

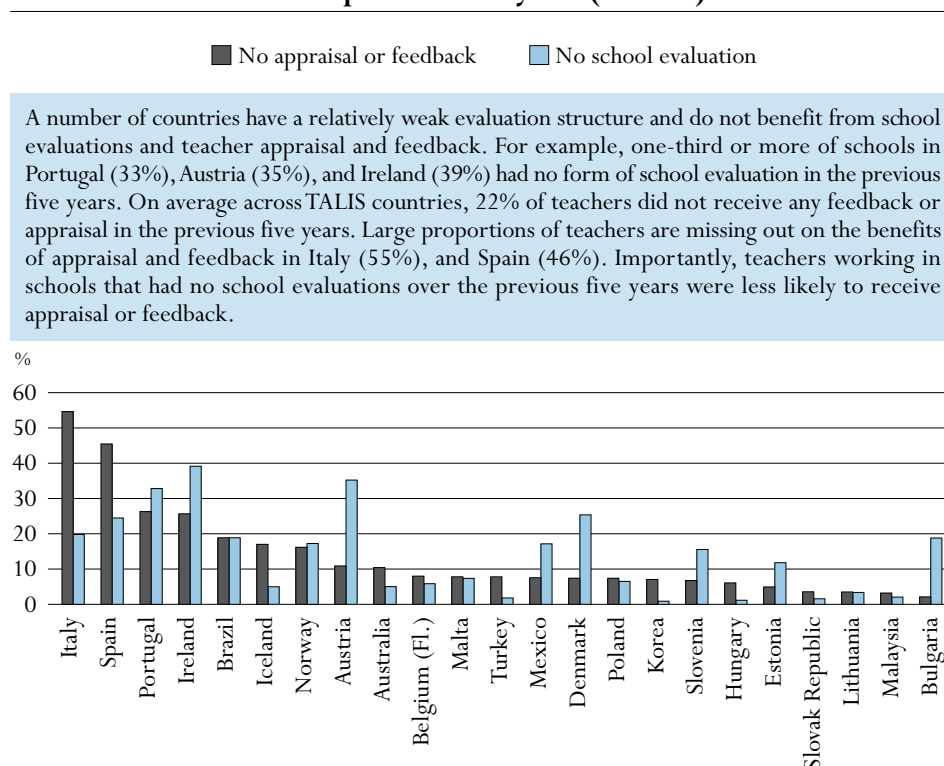
## HOW MUCH APPRAISAL AND FEEDBACK DO TEACHERS RECEIVE, AND WHAT IS THE IMPACT?

This indicator focuses on the appraisal and feedback that teachers receive and the impact that this has on schools and teachers at the lower secondary level of education. Evaluation can play a key role in school improvement and teacher development (OECD, 2008c). Providing feedback can help teachers to better understand their respective strengths and weaknesses which, in turn, can be an important first step towards the improvement of classroom practices. Identifying such strengths and weaknesses, informing resource allocation decisions, and motivating actors to improve performance are important features that can promote policy objectives such as school improvement, school accountability, and school choice. Data were collected from both school principals and teachers in TALIS (Teaching and Learning International Survey) on these and related issues such as the recognition and rewards that teachers receive. Analysis of this data has produced a number of important findings for all stakeholders in school education.

### INDICATOR D5

#### Key results


**Chart D5.1. Teachers who received no appraisal or feedback and teachers in schools that had no school evaluation in the previous five years (2007-08)**



A number of countries have a relatively weak evaluation structure and do not benefit from school evaluations and teacher appraisal and feedback. For example, one-third or more of schools in Portugal (33%), Austria (35%), and Ireland (39%) had no form of school evaluation in the previous five years. On average across TALIS countries, 22% of teachers did not receive any feedback or appraisal in the previous five years. Large proportions of teachers are missing out on the benefits of appraisal and feedback in Italy (55%), and Spain (46%). Importantly, teachers working in schools that had no school evaluations over the previous five years were less likely to receive appraisal or feedback.

Countries are ranked in descending order of the percentage of teachers who have received no appraisal or feedback in the previous five years.

Source: OECD, Table D5.1 and TALIS Database.

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### Other highlights of this indicator

- Appraisal and feedback have a strong positive influence on teachers. Teachers report that receiving appraisal and feedback increases their job satisfaction, leads to changes in their teaching practices, and significantly increases their development as teachers.
- Most teachers work in schools that they feel offer no rewards or recognition for their efforts. Three-quarters of responding teachers reported they would receive no rewards or recognition for increasing the quality of their work. A similar proportion reported they would receive no recognition for being more innovative in their teaching. This says little of a number of countries' efforts to promote schools as learning organisations that foster continual improvement.
- Most teachers work in schools that do not address the issue of teachers that underperform. Three-quarters of responding teachers reported that their school principal does not take steps to alter the monetary rewards of a persistently underperforming teacher. In addition, three-quarters of teachers reported that, in their schools, teachers would not be dismissed because of sustained poor performance.

## INDICATOR D5

### TALIS

TALIS is the new OECD Teaching and Learning International Survey. It is the first international survey to focus on the learning environment and the working conditions of teachers in schools and it aims to fill important information gaps in the international comparisons of education systems. TALIS surveyed teachers of lower secondary education and the principals of the schools in which they work across 23 countries\*, *i.e.* among OECD countries, Australia, Austria, Belgium (Flemish Community), Denmark, Hungary, Iceland, Ireland, Italy, Korea, Mexico, Norway, Poland, Portugal, the Slovak Republic, Spain and Turkey, and among partner countries, Brazil, Bulgaria, Estonia, Lithuania, Malaysia, Malta and Slovenia. Within participating countries, schools (as well as teachers within schools) were randomly selected to take part in TALIS. Countries participating in TALIS chose to focus the survey on the following key aspects of the learning environment, which can influence the quality of teaching and learning in schools: teacher professional development; teaching practices, beliefs and attitudes, teacher appraisal and feedback, and school leadership.

For more information see: [www.oecd.org/edu/TALIS](http://www.oecd.org/edu/TALIS)

\* Because the sampling standards were not achieved in the Netherlands, their data are not shown in the international comparisons from TALIS.

## Policy context

The role of school evaluation has changed in a number of countries in recent years. Historically, it focused on monitoring schools to ensure adherence to procedures and policies (OECD, 2008c). The focus in a number of countries has now shifted to aspects of school accountability and school improvement (OECD 2007e). An additional factor driving the development of the framework for evaluating education in schools, and of school evaluation in particular, is the recent increase in school autonomy in a number of educational systems as shown in *Education at a Glance 2008*. A lessening of centralised control can lead to an increase in monitoring and evaluation to ensure adherence to common standards (Caldwell, 2002). Variation in practice may need to be evaluated not only to ensure a positive impact on students and adherence to various policy and administrative requirements, but also to learn more about effective practices for school improvement. This is particularly important in view of the greater variation in outcomes and achievement among schools in some education systems than in others (see *Education at a Glance 2008* and OECD [2007a]).

School evaluation with a view to school improvement may focus on providing useful information for making and monitoring improvements and can support school principals and teachers (Van de Grift and Houtveen, 2006). Appraisal of teachers and subsequent feedback can also help stakeholders to improve schools through more informed decision making (OECD, 2005c). Such improvement efforts can be driven by objectives that consider schools as learning organisations which use evaluation to analyse the relationships between inputs, processes and, to some extent, outputs in order to develop practices that build on identified strengths and address weaknesses that can facilitate improvement efforts (Caldwell and Spinks, 1998).

A focus on a specific aspect of evaluation, such as teacher appraisal and feedback, may have a flow-on effect on the school and its practices, as teachers are the main actors in achieving school improvement and better student performance (O'Day, 2002). However, for evaluations to be effective their objectives should be aligned with the objectives and incentives of those who are evaluated (Lazear, 2000). To the extent that evaluations of organisations and appraisals of employees create incentives, the evaluations and appraisals need to be aligned so that employees have the incentive to focus their efforts on factors important to the organisation (OECD, 2008c). The extent of this effect can depend on the focus in the school evaluation and the potential impact upon schools (Odden & Busch, 1998). It may also affect the extent to which teacher appraisal and feedback is emphasised within schools (Senge, 2000).

## Evidence and explanations

### Frequency of school evaluation

The frequency of school evaluations provides an initial indication of both the extent of the evaluation of education in schools and the place of school evaluations in the framework of evaluation. Distinctions between external and internal evaluations identify the actors involved and the interaction between schools and a centralised decision-making body. As Table D5.1 shows, countries differ considerably in this respect. One-third or more of teachers worked in schools whose school principal reported no internal or external school evaluations in the previous five years in Austria (35%), Ireland (39%) and Portugal (33%). This also was the case for around one-quarter of teachers in Denmark and Spain and around one-fifth in Italy. Clearly, these countries have relatively little in the way of a framework for school evaluation. However,

in Ireland and Italy policies are being implemented to increase the frequency and reach of school evaluations but at the time of the survey these policies were not yet fully in place.

In contrast, in a number of countries teachers worked in schools with at least one evaluation over the previous five years. In 14 TALIS countries (Australia, Brazil, Bulgaria, Hungary, Italy, Korea, Lithuania, Malaysia, Malta, Mexico, Poland, the Slovak Republic, Slovenia and Turkey), at least half of teachers worked in schools whose school principal reported at least an annual school evaluation (either an external evaluation or a school self-evaluation). Over three-quarters of teachers in Lithuania, Malaysia and the Slovak Republic worked in schools whose school principal reported having annual or even more frequent evaluations (Table D5.1). This represents a stark contrast with countries with no school evaluations in the previous five years.

School evaluations conducted by an external inspectorate or equivalent agency were slightly less frequent than school self-evaluations. Eighty percent of teachers worked in schools whose school principal reported a school self-evaluation in the previous five years compared to some 70% who worked in schools whose school principal reported an external inspection (Table D5.1). This indicates that in some education systems, school evaluations are more internally driven. As an example, almost half of teachers in Malta worked in schools whose school principal reported an external evaluation but 90% worked in schools where the school principal reported having a school self-evaluation in the previous five years. Denmark, Italy, Lithuania and Slovenia also had fewer external evaluations than self-evaluations.

An important finding is that in a number of countries a substantial proportion of schools only conducted self-evaluations. They include Austria (25% of teachers worked in schools that conducted a self-evaluation but no external evaluation during the previous five years), Denmark (24%), Italy (38%), Lithuania (35%), Malta (44%), Norway (19%), the Slovak Republic (19%) and Slovenia (23%).

### **Feedback and appraisal for teachers and their outcomes**

As shown in Chart D5.1, most teachers received some form of appraisal or feedback. To this end, seven specific outcomes that reward and/or affect teachers and their work were identified as possibly stemming from teacher appraisal and feedback: (i) a change in salary; (ii) a financial bonus or another kind of monetary reward; (iii) opportunities for professional development; (iv) a change in the likelihood of career advancement; (v) public recognition from the school principal and other colleagues; (vi) changes in work responsibilities that makes teachers' jobs more attractive; and (vii) a role in school development initiatives. These are presented in Table D5.2 which shows the percentage of teachers reporting changes in these outcomes following appraisal or feedback. In interpreting the data it should be kept in mind that the percentages only concern teachers who received appraisal or feedback about their work in the current school.

The data suggest that teachers' appraisal and feedback involves relatively small material incentives. In most TALIS countries, appraisal and feedback entail little financial reward for teachers and are not linked to their career advancement. Across TALIS countries, just 9% of teachers reported that appraisal or feedback had a moderate or large impact upon their salary and 11% reported that it had a moderate or large impact on a financial bonus or another kind of monetary reward. However, there are stronger links to teacher salaries in a few countries. Between one-fifth and

one-third of teachers indicate that appraisal and feedback led to a moderate to a large change in their salary in Bulgaria (26%), Malaysia (33%), and the Slovak Republic (20%). Similarly, teachers in Bulgaria, Estonia, Hungary, Lithuania, Malaysia, Poland, the Slovak Republic and Slovenia were more likely to report a link between appraisal and feedback and a bonus or other monetary reward (Table D5.2).

## D5

A common result of teachers' appraisal and feedback is some form of public recognition either from the school principal or from teachers' colleagues. Thirty-six percent of teachers said that their appraisal and feedback had led to a moderate or large change in the recognition they received from their school principal and/or colleagues within the school (Table D5.2). Public recognition is a clear non-monetary incentive which highlights the role of teacher appraisal and feedback in rewarding quality teaching. While recognition was more common than monetary incentives, it was still not very frequent. Clearly, in many countries there are weak links between appraisal and feedback and both monetary incentives and public recognition and other non-monetary implications.

This weak link extends also to opportunities for professional development. Just under one-quarter of teachers reported that appraisal and feedback led to a moderate or a large change in their opportunities for professional development. The largest proportions were in Bulgaria (42%), Estonia (36%) Lithuania (42%), Malaysia (51%), Poland (38%) and Slovenia (36%). Slightly more teachers (27%) reported an impact on changes in their work responsibilities and 30% on their role in school development initiatives.

Teacher appraisal and feedback mechanisms can assume a developmental role as well as reward performance. A greater percentage of teachers report a moderate or strong link between their appraisal and feedback and changes in work responsibilities that make their jobs more attractive in Brazil, Lithuania, Malaysia and Mexico, where teachers' remuneration is also more likely to be linked to appraisal and feedback. Few teachers report a strong link in Austria, Belgium (Fl.), Hungary, Ireland, Malta and Norway where teacher appraisal and feedback appears to be underdeveloped. Importantly, there were also low rates of school evaluation in Austria and Ireland.

### **Impact of appraisal and feedback on job satisfaction and effects on teaching**

The impact of appraisal and feedback is complementary to the discussion above but here the focus is on teachers' job satisfaction, effect on their teaching, and on broader school development. As Table D5.3 shows, on average across TALIS countries teachers who received appraisal and feedback had a positive view of the process and its connection to their work and their careers. Overall, most teachers considered the appraisal and feedback they received to be a fair assessment of their work and to have a positive impact upon their job satisfaction (Table D5.4). This is an important finding given the negative reactions that may be associated with the introduction of a teacher appraisal system. TALIS provides, for the first time, international data from representative samples of countries that show that systems of appraisal and feedback can have a positive impact on teachers.

Feelings of insecurity, fear and reduced appreciation of work can occur when a new or enhanced appraisal system is introduced in an organisation (Saunders, 2000). An emphasis on accountability can be assumed in some instances to imply strict and potentially punitive measures and thus

have a negative impact upon teachers, their appreciation of their jobs and work as teachers (O'Day, 2002). However the results presented here do not bear out these assumptions, as the majority of teachers in these varied systems consider the appraisal and feedback they receive to be beneficial to their work as teachers, to be fair, and to increase job satisfaction. In fact, given the benefits of systems of appraisal and feedback, the greatest concern may be in countries that lack such systems. Moreover, it appears that very few systems fully exploit the potential positive benefits of systems of teacher appraisal and feedback.

### **Teachers' perceptions of fairness of appraisal and feedback**

Teachers' perceptions of the appraisal and feedback they receive are likely to be shaped by the degree to which they consider it fair and a just assessment of their work. It may be assumed that teachers who do not consider their appraisal and feedback a fair assessment of their work would also have a negative view of other aspects of its impact and role within their school. Impressions of fairness are also linked to indicators of the extent to which the outcomes and incentives of an appraisal and feedback system are properly aligned with teachers' work, what they consider to be important in their teaching, and the school's organisational objectives. For example, if teachers are appraised and receive feedback on a particularly narrow set of criteria or on a particular outcome measure which they feel does not fully or fairly reflect their work, a measure of the fairness of the system should highlight this problem.

Table D5.3 shows that 63% of teachers agreed and 20% strongly agreed that the appraisal and feedback they received was a fair assessment of their work. However, there were notable exceptions in some countries. A substantial proportion of teachers either strongly disagreed or disagreed that the appraisal and feedback was fair in Korea (9% strongly disagreed and 38% disagreed), and Turkey (12% and 23%, respectively). As detailed in Table D5.4, very few teachers reported a negative impact upon their job security. In fact, 34% considered that it led to either a small or large increase in job security. In addition, over half reported either a small or large increase in their job satisfaction. Appraisal and feedback may therefore be considered to have a positive impact on aspects of teachers' careers.

This generally positive impact is important given that 13% of teachers reported receiving no appraisal or feedback in their current school. These teachers may be missing out on the benefits of appraisal and feedback both for themselves and for their schools, and on commensurate developmental opportunities. As discussed in the highlights to this indicator, a number of TALIS countries have a large proportion of teachers who received no appraisal or feedback (Chart D5.1). This was apparent in Ireland (26% of teachers report not receiving appraisal or feedback from any source in their school), Portugal (26%) and particularly in Italy (55%) and Spain (46% of teachers report not receiving appraisal or feedback from any source in their school).

Of those teachers who received appraisal and feedback, 79% on average considered that it was helpful for their development as a teacher (Table D5.3). In Italy, and Portugal the percentage who considered it helpful was above the TALIS average. In these countries with a less well-developed system of teacher appraisal and feedback, the benefits for those teachers it does reach seem to be considerable. This appears to be a clear signal to policy makers that appraisal and feedback can improve the working lives of teachers.

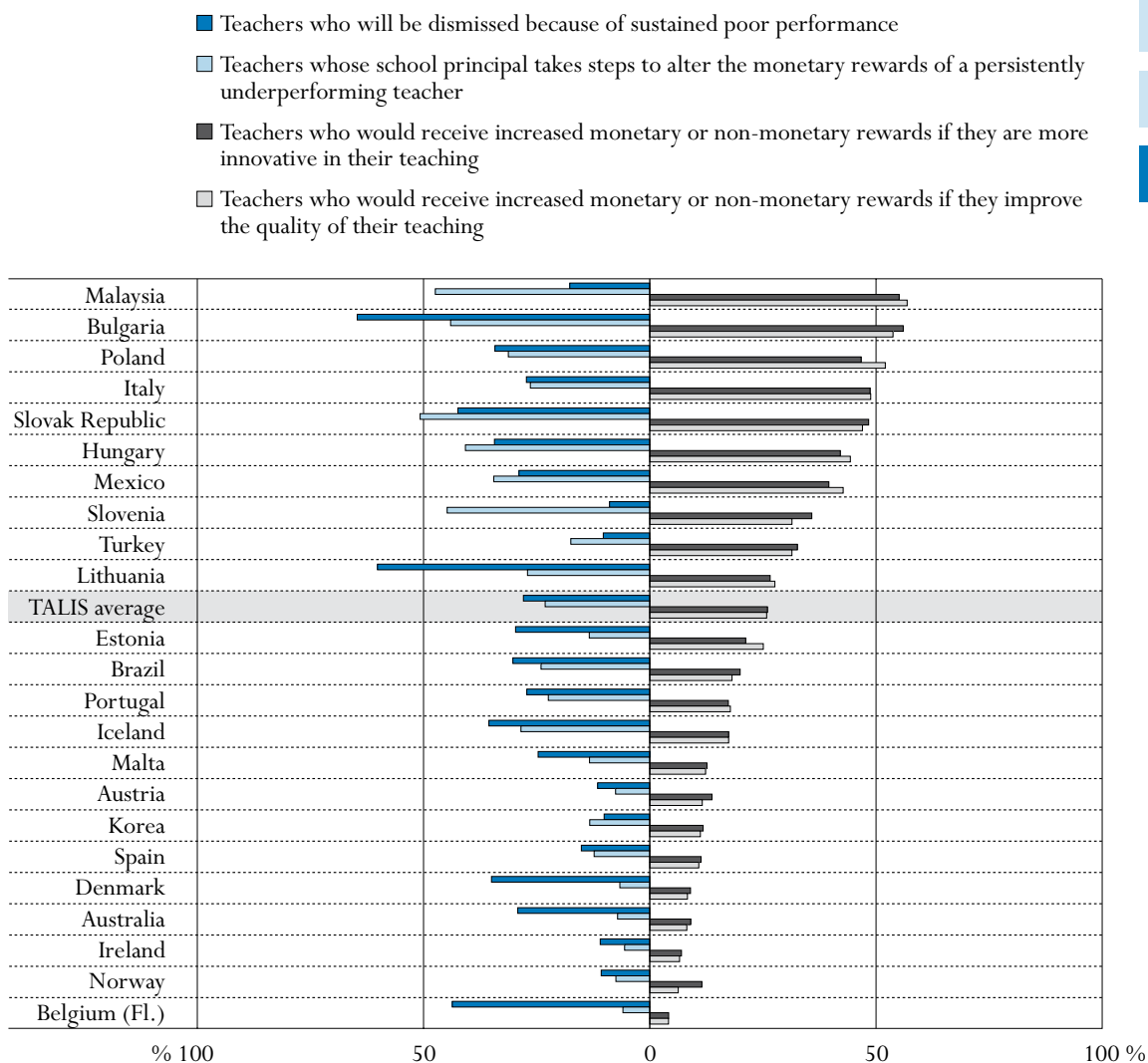
### Teacher appraisal and feedback and school development

Table D5.5 presents teachers' views on the interaction of their school's system of appraisal and feedback and various issues of school development, incentives and career structures within schools, and the recognition accorded to teachers for their work. It provides a picture of the careers and working lives of teachers for those who believe in providing incentives and recognising achievement, for those wishing to promote effective learning networks within schools, and for the broad objectives of continually increasing school effectiveness. Overall, teachers surveyed in TALIS report that systems of appraisal and feedback generally did not recognise teachers' efforts and successes, reward effective teachers and effective teaching practices, or provide incentives to teachers. Teachers in TALIS countries generally did not feel that they receive recognition for their work and reported that if they increased their efforts and effectiveness they would not receive more recognition. Most teachers reported that successful and effective teaching is not rewarded and that more recognition does not go to the teachers who most deserve it.

Three-quarters of teachers reported working in schools that do not give greater rewards (either monetary or non-monetary) to the most effective teachers (Table D5.5). Such a result may not be unexpected for purely monetary returns. However, public recognition is an important aspect of the TALIS analysis and is covered in the questionnaires completed by teachers and school principals. The lack of this broader recognition shows that teachers' workplaces offer little incentive for more effective teaching. This was the situation for the great majority of teachers in a number of countries and for over 90% in Australia, Belgium (Fl.), Ireland and Spain. This finding is reinforced by the fact that three quarters of teachers report that they would receive no monetary or non-monetary reward if they improve the quality of their teaching or are more innovative in their teaching.<sup>1</sup> This is particularly important given that efforts to improve schools rely heavily on improving the quality of teaching. These figures indicate that efforts to treat schools as learning organisations which continually refine their teaching methods to improve student learning have not been successful in providing commensurate recognition or incentives for teachers.

Given the lack of recognition for teachers and their work, it is important to consider their beliefs about colleagues who are under-performing within schools. If teachers who are more effective or more innovative are not recognised, what is the situation for teachers who underperform? Three-quarters of teachers in TALIS countries reported that their school principal does not take steps to alter the monetary rewards of a persistently underperforming teacher (Table D5.5). This is not surprising in light of the weak link between appraisal and feedback and monetary outcomes in most countries. Moreover, not all education systems grant school principals the authority to make such changes. In most countries teachers reported that sustained poor performance would not lead to dismissal. This was particularly true in Austria (12% strongly agreed or agreed), Ireland (11%), Korea (10%), Norway (11%), Slovenia (9%), Spain (15%) and Turkey (10%) (Chart D5.2). However this is not true for all countries: in some countries a substantial proportion of teachers agreed or strongly agreed with the statement that their school principal does take steps to alter the monetary rewards of a persistently underperforming teacher, particularly in Bulgaria (44%), Hungary (41%), Malaysia (47%), Mexico (35%), Poland (31%), the Slovak Republic (51%) and Slovenia (45%).

1. It should be noted that TALIS did not seek to define innovative or effective teaching for respondents. Therefore, teachers' reports in these areas represent their opinions of what is and is not innovative and effective teaching and teachers.

**Chart D5.2. Perception of teachers of the appraisal and feedback and its impact in their school (2007-08)**

Countries are ranked in descending order of the percentage of teachers reporting to receive increased monetary or non-monetary rewards for an improvement in the quality of their teaching.

Source: OECD, Table D5.5 and TALIS Database. See Annex 3 for notes ([www.oecd.org/edu/eag2009](http://www.oecd.org/edu/eag2009)).

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Given the lack of action against underperforming teachers, it is important to note that most teachers across TALIS countries thought that in their school sustained or persistent underperformance would not be tolerated by the rest of the staff. However, in Australia, Austria, Denmark, Ireland, Korea, Malaysia, Malta and Norway over 40% of teachers agreed or strongly agreed that poor performance would be tolerated. It is clear therefore that a lack of recognition for effectiveness is linked in many schools to an inability or unwillingness to take action for underperforming teachers.



A key question regarding underperformance is how it is measured and how information is obtained to determine a teacher's level of performance. It is difficult to take steps when decision makers cannot obtain or properly measure information about performance. Across TALIS countries, 55% of teachers agree that the school principal has effective methods to determine whether teachers perform well or badly. However, this was variable across countries, and more than 60% of teachers disagreed with this statement in Denmark, Iceland, Ireland, Korea, Norway and Spain (Table D5.5).

Just under half of teachers agreed with the statement that teachers' work is reviewed merely to fulfil an administrative requirement. A similar percentage of teachers reported that the review of teachers' work has little impact on how teachers act in the classroom. Although nearly two-thirds of teachers reported that a development or training plan is used in their schools to improve their work as a teacher, this is a positive sign only if such plans have a positive effect (Table D5.5).

### Definitions and methodologies

Data are from the first OECD-TALIS Teaching and Learning International Survey and refer to the school year 2007/08. TALIS collected data from school principals and teachers. The data from school principals includes the frequency of school evaluations, including school self-evaluations, and the importance placed upon various areas. Data were also obtained on the impacts and outcomes of school evaluations, with a focus on the extent to which these outcomes affect the school principal and the school's teachers. TALIS collected data from teachers on the focus and outcomes of teacher appraisal and feedback and professional development. This information makes it possible to see the extent to which the focus of school evaluations is reflected in teacher appraisal and feedback.

The focus of TALIS was lower secondary education as defined by level 2 of the International Standard Classification for Education (ISCED).

In gathering data in TALIS, the following definitions were applied:

#### School evaluation

School evaluation refers to an evaluation of the whole school rather than of individual subjects or departments.

#### Teacher appraisal

Teacher appraisal and feedback occurs when a teacher's work is reviewed by either the school principal, an external inspector or by the teacher's colleagues. This appraisal can be conducted in ways ranging from a more formal, objective approach (*e.g.* as part of a formal performance management system, involving set procedures and criteria) to a more informal, more subjective approach (*e.g.* informal discussions with the teacher).

#### Questionnaire items

The exact questions and response options in the TALIS survey for this indicator can be found in Annex 3 at [www.oecd.org/edu/eqg2009](http://www.oecd.org/edu/eqg2009).

Table D5.1.

**Frequency and type of school evaluations (2007–08)**

Percentage of teachers of lower secondary education working in schools where school evaluations were conducted with the following frequency over the last five years

	Frequency of school self-evaluations over the last five years					Frequency of external evaluations over the last five years					No evaluation from any source over the last five years % (S.E.)	
	Never	Once	2–4 times	Once per year	More than once per year	Never	Once	2–4 times	Once per year	More than once per year		
	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)		
TALIS countries												
Australia	6.8 (2.87)	25.3 (3.89)	14.1 (3.17)	50.0 (4.16)	3.7 (1.73)	21.2 (3.43)	36.2 (4.06)	29.7 (4.03)	10.7 (2.28)	2.2 (1.31)	5.0 (2.30)	
Austria	41.7 (3.59)	28.2 (2.94)	17.7 (2.91)	11.3 (2.11)	1.1 (0.63)	58.3 (3.37)	22.9 (3.09)	9.0 (1.89)	6.4 (1.78)	3.4 (1.22)	35.2 (3.49)	
Belgium (Fl.)	22.0 (3.91)	33.4 (4.04)	30.9 (4.93)	12.9 (2.59)	0.7 (0.71)	10.4 (2.82)	54.6 (4.38)	32.7 (3.71)	1.9 (0.96)	0.4 (0.41)	5.8 (2.19)	
Brazil	24.4 (2.61)	10.2 (1.67)	16.5 (2.23)	33.2 (3.29)	15.7 (2.70)	24.3 (2.64)	14.2 (2.56)	21.3 (2.59)	24.9 (2.99)	15.3 (2.50)	18.9 (2.42)	
Bulgaria	22.0 (3.65)	12.6 (3.16)	11.4 (3.30)	34.5 (6.15)	19.5 (3.98)	29.4 (4.50)	30.4 (3.86)	15.9 (3.49)	14.0 (3.17)	10.4 (5.71)	18.8 (3.43)	
Denmark	32.4 (4.12)	15.1 (4.01)	19.8 (3.92)	25.4 (3.84)	7.3 (2.60)	53.0 (4.31)	22.4 (4.36)	10.9 (2.97)	11.5 (2.83)	2.2 (1.62)	25.4 (4.03)	
Estonia	23.9 (3.50)	26.7 (3.50)	19.5 (3.41)	28.4 (3.62)	1.6 (1.13)	27.5 (3.94)	47.8 (4.22)	18.4 (3.43)	4.4 (1.72)	1.8 (0.84)	11.8 (2.76)	
Hungary	4.7 (1.92)	11.7 (2.46)	23.1 (3.22)	41.2 (6.51)	19.3 (6.36)	12.4 (2.47)	20.9 (2.81)	38.2 (6.36)	23.2 (6.93)	5.2 (1.47)	1.2 (0.67)	
Iceland	11.3 (0.14)	30.9 (0.15)	26.3 (0.17)	28.9 (0.12)	2.6 (0.12)	18.0 (0.11)	56.3 (0.20)	22.5 (0.18)	0.7 (0.00)	2.5 (0.08)	5.0 (0.09)	
Ireland	56.5 (5.06)	25.2 (4.52)	7.6 (2.52)	8.2 (2.87)	2.5 (1.73)	56.9 (5.16)	36.5 (5.05)	5.2 (2.11)	1.4 (1.41)	0.0 (0.00)	39.1 (4.91)	
Italy	21.2 (2.84)	10.2 (1.81)	19.7 (2.63)	43.9 (3.20)	5.1 (1.50)	60.7 (3.15)	11.3 (2.16)	14.6 (2.37)	12.3 (2.29)	1.1 (0.66)	19.8 (2.76)	
Korea	6.5 (2.26)	10.9 (2.70)	26.7 (3.41)	26.8 (3.80)	29.2 (3.32)	3.0 (1.53)	26.3 (3.65)	41.0 (4.22)	10.6 (2.27)	19.1 (3.20)	0.9 (0.88)	
Lithuania	3.7 (1.40)	7.9 (2.03)	9.4 (2.53)	67.8 (3.54)	11.2 (2.42)	37.1 (3.50)	25.1 (3.06)	20.6 (3.12)	8.4 (1.66)	8.9 (2.59)	3.4 (1.35)	
Malaysia	2.1 (0.98)	2.2 (0.96)	19.9 (2.70)	50.7 (3.36)	25.1 (3.08)	7.8 (2.00)	11.4 (2.27)	25.3 (3.12)	22.9 (3.17)	32.7 (3.51)	2.1 (0.98)	
Malta	10.1 (0.13)	10.2 (0.09)	30.5 (0.15)	48.6 (0.20)	0.6 (0.00)	53.9 (0.24)	38.8 (0.25)	6.3 (0.08)	1.0 (0.00)	0.0 (0.00)	7.4 (0.13)	
Mexico	20.4 (4.00)	9.5 (2.47)	17.1 (2.86)	32.4 (3.93)	20.6 (3.55)	21.1 (4.05)	11.0 (2.54)	20.0 (3.41)	20.0 (3.20)	27.9 (4.09)	17.1 (3.82)	
Norway	25.5 (4.08)	14.3 (3.35)	18.7 (3.32)	33.5 (4.13)	7.9 (2.36)	35.6 (4.44)	34.9 (4.49)	21.2 (3.78)	5.9 (2.17)	2.5 (1.44)	17.2 (3.64)	
Poland	10.4 (2.56)	13.8 (2.95)	24.2 (3.92)	34.2 (3.80)	17.5 (2.97)	13.6 (3.07)	51.5 (4.14)	20.1 (3.53)	12.8 (2.83)	1.9 (1.33)	6.5 (2.39)	
Portugal	47.9 (3.97)	19.3 (3.56)	13.3 (2.95)	13.0 (3.10)	6.4 (2.14)	49.1 (4.34)	29.9 (4.10)	18.2 (3.11)	2.1 (1.18)	0.6 (0.65)	32.8 (3.32)	
Slovak Republic	1.6 (0.79)	5.4 (2.00)	8.3 (2.36)	70.5 (3.34)	14.3 (2.88)	18.1 (3.73)	56.0 (4.28)	15.7 (3.53)	6.8 (1.78)	3.3 (1.45)	1.6 (0.79)	
Slovenia	19.9 (2.97)	15.9 (2.91)	12.1 (2.59)	45.2 (3.84)	6.9 (1.86)	40.1 (3.89)	34.2 (3.78)	16.0 (2.95)	7.8 (2.20)	1.9 (1.11)	15.5 (2.81)	
Spain	31.1 (3.31)	18.1 (2.74)	13.7 (2.39)	32.4 (3.72)	4.7 (1.80)	38.5 (3.67)	27.2 (3.79)	19.7 (3.27)	13.8 (2.90)	0.8 (0.76)	24.5 (3.14)	
Turkey	18.0 (4.43)	16.5 (4.73)	20.9 (3.74)	30.7 (4.58)	13.9 (2.90)	8.5 (3.53)	8.0 (3.82)	28.5 (3.88)	37.6 (5.16)	17.4 (4.50)	1.8 (1.07)	
TALIS average	20.2 (0.65)	16.2 (0.62)	18.3 (0.63)	34.9 (0.78)	10.3 (0.55)	30.4 (0.72)	30.8 (0.74)	20.5 (0.70)	11.4 (0.58)	7.0 (0.48)	13.8 (0.56)	

Source: OECD, TALIS Database.


StatLink  <http://dx.doi.org/10.1787/665055402267>

Table D5.2.

**Outcomes of teacher appraisal and feedback (2007-08)**

Percentage of teachers of lower secondary education who reported that the appraisal and/or feedback they received led to a moderate or large change in the following aspects of their work and careers

	A change in salary		A financial bonus or another kind of monetary reward		A change in the likelihood of career advancement		Public recognition from the principal and/or their colleagues		Opportunities for professional development activities		Changes in work responsibilities that make the job more attractive		A role in school development initiatives (e.g. curriculum development group)	
	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)
TALIS countries														
Australia	5.6	(0.53)	1.6	(0.26)	16.9	(0.80)	24.1	(0.99)	16.7	(1.03)	17.4	(0.96)	24.1	(1.03)
Austria	1.1	(0.18)	1.7	(0.20)	4.7	(0.39)	27.1	(0.88)	8.0	(0.51)	14.7	(0.63)	17.2	(0.70)
Belgium (Fl.)	0.4	(0.11)	0.1	(0.06)	3.7	(0.37)	20.7	(0.92)	7.1	(0.57)	11.9	(0.74)	10.1	(0.86)
Brazil	8.2	(0.77)	5.5	(0.55)	25.6	(1.16)	47.8	(1.22)	27.8	(1.18)	47.7	(1.42)	41.6	(1.43)
Bulgaria	26.2	(1.70)	24.2	(2.12)	11.6	(0.93)	64.9	(1.56)	42.4	(2.85)	28.2	(1.58)	49.5	(1.86)
Denmark	2.2	(0.50)	2.7	(0.53)	4.7	(1.13)	25.3	(1.49)	25.6	(1.43)	19.0	(1.61)	16.3	(1.23)
Estonia	14.3	(0.72)	19.8	(1.13)	10.5	(0.63)	39.6	(1.23)	35.6	(1.30)	21.7	(0.82)	31.3	(0.94)
Hungary	9.4	(0.92)	25.1	(1.62)	10.7	(0.76)	40.2	(1.42)	22.8	(1.05)	12.3	(0.81)	28.7	(1.42)
Iceland	7.5	(0.76)	9.3	(0.98)	8.6	(0.93)	18.3	(1.44)	20.5	(1.28)	18.1	(1.37)	19.2	(1.29)
Ireland	3.5	(0.44)	1.4	(0.40)	13.3	(1.09)	24.8	(1.10)	13.4	(1.00)	16.0	(1.11)	23.2	(1.29)
Italy	2.0	(0.35)	4.0	(0.47)	4.9	(0.53)	46.4	(1.40)	19.2	(1.30)	27.1	(1.34)	38.3	(1.51)
Korea	5.2	(0.49)	8.3	(0.56)	12.7	(0.78)	31.0	(1.19)	17.1	(0.91)	24.1	(0.91)	24.9	(1.02)
Lithuania	17.3	(0.94)	22.0	(1.31)	14.3	(0.89)	55.4	(1.11)	42.4	(1.13)	39.9	(1.06)	42.8	(1.20)
Malaysia	33.0	(1.36)	29.0	(1.30)	58.2	(1.39)	58.6	(1.33)	50.8	(1.39)	76.4	(0.92)	64.1	(1.22)
Malta	1.7	(0.46)	1.2	(0.36)	8.2	(0.89)	19.3	(1.47)	7.8	(1.07)	15.1	(1.40)	16.7	(1.29)
Mexico	10.6	(0.72)	7.3	(0.60)	28.6	(1.25)	33.4	(1.30)	27.2	(1.07)	55.9	(1.35)	34.4	(1.42)
Norway	7.0	(0.78)	3.0	(0.41)	6.9	(0.61)	25.6	(1.09)	21.3	(1.00)	14.5	(0.79)	22.4	(0.98)
Poland	14.5	(0.88)	26.5	(1.19)	39.2	(1.17)	55.7	(1.22)	38.2	(1.19)	24.6	(1.13)	42.1	(1.21)
Portugal	1.7	(0.29)	0.6	(0.14)	6.2	(0.66)	26.3	(1.11)	11.3	(0.82)	25.3	(1.26)	25.3	(1.10)
Slovak Republic	19.7	(1.17)	37.3	(1.50)	20.8	(1.05)	40.7	(1.47)	28.7	(1.20)	30.0	(1.00)	35.9	(1.20)
Slovenia	14.2	(0.78)	19.4	(1.12)	39.4	(1.16)	43.3	(1.29)	36.2	(1.26)	24.5	(1.04)	28.7	(1.01)
Spain	1.8	(0.34)	1.6	(0.36)	8.6	(0.76)	25.1	(1.27)	13.2	(0.94)	16.9	(1.01)	20.7	(1.38)
Turkey	2.2	(0.49)	3.6	(0.85)	13.5	(1.15)	42.6	(2.13)	12.1	(1.35)	33.7	(1.69)	24.4	(1.87)
<b>TALIS average</b>	<b>9.1</b>	<b>(0.16)</b>	<b>11.1</b>	<b>(0.20)</b>	<b>16.2</b>	<b>(0.19)</b>	<b>36.4</b>	<b>(0.27)</b>	<b>23.7</b>	<b>(0.26)</b>	<b>26.7</b>	<b>(0.24)</b>	<b>29.6</b>	<b>(0.26)</b>

Note: Only includes those teachers that received appraisal or feedback.

Source: OECD, TALIS Database.


StatLink  <http://dx.doi.org/10.1787/665055402267>

Table D5.3.

**Teacher perceptions of the appraisal and/or feedback they received (2007-08)**

Percentage of teachers of lower secondary education who reported the following about the appraisal and/or feedback they had received in their school

TALIS countries	Appraisal and/or feedback contained a judgment about the quality of the teachers' work	Appraisal and/or feedback contained suggestions for improving certain aspects of teachers' work	Appraisal and/or feedback was a fair assessment of their work as a teacher in this school				Appraisal and/or feedback was helpful in the development of their work as teachers in this school			
			Strongly disagree	Disagree	Agree	Strongly agree	Strongly disagree	Disagree	Agree	Strongly agree
			% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)
Australia	68.1 (1.36)	55.4 (1.28)	4.4 (0.51)	10.1 (0.73)	66.7 (1.05)	18.8 (0.94)	6.2 (0.60)	18.8 (1.15)	60.0 (1.17)	14.9 (0.87)
Austria	79.4 (0.67)	41.4 (1.09)	3.8 (0.30)	9.3 (0.57)	47.9 (0.83)	39.0 (0.84)	11.7 (0.64)	20.9 (0.81)	46.1 (1.00)	21.3 (0.80)
Belgium (Fl.)	77.3 (0.90)	64.9 (1.19)	3.0 (0.38)	9.0 (0.61)	57.2 (1.22)	30.8 (1.30)	4.2 (0.45)	13.4 (0.67)	60.4 (1.12)	22.0 (1.07)
Brazil	75.0 (1.23)	66.1 (1.65)	5.2 (0.72)	14.8 (0.96)	63.3 (1.20)	16.7 (0.91)	4.4 (0.64)	10.8 (0.76)	63.8 (1.44)	21.0 (1.18)
Bulgaria	92.5 (0.85)	70.2 (2.21)	2.1 (0.39)	6.9 (0.64)	64.8 (1.24)	26.2 (1.58)	2.4 (0.42)	6.8 (0.66)	67.4 (1.38)	23.4 (1.69)
Denmark	69.6 (1.70)	36.0 (1.67)	4.3 (0.65)	10.0 (0.97)	65.3 (1.55)	20.5 (1.25)	6.0 (0.71)	17.7 (0.95)	61.6 (1.30)	14.7 (1.08)
Estonia	83.4 (0.90)	58.2 (1.17)	2.5 (0.31)	10.9 (0.70)	68.9 (1.02)	17.7 (0.91)	6.8 (0.59)	22.9 (1.02)	59.1 (1.12)	11.2 (0.70)
Hungary	79.1 (1.33)	59.0 (2.01)	2.6 (0.43)	10.7 (0.72)	65.0 (1.15)	21.7 (1.14)	3.7 (0.48)	11.8 (0.95)	64.8 (1.06)	19.6 (1.47)
Iceland	63.7 (1.73)	29.9 (1.39)	6.8 (0.78)	12.6 (1.00)	58.9 (1.67)	21.7 (1.34)	9.3 (0.95)	19.2 (1.26)	59.3 (1.81)	12.2 (1.11)
Ireland	69.7 (1.40)	40.3 (1.72)	3.5 (0.49)	8.6 (0.73)	67.6 (1.33)	20.3 (1.13)	4.8 (0.56)	16.4 (0.89)	62.7 (1.29)	16.1 (1.10)
Italy	68.5 (1.42)	55.9 (1.67)	2.8 (0.40)	10.8 (0.84)	77.1 (1.02)	9.3 (0.80)	3.3 (0.41)	13.5 (1.02)	71.6 (1.43)	11.6 (0.96)
Korea	64.2 (1.12)	64.7 (0.99)	9.2 (0.61)	38.1 (1.03)	51.3 (1.10)	1.4 (0.29)	9.8 (0.64)	36.9 (1.00)	51.5 (1.15)	1.8 (0.27)
Lithuania	88.4 (0.82)	69.8 (1.19)	1.1 (0.27)	6.0 (0.48)	74.9 (0.81)	18.0 (0.91)	2.0 (0.31)	8.5 (0.52)	70.1 (0.95)	19.4 (0.93)
Malaysia	94.8 (0.46)	93.1 (0.53)	1.2 (0.17)	9.4 (0.65)	76.9 (0.97)	12.5 (0.89)	0.8 (0.13)	6.1 (0.49)	70.3 (1.11)	22.8 (1.17)
Malta	85.4 (1.34)	62.0 (1.63)	3.3 (0.67)	11.0 (1.24)	66.8 (1.72)	18.9 (1.32)	3.4 (0.75)	17.2 (1.53)	63.5 (1.81)	15.9 (1.29)
Mexico	72.8 (1.01)	77.5 (1.05)	6.2 (0.62)	13.6 (0.86)	54.9 (1.24)	25.4 (1.12)	5.3 (0.49)	9.2 (0.84)	52.6 (1.19)	32.9 (1.28)
Norway	61.8 (1.49)	28.2 (1.27)	6.0 (0.54)	10.0 (0.81)	46.7 (1.25)	37.4 (1.40)	9.9 (0.75)	15.1 (0.96)	54.3 (1.15)	20.7 (1.12)
Poland	88.8 (0.77)	59.1 (1.64)	2.0 (0.30)	4.4 (0.51)	62.3 (1.32)	31.3 (1.28)	2.2 (0.30)	8.9 (0.72)	68.0 (1.20)	20.9 (1.07)
Portugal	77.4 (1.03)	56.1 (1.45)	4.2 (0.54)	14.4 (0.92)	66.7 (1.15)	14.8 (0.85)	4.8 (0.58)	12.7 (0.77)	68.5 (1.22)	14.0 (1.01)
Slovak Republic	87.2 (1.01)	65.0 (1.34)	3.0 (0.40)	15.8 (0.85)	69.0 (1.28)	12.2 (0.97)	3.9 (0.48)	18.1 (1.17)	67.1 (1.26)	10.9 (0.86)
Slovenia	75.3 (0.96)	61.6 (1.30)	2.5 (0.36)	9.0 (0.59)	73.0 (1.03)	15.5 (0.91)	3.7 (0.45)	14.6 (0.79)	68.8 (1.09)	12.9 (0.92)
Spain	42.1 (1.46)	60.4 (1.40)	8.9 (0.92)	16.6 (1.07)	60.2 (1.35)	14.3 (0.96)	9.4 (0.84)	20.3 (1.24)	57.7 (1.46)	12.6 (0.96)
Turkey	53.8 (1.99)	58.7 (2.02)	12.3 (1.20)	23.2 (1.81)	50.9 (2.05)	13.6 (0.89)	10.1 (1.25)	25.4 (1.43)	51.7 (1.74)	12.8 (1.29)
<b>TALIS average</b>	<b>74.7 (0.26)</b>	<b>58.0 (0.31)</b>	<b>4.4 (0.12)</b>	<b>12.4 (0.18)</b>	<b>63.3 (0.27)</b>	<b>19.9 (0.22)</b>	<b>5.6 (0.13)</b>	<b>15.9 (0.20)</b>	<b>61.8 (0.27)</b>	<b>16.8 (0.23)</b>

Note: Only includes those teachers that received appraisal or feedback.

Source: OECD, TALIS Database.

StatLink  <http://dx.doi.org/10.1787/665055402267>

Table D5.4.

**Teacher perceptions of the personal impact of teacher appraisal and feedback (2007-08)**  
 Percentage of teachers of lower secondary education who reported the following changes following the appraisal and/or feedback they received in their school

	Change in their job satisfaction					Change in their job security				
	A large decrease		A small decrease		No change	A small increase		A large increase		
	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)	
TALIS countries										
Australia	3.3 (0.43)	6.3 (0.58)	48.1 (1.31)	34.2 (1.11)	8.3 (0.67)	1.4 (0.32)	2.3 (0.38)	76.3 (1.03)	12.7 (0.76)	7.4 (0.71)
Austria	2.2 (0.26)	3.8 (0.35)	53.5 (0.90)	27.1 (0.84)	13.4 (0.65)	1.0 (0.16)	0.9 (0.15)	83.0 (0.80)	9.0 (0.61)	6.1 (0.41)
Belgium (Fl.)	2.5 (0.38)	4.7 (0.41)	51.4 (1.43)	29.9 (1.28)	11.5 (0.77)	1.0 (0.21)	1.5 (0.21)	68.3 (1.45)	15.9 (0.96)	13.3 (0.80)
Brazil	2.7 (0.48)	5.3 (0.57)	33.5 (1.43)	36.4 (1.15)	22.1 (1.25)	1.5 (0.38)	2.5 (0.29)	58.5 (1.50)	22.1 (1.14)	15.3 (0.94)
Bulgaria	3.7 (0.64)	4.0 (0.51)	34.8 (2.53)	41.7 (2.84)	15.8 (1.29)	1.1 (0.17)	2.2 (0.56)	37.3 (2.51)	40.7 (2.57)	18.6 (1.68)
Denmark	1.3 (0.31)	3.5 (0.47)	51.3 (1.52)	35.1 (1.38)	8.8 (0.93)	0.7 (0.25)	1.3 (0.30)	81.9 (1.41)	11.2 (1.41)	5.0 (0.81)
Estonia	3.1 (0.40)	6.3 (0.52)	37.8 (1.12)	45.0 (1.26)	7.9 (0.57)	3.2 (0.36)	7.3 (0.54)	42.5 (1.07)	36.9 (1.11)	10.2 (0.63)
Hungary	0.9 (0.21)	4.4 (0.43)	42.0 (1.08)	44.3 (1.41)	8.4 (0.95)	1.9 (0.28)	4.2 (0.50)	61.5 (1.42)	21.5 (0.82)	11.0 (1.18)
Iceland	2.8 (0.53)	3.6 (0.59)	39.7 (1.47)	29.8 (1.31)	24.1 (1.34)	1.6 (0.39)	2.4 (0.50)	51.1 (1.68)	21.1 (1.33)	23.7 (1.43)
Ireland	1.6 (0.35)	4.3 (0.56)	43.8 (1.64)	40.0 (1.64)	10.2 (0.81)	0.7 (0.21)	1.3 (0.27)	81.6 (1.17)	11.6 (0.91)	4.8 (0.53)
Italy	1.1 (0.23)	2.7 (0.62)	47.9 (1.38)	35.3 (1.21)	13.0 (1.05)	1.0 (0.23)	1.6 (0.34)	76.9 (1.21)	14.2 (0.99)	6.2 (0.65)
Korea	3.3 (0.46)	8.8 (0.60)	52.8 (1.09)	32.2 (1.10)	2.9 (0.31)	2.6 (0.39)	7.0 (0.53)	59.1 (1.17)	28.8 (1.05)	2.5 (0.32)
Lithuania	2.0 (0.25)	4.9 (0.43)	38.4 (0.99)	40.2 (0.98)	14.4 (0.93)	1.5 (0.19)	4.6 (0.45)	45.7 (1.03)	33.8 (0.92)	14.4 (0.86)
Malaysia	1.2 (0.21)	2.5 (0.28)	13.0 (0.84)	49.3 (1.16)	34.1 (1.16)	0.7 (0.16)	1.9 (0.45)	29.5 (1.88)	41.5 (1.47)	26.4 (1.06)
Malta	3.2 (0.65)	5.7 (0.92)	38.5 (1.77)	38.7 (1.81)	13.9 (1.35)	1.1 (0.42)	2.6 (0.60)	74.5 (1.61)	16.8 (1.38)	4.9 (0.80)
Mexico	1.8 (0.29)	4.7 (0.50)	16.4 (0.75)	42.5 (1.08)	34.6 (1.28)	1.6 (0.31)	3.3 (0.41)	26.1 (0.90)	32.4 (1.16)	36.6 (1.28)
Norway	1.2 (0.27)	2.8 (0.41)	46.3 (1.35)	43.6 (1.23)	6.1 (0.54)	0.8 (0.18)	1.8 (0.35)	69.8 (1.22)	19.2 (1.03)	8.4 (0.75)
Poland	1.9 (0.30)	3.0 (0.32)	36.2 (1.20)	36.1 (1.20)	22.8 (1.00)	1.6 (0.25)	2.3 (0.35)	55.2 (1.21)	23.2 (0.98)	17.8 (0.96)
Portugal	3.9 (0.48)	5.8 (0.56)	42.1 (1.27)	38.2 (1.16)	10.1 (0.76)	2.1 (0.35)	2.9 (0.42)	77.7 (1.26)	13.3 (1.00)	4.0 (0.49)
Slovak Republic	2.9 (0.48)	5.9 (0.59)	42.5 (1.14)	38.3 (1.23)	10.3 (0.77)	1.6 (0.33)	3.3 (0.37)	58.7 (1.22)	25.8 (1.24)	10.7 (0.77)
Slovenia	0.7 (0.15)	2.6 (0.29)	40.7 (1.08)	44.2 (1.10)	11.8 (0.64)	0.9 (0.21)	3.3 (0.41)	62.1 (1.02)	24.2 (0.93)	9.6 (0.61)
Spain	3.5 (0.43)	6.9 (0.64)	50.6 (1.44)	30.5 (1.28)	8.5 (0.69)	2.2 (0.39)	3.3 (0.47)	72.5 (1.16)	15.3 (1.05)	6.8 (0.72)
Turkey	6.9 (0.82)	8.2 (0.94)	47.0 (2.83)	24.9 (2.29)	12.9 (1.25)	2.6 (0.61)	4.4 (0.67)	75.1 (1.45)	10.3 (1.25)	7.6 (1.06)
<b>TALIS average</b>	<b>2.5 (0.09)</b>	<b>4.8 (0.11)</b>	<b>41.2 (0.30)</b>	<b>37.3 (0.30)</b>	<b>14.2 (0.20)</b>	<b>1.5 (0.06)</b>	<b>3.0 (0.09)</b>	<b>61.9 (0.29)</b>	<b>21.8 (0.25)</b>	<b>11.8 (0.19)</b>

Note: Only includes those teachers that received appraisal or feedback.

Source: OECD, TALIS Database.


StatLink  <http://dx.doi.org/10.1787/665055402267>


Table D5.5.

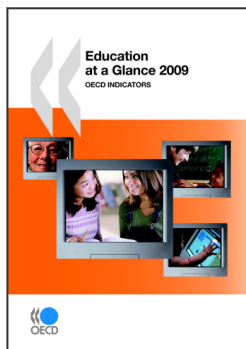
**Teacher appraisal and feedback and school development (2007-08)**

Percentage of teachers of lower secondary education who agree or strongly agree with the following statements about aspects of appraisal and/or feedback in their school

TALIS countries	In this school, the school principal takes steps to alter the monetary rewards of a persistently underperforming teacher	In this school, the sustained poor performance of a teacher would be tolerated by the rest of the staff	In this school, teachers will be dismissed because of sustained poor performance	In this school, the principal uses effective methods to determine whether teachers are performing well or badly	In this school, a development or training plan is established for teachers to improve their work as teachers	In this school, the most effective teachers receive the greatest monetary or non-monetary rewards	In this school, if I improve the quality of my teaching I will receive increased monetary or non-monetary rewards	In this school, if I am more innovative in my teaching I will receive increased monetary or non-monetary rewards	In this school, the review of teacher's work is largely done to fulfil administrative requirements	In this school, the review of teacher's work has little impact upon the way teachers teach in the classroom
	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)
Australia	7.1 (0.72)	42.8 (1.50)	29.2 (1.61)	48.7 (1.54)	54.5 (1.73)	9.2 (0.65)	8.2 (0.67)	9.0 (0.72)	63.4 (1.54)	61.4 (1.42)
Austria	7.6 (0.45)	40.8 (0.97)	11.5 (0.73)	46.2 (1.12)	21.2 (0.99)	10.9 (0.64)	11.6 (0.58)	13.8 (0.66)	44.5 (0.96)	58.9 (0.82)
Belgium (Fl.)	5.9 (0.51)	25.9 (1.13)	43.6 (1.63)	49.5 (1.53)	45.1 (1.54)	5.0 (0.44)	4.1 (0.34)	4.2 (0.37)	37.9 (1.48)	44.4 (1.35)
Brazil	24.0 (1.15)	30.4 (1.12)	30.2 (1.52)	57.7 (1.42)	70.9 (1.41)	13.2 (0.90)	18.2 (0.94)	20.0 (0.90)	45.6 (1.17)	35.9 (1.33)
Bulgaria	44.0 (2.30)	11.0 (1.17)	64.7 (2.41)	83.4 (1.32)	77.4 (2.25)	50.5 (2.83)	53.8 (1.70)	56.0 (1.74)	29.4 (1.85)	33.4 (1.31)
Denmark	6.6 (0.80)	40.7 (1.74)	35.0 (1.76)	37.8 (1.77)	54.4 (1.58)	15.0 (1.32)	8.3 (0.92)	9.0 (0.92)	48.1 (1.84)	60.8 (1.72)
Estonia	13.4 (0.91)	18.2 (0.93)	29.7 (1.16)	50.5 (1.66)	64.0 (1.40)	37.9 (1.59)	25.1 (1.17)	21.2 (1.12)	27.8 (1.18)	43.4 (1.09)
Hungary	40.7 (2.03)	32.6 (1.76)	34.3 (1.71)	61.4 (2.23)	71.9 (2.60)	45.0 (1.51)	44.3 (1.66)	42.1 (1.74)	24.4 (2.32)	40.2 (1.38)
Iceland	28.5 (1.40)	31.9 (1.34)	35.5 (1.32)	38.2 (1.49)	45.4 (1.46)	18.1 (1.08)	17.4 (1.00)	17.4 (1.03)	45.8 (1.41)	55.8 (1.37)
Ireland	5.6 (0.59)	58.9 (1.32)	10.9 (1.06)	39.1 (1.61)	51.9 (1.69)	7.5 (0.66)	6.6 (0.63)	7.0 (0.60)	52.8 (1.28)	60.2 (1.38)
Italy	26.4 (0.88)	28.0 (1.00)	27.3 (1.02)	68.1 (1.13)	71.9 (1.14)	42.6 (1.34)	48.8 (1.38)	48.7 (1.35)	32.8 (1.19)	40.9 (1.01)
Korea	13.3 (0.71)	47.3 (0.98)	10.1 (0.71)	31.9 (1.17)	31.3 (1.15)	10.0 (0.65)	11.2 (0.63)	11.8 (0.64)	60.5 (0.92)	51.9 (1.12)
Lithuania	27.0 (1.19)	20.2 (0.86)	60.2 (1.03)	70.3 (1.15)	90.7 (0.73)	36.3 (1.36)	27.7 (1.23)	26.6 (1.19)	48.9 (1.35)	54.9 (1.16)
Malaysia	47.4 (1.65)	52.8 (1.28)	17.7 (0.94)	75.0 (1.26)	89.4 (0.71)	53.1 (1.28)	56.9 (1.20)	55.1 (1.14)	50.6 (1.23)	34.7 (1.32)
Malta	13.3 (1.19)	41.9 (1.69)	24.7 (1.24)	56.0 (1.46)	60.4 (1.65)	10.2 (1.20)	12.3 (1.15)	12.6 (1.25)	58.3 (1.51)	51.8 (1.63)
Mexico	34.5 (1.31)	17.7 (1.09)	28.9 (1.30)	88.8 (0.80)	69.0 (1.43)	26.9 (1.20)	42.7 (1.28)	39.6 (1.40)	50.2 (1.67)	45.3 (1.34)
Norway	7.5 (0.59)	58.2 (1.15)	10.7 (0.88)	27.6 (1.33)	42.4 (1.41)	11.5 (0.81)	6.3 (0.70)	11.5 (0.87)	43.4 (1.24)	64.9 (1.09)
Poland	31.3 (1.37)	26.5 (1.17)	34.2 (1.22)	75.1 (1.34)	78.8 (1.24)	59.1 (1.52)	52.1 (1.35)	46.7 (1.25)	41.8 (1.53)	37.0 (1.45)
Portugal	22.4 (0.85)	20.0 (0.99)	27.2 (1.10)	57.2 (1.30)	49.3 (1.52)	11.0 (0.75)	17.8 (1.01)	17.4 (1.07)	47.9 (1.13)	55.3 (1.17)
Slovak Republic	50.8 (1.36)	34.9 (1.39)	42.4 (1.70)	64.3 (1.64)	73.6 (1.39)	48.6 (1.97)	47.0 (1.77)	48.4 (1.74)	33.8 (1.34)	54.5 (1.47)
Slovenia	44.8 (1.37)	35.0 (1.18)	8.9 (0.74)	64.3 (1.29)	67.4 (1.27)	42.2 (1.45)	31.4 (1.23)	35.8 (1.37)	37.5 (1.16)	55.5 (1.23)
Spain	12.3 (0.76)	36.3 (1.14)	15.1 (0.94)	35.5 (1.25)	53.6 (1.67)	7.3 (0.59)	10.8 (0.78)	11.3 (0.78)	48.7 (1.10)	62.2 (1.18)
Turkey	17.4 (1.48)	24.6 (1.17)	10.3 (1.09)	46.8 (1.66)	38.8 (2.21)	31.2 (2.08)	31.4 (2.24)	32.6 (2.08)	45.3 (2.04)	42.9 (2.40)
<b>TALIS average</b>	<b>23.1 (0.25)</b>	<b>33.8 (0.26)</b>	<b>27.9 (0.27)</b>	<b>55.4 (0.30)</b>	<b>59.7 (0.32)</b>	<b>26.2 (0.28)</b>	<b>25.8 (0.25)</b>	<b>26.0 (0.25)</b>	<b>44.3 (0.30)</b>	<b>49.8 (0.29)</b>

Source: OECD, TALIS Database.

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