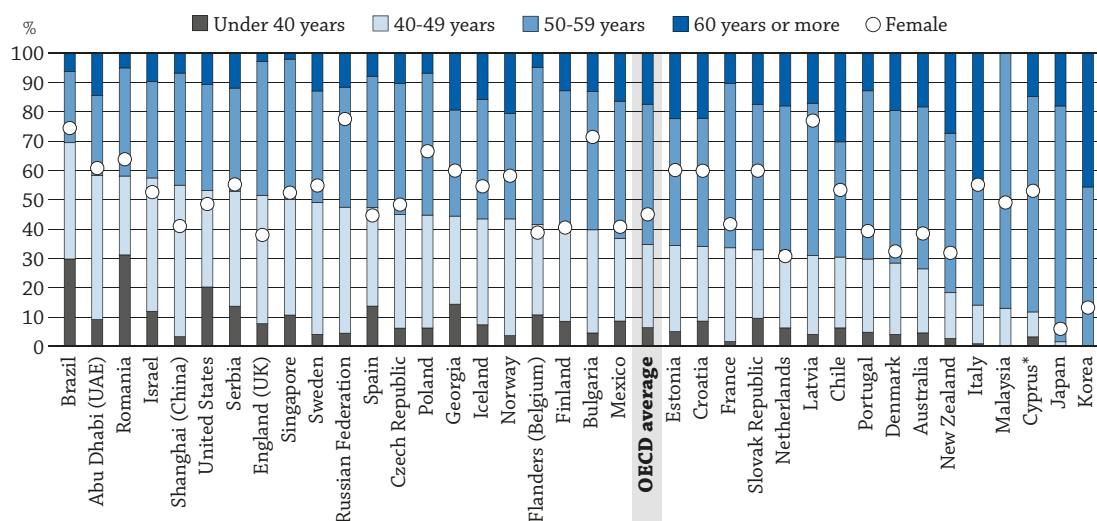


## WHO ARE OUR SCHOOL LEADERS AND WHAT DO THEY DO?

- The average age of a lower secondary principal in the countries participating in the 2013 OECD Teaching and Learning International Survey (TALIS) is 52 years old. Given that principals are often recruited from the ranks of teachers, it is not surprising that the proportion of principals under 40 years old is small in most countries.
- The gender distribution of principals differs from the gender distribution of teachers. Although the majority of teachers in all but one country are women, the proportion of female principals is generally lower.

**Figure D6.1. Gender and age distribution of principals in lower secondary education (TALIS 2013)**

*Percentage of female principals and age of principals*



\* Note by Turkey: The information in this document with reference to "Cyprus" relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Turkey recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Turkey shall preserve its position concerning the "Cyprus issue".

Note by all the European Union Member States of the OECD and the European Union: The Republic of Cyprus is recognised by all members of the United Nations with the exception of Turkey. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

Countries and economies are ranked in ascending order of the percentage of principals who are over 50 years old.

Source: OECD, Table D6.1. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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### Context

School principals are often the connection between teachers, students and their parents or guardians, the education system and the wider community. Although principals have always played this role, the profession has become increasingly challenging over time. Some principals say they confront often incompatible demands, referring to the challenge of reconciling the demands of teachers, students and parents or guardians with the expectations of the system in which they work and the communities where their school is located. In contexts where most decision-making authority has been devolved to the school level, principals can be especially challenged by the number and variety of demands they face: increasing social diversity, inclusion of students with special needs, emphasis on retaining students until graduation, and ensuring that students have the skills and knowledge necessary to participate in an increasingly competitive economy.

These demands require principals to manage human and material resources, communicate and interact with individuals in a variety of positions, make evidence-informed decisions and also provide the instructional leadership teachers need to help students succeed. Thus, school leadership is

increasingly a priority for many countries concerned about boosting student achievement results and improving underperforming or failing schools. Many see principals as major contributors to student achievement, through their impact on schools' organisation and climate, and especially on teachers and teaching (OECD, 2014a).

### ■ Other findings

- On average across TALIS countries, school principals have 21 years of teaching experience and 9 years of experience in their current role. Around two-thirds of them are employed full time as principals, without teaching responsibilities.
- On average, only 40% of school leaders say they observe instruction in the classroom “often” or “very often”. However, this proportion varies significantly across countries, ranging from more than 80% in Abu Dhabi (United Arab Emirates), Bulgaria, Malaysia, Romania and Shanghai (China), to 15% or less in Estonia, Finland, France and Portugal.
- Principals who take actions to support co-operation among teachers to develop new teaching practices, and who stimulate teachers' responsibility for their teaching skills and students' learning outcomes, more often work in schools where teachers are inclined to exchange practices.
- The TALIS data reveal a wide variation among countries in the extent to which principals share responsibility for various tasks. For example, the percentage of principals in Croatia, Denmark and the Netherlands reporting shared responsibility for the appointment of teachers is 75% or more. For Bulgaria, France, Japan, Korea, Malaysia, Mexico and the Russian Federation, it is 20% or less (the overall average is 41%).
- TALIS data show that principals who participate in professional development activities are more often engaged in distributed leadership, although the kind of professional development activities that are related to distributed leadership differs widely across countries.

## INDICATOR D6

## Analysis

### Age and gender of principals

School principals bring a variety of prior experience to their role as principals, including work in other school management roles, prior work as teachers and experience in other jobs. However, experience as a principal is typically built upon a foundation of teaching experience. On average, principals have 21 years of teaching experience. The countries with principals who have the highest average years of teaching experience are Australia (27 years), Korea (29 years) and Japan (30 years). Those with the fewest years of experience (less than 15 years) are Abu Dhabi (United Arab Emirates), Brazil, France, Iceland, Serbia, Singapore and Sweden (see Table 3.12 in OECD, 2014a).

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The average age of a lower secondary school leader in the countries participating in TALIS 2013 is 52 years old (Table D6.1). Given that principals are often recruited from the ranks of teachers, it is not surprising that the proportion of principals younger than 40 years old is small, with some notable exceptions. In Brazil and Romania, for example, around 30% of school principals are under 40 (Figure D6.1). In Italy and Korea, nearly half of school leaders are 60 or older (Table D6.1).

The gender distribution of principals in lower secondary schools differs from the gender distribution of teachers. In all OECD countries but Japan, more than half of the lower secondary education teaching workforce is made up of women. On average, across OECD countries, 69% of all teachers are women (see Table D5.3). However, the percentage of women principals is generally lower: 45% of principals in lower secondary schools in the TALIS countries are women (Table D6.1 and Figure D6.1). There are a few exceptions to this. School leadership positions are primarily occupied by women in Brazil (75%), Bulgaria (71%), Latvia (77%) and the Russian Federation (78%), while men predominate in Japan (94%) and Korea (87%).

The percentage of women principals is generally lower than men. However, on average, women appear to be stronger advocates of instructional leadership than men. This is particularly evident in Australia, Japan, Norway and Portugal, but female principals are more engaged in instructional leadership actions than males in about two-thirds of all countries participating in TALIS. In contrast, male principals in Finland, Latvia, the Netherlands, Mexico and Romania give more attention to instructional leadership than females, but the gender differences in these countries are much smaller than those in favour of female principals in many other countries (OECD, 2016).

### Employment status of principals

Regardless of the level or type of education that a principal might have, there is often no substitute for experience. No amount of education can prepare a person for some of the situations that might be encountered in a school, and these experiences can shape a principal's behaviour and actions. Leading and teaching are both demanding responsibilities. Table D6.2 contains data about the teaching obligations of principals. At one end of the spectrum are ten countries in which more than 90% of the principals are employed full time (90% of their time) as principals, without the responsibilities of teaching. At the other end are countries in which 90% or more of the principals employed full time must balance their work as principals and as teachers (Bulgaria, the Czech Republic, Malaysia and the Slovak Republic). The proportions of principals employed on a part-time basis who must balance their responsibilities as principals with the responsibilities of a teacher are 15% in Georgia, 29% in Romania and 19% in Spain.

While principals who must also carry the workload of a classroom teacher will undoubtedly have many extra tasks to accomplish, retaining some teaching responsibilities also keeps them closer to the core job of the school. They are able to maintain a different kind of relationship with students – and possibly with teaching staff – and can even test some of the policies they are trying to enact at a school level (Table D6.2).

### Principals' leadership activities

The work of principals includes a variety of administrative activities that, if not performed, could impede the effective operation of the school. The TALIS survey asked principals about the leadership activities in which they engaged during the preceding 12 months. Table D6.3 presents data about the proportion of principals who report having engaged "often" or "very often" in particular leadership activities. Among the most challenging of teachers' responsibilities is maintaining a productive and orderly environment in which teachers can teach and students can learn. However, collaboration between principals and teachers to solve classroom discipline problems varies significantly across countries. On one end of the spectrum are Malaysia and Romania, where more than 90% of principals report frequent collaboration with teachers to solve discipline problems. At the other end of the spectrum are England (United Kingdom), Japan, the Netherlands, New Zealand, the Russian Federation and Shanghai (China) where 60% of principals or more report infrequent collaboration with teachers to solve classroom discipline problems.

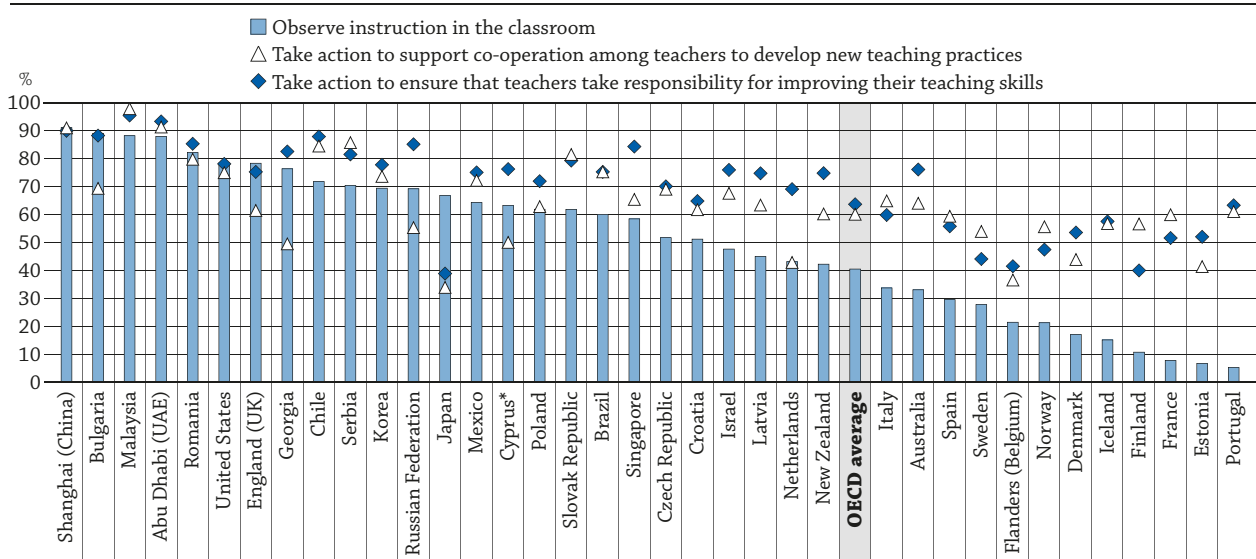
It is important to keep in mind that the patterns reported here may reflect differences in disciplinary issues among countries rather than differences in the attention that principals pay to disciplinary matters. Further investigation is necessary to determine the significance of these differences (Table D6.3).

In addition to the help principals may provide to teachers in solving disciplinary problems, principals can observe instruction and provide teachers with feedback based on their observations. Improving instructional effectiveness and improving teaching should, in turn, help to improve student learning outcomes. The average proportion of principals who say they frequently observe instruction in the classroom is more evenly divided. On average, only 40% of school leaders say they observe instruction in the classrooms “often” or “very often” (Table D6.3 and Figure D6.2). Frequent observation of instruction is more commonly reported among principals in Abu Dhabi (United Arab Emirates) (88%), Bulgaria (89%), Malaysia (88%), Romania (82%) and Shanghai (China) (91%) and substantially less frequently reported among principals in Estonia (7%), Finland (11%), France (8%), Iceland (15%) and Portugal (5%).

Another challenge that teachers face is maintaining the currency of their knowledge and practice. By encouraging teachers to learn from one another, principals help teachers remain current in their practice and may also help to develop more collaborative practices between teachers in their schools. Principals were asked about taking action to support co-operation among teachers to develop new teaching practices. As Figure D6.2 indicates, on average 60% of principals report taking such action frequently (ranging from 34% in Japan to 98% in Malaysia). In Abu Dhabi (United Arab Emirates), Chile, Malaysia, Romania, Serbia, Shanghai (China) and the Slovak Republic principals report the highest incidence (between 80% and 98%) of frequently supporting co-operation among their teachers around the development of new teaching practices. In Denmark, Estonia, Flanders (Belgium), Georgia, Japan and the Netherlands, more than half of principals report doing this never, rarely, or only sometimes (Table D6.3 and Figure D6.2).

**Figure D6.2. Collaboration between teachers and principals in lower secondary education (TALIS 2013)**

*Percentage of principals who report having engaged “often” or “very often” in the following leadership activities during the 12 months prior to the survey*



\* See note under Figure D6.1.

Countries and economies are ranked in descending order of the percentage of lower secondary education principals who report having engaged “often” or “very often” in observing instruction in the classroom during the 12 months prior to the survey.

Source: OECD, Table D6.3. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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Principals can also play an important role in ensuring that teachers take responsibility for improving their teaching skills. Table D6.3 and Figure D6.2 show that, on average, a majority of principals (64%) take this action frequently (ranging from 39% in Japan to 95% in Malaysia). Abu Dhabi (United Arab Emirates) (93%), Bulgaria (88%), Chile (88%), Malaysia (95%), Romania (85%), the Russian Federation (85%), Shanghai (China) (90%) and Singapore (84%) are among the high-incidence countries where principals frequently act in this regard.

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Finland (60%), Flanders (Belgium) (59%), Japan (61%), Norway (53%) and Sweden (56%) are the countries where more than half of principals report doing this never, rarely or only sometimes. Many principals also take action to ensure that teachers feel responsible for what their students learn. On average, 71% of principals (ranging from 33% in Japan to 100% in Malaysia) say they frequently take action to ensure that teachers feel responsible for their students' learning outcomes. In Abu Dhabi (United Arab Emirates), Bulgaria, Chile, Malaysia, Poland, Romania and Singapore and more than 90% of principals report taking such action frequently. In contrast, more than half of the principals in Denmark, Finland, Japan and Norway report doing so infrequently (Table D6.3).

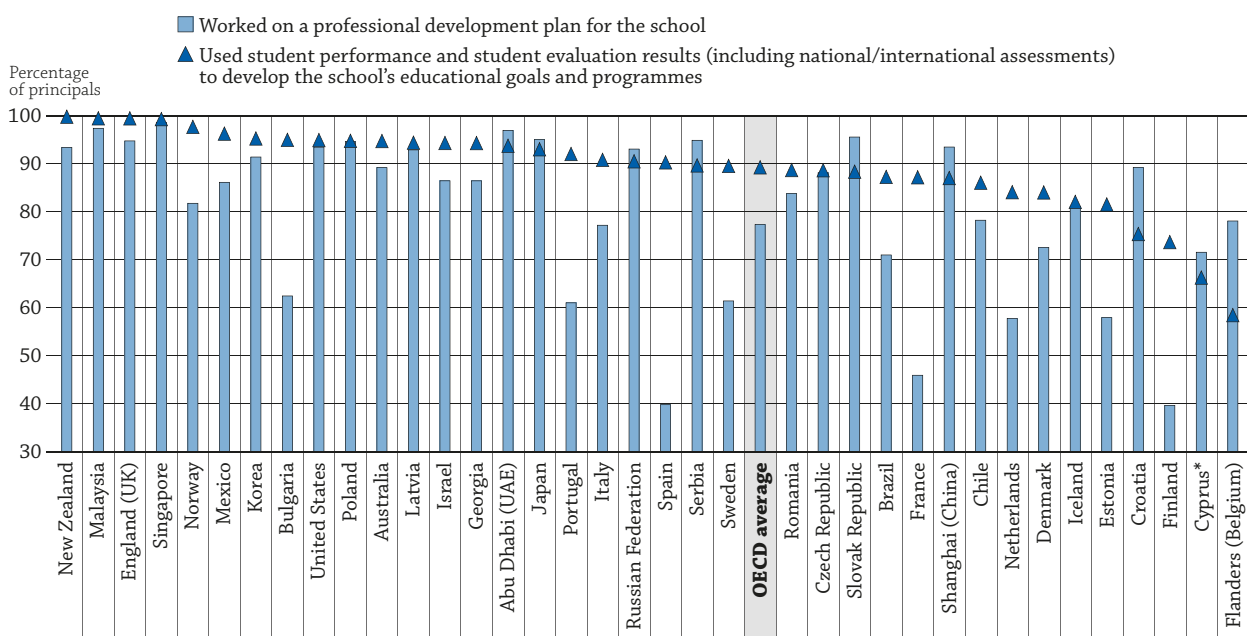
TALIS data show that principals who exert greater instructional leadership work in schools in which teachers are more engaged in collaboration. This suggests that when principals take action to support co-operation among teachers to develop new teaching practices, teachers are indeed more inclined to collaborate. In these schools, teachers more often exchange teaching materials with colleagues, engage in discussions about the development of specific students, work together to ensure common standards in evaluations for assessing student progress, and attend team conferences. This may indicate that the actions principals take to develop co-operation and to promote teachers' responsibility for their instruction affect teachers' collaboration in school. On the other hand, when teachers are already engaged in practices of exchange and co-operation, it is probably much easier for principals to stimulate collaboration among the staff (OECD, 2016)

### Participation in school development plans

As data have become more available to principals over the last quarter-century, there has been a transition from relying on a principal's own knowledge to make decisions to using readily available data to inform those choices. This transition has been accompanied by increased demands for accountability (Vanhoof et al., 2014). Today, more than at any time in the past, principals are responsible for the development of the school's educational goals and programmes and for the use of student performance and student evaluation results to develop those goals and programmes. Data about principals' participation in activities related to a school development plan appear in Table D6.4 and Figure D6.3.

**Figure D6.3. Principals' participation in school development plans in lower secondary education (TALIS 2013)**

*Percentage of principals who report having engaged in the following activities related to a school development plan in the 12 months prior to the survey*



\* See note under Figure D6.1.

Countries and economies are ranked in descending order of the percentage of principals who used student performance and student evaluation results (including national/international assessments) to develop the school's educational goals and programmes.

Source: OECD, Table D6.4. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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Nearly nine in ten principals on average across TALIS countries report using student performance and student evaluation results (including national or international assessments) to develop the school's educational goals and programmes. The proportions of principals who reported using student performance and student evaluation results to develop the school's educational goals and programmes was lowest in Croatia (75%), Finland (74%) and Flanders (Belgium) (58%), and nearly universal in England (United Kingdom) (99%), Malaysia (99%), New Zealand (100%), Norway (98%) and Singapore (99%) (Table D6.4 and Figure D6.3).

In addition to the development of their school's goals and programmes, principals are increasingly responsible for working on a professional development plan for their school. Although this plan is an important facet of a principal's work, on average the proportion of principals working on such a plan is nearly 10 percentage points lower (77%) than the average proportion of principals who report using student performance and student evaluation results to develop the school's educational goals and programmes. Figure D6.3 shows that this pattern is found in most countries. The proportion of principals who report working on a professional development plan for their school is lower than 50% in Finland, France and Spain, and almost comprehensive in Abu Dhabi (United Arab Emirates) (97%), Malaysia (97%) and Singapore (99%) (Table D6.4 and Figure D6.3).

### **Professional development for principals**

School leaders, as professionals, acknowledge their need for further development of their skills or competencies and actively engage in such endeavours. Table D6.6 provides data about the percentage of principals who participated in a professional network, mentoring or research activity; courses, conferences or observation visits; or other types of professional development activities in the 12 months prior to the survey. On average across TALIS countries, principals spent 15 days participating in a professional network, mentoring or research activity; 11 days in courses, conferences or observation visits; and 10 days in other types of professional development activities (Table D6.6).

The percentages of principals across TALIS countries who have engaged in professional networks, mentoring or research activities during the preceding 12 months, and the average numbers of days spent by those who participated are quite varied. Small proportions of principals in the Czech Republic (28%), Georgia (14%), Portugal (11%), Romania (29%), Serbia (21%) and Spain (28%) reported taking part in a professional network, mentoring or research activity during the preceding 12 months, in contrast to the large proportions of principals in the Netherlands (87%), New Zealand (88%), Shanghai (China) (92%) and Singapore (93%) who reported participating in such activities. The amount of time spent on these activities varies as well. For example, in 11 countries, principals spent fewer than 10 days on such activities. However, the proportions of principals in these 11 countries who were engaged in these activities – even though for a short amount of time – ranged from 42% in Sweden to 84% in Australia. Australia provides an interesting example of developing a standard for the role of the principal that takes into account the overarching goals held for schooling and the cultural context in which schooling occurs. The adoption of such a standard could, over time, help elevate the status of principals and provide guidance for their preparation, conduct and professional development (Table D6.6).

The percentages of principals who participated in courses, conferences or observation visits ranged from 53% in Georgia to 99% in Singapore. For other types of professional development activities, percentages ranged from 15% in Bulgaria to 58% in Malaysia. The range of the average number of days spent in each activity was modest, from an average of 4 days (France) to 37 days (Brazil) in courses, conferences or observation visits, and from 4 days (Australia, Croatia, England [United Kingdom], Finland and Japan) to 37 days (Mexico) for other types of professional development. While participation in professional development is generally supported for school leaders and teachers alike, spending 37 days away from school each year attending courses or conferences or making observation visits may prove to be excessive given a principal's busy schedule (Table D6.6).

Participation in professional development depends upon a variety of factors, including the availability of opportunities that are perceived to be relevant, the availability of time and other resources that would permit someone to take advantage of professional development, employers who are supportive, and the necessary qualifications to be able to benefit from the opportunities available. However, TALIS data show that principals who participate in professional development activities are more often engaged in distributed leadership, although the kind of professional development activities that are related to distributed leadership differs widely across countries. This concerns principals' participation in a professional network, mentoring or research activity, as well as their participation in courses, conferences or observational visits. To what degree each of these activities contributes to a principal's engagement in distributing powers to staff, students and parents or guardians, varies considerably across countries. In most countries, none of the professional development activities are significantly

related to distributed leadership of principals. In some countries, one of the types of professional development is often related to engaging staff, students and parents in the decision-making process. In some countries, such as England (United Kingdom), Iceland, Korea, Shanghai (China) and the Slovak Republic, this involves principals' engagement in a professional network, mentoring or a research activity. In other countries, such as Latvia, Malaysia, Poland and the Russian Federation, it mainly involves a principal's participation in courses, conferences or observational visits (OECD, 2016).

## D6 Sharing responsibilities

Because of its complexity, the work of the school and especially the work of the principal are increasingly recognised as responsibilities that are or should be more broadly shared. Distributed leadership reflects the fact that leadership in schools is not exerted only by principals, that others within the organisation also act as leaders. Table D6.5 looks at principals who have significant responsibility for tasks such as appointing, hiring, suspending and dismissing teachers; determining the allocation of the school's resources; approving student admission; establishing the school's disciplinary and assessment policies; and determining which courses the school offers, course content, and instructional resources. Table D6.5 displays the percentage of principals who have significant responsibility for such tasks and who also report shared responsibility. When a principal reports that the responsibility for a task is shared, this indicates that an active role is played in decision making by the principal and other members of the school management team, teachers who are not part of the school management team, a school's governing board, or a local or national authority.

The data reveal a wide variation among countries in the extent to which principals share responsibility for various tasks (Table D6.5). For example, the percentage of principals in Croatia, Denmark, and the Netherlands reporting shared responsibility for the appointment of teachers is 75% or more, and for Bulgaria, France, Japan, Korea, Malaysia, Mexico and the Russian Federation, it is 20% or less (the overall average is 41%). More than half of the principals in Croatia, Denmark, England (United Kingdom), the Netherlands, New Zealand and Serbia report sharing responsibility for dismissing or suspending teachers. Yet, in many countries (Bulgaria, the Czech Republic, France, Japan, Korea, Malaysia, Mexico, Poland, Spain and Sweden), 20% or less of the principals report sharing this responsibility (the overall average is 31%). Fewer principals report shared responsibility for establishing teachers' salaries and pay scales (16% on average) or determining teachers' salary increases (20% on average). In only two countries (England [United Kingdom] and Latvia) do more than half of the principals indicate that they share responsibility for establishing teacher salaries and pay scales. Similarly, only in England (United Kingdom), Estonia and Latvia do half or more of the principals share responsibility for determining salary increases for teachers.

On average, nearly half of the principals (49%) report shared responsibility for deciding on budget allocation within the school. In some countries, however, fewer than one in four principals reports this (Abu Dhabi [United Arab Emirates], Chile, Korea, Malaysia, Mexico and Romania). In contrast, more than three-quarters of principals report this in Denmark and Latvia. Overall, more principals report shared responsibility with regard to the management of student discipline policies (63% on average). Of the principals in Denmark, New Zealand and Singapore, 80% or more report sharing responsibility for establishing student disciplinary policies and procedures, while less than half of the principals in Abu Dhabi (United Arab Emirates), Chile, Georgia, Japan, Korea, Malaysia, Mexico, Romania, Shanghai (China) and Sweden report doing so (Table D6.5).

Many principals report shared responsibility for tasks related to choosing which learning materials are used (48%) and deciding which courses are offered (59%). At least eight of ten principals in Denmark, the Netherlands and New Zealand report sharing responsibility for determining the courses that their schools offer, while less than a quarter of their peers in Croatia, Japan and Korea report sharing this responsibility.

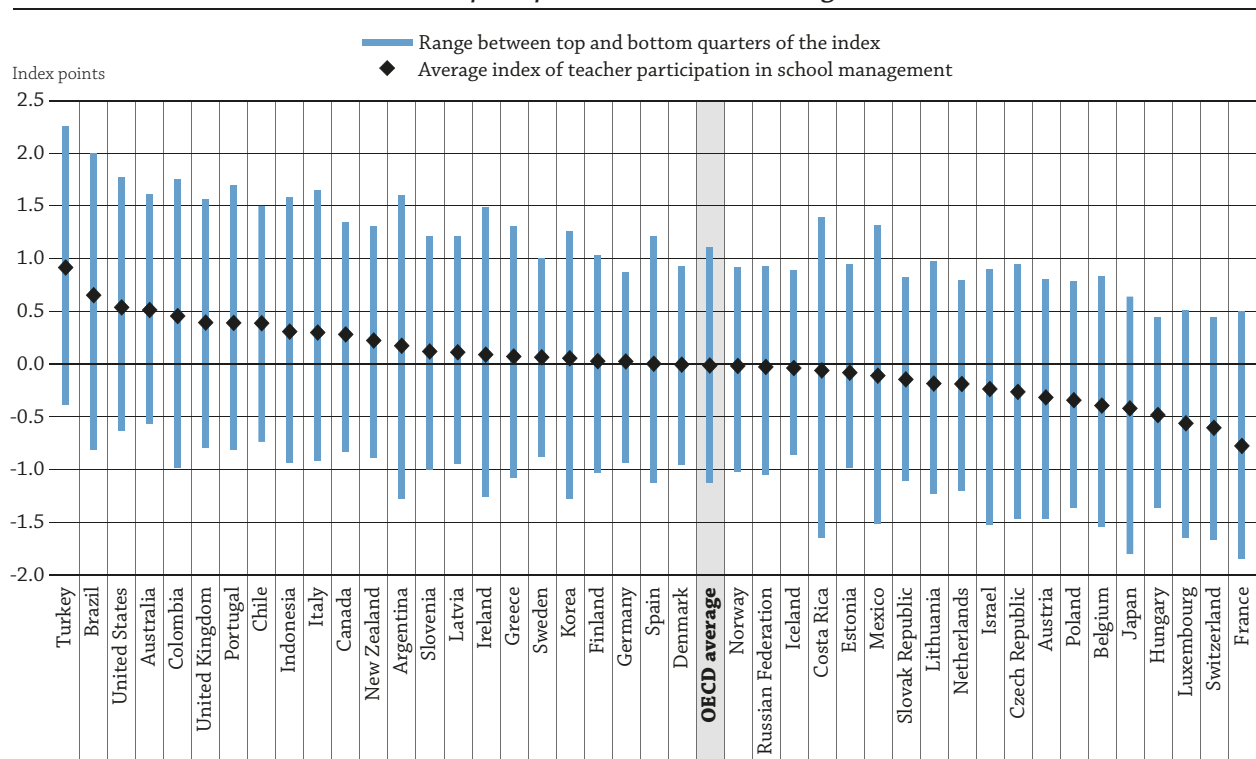
The variations in the extent to which particular responsibilities are shared are likely a reflection of both the policy contexts in which principals work and the individual approach of principals regarding the distribution of their responsibility. As pointed out by this indicator, schools may have autonomy in some areas but not in others. For example, teachers may be appointed by principals in some contexts, but salaries and increases may be determined by collective agreements negotiated outside the context of the local school. Finally, more than a third of principals report shared responsibility for approving students for admission to the school (37%). This is especially common in the Netherlands, where more than 80% of principals report this, while fewer than 20% of principals report this in Georgia, Japan, Korea, Malaysia, Poland and Sweden (Table D6.5).

### Teacher participation in school management

The relationship between school autonomy and performance in mathematics in the OECD Programme for International Student Assessment (PISA) varies according to the degree to which principals collaborate with teachers throughout the system (OECD, 2013). In systems where teachers and principals collaborate more frequently in managing schools, autonomy is positively related to performance in mathematics. PISA 2012 asked school principals to report how frequently various actions and behaviours related to managing their school (including teacher participation in school management) occurred in the previous academic year (Table D6.7). The results show the following:

- On average across OECD countries, 72% of students are in schools whose principals reported that the school gives staff opportunities to make decisions concerning the school at least once a month (53% are in schools that give these opportunities from once a month to once a week, and 18% are in schools that give these opportunities more than once a week).
- Across OECD countries, an average of 71% of students are in schools whose principal reported that teachers are involved at least once a month in building a culture of continuous improvement in the school (47% of students are in schools where this occurs once a month to once a week, and 23% are in schools where this occurs more than once a week).
- On average across OECD countries, 29% of students are in schools whose principal reported that teachers are asked to review management practices at least once a month (24% are in schools where teachers do so from once a month to once a week, and 5% are in schools where teachers do so more than once a week).

**Figure D6.4. Index of teacher participation in school management (PISA 2012)**  
Based on principals' views on school management



**Note:** Principals' responded to three questions about their engagement with teachers in school management: providing staff with opportunities to make decisions concerning the school; engaging teachers to help build a culture of continuous improvement in the school; and asking teachers to participate in reviewing management practices. Responses to these three questions are combined to develop a composite index, the index of teacher participation in school management. This index has an average of zero and a standard deviation of one for OECD countries. Higher values indicate greater teacher participation. For example, in Turkey and Brazil, principals reported that teachers are involved in managing school a greater extent, while principals in Switzerland and France reported that teachers are involved in this activity to a lesser extent. The figure shows the range between top and bottom quarters of this index.

Countries are ranked in descending order of the average index of teacher participation in school management.

**Source:** OECD, Table D6.7, available on line. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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Principals' responses to these questions are combined to develop a composite index, the *index of school management: teacher participation* (Figure D6.4 and Table D6.7). This index has an average of zero and a standard deviation of one for OECD countries. Higher values indicate greater teacher participation in school management (OECD, 2014b). In Brazil, Jordan, Malaysia and Turkey, principals reported that teachers are involved in managing school to a greater extent, while principals in France, Romania and Shanghai (China) reported that teachers are involved in this activity to a lesser extent.

## D6

## Definitions

Instructional and distributed leadership are regarded as important for creating and sustaining professional learning communities, and creating a climate conducive to student learning.

- Instructional leadership comprises leadership practices that involve the planning, evaluation, co-ordination, and improvement of teaching and learning.
- Distributed leadership reflects the fact that leadership in schools is not exerted only by principals, that others within the organisation also act as leaders.

## Methodology

All the data published in this indicator came from the TALIS and PISA surveys.

PISA data are derived from the School Questionnaire. School principals were given a questionnaire to complete that covered the school system and the learning environment. In 2012, the PISA School Questionnaire contained 21 items about school leadership, 13 of which provided data for 4 scaled indices. Principals were asked to indicate the frequency of the listed activities and behaviours in their school during the last academic year. The six response categories were “Did not occur”, “1-2 times during the year”, “3-4 times during the year”, “Once a month”, “Once a week”, to “More than once a week”. PISA 2012 asked school principals to report how frequently various actions and behaviours related to managing their school (including teacher participation in school management) occurred in the previous academic year.

The objective of the TALIS survey in 2013 was to obtain a representative sample of lower secondary teachers in each participating country. Moreover, a representative sample of teachers teaching students of the appropriate age in schools selected for Programme for International Student Assessment (PISA) in 2012 was required for each country that opted to participate in the TALIS-PISA link. TALIS 2013 identified policy issues that encompass the classroom, teachers, schools and school management, so the coverage of TALIS 2013 extends to lower secondary teachers and to the principals of the schools where they teach. The international sampling plan prepared for TALIS 2013 used a stratified two-stage probability sampling design. This means that teachers (second stage units, or secondary sampling units) were to be randomly selected from the list of in-scope teachers in each of the randomly selected schools (first stage units, or primary sampling units). The international target population of TALIS 2013 restricts the survey to those teachers who teach regular classes in ordinary schools and to the principals of those schools.


### Note regarding data from Israel

The statistical data for Israel are supplied by and are under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

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**Indicator D6 Tables**

StatLink  <http://dx.doi.org/10.1787/888933399226>

**Table D6.1** Gender and age of principals in lower secondary education (TALIS 2013)

**Table D6.2** Employment status of principals in lower secondary education (TALIS 2013)

**Table D6.3** Principals' leadership in lower secondary education (TALIS 2013)

**Table D6.4** Principals' participation in school development plans in lower secondary education (TALIS 2013)

**Table D6.5** Shared responsibility for leadership activities in lower secondary education (TALIS 2013)

**Table D6.6** Principals' recent professional development in lower secondary education (TALIS 2013)

**Table D6.7** Principal's views on teacher participation in school management (PISA 2012)

Cut-off date for the data: 20 July 2016. Any updates on data can be found on line at: <http://dx.doi.org/10.1787/eag-data-en>

**D6**

**Table D6.1. Gender and age of principals in lower secondary education (TALIS 2013)**  
*Percentage of education principals with the following characteristics, and mean age of principals*

		Female		Mean age		Percentage of principals in each age group									
						Under 30 years		30-39 years		40-49 years		50-59 years		60 years or more	
		%	S.E.	Average	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
OECD	Australia	38.6	(5.5)	53.2	(1.0)	0.0	(0.0)	4.7	(4.5)	21.8	(5.2)	55.2	(6.3)	18.3	(4.5)
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	53.4	(3.9)	53.7	(0.7)	0.0	(0.0)	6.4	(2.1)	24.2	(3.3)	39.3	(3.9)	30.2	(4.0)
	Czech Republic	48.4	(3.6)	50.3	(0.5)	0.0	(0.0)	6.3	(1.8)	38.8	(3.1)	44.6	(3.4)	10.3	(2.2)
	Denmark	32.4	(4.4)	52.9	(0.6)	0.0	(0.0)	4.1	(1.8)	24.3	(3.7)	52.1	(4.9)	19.5	(3.9)
	England (UK)	38.1	(4.1)	49.4	(0.5)	0.0	(0.0)	7.8	(2.4)	43.7	(3.9)	45.7	(3.5)	2.8	(1.2)
	Estonia	60.2	(3.4)	52.2	(0.6)	0.0	(0.0)	5.1	(1.6)	29.4	(3.3)	43.2	(3.5)	22.3	(2.9)
	Finland	40.6	(4.0)	51.2	(0.6)	0.6	(0.6)	8.0	(2.3)	33.0	(3.8)	45.6	(4.1)	12.8	(3.0)
	Flanders (Belgium)	38.8	(5.1)	49.5	(0.6)	1.0	(1.0)	9.8	(2.4)	30.8	(5.0)	53.6	(4.7)	4.8	(2.2)
	France	41.7	(3.7)	52.0	(0.5)	0.0	(0.0)	1.7	(1.0)	32.0	(4.1)	56.0	(4.6)	10.3	(2.3)
	Iceland	54.6	(4.7)	50.9	(0.8)	0.0	(0.0)	7.4	(2.6)	36.1	(4.5)	40.7	(4.5)	15.7	(3.8)
	Israel	52.6	(6.0)	48.9	(0.9)	0.2	(0.2)	11.8	(3.5)	45.5	(6.7)	32.8	(5.8)	9.7	(2.7)
	Italy	55.2	(4.2)	57.0	(0.5)	0.0	(0.0)	1.0	(0.6)	13.2	(2.4)	39.4	(4.8)	46.5	(4.9)
	Japan	6.0	(1.9)	57.0	(0.3)	0.0	(0.0)	0.0	(0.0)	1.6	(1.0)	80.4	(3.0)	18.0	(3.1)
	Korea	13.3	(2.2)	58.8	(0.2)	0.0	(0.0)	0.0	(0.0)	0.0	(0.0)	54.4	(4.2)	45.6	(4.2)
	Latvia	77.0	(4.2)	52.9	(0.8)	0.0	(0.0)	4.1	(1.7)	26.9	(5.1)	51.9	(4.5)	17.1	(3.4)
	Mexico	40.8	(3.7)	51.9	(0.6)	0.0	(0.0)	8.7	(2.5)	28.2	(3.6)	46.7	(4.3)	16.3	(2.8)
	Netherlands	30.8	(7.7)	52.2	(1.1)	0.0	(0.0)	6.4	(4.2)	26.4	(8.0)	49.2	(7.0)	18.0	(5.1)
	New Zealand	32.0	(6.0)	55.0	(0.7)	0.0	(0.0)	2.7	(1.3)	15.6	(5.4)	54.4	(5.8)	27.3	(5.1)
	Norway	58.2	(8.0)	52.1	(1.0)	0.0	(0.0)	3.7	(1.6)	39.8	(8.1)	35.9	(8.0)	20.6	(5.4)
	Poland	66.6	(4.3)	49.9	(0.6)	0.8	(0.6)	5.6	(2.6)	38.5	(4.5)	48.4	(4.8)	6.8	(2.4)
	Portugal	39.4	(4.3)	52.1	(0.5)	0.0	(0.0)	4.9	(1.6)	24.9	(3.9)	57.4	(3.9)	12.8	(3.1)
	Slovak Republic	60.0	(4.2)	52.5	(0.6)	0.0	(0.0)	9.7	(2.5)	23.3	(3.5)	49.6	(3.7)	17.4	(3.0)
	Spain	44.7	(5.0)	49.4	(0.8)	0.0	(0.0)	13.8	(3.7)	33.7	(4.9)	44.7	(5.1)	7.8	(1.9)
	Sweden	54.9	(4.9)	50.7	(0.7)	0.0	(0.0)	4.2	(1.8)	45.0	(5.0)	38.0	(4.6)	12.9	(3.0)
	United States <sup>1</sup>	48.6	(5.7)	48.3	(1.1)	1.1	(1.1)	19.2	(5.0)	32.9	(4.0)	36.1	(5.7)	10.7	(4.1)
OECD average		45.1	(0.8)	52.2	(0.1)	0.1	(0.0)	6.3	(0.4)	28.4	(0.7)	47.8	(0.8)	17.4	(0.6)
Partners	Abu Dhabi (United Arab Emirates)	60.9	(3.6)	49.0	(0.8)	0.0	(0.0)	9.2	(2.7)	49.1	(4.3)	27.4	(4.0)	14.3	(3.8)
	Brazil	74.5	(2.1)	45.0	(0.4)	2.0	(0.7)	27.8	(1.9)	39.7	(2.3)	24.3	(1.8)	6.2	(1.4)
	Bulgaria	71.5	(3.5)	51.1	(0.5)	0.0	(0.0)	4.6	(1.6)	35.2	(3.0)	47.2	(3.9)	13.0	(2.6)
	Croatia	59.9	(3.7)	52.0	(0.7)	0.0	(0.0)	8.7	(2.1)	25.5	(3.7)	43.7	(4.0)	22.2	(3.5)
	Cyprus*	53.1	(4.3)	55.2	(0.5)	0.0	(0.0)	3.2	(1.8)	8.5	(2.6)	73.4	(4.3)	14.9	(3.4)
	Georgia	60.0	(3.4)	50.4	(0.7)	0.5	(0.5)	13.9	(2.6)	30.0	(3.3)	36.2	(3.6)	19.3	(2.8)
	Malaysia	49.1	(4.6)	53.5	(0.3)	0.0	(0.0)	0.0	(0.0)	13.1	(3.2)	86.9	(3.2)	0.0	(0.0)
	Romania	63.9	(4.3)	46.7	(0.9)	0.7	(0.7)	30.6	(4.0)	26.9	(3.7)	36.9	(4.6)	5.0	(1.7)
	Russian Federation	77.6	(4.8)	50.4	(0.9)	0.7	(0.7)	3.9	(1.7)	43.0	(5.2)	40.9	(5.1)	11.6	(3.5)
	Serbia	55.3	(3.4)	49.0	(0.6)	0.0	(0.0)	13.8	(2.7)	39.2	(4.3)	35.1	(4.1)	11.9	(2.2)
	Shanghai (China)	41.1	(3.6)	49.2	(0.4)	0.0	(0.0)	3.4	(1.3)	51.7	(3.5)	38.2	(3.5)	6.8	(1.1)
	Singapore	52.5	(4.8)	48.3	(0.5)	0.0	(0.0)	10.7	(2.7)	39.4	(4.5)	47.9	(4.3)	2.0	(1.2)

1. The United States' response rates did not meet international technical standards for TALIS, therefore all estimates for the United States should be interpreted with caution.

\* See note under Figure D6.1.

Source: OECD, TALIS 2013 database. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.


StatLink  <http://dx.doi.org/10.1787/888933399238>

Table D6.2. **Employment status of principals in lower secondary education (TALIS 2013)***Percentage of principals with the following characteristics*

		Full time without teaching obligations <sup>1</sup>		Full time with teaching obligations <sup>1</sup>		Part time without teaching obligations <sup>2</sup>		Part time with teaching obligations <sup>2</sup>	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
OECD	Australia	78.9	(5.1)	20.6	(5.1)	0.5	(0.5)	0.0	(0.0)
	Canada	m	m	m	m	m	m	m	m
	Chile	75.1	(3.5)	20.8	(3.2)	1.3	(0.9)	2.8	(1.4)
	Czech Republic	a	a	97.6	(1.0)	a	a	2.4	(1.0)
	Denmark	67.2	(3.5)	32.8	(3.5)	0.0	(0.0)	0.0	(0.0)
	England (UK)	63.2	(4.9)	34.9	(4.8)	1.6	(0.9)	0.3	(0.3)
	Estonia	69.5	(3.1)	25.4	(2.8)	2.0	(1.0)	3.0	(1.3)
	Finland	25.2	(3.3)	71.1	(3.5)	1.6	(1.2)	2.1	(1.2)
	Flanders (Belgium)	98.0	(1.1)	1.2	(0.9)	0.8	(0.6)	0.0	(0.0)
	France	84.6	(2.0)	15.4	(2.0)	0.0	(0.0)	0.0	(0.0)
	Iceland	58.3	(3.9)	36.1	(4.1)	0.9	(0.9)	4.6	(2.1)
	Israel	24.6	(4.7)	74.6	(4.8)	0.8	(0.8)	0.0	(0.0)
	Italy	95.8	(1.1)	4.2	(1.1)	a	a	a	a
	Japan	97.8	(1.0)	2.2	(1.0)	0.0	(0.0)	0.0	(0.0)
	Korea	98.4	(0.8)	1.6	(0.8)	0.0	(0.0)	0.0	(0.0)
	Latvia	28.7	(5.3)	67.0	(6.5)	0.0	(0.0)	4.3	(3.8)
	Mexico	71.8	(3.8)	20.7	(3.4)	5.5	(2.1)	2.0	(0.1)
	Netherlands	85.5	(6.5)	12.6	(6.5)	1.5	(1.4)	0.4	(0.4)
	New Zealand	78.4	(5.3)	21.6	(5.3)	0.0	(0.0)	0.0	(0.0)
	Norway	76.3	(7.4)	17.1	(5.7)	0.0	(0.0)	6.6	(5.0)
	Poland	20.3	(3.6)	71.4	(4.9)	1.5	(1.5)	6.8	(3.0)
	Portugal	87.0	(3.5)	10.4	(3.3)	0.8	(0.6)	1.8	(1.1)
	Slovak Republic	5.0	(1.9)	91.3	(2.4)	0.0	(0.0)	3.7	(1.5)
	Spain	8.0	(2.2)	71.1	(3.6)	1.6	(1.1)	19.3	(3.7)
	Sweden	92.4	(3.8)	7.2	(3.8)	0.0	(0.0)	0.5	(0.5)
	United States <sup>3</sup>	93.4	(3.6)	3.5	(3.0)	3.1	(2.2)	0.0	(0.0)
OECD average		66.0	(0.6)	33.3	(0.6)	1.0	(0.2)	2.5	(0.3)
Partners	Abu Dhabi (United Arab Emirates)	92.5	(2.9)	5.9	(2.4)	1.7	(1.7)	0.0	(0.0)
	Brazil	52.5	(2.8)	36.3	(2.7)	7.3	(1.5)	3.8	(0.9)
	Bulgaria	8.4	(2.4)	91.6	(2.4)	0.0	(0.0)	0.0	(0.0)
	Croatia	99.2	(0.8)	0.8	(0.8)	a	a	a	a
	Cyprus*	88.8	(2.7)	11.2	(2.7)	a	a	a	a
	Georgia	46.8	(3.8)	33.4	(3.7)	5.0	(1.5)	14.8	(2.6)
	Malaysia	5.0	(1.9)	95.0	(1.9)	0.0	(0.0)	0.0	(0.0)
	Romania	2.2	(0.9)	68.6	(4.2)	0.2	(0.2)	29.0	(4.3)
	Russian Federation	22.3	(4.5)	77.3	(4.5)	0.0	(0.0)	0.4	(0.4)
	Serbia	99.2	(0.8)	0.8	(0.8)	0.0	(0.0)	0.0	(0.0)
	Shanghai (China)	29.9	(3.1)	66.7	(3.3)	0.6	(0.6)	2.8	(1.3)
	Singapore	99.3	(0.7)	0.7	(0.7)	0.0	(0.0)	0.0	(0.0)

1. Full-time employment is defined as 90% or more of full-time hours.


2. Part-time employment is defined as less than 90% of full-time hours.

3. The United States' response rates did not meet international technical standards for TALIS, therefore all estimates for the United States should be interpreted with caution.

\* See note under Figure D6.1.

Source: OECD, TALIS 2013 database. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.

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**Table D6.3. Principals' leadership in lower secondary education (TALIS 2013)**  
*Percentage of principals who report having engaged "often" or "very often" in the following leadership activities during the 12 months prior to the survey*

		Collaborate with teachers to solve classroom discipline problems		Observe instruction in the classroom		Take action to support co-operation among teachers to develop new teaching practices		Take action to ensure that teachers take responsibility for improving their teaching skills		Take action to ensure that teachers feel responsible for their students' learning outcomes	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
OECD	Australia	35.3	(6.4)	33.1	(6.6)	64.0	(5.6)	76.1	(5.1)	82.5	(5.2)
	Canada	m	m	m	m	m	m	m	m	m	m
	Chile	80.0	(3.4)	71.8	(3.7)	84.5	(2.8)	87.9	(2.6)	92.9	(2.1)
	Czech Republic	69.9	(3.1)	51.7	(3.7)	69.0	(3.5)	70.1	(3.4)	72.6	(3.4)
	Denmark	56.0	(4.9)	17.1	(3.3)	43.9	(4.4)	53.6	(4.3)	45.5	(4.5)
	England (UK)	39.7	(5.9)	78.4	(4.9)	61.4	(3.9)	75.3	(4.3)	82.9	(4.9)
	Estonia	41.3	(3.4)	6.7	(1.5)	41.3	(3.7)	52.0	(3.3)	53.0	(3.5)
	Finland	70.2	(3.7)	10.7	(2.8)	56.6	(3.8)	40.0	(3.6)	44.0	(4.4)
	Flanders (Belgium)	53.5	(5.4)	21.4	(4.2)	36.5	(4.8)	41.5	(4.8)	57.0	(3.7)
	France	67.5	(4.1)	7.7	(2.5)	59.9	(4.1)	51.6	(4.8)	64.2	(4.0)
	Iceland	41.5	(4.7)	15.1	(3.7)	56.7	(4.3)	57.5	(5.2)	76.4	(4.4)
	Israel	81.1	(3.4)	47.6	(6.2)	67.6	(6.2)	76.0	(4.4)	81.8	(3.5)
	Italy	83.6	(3.7)	33.7	(4.2)	64.9	(4.8)	59.8	(5.1)	71.0	(4.4)
	Japan	33.2	(4.3)	66.8	(3.4)	33.9	(4.3)	38.9	(4.0)	32.6	(3.5)
	Korea	78.3	(4.7)	69.4	(3.8)	73.6	(4.6)	77.8	(3.8)	80.5	(3.9)
	Latvia	68.5	(5.6)	45.0	(4.9)	63.4	(5.6)	74.8	(4.6)	83.6	(4.1)
	Mexico	75.0	(3.7)	64.3	(4.2)	72.2	(4.1)	75.1	(3.6)	86.1	(2.6)
	Netherlands	27.8	(6.0)	43.1	(6.0)	42.8	(7.1)	69.1	(6.6)	86.9	(3.3)
	New Zealand	39.2	(5.1)	42.2	(4.3)	60.2	(4.9)	74.8	(5.2)	81.6	(2.9)
	Norway	78.2	(3.7)	21.2	(6.5)	55.6	(8.0)	47.5	(7.4)	41.1	(6.8)
	Poland	70.7	(3.7)	61.9	(4.9)	62.8	(4.3)	72.0	(4.4)	91.6	(3.0)
	Portugal	70.0	(4.2)	5.2	(1.8)	61.0	(4.2)	63.3	(4.4)	74.5	(4.1)
	Slovak Republic	78.8	(3.3)	61.8	(4.2)	81.5	(3.3)	79.3	(3.3)	82.7	(3.2)
	Spain	82.9	(3.1)	29.5	(4.0)	59.4	(5.1)	55.8	(4.8)	69.3	(4.3)
	Sweden	50.3	(4.2)	27.8	(5.0)	53.9	(4.9)	44.1	(4.9)	63.9	(4.5)
	United States <sup>1</sup>	79.3	(5.4)	78.5	(5.7)	75.0	(4.9)	78.2	(5.5)	87.0	(4.9)
	OECD average	62.1	(0.7)	40.5	(0.7)	60.1	(0.8)	63.7	(0.7)	71.4	(0.6)
Partners	Abu Dhabi (United Arab Emirates)	86.0	(3.3)	88.0	(3.1)	91.3	(2.9)	93.4	(2.4)	93.2	(2.6)
	Brazil	82.6	(1.8)	60.0	(2.6)	75.3	(2.1)	75.3	(2.0)	83.7	(1.9)
	Bulgaria	78.6	(3.6)	89.1	(2.5)	69.4	(3.8)	88.3	(2.7)	96.9	(1.3)
	Croatia	73.7	(3.1)	51.2	(3.9)	61.7	(3.6)	64.8	(3.7)	72.1	(3.4)
	Cyprus*	85.7	(3.2)	63.3	(5.0)	50.0	(5.3)	76.3	(3.7)	82.5	(4.0)
	Georgia	85.2	(2.7)	76.4	(3.0)	49.5	(3.7)	82.6	(2.8)	87.3	(2.6)
	Malaysia	90.6	(2.6)	88.2	(2.3)	97.9	(1.1)	95.5	(1.6)	99.6	(0.4)
	Romania	93.1	(2.6)	82.2	(3.2)	79.8	(3.5)	85.4	(2.5)	90.2	(2.3)
	Russian Federation	19.8	(4.4)	69.2	(4.6)	55.3	(5.2)	85.2	(4.0)	84.8	(3.5)
	Serbia	80.4	(3.4)	70.4	(3.3)	85.7	(3.0)	81.5	(3.2)	82.1	(2.9)
	Shanghai (China)	23.7	(3.5)	91.1	(2.1)	91.0	(2.2)	90.0	(2.0)	88.0	(2.4)
	Singapore	63.8	(4.0)	58.5	(4.3)	65.4	(4.4)	84.4	(3.0)	91.1	(2.5)

1. The United States' response rates did not meet international technical standards for TALIS, therefore all estimates for the United States should be interpreted with caution.

\* See note under Figure D6.1.

Source: OECD, TALIS 2013 database. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.


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Table D6.4. **Principals' participation in school development plans in lower secondary education (TALIS 2013)**

*Percentage of principals who report having engaged in the following activities related to a school development plan in the 12 months prior to the survey*

D6

	Used student performance and student evaluation results (including national/international assessments) to develop the school's educational goals and programmes		Worked on a professional development plan for the school	
	%	S.E.	%	S.E.
	(1)	(2)	(3)	(4)
<b>OECD</b>				
Australia	94.7	(2.5)	89.2	(4.6)
Canada	m	m	m	m
Chile	86.1	(3.0)	78.3	(3.5)
Czech Republic	88.7	(2.4)	88.1	(2.5)
Denmark	84.0	(3.4)	72.6	(4.1)
England (UK)	99.5	(0.5)	94.8	(2.8)
Estonia	81.5	(2.7)	58.0	(3.6)
Finland	73.7	(3.6)	39.7	(4.6)
Flanders (Belgium)	58.5	(4.6)	78.1	(4.0)
France	87.2	(2.8)	46.0	(4.1)
Iceland	82.1	(3.8)	81.1	(4.1)
Israel	94.3	(2.7)	86.5	(4.9)
Italy	90.8	(2.3)	77.2	(3.6)
Japan	93.0	(2.1)	95.1	(2.5)
Korea	95.3	(2.3)	91.4	(3.1)
Latvia	94.4	(2.0)	92.9	(2.9)
Mexico	96.3	(1.5)	86.1	(3.1)
Netherlands	84.1	(3.7)	57.8	(7.8)
New Zealand	99.8	(0.2)	93.4	(2.0)
Norway	97.7	(1.5)	81.8	(4.8)
Poland	94.8	(2.1)	94.7	(2.2)
Portugal	92.1	(2.1)	61.0	(4.6)
Slovak Republic	88.4	(2.5)	95.6	(1.7)
Spain	90.3	(2.5)	39.8	(4.7)
Sweden	89.6	(3.3)	61.4	(4.9)
United States <sup>1</sup>	95.0	(2.8)	93.5	(3.7)
OECD average	89.3	(0.5)	77.4	(0.6)
<b>Partners</b>				
Abu Dhabi (United Arab Emirates)	93.8	(2.1)	97.0	(1.4)
Brazil	87.3	(1.8)	71.0	(2.2)
Bulgaria	95.0	(1.6)	62.5	(3.7)
Croatia	75.4	(3.5)	89.2	(2.7)
Cyprus*	66.3	(4.8)	71.6	(4.5)
Georgia	94.3	(1.8)	86.5	(2.5)
Malaysia	99.5	(0.5)	97.4	(1.2)
Romania	88.7	(3.0)	83.8	(3.5)
Russian Federation	90.5	(3.8)	93.1	(2.5)
Serbia	89.7	(2.6)	94.9	(1.8)
Shanghai (China)	87.0	(2.3)	93.5	(1.9)
Singapore	99.3	(0.7)	98.6	(1.0)

1. The United States' response rates did not meet international technical standards for TALIS, therefore all estimates for the United States should be interpreted with caution.

\* See note under Figure D6.1.

Source: OECD, TALIS 2013 database. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.


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Table D6.5. **Shared responsibility for leadership activities in lower secondary education (TALIS 2013)***Percentage of principals who report a shared responsibility for the following tasks<sup>1</sup>*

		Appointing or hiring teachers		Dismissing or suspending teachers from employment		Establishing teachers' starting salaries, including setting pay scales		Determining teachers' salary increases		Deciding on budget allocations within the school		Establishing student disciplinary policies and procedures		Approving students for admission to the school		Choosing which learning materials are used		Deciding which courses are offered	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
OECD	Australia	50.9	(5.7)	26.2	(5.2)	15.3	(4.2)	18.5	(4.8)	55.4	(6.2)	62.5	(6.5)	39.9	(6.2)	34.5	(5.9)	75.8	(4.9)
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	31.3	(3.6)	24.9	(3.2)	10.8	(2.4)	13.5	(2.4)	20.2	(3.1)	48.1	(4.1)	40.5	(4.0)	45.3	(4.2)	47.1	(3.9)
	Czech Republic	27.4	(2.8)	19.1	(2.4)	21.9	(2.7)	29.1	(3.2)	63.3	(3.5)	78.4	(2.9)	25.1	(2.8)	72.8	(3.1)	77.9	(3.0)
	Denmark	83.7	(3.2)	58.3	(4.1)	22.4	(4.0)	26.7	(3.9)	84.4	(3.6)	88.6	(2.8)	59.2	(4.6)	53.2	(4.5)	80.4	(3.6)
	England (UK)	66.0	(4.3)	54.6	(5.0)	51.4	(5.8)	60.6	(5.4)	73.6	(4.2)	72.6	(5.0)	49.4	(4.7)	34.1	(6.2)	66.0	(5.5)
	Estonia	63.8	(3.5)	35.9	(3.5)	33.3	(3.3)	55.6	(3.4)	67.7	(3.2)	75.3	(3.2)	50.8	(3.6)	53.6	(3.5)	74.8	(2.9)
	Finland	39.5	(4.1)	23.3	(3.6)	6.4	(2.2)	14.3	(3.2)	36.9	(4.0)	58.3	(4.3)	26.0	(3.7)	47.6	(4.0)	59.9	(4.0)
	Flanders (Belgium)	33.1	(5.4)	39.6	(5.3)	0.0	(0.0)	0.0	(0.0)	60.5	(4.9)	64.7	(4.3)	50.1	(5.0)	37.0	(4.0)	66.1	(4.7)
	France	15.1	(3.0)	11.0	(2.1)	0.9	(0.6)	1.6	(0.8)	52.1	(4.3)	59.0	(3.8)	29.3	(3.9)	62.5	(4.0)	35.6	(4.2)
	Iceland	38.7	(4.8)	26.0	(4.4)	6.8	(2.6)	11.8	(3.0)	31.7	(4.3)	75.5	(4.6)	47.2	(5.4)	51.9	(4.9)	76.7	(4.3)
	Israel	51.4	(6.6)	36.9	(6.1)	10.1	(5.6)	14.3	(6.0)	43.7	(6.7)	75.3	(4.0)	59.2	(6.3)	64.2	(5.2)	76.8	(3.4)
	Italy	35.1	(4.2)	25.2	(3.8)	3.7	(1.4)	2.9	(1.2)	62.9	(4.8)	73.1	(4.0)	32.1	(4.1)	57.0	(4.9)	76.1	(3.6)
	Japan	7.0	(2.4)	9.1	(2.8)	1.5	(1.0)	9.2	(2.3)	26.2	(3.7)	43.6	(4.5)	17.5	(3.4)	23.0	(3.4)	23.6	(3.6)
	Korea	12.0	(3.0)	7.9	(2.7)	1.3	(0.8)	0.0	(0.0)	20.1	(4.0)	20.8	(4.1)	11.6	(3.0)	18.5	(3.8)	13.8	(3.7)
	Latvia	53.1	(5.5)	45.5	(6.3)	52.5	(5.9)	50.4	(5.4)	75.2	(4.5)	73.6	(4.8)	28.0	(3.9)	58.9	(6.1)	64.1	(5.9)
	Mexico	16.4	(2.5)	14.2	(2.3)	6.0	(2.2)	8.3	(2.3)	18.0	(3.4)	40.7	(4.3)	33.2	(4.0)	38.5	(3.9)	26.2	(3.7)
	Netherlands	77.9	(4.6)	63.0	(7.7)	34.2	(6.8)	46.1	(7.5)	69.3	(5.1)	67.9	(7.9)	82.2	(4.5)	34.4	(7.2)	92.3	(2.6)
	New Zealand	69.4	(4.3)	59.6	(4.6)	17.4	(5.1)	30.9	(6.1)	76.7	(3.6)	86.5	(3.3)	54.1	(5.9)	53.6	(5.9)	83.1	(3.5)
	Norway	56.3	(7.0)	41.9	(6.3)	15.2	(4.7)	16.1	(5.2)	52.1	(6.5)	75.5	(5.4)	32.8	(7.5)	73.9	(6.1)	65.4	(6.7)
	Poland	23.5	(3.7)	11.7	(3.3)	20.5	(4.4)	23.7	(4.4)	50.6	(5.3)	65.4	(4.5)	19.1	(2.5)	59.4	(4.9)	49.0	(4.3)
	Portugal	53.2	(4.3)	24.3	(4.3)	4.1	(2.1)	1.8	(0.9)	33.1	(4.2)	49.7	(4.6)	42.5	(4.7)	36.6	(4.2)	49.9	(4.4)
	Slovak Republic	42.6	(3.7)	38.1	(3.4)	24.5	(4.0)	33.9	(4.0)	62.9	(3.7)	72.0	(3.4)	27.5	(3.3)	69.2	(4.0)	77.3	(3.1)
	Spain	21.9	(4.2)	19.9	(3.4)	2.8	(1.2)	3.2	(1.2)	28.4	(4.6)	62.1	(4.8)	21.2	(3.7)	39.5	(4.4)	28.5	(3.7)
	Sweden	23.9	(4.1)	16.5	(2.9)	26.8	(4.3)	29.9	(3.9)	25.7	(4.0)	34.7	(4.1)	19.5	(3.8)	17.2	(3.6)	28.3	(4.1)
	United States <sup>2</sup>	43.0	(5.8)	41.2	(6.0)	0.0	(0.0)	0.6	(0.6)	33.8	(6.3)	51.9	(5.5)	35.4	(6.3)	51.2	(6.2)	67.2	(6.0)
OECD average		41.5	(0.7)	31.0	(0.7)	15.6	(0.6)	20.1	(0.6)	49.0	(0.8)	63.0	(0.8)	37.3	(0.7)	47.5	(0.8)	59.3	(0.7)
Partners	Abu Dhabi (United Arab Emirates)	33.3	(4.0)	32.6	(4.2)	18.4	(3.7)	20.1	(3.5)	22.6	(3.4)	41.6	(4.4)	43.3	(4.3)	37.6	(4.2)	30.0	(4.1)
	Brazil	24.1	(2.1)	22.4	(2.4)	4.8	(1.4)	4.8	(1.4)	32.5	(2.6)	53.1	(2.7)	39.6	(2.8)	52.1	(2.8)	27.4	(2.7)
	Bulgaria	19.5	(3.5)	13.6	(3.0)	38.8	(3.8)	37.0	(3.6)	50.2	(3.8)	50.6	(4.0)	34.5	(3.3)	27.0	(3.6)	25.3	(3.2)
	Croatia	80.4	(3.4)	70.3	(3.7)	1.9	(1.2)	1.2	(0.9)	58.5	(4.1)	67.3	(3.6)	33.8	(3.7)	25.5	(3.4)	11.2	(2.4)
	Cyprus*	19.8	(3.1)	16.7	(2.9)	10.4	(2.6)	7.4	(2.4)	34.4	(5.0)	66.7	(4.7)	28.4	(4.1)	37.2	(4.6)	22.9	(2.6)
	Georgia	21.5	(3.1)	24.0	(3.4)	15.5	(2.5)	14.8	(2.3)	50.6	(3.8)	42.4	(3.5)	15.6	(2.8)	28.1	(3.1)	25.5	(3.1)
	Malaysia	2.7	(1.2)	4.4	(1.8)	0.0	(0.0)	9.2	(2.6)	25.0	(3.7)	42.1	(4.3)	18.7	(3.7)	43.0	(4.8)	46.8	(4.5)
	Romania	36.0	(4.1)	24.1	(4.0)	4.0	(1.8)	4.9	(1.7)	23.0	(3.9)	49.6	(4.5)	31.3	(3.9)	34.1	(3.9)	27.6	(3.3)
	Russian Federation	13.4	(4.2)	22.6	(4.8)	32.9	(5.2)	41.7	(5.4)	71.0	(4.2)	79.5	(4.3)	31.1	(5.3)	57.1	(5.8)	64.2	(5.0)
	Serbia	66.4	(4.0)	53.5	(3.6)	10.6	(2.7)	7.3	(2.1)	65.4	(4.0)	59.9	(3.7)	31.9	(3.1)	32.7	(4.1)	44.4	(4.6)
	Shanghai (China)	39.9	(3.4)	33.2	(3.4)	17.4	(2.6)	18.4	(2.5)	32.9	(3.3)	32.0	(3.1)	26.6	(3.1)	27.8	(3.0)	46.4	(3.5)
	Singapore	36.8	(4.0)	31.5	(4.0)	6.0	(1.9)	14.7	(3.0)	69.7	(4.1)	83.9	(3.4)	66.3	(4.0)	40.2	(3.9)	75.8	(4.0)

1. This table displays the percentage of principals who have significant responsibility for such tasks and who also report a shared responsibility. When a principal reports that the responsibility for a task is shared, this indicates that an active role is played in decision making by the principal and other members of the school management team, teachers who are not part of the school management team, a school's governing board or a local or national authority.

2. The United States' response rates did not meet international technical standards for TALIS, therefore all estimates for the United States should be interpreted with caution.

\* See note under Figure D6.1.

Source: OECD, TALIS 2013 database. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.


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Table D6.6. **Principals' recent professional development in lower secondary education (TALIS 2013)**

*Participation rates, types and average number of days of professional development reported to be undertaken by principals in the 12 months prior to the survey<sup>1</sup>*

D6

		Percentage of principals who did not participate in any professional development <sup>2</sup>		Percentage of principals who participated in a professional network, mentoring or research activity		Average number of days among those who participated		Percentage of principals who participated in courses, conferences or observation visits		Average number of days among those who participated		Percentage of principals who participated in other types of professional development activities		Average number of days among those who participated	
		%	S.E.	%	S.E.	Average	S.E.	%	S.E.	Average	S.E.	%	S.E.	Average	S.E.
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
OECD	Australia	3.1	(3.0)	84.2	(3.7)	7.6	(0.6)	93.4	(3.5)	8.1	(0.6)	36.4	(5.1)	4.5	(0.7)
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	23.5	(3.1)	35.0	(3.6)	51.2	(13.7)	64.9	(3.7)	24.8	(5.3)	24.0	(3.5)	31.2	(10.3)
	Czech Republic	13.4	(2.4)	28.1	(3.3)	11.8	(2.5)	82.2	(2.7)	9.0	(1.2)	33.7	(3.6)	7.1	(1.8)
	Denmark	10.7	(2.9)	54.4	(4.3)	6.5	(0.8)	82.0	(2.9)	6.4	(0.5)	26.1	(4.0)	8.1	(1.9)
	England (UK)	3.2	(1.4)	78.7	(3.5)	6.4	(0.6)	94.4	(1.9)	5.3	(0.3)	26.1	(4.0)	4.1	(0.8)
	Estonia	5.1	(1.7)	54.1	(3.7)	7.7	(0.8)	93.9	(1.8)	10.2	(0.7)	48.0	(3.7)	6.9	(1.0)
	Finland	8.3	(2.4)	48.1	(4.1)	4.4	(0.3)	87.7	(2.9)	5.8	(0.4)	36.2	(3.8)	3.7	(0.4)
	Flanders (Belgium)	0.9	(0.9)	67.3	(4.5)	6.2	(0.6)	97.4	(1.3)	8.3	(0.5)	24.3	(4.0)	4.9	(0.7)
	France	24.1	(3.6)	46.2	(4.4)	7.2	(1.6)	54.5	(4.3)	3.8	(0.4)	21.8	(3.6)	8.5	(3.3)
	Iceland	3.7	(1.8)	37.0	(4.3)	17.4	(9.2)	94.4	(1.7)	7.1	(0.7)	42.6	(4.6)	9.6	(3.9)
	Israel	6.2	(1.9)	59.1	(6.6)	13.4	(2.4)	86.2	(2.9)	13.1	(2.1)	26.6	(4.5)	10.6	(2.4)
	Italy	5.4	(1.6)	40.2	(4.1)	28.2	(10.7)	93.5	(1.7)	9.0	(0.9)	19.1	(3.4)	8.0	(1.2)
	Japan	14.6	(3.3)	56.9	(4.2)	6.1	(0.7)	83.1	(3.4)	9.5	(0.7)	17.7	(2.8)	3.8	(0.7)
	Korea	5.6	(2.3)	65.6	(5.2)	11.9	(1.7)	86.6	(3.6)	14.1	(2.3)	48.8	(5.0)	7.6	(1.1)
	Latvia	0.7	(0.7)	53.6	(5.3)	12.0	(2.2)	98.0	(1.2)	15.2	(3.1)	52.2	(6.0)	8.6	(1.9)
	Mexico	5.3	(1.8)	33.6	(3.7)	56.3	(10.6)	87.2	(2.7)	24.3	(3.0)	27.4	(3.7)	37.3	(11.0)
	Netherlands	0.4	(0.4)	87.5	(6.6)	10.8	(2.5)	97.4	(0.9)	7.3	(1.0)	22.9	(6.0)	5.1	(0.9)
	New Zealand	5.3	(2.6)	88.1	(3.0)	12.4	(2.1)	92.3	(2.7)	8.5	(1.1)	30.2	(4.5)	7.2	(1.5)
	Norway	9.5	(3.8)	54.1	(5.6)	9.2	(0.8)	83.3	(5.1)	8.6	(0.8)	33.0	(4.9)	8.3	(1.1)
	Poland	0.7	(0.5)	31.2	(5.1)	14.5	(6.2)	95.6	(2.4)	9.1	(1.4)	51.2	(5.1)	8.0	(1.5)
	Portugal	23.5	(4.0)	10.8	(2.7)	m	m	67.1	(4.3)	23.9	(5.9)	24.3	(3.6)	17.6	(6.5)
	Slovak Republic	16.4	(3.0)	63.6	(3.5)	10.1	(1.0)	62.2	(4.0)	7.8	(0.9)	28.4	(3.7)	6.2	(1.1)
	Spain	22.9	(3.7)	27.8	(3.2)	25.7	(9.6)	67.6	(4.0)	11.8	(2.3)	39.5	(4.4)	10.4	(2.8)
	Sweden	3.6	(1.9)	41.6	(4.6)	6.6	(1.2)	93.5	(2.3)	7.7	(0.6)	30.3	(4.0)	7.2	(1.6)
	United States <sup>3</sup>	6.0	(4.5)	68.2	(5.4)	23.6	(9.7)	91.0	(4.8)	18.4	(6.8)	42.3	(6.3)	21.8	(14.6)
	OECD average	8.9	(0.4)	52.6	(0.7)	15.3	(2.5)	85.2	(0.5)	11.1	(0.5)	32.5	(0.7)	10.2	(0.7)
Partners	Abu Dhabi (United Arab Emirates)	4.7	(1.9)	64.2	(5.1)	26.5	(11.1)	91.0	(2.4)	17.6	(7.1)	45.1	(5.2)	8.0	(1.2)
	Brazil	14.5	(1.8)	39.1	(2.6)	50.5	(6.5)	71.0	(2.2)	37.4	(4.0)	36.8	(2.6)	29.2	(5.6)
	Bulgaria	6.0	(2.1)	37.1	(3.6)	13.1	(2.5)	93.5	(2.1)	9.8	(1.5)	15.3	(2.9)	7.8	(1.2)
	Croatia	0.8	(0.6)	68.8	(3.5)	4.9	(0.4)	81.0	(3.1)	7.3	(0.6)	39.0	(3.5)	4.2	(0.8)
	Cyprus*	32.6	(4.8)	21.1	(3.7)	22.9	(15.0)	51.6	(5.2)	21.9	(9.1)	16.3	(3.6)	14.0	(7.0)
	Georgia	22.9	(3.3)	14.2	(2.3)	23.6	(9.2)	53.1	(3.9)	13.4	(2.4)	25.1	(3.0)	8.0	(1.3)
	Malaysia	1.5	(0.9)	78.0	(3.3)	12.1	(1.6)	98.1	(1.0)	14.8	(1.8)	58.4	(4.1)	9.8	(1.5)
	Romania	12.5	(2.9)	29.4	(3.7)	24.6	(4.0)	75.0	(4.2)	21.9	(2.9)	41.8	(3.7)	14.8	(2.5)
	Russian Federation	0.8	(0.1)	48.8	(4.7)	23.3	(3.9)	99.1	(0.1)	20.1	(2.1)	51.2	(4.8)	21.4	(3.7)
	Serbia	24.2	(3.9)	20.6	(3.4)	26.3	(12.6)	57.5	(4.6)	11.2	(2.8)	38.4	(4.3)	8.6	(1.8)
	Shanghai (China)	2.7	(1.2)	92.4	(2.0)	39.1	(3.8)	94.9	(1.7)	39.5	(4.2)	51.9	(3.7)	23.0	(5.1)
	Singapore	0.0	(0.0)	92.5	(2.1)	15.5	(2.6)	99.3	(0.7)	13.4	(1.3)	44.0	(4.2)	14.1	(5.8)

1. Professional development aimed at principals.

2. This represents the percentage of principals who answered that they did not participate in any of the elements surveyed in questions 7a, 7b and 7c of the principal questionnaire.

3. The United States' response rates did not meet international technical standards for TALIS, therefore all estimates for the United States should be interpreted with caution.

\* See note under Figure D6.1.

Source: OECD, TALIS 2013 database. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.


StatLink  <http://dx.doi.org/10.1787/888933399284>

Table D6.7. [1/2] **Principal's views on teacher participation in school management (PISA 2012)**

Percentage of students in schools whose principal reported that he/she engaged in the following actions "more than once a week", "once a month to once a week", "3-4 times during the year" or "never or 1-2 times during the year", results based on school principals' reports

		Provide staff with opportunities to make decisions concerning the school								Engage teachers to help build a culture of continuous improvement in the school							
		Never or 1-2 times during the year		3-4 times during the year		Once a month to once a week		More than once a week		Never or 1-2 times during the year		3-4 times during the year		Once a month to once a week		More than once a week	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
OECD	Australia	2.1	(0.6)	12.0	(1.3)	61.6	(1.9)	24.3	(1.8)	1.7	(0.5)	11.0	(1.3)	49.2	(2.1)	38.1	(2.0)
	Austria	7.8	(2.0)	26.6	(3.5)	46.3	(4.4)	19.4	(3.1)	11.2	(2.7)	23.8	(3.4)	49.7	(4.0)	15.2	(2.9)
	Belgium	6.2	(1.7)	30.3	(2.9)	49.5	(3.0)	14.0	(1.9)	14.1	(2.2)	31.1	(3.1)	36.0	(3.3)	18.8	(2.6)
	Canada	1.5	(0.5)	8.3	(1.4)	67.3	(2.1)	22.9	(2.0)	4.7	(1.0)	13.0	(1.4)	46.1	(2.7)	36.1	(2.3)
	Chile	2.1	(1.0)	13.2	(3.0)	53.3	(3.6)	31.3	(3.5)	2.4	(1.0)	8.5	(1.9)	57.3	(3.8)	31.8	(3.4)
	Czech Republic	8.8	(2.2)	36.5	(3.4)	38.7	(3.3)	16.0	(3.1)	8.5	(2.3)	26.9	(3.4)	46.2	(3.4)	18.4	(3.3)
	Denmark	3.2	(1.3)	12.3	(2.3)	71.6	(3.3)	12.8	(2.6)	3.9	(1.4)	14.7	(2.5)	58.1	(3.5)	23.3	(3.2)
	Estonia	4.2	(1.0)	34.6	(2.8)	44.0	(3.0)	17.3	(2.6)	4.1	(1.0)	22.1	(2.5)	51.0	(2.8)	22.7	(2.7)
	Finland	3.6	(1.4)	9.1	(1.9)	70.4	(3.3)	16.8	(2.8)	6.7	(1.6)	18.6	(2.9)	53.9	(3.7)	20.9	(2.9)
	France	8.7	(1.9)	46.9	(3.4)	36.6	(3.1)	7.8	(2.0)	17.3	(2.5)	46.7	(3.4)	25.8	(3.1)	10.3	(2.2)
	Germany	0.6	(0.6)	15.4	(2.3)	52.8	(3.3)	31.3	(3.1)	1.9	(1.0)	14.5	(2.6)	51.7	(3.5)	31.9	(3.3)
	Greece	4.3	(1.3)	21.1	(3.2)	56.8	(3.3)	17.9	(2.8)	2.5	(1.2)	20.0	(3.2)	48.4	(3.7)	29.2	(3.6)
	Hungary	5.1	(1.7)	29.7	(3.4)	59.9	(3.6)	5.3	(1.7)	19.6	(3.7)	23.5	(3.2)	44.4	(3.6)	12.4	(2.6)
	Iceland	1.0	(0.1)	13.0	(0.2)	68.1	(0.2)	17.9	(0.2)	5.6	(0.1)	18.7	(0.2)	62.8	(0.2)	12.8	(0.2)
	Ireland	3.0	(1.5)	25.7	(4.1)	48.9	(4.1)	22.4	(3.8)	7.0	(2.2)	25.4	(3.8)	37.7	(4.3)	29.9	(3.9)
	Israel	7.6	(2.3)	25.1	(3.6)	51.9	(4.2)	15.4	(2.8)	10.8	(2.6)	23.6	(3.1)	46.3	(3.3)	19.3	(3.2)
	Italy	4.6	(1.0)	30.9	(2.3)	42.9	(2.4)	21.6	(1.6)	3.2	(0.7)	20.5	(2.0)	38.4	(2.0)	38.0	(2.0)
	Japan	19.5	(2.7)	13.5	(2.7)	59.5	(3.5)	7.5	(1.7)	23.8	(3.0)	34.9	(3.4)	36.5	(3.6)	4.8	(1.5)
	Korea	9.2	(2.5)	16.6	(2.9)	62.4	(3.9)	11.8	(2.1)	13.9	(3.1)	21.2	(3.3)	58.5	(4.2)	6.4	(1.9)
	Latvia	6.1	(1.9)	25.2	(3.2)	49.5	(3.6)	19.1	(3.2)	3.7	(1.4)	15.8	(2.5)	54.0	(3.5)	26.5	(3.3)
	Luxembourg	4.7	(0.0)	46.8	(0.1)	36.8	(0.1)	11.7	(0.1)	21.8	(0.1)	43.4	(0.1)	20.9	(0.1)	14.0	(0.1)
	Mexico	17.8	(1.4)	27.7	(1.8)	34.4	(1.7)	20.1	(1.3)	7.8	(0.8)	27.5	(1.7)	41.8	(1.8)	23.0	(1.5)
	Netherlands	4.5	(1.6)	35.9	(4.5)	45.2	(4.5)	14.3	(3.6)	6.4	(1.9)	22.3	(3.2)	56.8	(4.3)	14.5	(3.5)
	New Zealand	2.5	(0.8)	12.6	(2.6)	67.3	(3.3)	17.6	(3.1)	5.4	(1.8)	14.5	(3.0)	57.8	(4.0)	22.3	(3.7)
	Norway	3.9	(1.7)	11.1	(2.5)	67.8	(3.6)	17.2	(3.0)	7.6	(1.9)	18.4	(2.9)	58.7	(3.8)	15.3	(2.9)
	Poland	13.1	(2.9)	42.5	(4.2)	33.3	(4.1)	11.0	(2.5)	14.7	(2.7)	33.4	(3.5)	39.8	(4.1)	12.0	(2.5)
	Portugal	5.8	(2.3)	7.0	(2.1)	56.9	(4.6)	30.3	(4.1)	2.5	(1.1)	17.3	(3.5)	38.9	(4.1)	41.3	(4.4)
	Slovak Republic	8.6	(2.5)	27.8	(3.7)	55.2	(3.6)	8.5	(2.1)	3.3	(1.2)	25.4	(3.6)	54.8	(4.2)	16.5	(3.2)
	Slovenia	6.6	(0.7)	21.8	(0.4)	53.4	(0.8)	18.2	(0.5)	3.7	(0.6)	13.3	(0.4)	57.3	(0.8)	25.8	(0.5)
	Spain	4.2	(1.1)	22.4	(2.3)	54.7	(2.6)	18.7	(2.0)	4.4	(1.1)	31.0	(2.1)	43.3	(2.4)	21.3	(2.5)
	Sweden	1.8	(1.0)	10.2	(2.5)	70.7	(3.3)	17.3	(2.6)	3.0	(1.2)	15.9	(2.6)	55.5	(3.9)	25.6	(3.4)
	Switzerland	10.7	(2.1)	34.7	(3.2)	48.8	(3.4)	5.8	(1.9)	13.3	(2.0)	34.1	(3.0)	41.0	(3.5)	11.6	(2.4)
	Turkey	2.1	(1.0)	13.6	(2.8)	40.7	(3.7)	43.6	(3.4)	2.8	(1.0)	9.2	(2.3)	42.3	(4.3)	45.6	(3.9)
	United Kingdom	3.4	(1.4)	22.8	(3.0)	53.0	(3.9)	20.8	(3.3)	1.8	(0.8)	13.6	(2.7)	41.9	(3.2)	42.7	(3.5)
	United States	3.5	(1.5)	8.9	(2.4)	58.9	(4.5)	28.6	(4.1)	1.9	(1.1)	4.5	(1.7)	53.9	(4.4)	39.6	(4.5)
	OECD average	5.8	(0.3)	22.6	(0.5)	53.4	(0.6)	18.2	(0.5)	7.6	(0.3)	21.7	(0.5)	47.3	(0.6)	23.4	(0.5)
Partners	Argentina	11.5	(2.2)	21.7	(3.3)	36.1	(3.8)	30.7	(4.0)	4.2	(1.2)	17.5	(3.4)	32.0	(3.7)	46.3	(3.9)
	Brazil	3.0	(0.8)	11.6	(1.6)	38.0	(2.4)	47.4	(2.5)	5.6	(0.9)	11.8	(1.5)	36.8	(2.2)	45.8	(2.7)
	Colombia	5.6	(1.6)	9.6	(1.9)	47.3	(3.7)	37.5	(3.5)	6.9	(1.9)	14.4	(2.6)	37.6	(3.7)	41.0	(3.6)
	Costa Rica	14.1	(2.3)	19.8	(3.3)	48.0	(3.6)	18.0	(2.7)	11.8	(2.3)	20.0	(3.4)	44.2	(3.6)	24.0	(3.2)
	Indonesia	11.3	(2.3)	20.3	(3.3)	49.4	(4.1)	19.0	(3.2)	5.7	(1.6)	11.9	(2.6)	49.5	(4.5)	32.9	(4.0)
	Lithuania	6.1	(1.5)	29.3	(3.1)	50.0	(3.7)	14.6	(2.6)	11.8	(2.3)	26.1	(2.9)	39.5	(3.3)	22.6	(2.6)
	Russian Federation	2.7	(1.4)	36.1	(3.9)	52.6	(3.9)	8.6	(2.0)	12.7	(2.2)	19.6	(2.8)	53.0	(3.7)	14.8	(2.0)

1. Principals' responses to these three questions are combined to develop a composite index, the index of teacher participation in school management. This index has an average of zero and a standard deviation of one for OECD countries. Higher values indicate greater teacher participation. The table shows the range between top and bottom quarters of this index.

Source: OECD, *PISA 2012 Results: What Makes a School Successful? (Volume IV)* (<http://dx.doi.org/10.1787/9789264201156-en>), Tables IV.4.8 and IV.4.12. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.


StatLink  <http://dx.doi.org/10.1787/888933399295>

Table D6.7. [2/2] **Principal's views on teacher participation in school management (PISA 2012)**  
 Percentage of students in schools whose principal reported that he/she engaged in the following actions "more than once a week", "once a month to once a week", "3-4 times during the year" or "never or 1-2 times during the year", results based on school principals' reports


D6

		Ask teachers to participate in reviewing management practices								Index of teacher participation in school management, by national quarters <sup>1</sup>					
		Never or 1-2 times during the year		3-4 times during the year		Once a month to once a week		More than once a week		All students		Bottom quarter		Top quarter	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	Mean index	S.E.	Mean index	S.E.	Mean index	S.E.
		(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)	(30)
OECD	Australia	22.4	(1.8)	26.0	(1.6)	41.7	(2.0)	9.9	(1.3)	0.5	(0.0)	-0.6	(0.1)	1.6	(0.1)
	Austria	75.4	(3.4)	10.7	(2.6)	12.6	(2.5)	1.3	(0.9)	-0.3	(0.1)	-1.5	(0.1)	0.8	(0.1)
	Belgium	69.9	(3.0)	15.9	(2.1)	12.0	(2.3)	2.2	(0.9)	-0.4	(0.1)	-1.5	(0.1)	0.8	(0.1)
	Canada	35.5	(2.0)	20.9	(1.7)	38.5	(2.3)	5.1	(1.1)	0.3	(0.0)	-0.8	(0.1)	1.3	(0.1)
	Chile	41.0	(3.9)	16.8	(3.0)	35.5	(3.8)	6.8	(1.9)	0.4	(0.1)	-0.7	(0.1)	1.5	(0.1)
	Czech Republic	52.1	(4.3)	27.0	(3.2)	17.5	(3.1)	3.4	(1.5)	-0.3	(0.1)	-1.5	(0.2)	1.0	(0.1)
	Denmark	62.2	(3.6)	18.9	(3.1)	16.5	(2.8)	2.3	(1.0)	0.0	(0.1)	-1.0	(0.1)	0.9	(0.1)
	Estonia	71.1	(2.9)	12.0	(2.0)	13.2	(1.9)	3.6	(1.5)	-0.1	(0.1)	-1.0	(0.0)	0.9	(0.1)
	Finland	62.8	(3.6)	17.7	(2.5)	15.8	(2.5)	3.6	(1.6)	0.0	(0.1)	-1.0	(0.1)	1.0	(0.1)
	France	74.2	(3.4)	19.6	(3.0)	3.6	(1.1)	2.6	(1.3)	-0.8	(0.1)	-1.8	(0.1)	0.5	(0.2)
	Germany	78.9	(3.1)	10.0	(2.5)	10.2	(2.3)	0.9	(0.6)	0.0	(0.1)	-0.9	(0.1)	0.9	(0.1)
	Greece	51.1	(3.9)	19.1	(3.1)	23.9	(3.4)	5.9	(1.6)	0.1	(0.1)	-1.1	(0.1)	1.3	(0.1)
	Hungary	82.4	(2.8)	11.3	(2.4)	6.2	(1.9)	0.1	(0.1)	-0.5	(0.1)	-1.4	(0.1)	0.4	(0.1)
	Iceland	68.1	(0.2)	16.5	(0.2)	14.1	(0.1)	1.2	(0.0)	0.0	(0.0)	-0.9	(0.0)	0.9	(0.0)
	Ireland	37.7	(4.0)	29.6	(4.0)	21.6	(3.2)	11.0	(2.4)	0.1	(0.1)	-1.3	(0.1)	1.5	(0.1)
	Israel	59.8	(4.3)	20.8	(3.3)	15.8	(3.0)	3.5	(1.4)	-0.2	(0.1)	-1.5	(0.1)	0.9	(0.1)
	Italy	21.0	(1.8)	32.7	(2.1)	33.8	(2.2)	12.5	(1.3)	0.3	(0.0)	-0.9	(0.1)	1.7	(0.1)
	Japan	35.0	(3.6)	18.7	(3.0)	44.2	(3.5)	2.1	(1.0)	-0.4	(0.1)	-1.8	(0.2)	0.6	(0.1)
	Korea	28.7	(4.1)	19.6	(3.1)	43.1	(4.3)	8.7	(2.3)	0.1	(0.1)	-1.3	(0.2)	1.3	(0.1)
	Latvia	43.7	(3.8)	27.6	(3.7)	24.0	(3.5)	4.7	(1.5)	0.1	(0.1)	-0.9	(0.1)	1.2	(0.1)
	Luxembourg	64.8	(0.1)	29.7	(0.1)	2.3	(0.0)	3.2	(0.0)	-0.6	(0.0)	-1.6	(0.0)	0.5	(0.0)
	Mexico	42.3	(1.9)	22.9	(1.9)	27.6	(1.6)	7.1	(0.7)	-0.1	(0.0)	-1.5	(0.0)	1.3	(0.0)
	Netherlands	56.9	(4.4)	23.9	(3.8)	17.7	(3.3)	1.4	(1.0)	-0.2	(0.1)	-1.2	(0.1)	0.8	(0.1)
	New Zealand	30.5	(3.7)	26.0	(3.9)	38.1	(3.9)	5.4	(2.1)	0.2	(0.1)	-0.9	(0.1)	1.3	(0.1)
	Norway	64.6	(3.5)	21.4	(2.9)	11.9	(2.6)	2.1	(1.2)	0.0	(0.1)	-1.0	(0.1)	0.9	(0.1)
	Poland	35.6	(3.8)	41.9	(4.0)	20.0	(3.2)	2.4	(1.3)	-0.3	(0.1)	-1.4	(0.1)	0.8	(0.1)
	Portugal	26.5	(3.5)	27.7	(4.1)	33.4	(4.0)	12.4	(3.0)	0.4	(0.1)	-0.8	(0.1)	1.7	(0.2)
	Slovak Republic	35.1	(3.2)	32.7	(3.7)	30.2	(3.3)	2.0	(1.0)	-0.1	(0.1)	-1.1	(0.1)	0.8	(0.1)
	Slovenia	40.1	(0.8)	24.6	(0.8)	30.2	(0.7)	5.1	(0.3)	0.1	(0.0)	-1.0	(0.0)	1.2	(0.0)
	Spain	38.5	(2.6)	36.7	(3.1)	19.0	(2.0)	5.8	(1.5)	0.0	(0.0)	-1.1	(0.1)	1.2	(0.1)
	Sweden	64.5	(3.6)	17.1	(2.8)	16.1	(2.7)	2.3	(1.2)	0.1	(0.1)	-0.9	(0.1)	1.0	(0.1)
	Switzerland	81.9	(2.6)	10.6	(2.2)	7.1	(1.8)	0.4	(0.3)	-0.6	(0.1)	-1.7	(0.1)	0.4	(0.1)
	Turkey	6.5	(2.5)	19.1	(3.0)	45.4	(4.3)	29.1	(3.3)	0.9	(0.1)	-0.4	(0.1)	2.3	(0.0)
	United Kingdom	22.3	(2.9)	27.5	(2.6)	39.8	(3.5)	10.3	(2.2)	0.4	(0.1)	-0.8	(0.1)	1.6	(0.1)
	United States	26.2	(4.0)	18.7	(3.9)	43.5	(4.9)	11.5	(2.8)	0.5	(0.1)	-0.6	(0.2)	1.8	(0.1)
OECD average		48.8	(0.6)	22.1	(0.5)	23.6	(0.5)	5.5	(0.3)	0.0	(0.0)	-1.1	(0.0)	1.1	(0.0)
Partners	Argentina	45.9	(3.5)	21.7	(2.8)	18.7	(2.9)	13.6	(2.4)	0.2	(0.1)	-1.3	(0.1)	1.6	(0.1)
	Brazil	23.4	(2.1)	19.0	(1.8)	38.7	(2.5)	18.9	(2.0)	0.7	(0.1)	-0.8	(0.1)	2.0	(0.1)
	Colombia	33.8	(3.6)	19.8	(3.1)	32.8	(3.3)	13.6	(2.6)	0.5	(0.1)	-1.0	(0.1)	1.8	(0.1)
	Costa Rica	34.8	(3.5)	22.4	(3.0)	31.3	(4.0)	11.5	(2.2)	-0.1	(0.1)	-1.6	(0.1)	1.4	(0.1)
	Indonesia	16.0	(3.3)	23.1	(3.4)	48.5	(4.0)	12.3	(2.5)	0.3	(0.1)	-0.9	(0.1)	1.6	(0.1)
	Lithuania	61.2	(3.5)	24.6	(2.6)	10.0	(2.3)	4.2	(1.5)	-0.2	(0.1)	-1.2	(0.1)	1.0	(0.1)
	Russian Federation	16.9	(2.6)	39.2	(3.2)	42.1	(3.3)	1.8	(0.8)	0.0	(0.1)	-1.0	(0.1)	0.9	(0.1)

1. Principals' responses to these three questions are combined to develop a composite index, the index of teacher participation in school management. This index has an average of zero and a standard deviation of one for OECD countries. Higher values indicate greater teacher participation. The table shows the range between top and bottom quarters of this index.

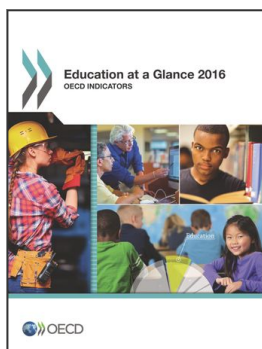
Source: OECD, PISA 2012 Results: What Makes a School Successful? (Volume IV) (<http://dx.doi.org/10.1787/9789264201156-en>), Tables IV.4.8 and IV.4.12. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.

StatLink  <http://dx.doi.org/10.1787/888933399295>







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