

## Annex A Priority-rating form for the second round of TALIS

1. In the first column please assign 190 points between the 19 **themes**. Also in the first column, for the themes that you have awarded points to, please indicate with an 'X' those **indicators** that are most important to your country.

2. In the second column, mark with an 'X' those **indicators** that you would like to see repeated in the second round of TALIS

Country name:		First Wave	Repeated Indicators	Comments
Indicators		Rating	Rating	
<b>Policy Issue 1: Attracting teachers to the profession</b>				
1	<b>Theme 1.1 Attracting good students into teaching</b>			
	<i>Indicators</i>			
	• Appreciation of teachers profession by students, parents, principals and by society (teachers point of view)			
	• Expectations of the teachers' job at the beginning of teacher education and fulfilment of those expectations (teacher responses).			
	• Factors motivating teacher recruitment			
2	<b>Theme 1.2 Initial teacher education</b>			
	<i>Indicators</i>			
	• Characteristics of initial teacher education (System level description)			
	• Initial teacher training route followed			
	• Teacher perceptions of the training			
3	<b>Theme 1.3. Adequacy of teacher supply and teacher shortages</b>			
	<i>Indicators</i>			
	• Levels and distribution of teacher shortages (principal responses) (as considered by principals)			
	• Difficulties in replacing qualified teachers (principal responses) (as considered by principals)			
	• Effectiveness and satisfaction with recruitment procedures (principals and teacher responses)			
4	<b>Theme 1.4 Effectiveness of recruitment and selection procedures and incentives</b>			
	<i>Indicators</i>			
	• Objectives of recruitment procedures (teacher and/or principal responses)			
	• Perceptions of recruitment procedures (teacher and/or principal responses)			
	• Effectiveness and satisfaction with recruitment procedures (principal and teacher responses)			
5	<b>Theme 1.5 Motivations and early career experience of teachers</b>			
	<i>Indicators</i>			
	• Career and teaching motivations of new teachers			
	• General satisfaction of new teachers with teacher education, teaching, school climate, and career choice			
	• Preparedness of new teachers for classroom teaching			
<b>Policy Issue 2: Developing teachers within the profession</b>	<b>Theme 2.1 Profile of teachers' in-service education and training</b>			
	<i>Indicators</i>			
	• Types of in-service education and training			
	• Support and barriers for in-service education and training			
	• Effectiveness of in-service education and training			
	• Profile of mentoring and induction programmes			

7	<b>Theme 2.2 Frequency of in-service education and training</b>			
	<i>Indicators</i>			
	<ul style="list-style-type: none"> <li>Level and intensity of participation</li> <li>Frequency and distribution of induction and mentoring programs</li> </ul>			
8	<b>Theme 2.3 Satisfaction and effectiveness of in-service education and training</b>			
	<i>Indicators</i>			
	<ul style="list-style-type: none"> <li>Personal and school objectives of in-service education and training</li> </ul>			
	<ul style="list-style-type: none"> <li>Assessment mechanisms for in-service education and training (including opinion on value of such assessment) (principal and teacher responses)</li> </ul>			
	<ul style="list-style-type: none"> <li>Development needs and un-satisfied demand</li> </ul>			
	<ul style="list-style-type: none"> <li>Government priorities for teachers' professional development (System level data)</li> <li>Impact of in-service education and training</li> </ul>			
<b>Policy issue 3: Retaining teachers in the profession</b>				
9	<b>Theme 3.1 Teacher attrition and turnover rates</b>			
	<i>Indicators</i>			
	<ul style="list-style-type: none"> <li>Teacher turnover and attrition (principal responses)</li> <li>Qualified candidates and qualified teachers (principal responses)</li> <li>National policies of controlling the number of teachers (system/national level data)</li> </ul>			
10	<b>Theme 3.2 Job satisfaction and teacher human resource measures</b>			
	<i>Indicators</i>			
	<ul style="list-style-type: none"> <li>Job satisfaction, security and morale</li> <li>Self-efficacy</li> <li>Perceived status of the profession</li> <li>Likelihood of leaving the profession</li> </ul>			
11	<b>Theme 3.3 Recognition, reward and evaluation of teachers</b>			
	<i>Indicators</i>			
	<ul style="list-style-type: none"> <li>School policies that recognise, reward and evaluate teachers – Frequency, criteria, outcomes (principals provide school-level data and teachers provide personal responses)</li> <li>Perceptions of the effectiveness of policies that recognise, reward and evaluate teachers (principal and teacher perceptions)</li> <li>Interventions to address underperformance</li> <li>Career ladder and prospects of teachers (principal and teacher personal responses)</li> </ul>			
12	<b>Theme 3.4 Support and guidance for the most experienced teachers</b>			
	<i>Indicators</i>			
	<ul style="list-style-type: none"> <li>Participation to professional development by 55+ teachers</li> <li>Adaptation to changes in working climate, for example collaboration between the teachers and use of ICT</li> <li>General job satisfaction for 55+ teachers</li> <li>Teaching practices, beliefs and attitudes of 55+ teachers</li> <li>Maintaining motivation and work ability (Collaboration with younger teachers)</li> </ul>			
13	<b>Theme 3.5 Division of teachers' working time</b>			
	<i>Indicators</i>			
	<ul style="list-style-type: none"> <li>Classroom teaching time</li> <li>Teaching outside of the classroom (preparation, assessment, guidance of students)</li> <li>Administrative duties</li> <li>Extra-curricular activities</li> </ul>			
<b>Policy Issue 4: School policies supporting effectiveness</b>				
14	<b>Theme 4.1 School leadership</b>			
	<i>Indicators</i>			
	<ul style="list-style-type: none"> <li>Terms and conditions of employment of school leader</li> <li>Qualifications and experience</li> </ul>			

	<ul style="list-style-type: none"> <li>• Role and function of the school leader (administrative and pedagogical leadership)</li> <li>• Distributed leadership (team leadership in the school)</li> <li>• Training and development of school leaders</li> <li>• Attracting effective school leaders</li> <li>• School policies to support teaching and learning (e.g. ability-grouping, student assessment, target setting, discipline)</li> <li>• Perception of school leadership (only asked of teachers)</li> </ul>			
<b>15</b>	<b>Theme 4.2 School climate and ethos</b>			
	<i>Indicators</i>			
	<ul style="list-style-type: none"> <li>• Factors hindering instruction (student and teacher factors) (principal and teacher attitudinal responses)</li> <li>• Parental and community relations/participation with the school</li> <li>• Disciplinary climate</li> <li>• Student-teacher relations</li> <li>• School ethos (e.g. goal driven, high aspirations, community engagement)</li> </ul>			
<b>Policy Issue 5: Effective teachers and teaching</b>				
<b>16</b>	<b>Theme 5.1 Teachers' instructional practices and beliefs</b>			
	<i>Indicators</i>			
	<ul style="list-style-type: none"> <li>• General beliefs about teaching (e.g. constructivist versus direct transmission)</li> <li>• Instructional practices (e.g. student oriented, structuring, enhanced activities)</li> <li>• Classroom management</li> <li>• Effective teaching time</li> <li>• Attributes of a good teacher</li> <li>• Student assessment methods (formative and summative)</li> <li>• Teacher competence framework (System level data)</li> <li>• Career guidance to students</li> </ul>			
<b>17</b>	<b>Theme 5.2 Education and qualifications of teachers</b>			
	<i>Indicators</i>			
	<ul style="list-style-type: none"> <li>• Teacher experience (tenure, responsibilities, subject areas, other teaching experience/positions, experience at the same school)</li> <li>• Teacher qualifications, qualified status, certification</li> <li>• Teacher and principal observation of changes taken place during the last 9-10 years (one PISA cycle)</li> </ul>			
<b>18</b>	<b>Theme 5.3 Teachers' professional practices</b>			
	<i>Indicators</i>			
	<ul style="list-style-type: none"> <li>• Collaboration among staff</li> <li>• Participation in wider professional community</li> <li>• Teachers participation in decision making at the school</li> <li>• Teacher representative bodies – role, profile and participation rates</li> <li>• Participation in educational policy making and improving quality of education at the various levels</li> </ul>			
<b>19</b>	<b>Theme 5.4 21<sup>ST</sup> Century skills: ICT in teaching</b>			
	<i>Indicators</i>			
	<ul style="list-style-type: none"> <li>• Policies and practices at the system-level relating to ICT use in schools</li> <li>• Availability of ICT hardware and software in schools</li> <li>• Teachers pedagogical content knowledge and skills of integrating the usage of ICT in teaching</li> <li>• Frequency of pedagogical activities and use of ICT</li> </ul>			
<b>Total</b>		<b>190</b>	<b>190</b>	