



UNLOCKING THE POTENTIAL OF TEACHER FEEDBACK

- Across countries and economies participating in the OECD Teaching and Learning International Survey (TALIS), a majority of teachers report receiving feedback on different aspects of their work in their schools.
- Teacher feedback has a developmental focus, with many teachers reporting that it leads to improvements in their teaching practices, and other aspects of their work.
- However, not all feedback is seen as meaningful: nearly half of the teachers across TALIS countries report that teacher appraisal and feedback systems in their school are largely undertaken simply to fulfil administrative requirements.
- Teachers who consider that they receive meaningful feedback on their work also tend to have more confidence in their own abilities and to have higher job satisfaction.

What is TALIS?

TALIS is the first international survey examining teaching and learning environments in schools. It asks teachers and school principals about their work, their schools and their classrooms. This cross-country analysis helps countries identify others facing similar challenges and learn about their policies.

TALIS 2013 focused on lower secondary education teachers and their principals. It sampled 200 schools in more than 30 countries and 20 teachers in each school.

More information available at www.oecd.org/talis.

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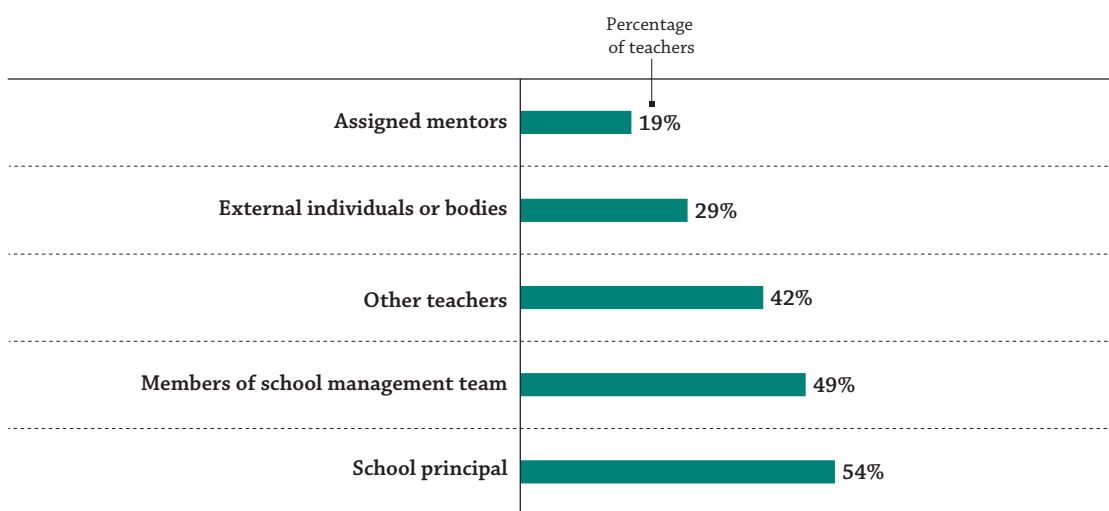
Most teachers across TALIS countries receive feedback on their work.

TALIS defines teacher feedback broadly as any communication teachers receive about their teaching, formally or informally, based on some form of interaction with their work (e.g. observing classrooms and the teaching of students). Teacher feedback is common across TALIS countries, with 88% of teachers reporting receiving feedback on their teaching (though this varies from a low of 55% in Iceland to a high of 99% in England).

As Figure 1 shows, the most common sources of feedback are school principals (54% of teachers), members of the school management team (49%) and other teachers (42%). Feedback from external individual and bodies (29%) and assigned mentors (19%) are the two least common sources. Moreover, many individual teachers receive feedback from multiple sources: on average 56% of teachers report receiving feedback from one or two of the sources listed in Figure 1 and 31% from three sources or more.



Figure 1 • **Percentage of lower secondary teachers who report having received feedback on their work from the following sources**



Note: Feedback is defined broadly as any communication of the results of a review of an individual's work, often with the purpose of noting good performance or identifying areas for development. The feedback may be provided formally or informally.

Source: OECD, TALIS 2013 Database.

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Feedback can be based on different methods, such as classroom observation, student surveys, assessment of teachers' knowledge, students test scores, self-assessment or discussions with parents. On average, more than two-thirds of teachers report feedback following classroom observation (79%), while other methods are mentioned by over half of teachers across countries (53%). However, there are big differences between countries. To illustrate, while feedback following classroom observation is reported by more than 95% of teachers in Malaysia, Poland, Romania, Singapore, Abu Dhabi (United Arab Emirates) and England (United Kingdom), less than 50% of teachers report such feedback in Finland, Iceland, Italy and Spain.

What this means in practice

Fair and effective feedback from multiple sources is essential for teachers' professional development. Next to feedback from school leaders, peer feedback can be beneficial in many ways. Teachers can work with each other to develop systems of peer feedback to share knowledge on different aspect of teaching (e.g. lesson planning, classroom practices). Such systems also strengthen collaboration between teachers, which further boosts teacher job satisfaction.

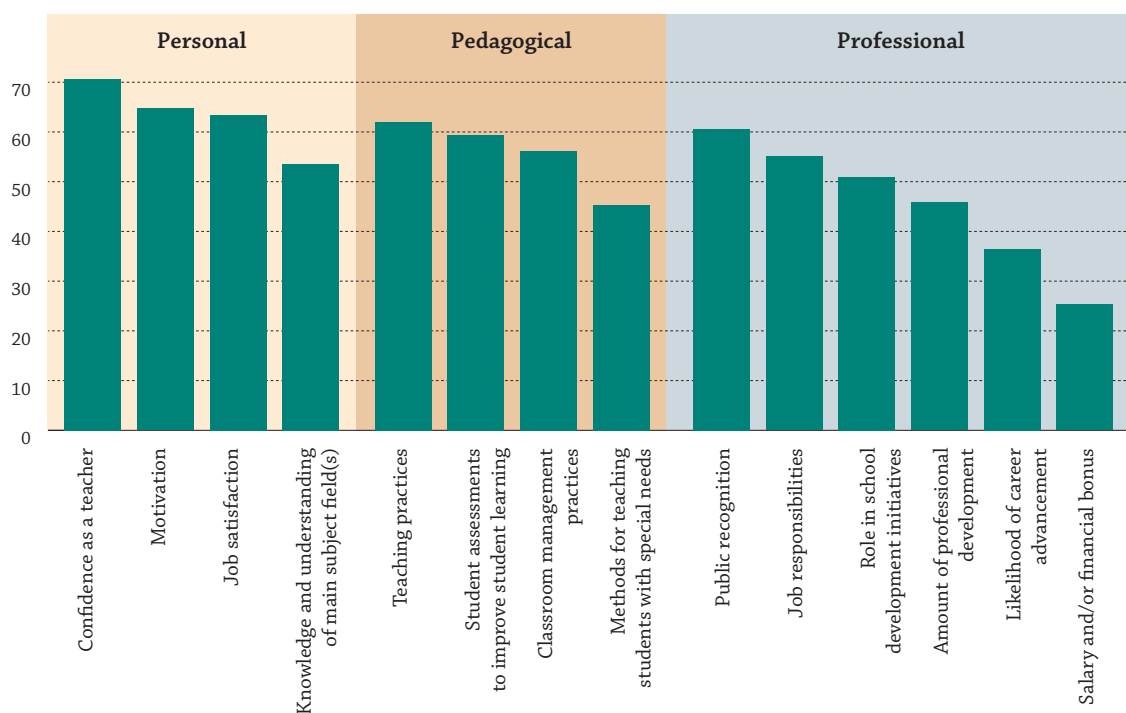


Teacher feedback can support teachers' development...

Teacher feedback can stimulate teachers in terms of their personal attitudes and feelings about their jobs, their pedagogical practices and professional development. As Figure 2 shows, more positive changes following feedback reportedly occur within teachers' pedagogical and personal development rather than professional advancement. For instance, nearly three-quarters of teachers across TALIS countries report a moderate or large increase in their confidence as a teacher after receiving feedback on their work. Moreover, more than half of teachers report that the feedback they received resulted in positive changes in their teaching practices (62%) and 59% of teachers report it lead to moderate or large positive changes in their use of student assessments to improve student learning.

Teacher feedback has less of an impact on teachers' careers advancement. Across TALIS countries only about one-third of teachers report that the feedback they receive is linked to the likelihood of their career advancement, while about one in four reports impact on the salary (see Figure 2).

Figure 2 • **Proportion of lower secondary teachers who report moderate to large positive changes following feedback**



Source: OECD, TALIS 2013 Database.

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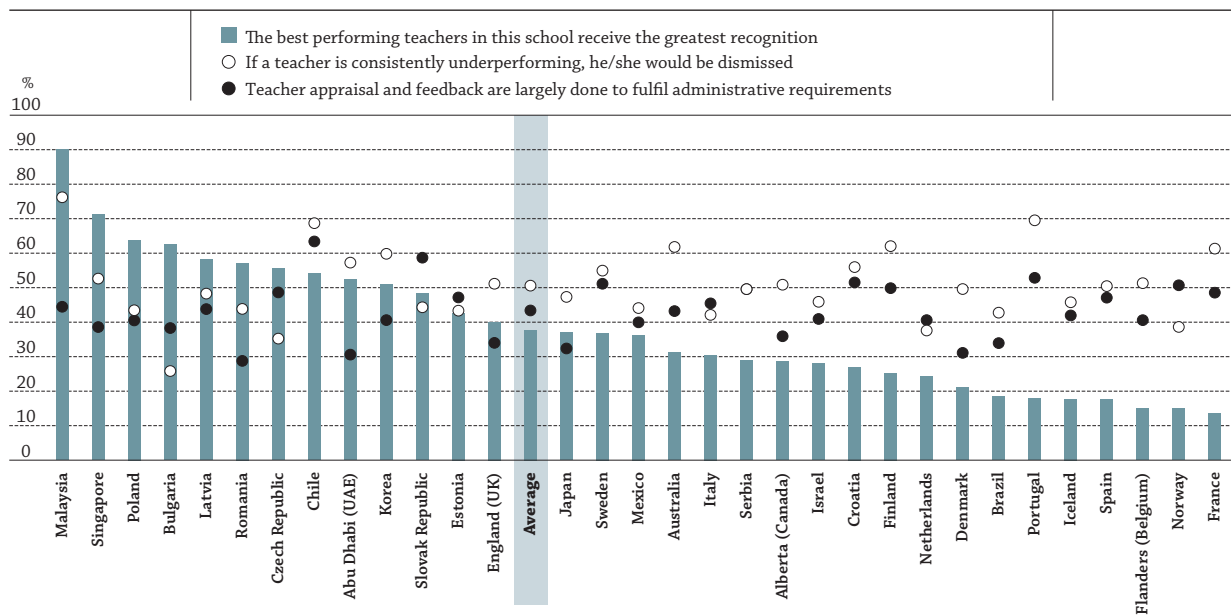
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...but many feedback systems are seen as underdeveloped or meaningless.

Despite the positive outcomes of feedback, many teachers perceive the systems of appraisal and feedback in their school as insufficient to help in the development of teaching. As shown in Figure 3, more than half of teachers report that teacher appraisal and feedback in the school are largely undertaken to fulfil administrative requirements. In addition, less than 40% of teachers report that the best-performing teachers in their schools receive the greatest recognition (e.g. rewards, additional training or responsibilities) or that a teacher would be dismissed for consistently underperforming (31%).

Figure 3 • **Percentage of lower secondary teachers who report the following impacts of teacher appraisal and feedback systems in their schools**



Source: OECD, TALIS 2013 Database.

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The bottom line Teacher appraisal and feedback can have a number of positive effects on teachers' practices and support teachers' professional development. However, many teachers see feedback systems in their schools as largely administrative tasks, disconnected from professional development. TALIS highlights the need for comprehensive systems, which deliver meaningful results for teachers.

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To learn more
 OECD (2014), *TALIS 2013 Results: An International Perspective on Teaching and Learning*, TALIS, OECD Publishing, Paris.
 OECD (2014), *A Teachers' Guide to TALIS 2013*, TALIS, OECD Publishing, Paris.

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