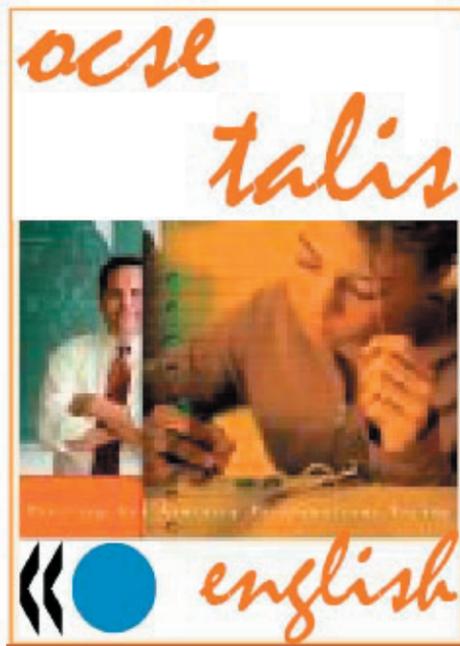


What TALIS is about



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 offers an opportunity for teachers and school principals to give their input into education analysis and policy development in some key policy areas. Cross-country analysis from TALIS will allow countries to identify other countries facing similar challenges and to learn from other policy approaches. The survey is currently being conducted in 24 countries across four continents, and other countries may join the survey at a later stage.

TALIS OECD Teaching and Learning International Survey

A new, international survey of teachers and school principals, exploring:

- The role and functioning of school leadership
- How teachers' work is appraised and the feedback they receive
- Teachers' opportunities for professional development
- Approaches to teaching and learning in the classroom

The development of the new OECD Teaching and Learning International Survey programme (TALIS) is a significant contribution to the OECD evidence base on education. Never before have we had the opportunity to gain such an understanding of the teaching and learning environment inside schools and how these contrast between and within countries. In providing this, TALIS will help countries to review and develop policies that create the conditions for effective schooling.

Barbara Ischinger OECD Director of Education



[A new exploring.pdf](#)

Briefing Note For Italy

TALIS provides the first internationally comparative perspective on the conditions of teaching and learning, based on data from over 70,000 teachers and school principals who represent lower secondary teachers in the 23 participating countries.

TALIS examines important aspects of professional development; teacher beliefs, attitudes and practices; teacher appraisal and feedback; and school leadership.

TALIS looks at these factors through the eyes of teachers and school principals.

This innovative approach was chosen in order to examine how the intended school and teacher policies of education systems are actually perceived and implemented in schools and classrooms, recognising that the best intentions will only yield results if effectively and consistently implemented in the frontline.

This note contextualises key findings for Italy with international trends among countries participating in TALIS, under the headings:

conditions for effective learning,
preparing and supporting a high-quality teaching force,
improving teaching practice,
supporting effective teaching through appraisal and feedback and shaping the development of teachers through effective school leadership.



[Briefing Note for Italy.pdf](#)

