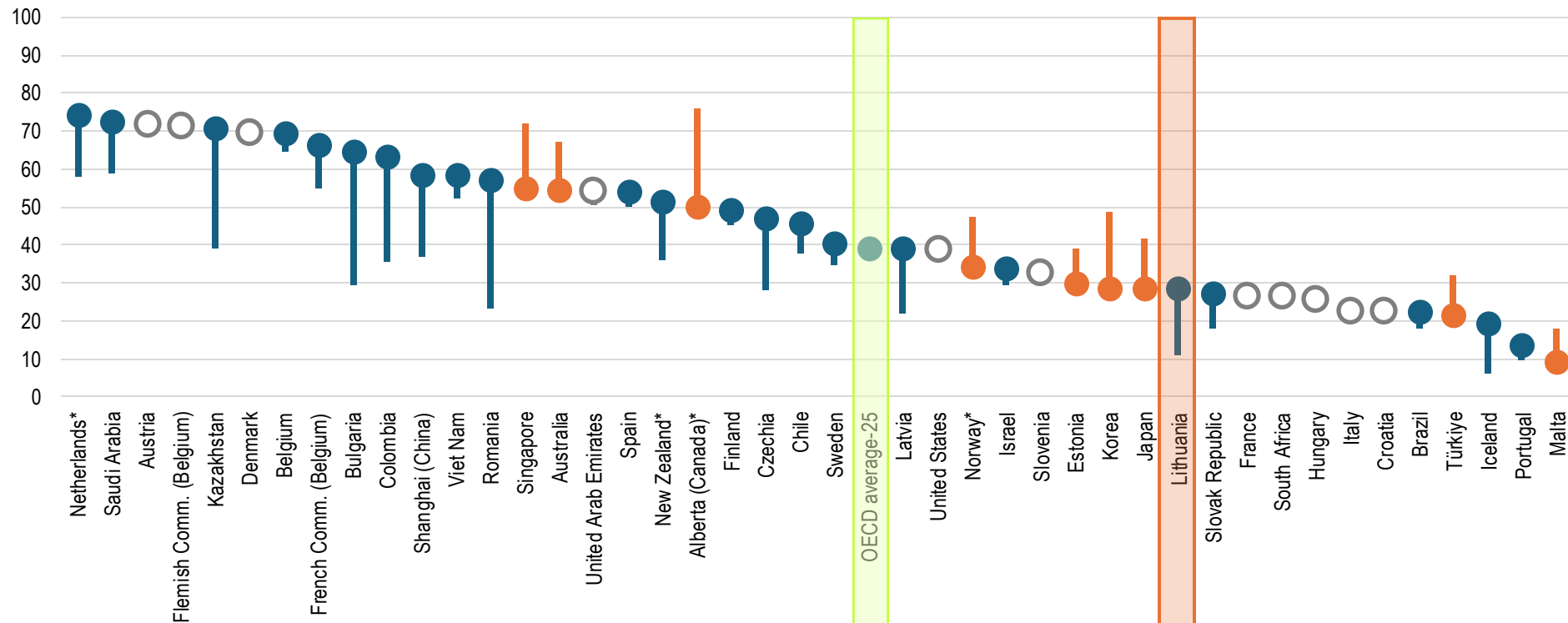




Teachers' satisfaction with their salaries is increasing in many systems

Share of teachers who “agree” or “strongly agree” that they are satisfied with their salaries

● Increase, ● Decrease and ○ Statistically non-significant change from 2018 (lollipop tail) to 2024 (lollipop head)

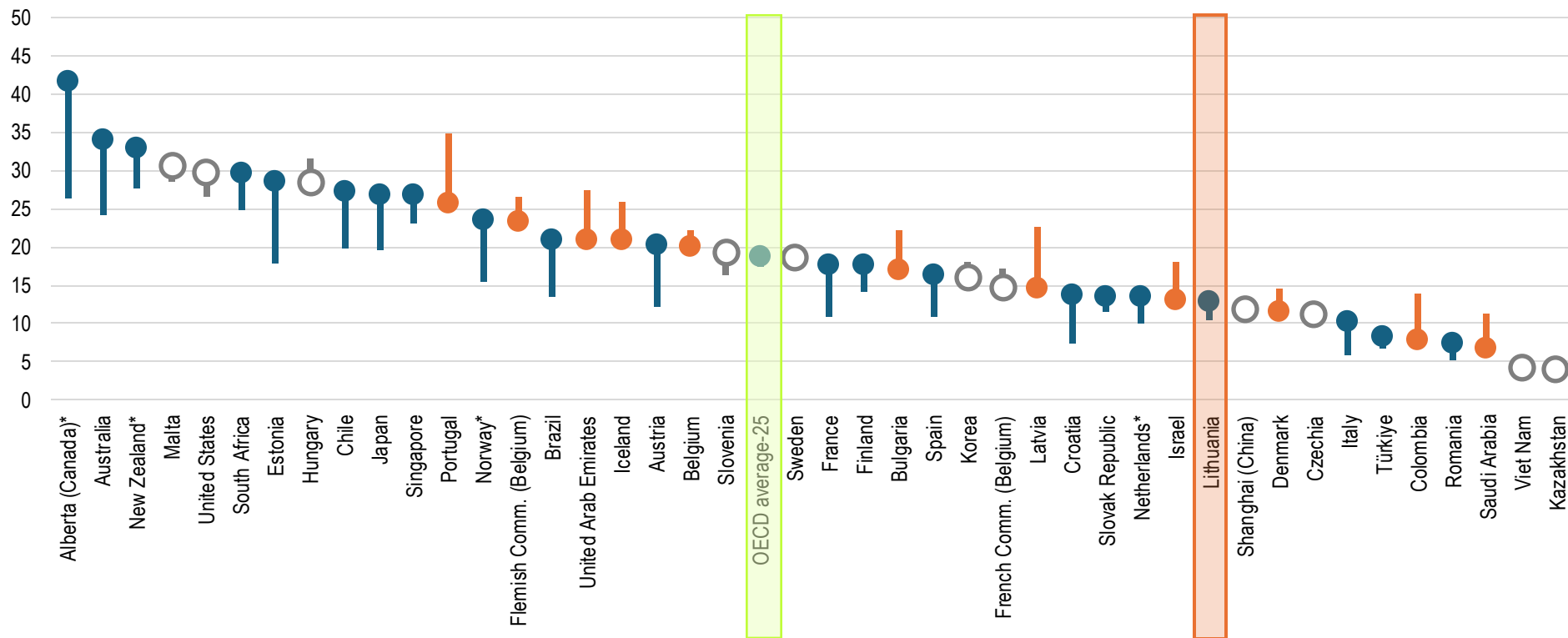




Yet, stress is also increasing in many education systems

Share of teachers who report experiencing stress “a lot” in their work

● Increase, ● Decrease and ○ Statistically non-significant change from 2018 (lollipop tail) to 2024 (lollipop head)





Young teachers are more stressed

Share of teachers who report experiencing stress “a lot” in their work

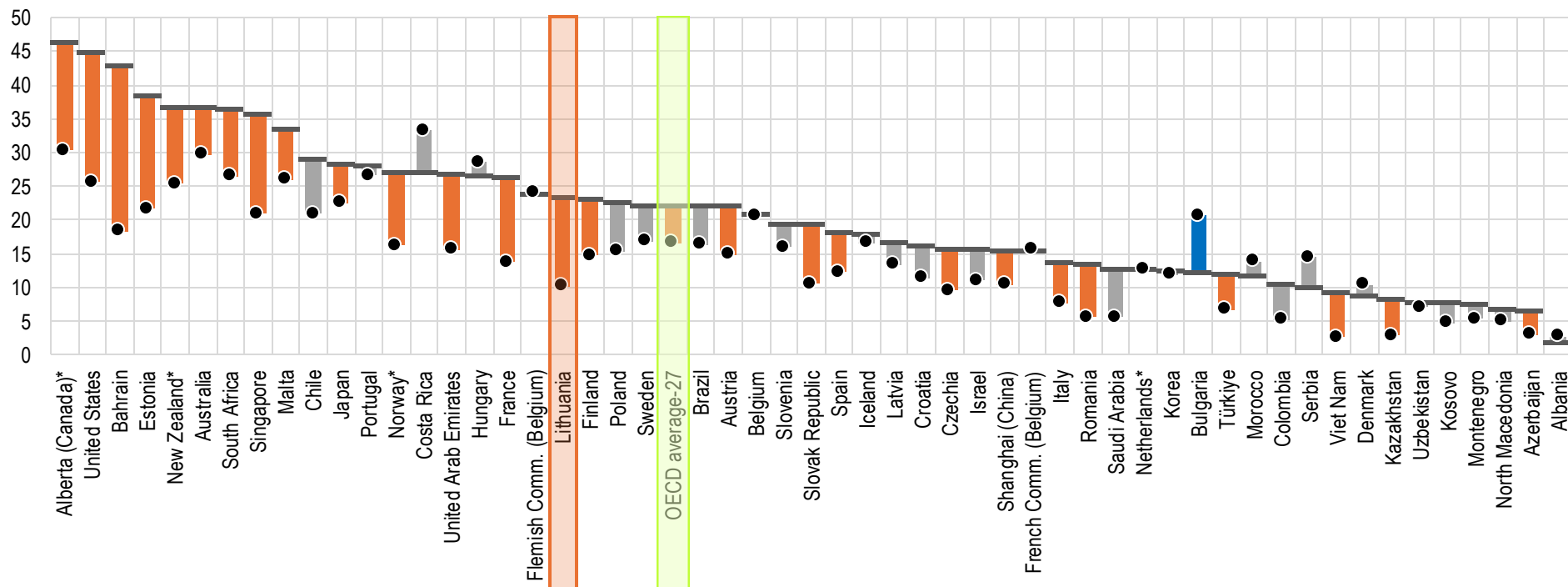
■ Statistically non-significant difference

■ Older teachers more stressed than young teachers

■ Young teachers more stressed than older teachers

— Young teachers (under age 30)

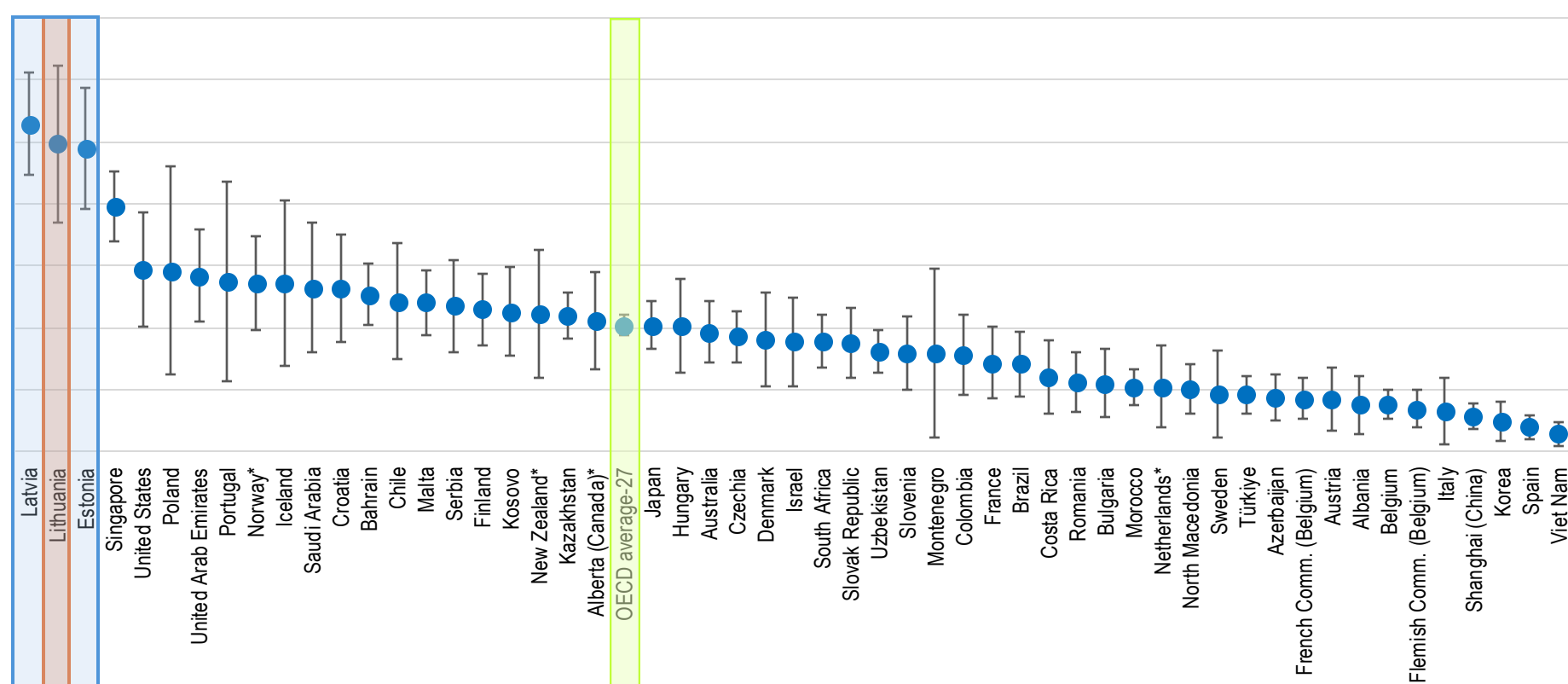
● Older teachers (age 50 or above)





In some systems, a high share of young teachers wish to leave the profession

Share of teachers under the age of 30 who intend to leave teaching within the next five years



What stresses teachers most?

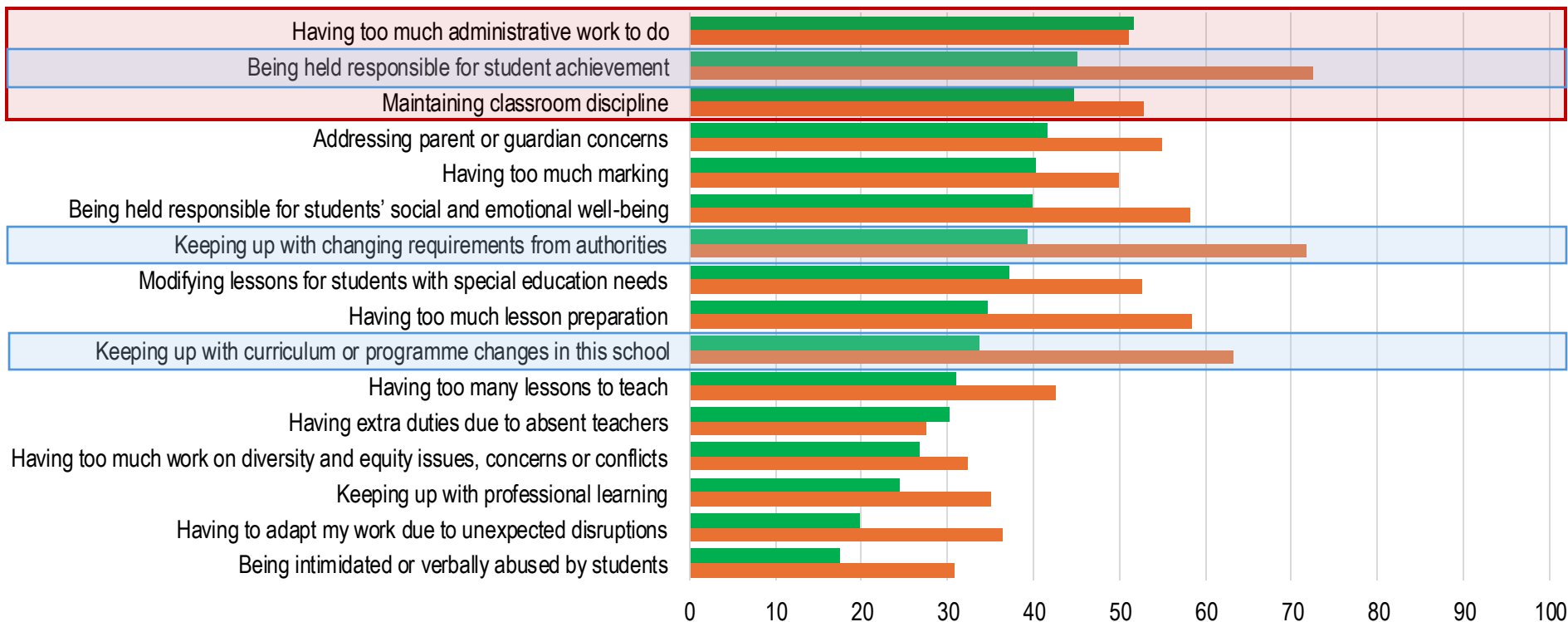
Demands of teaching



Most common sources of teachers' stress

Share of teachers who report that the following are sources of stress "quite a bit" or "a lot"

■ OECD average-27 ■ Lithuania

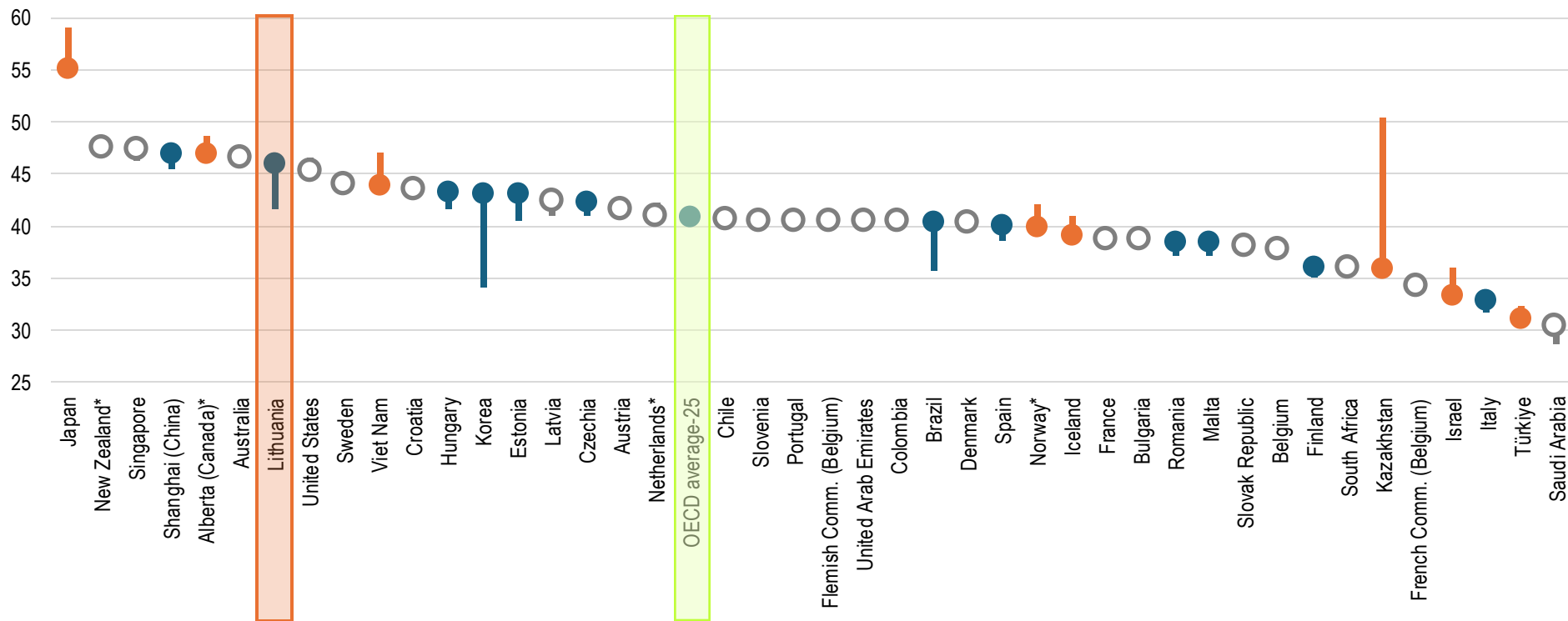




In most systems, teachers' overall workload hasn't changed

Average number of weekly working hours full-time teachers report spending on job-related tasks

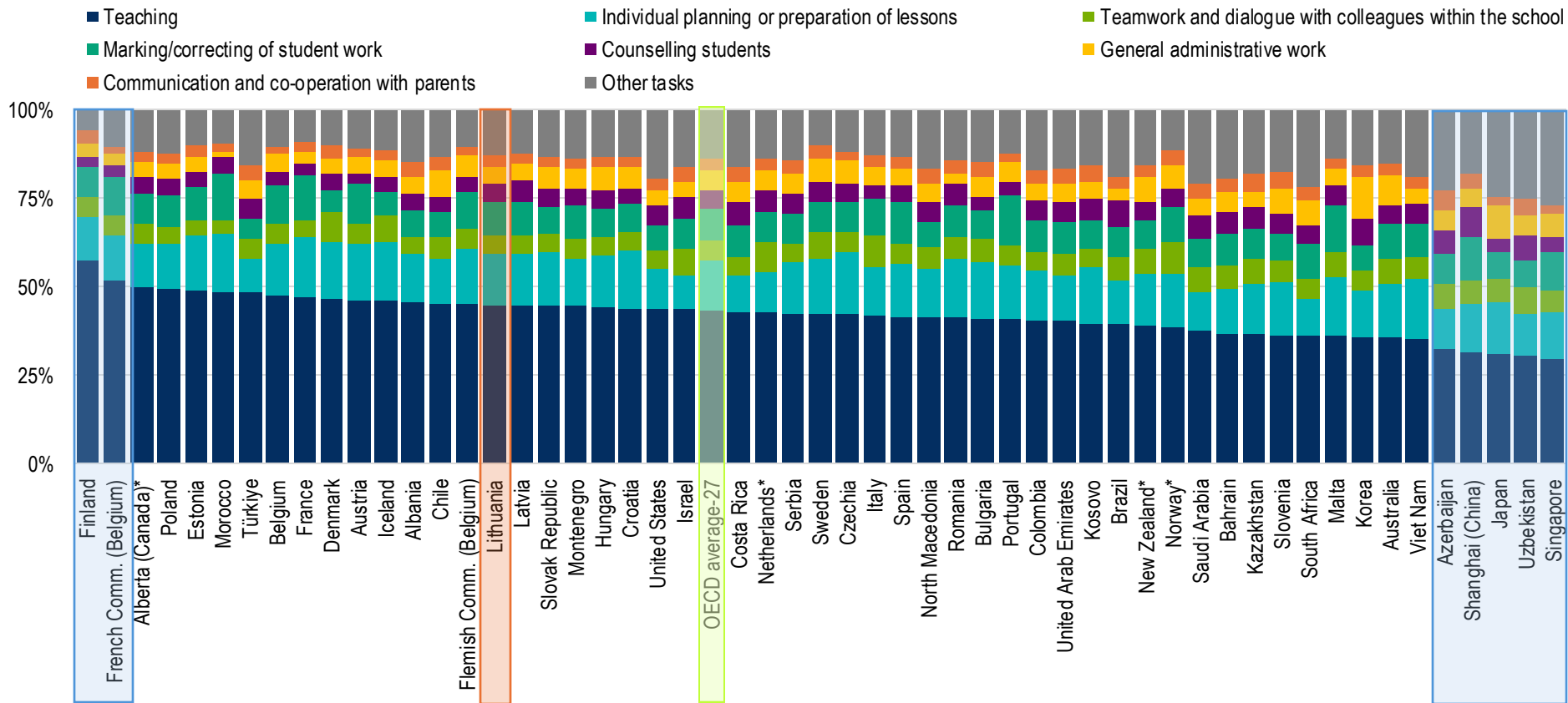
● Increase, ● Decrease and ○ Statistically non-significant change from 2018 (lollipop tail) to 2024 (lollipop head)





Teaching is the single most time-consuming task for teachers

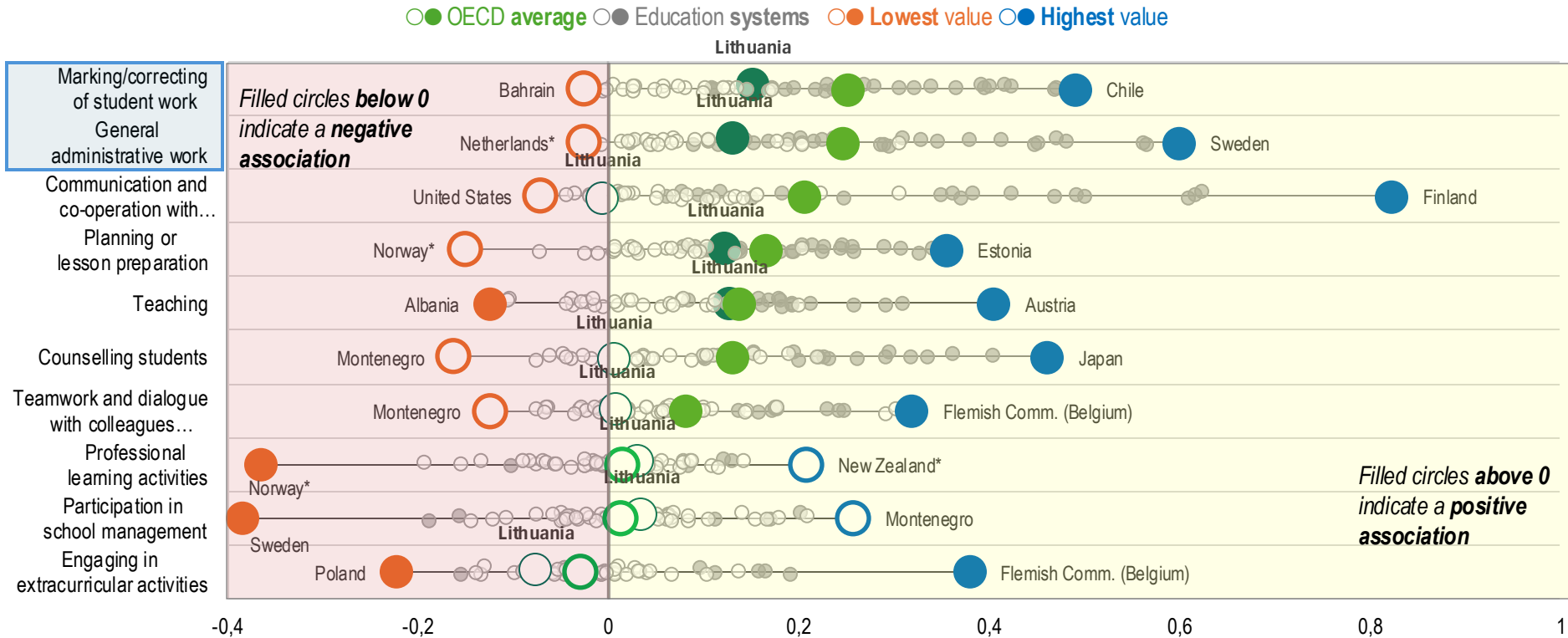
Share of weekly working hours full-time teachers report spending on job-related tasks





Different activities relate to stress in different ways

Change in the scale of teachers' workplace stress associated with an increase in the hours full-time teachers report having spent on the following activities

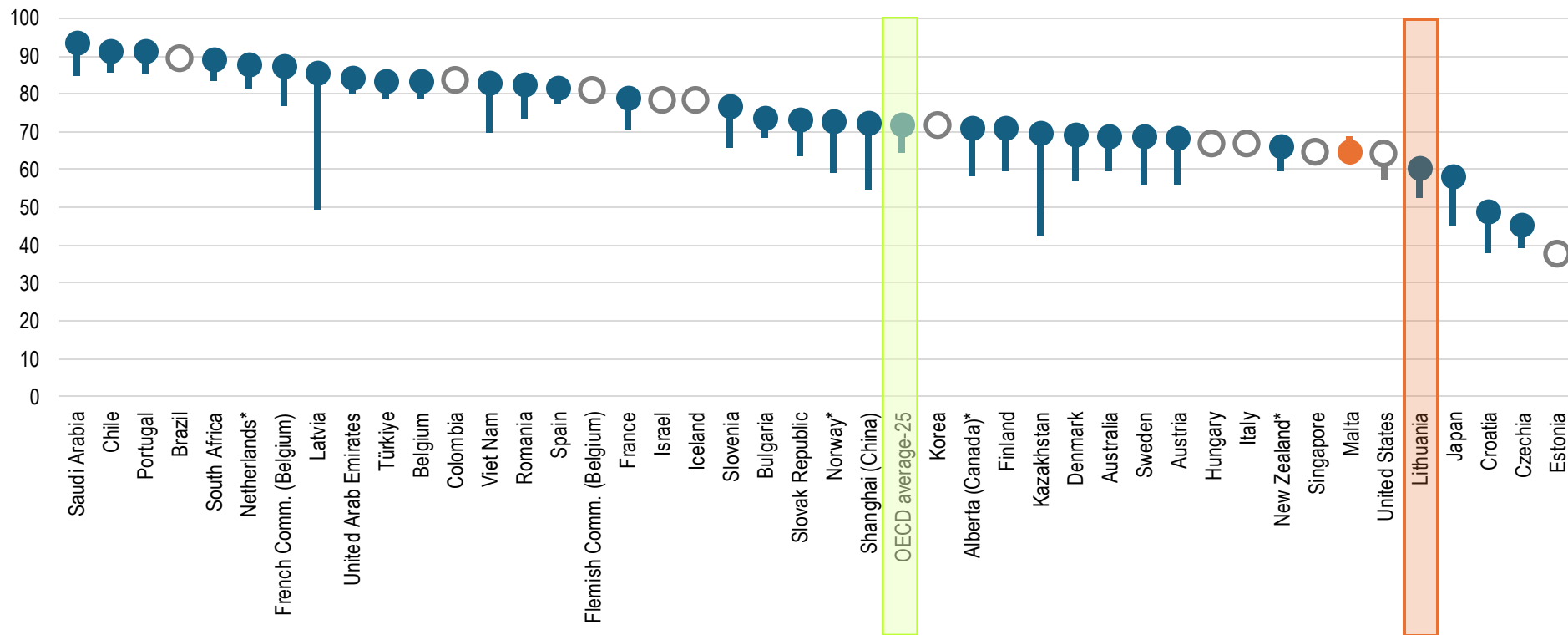




Teachers need to deal with disruptive students more frequently

Share of teachers who “frequently” or “always” calm students who are disruptive

● Increase, ● Decrease and ○ Statistically non-significant change from 2018 (lollipop tail) to 2024 (lollipop head)

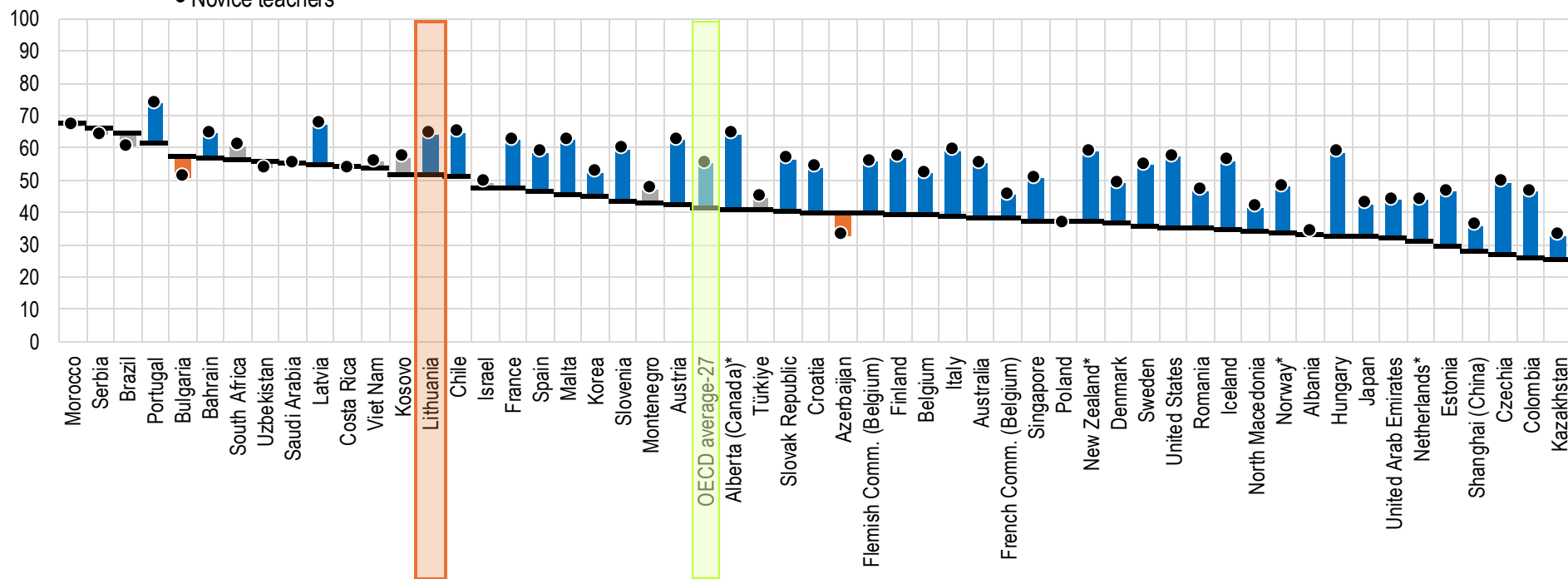




Maintaining discipline is more stressful for novice teachers

Share of teachers who report that maintaining classroom discipline is a source of stress “quite a bit” or “a lot”

- Statistically non-significant difference
- Experienced teachers more stressed than novice teachers
- Novice teachers more stressed than experienced teachers
- Experienced teachers
- Novice teachers

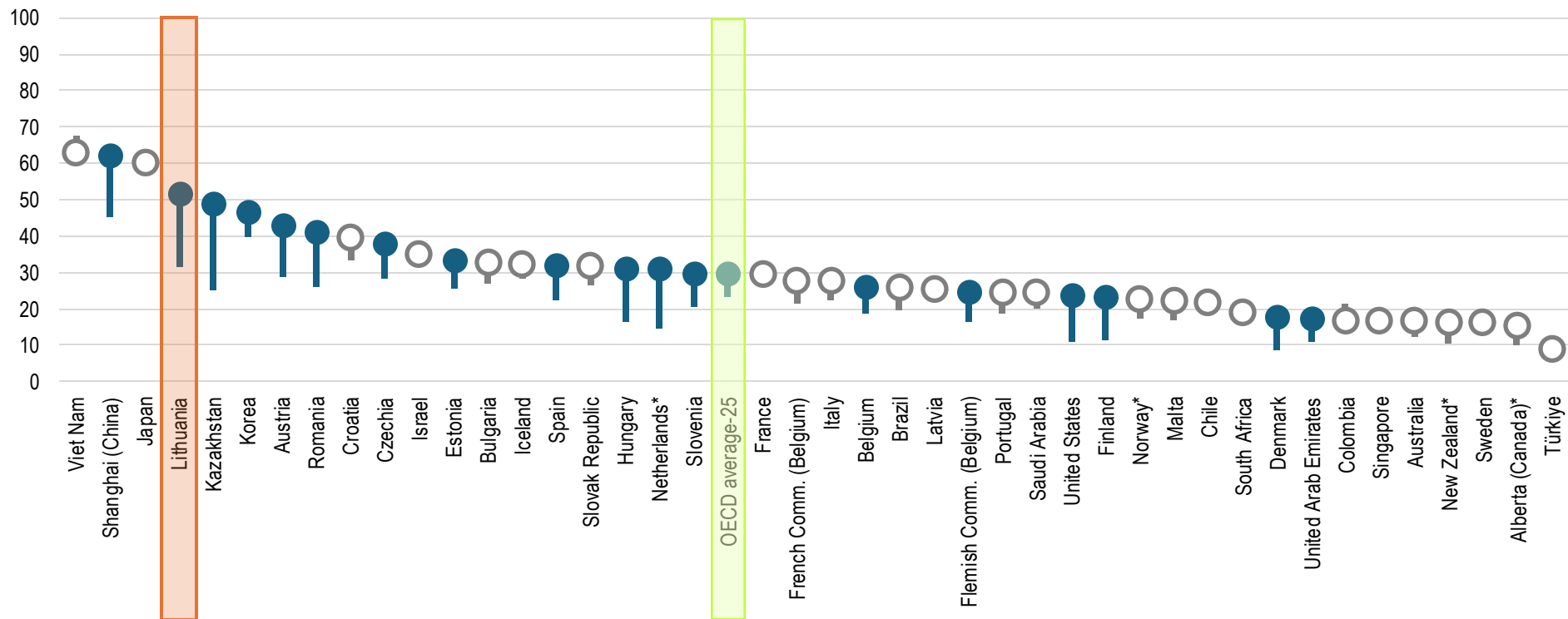




Novice teachers' learning needs in classroom management have increased

Share of novice teachers who have a “high” level of need for professional development in classroom management

● Increase and ○ Statistically non-significant change from 2018 (lollipop tail) to 2024 (lollipop head)

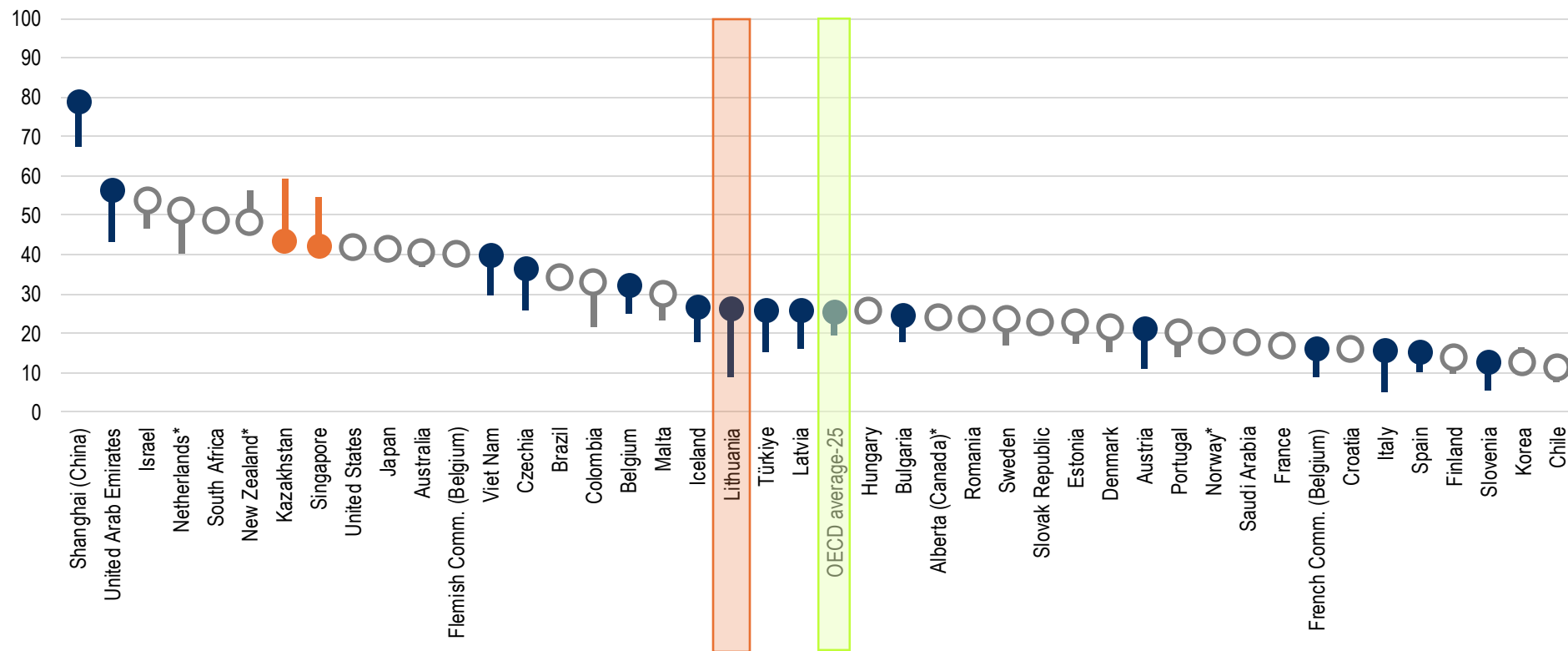




Novice teachers are receiving more support in the form of mentoring

Share of novice teachers who have a mentor

● Increase, ● Decrease and ○ Statistically non-significant change from 2018 (lollipop tail) to 2024 (lollipop head)



Thank you!

To learn more about TALIS 2024 results, visit: www.oecd.org/en/about/programmes/talis

Or follow the QR code:

