

Results from TALIS 2024

The State of Teaching

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What is the Teaching and Learning International Survey (TALIS)?



TALIS is the **largest international survey** of teachers and principals. By **capturing the voices of teachers and principals**, TALIS helps policymakers **improve teaching quality and learning environments**.



4 cycles to date:

2008: 24 education systems

2013: 38 education systems

2018: 48 education systems

2024: 55 education systems



TALIS options:

Survey of primary teachers (ISCED 1)

Survey of upper secondary teachers (ISCED 3)

Teacher Knowledge Survey



How TALIS results have been used in other countries

Country	Example of TALIS data use
United Kingdom	UK Workload Reduction Taskforce used data when developing recommendations
Shanghai (China)	Increased teacher salaries after reviewing TALIS results
Lithuania	Introduced mandatory mentorship for principals



Topics discussed in this presentation

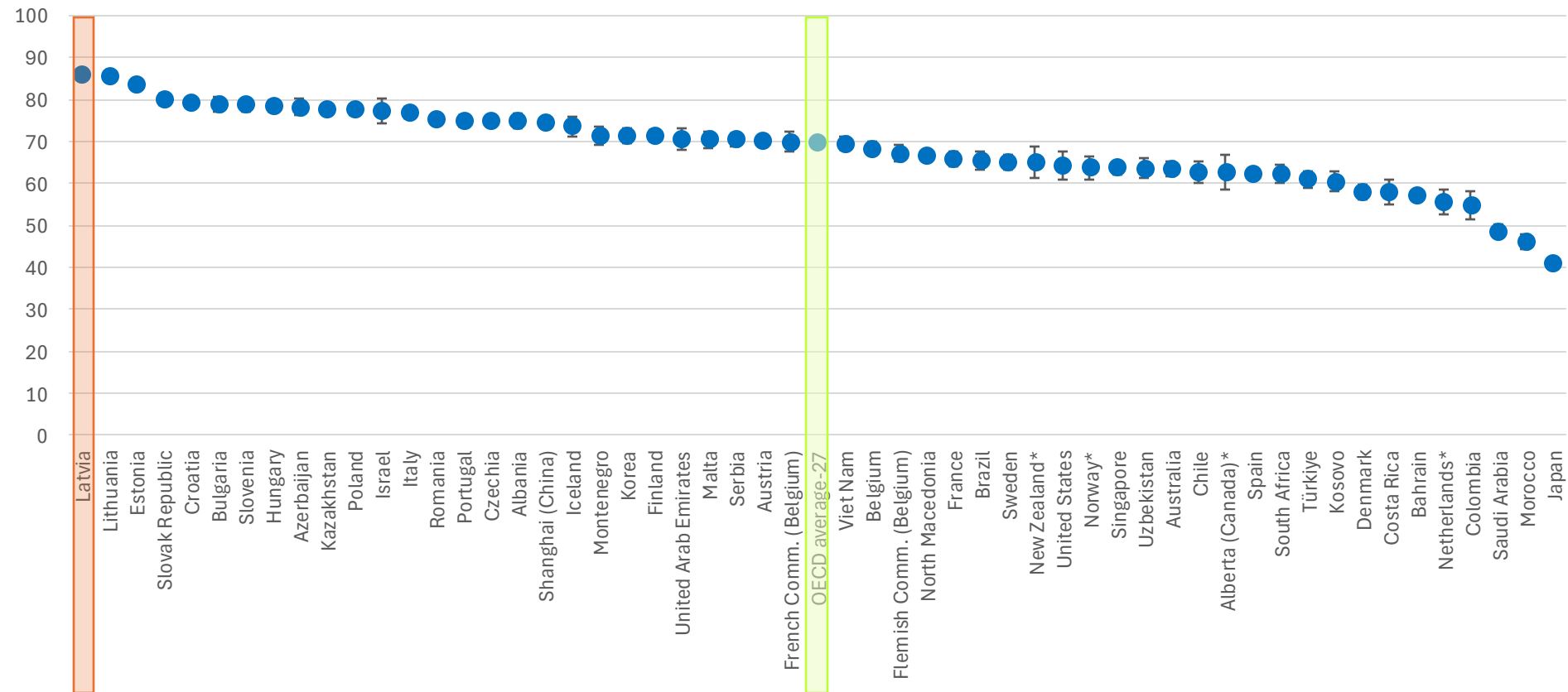
- Who are the teachers and the students?
- Technology and Artificial Intelligence (AI)
- How do teachers work together?
- How do teachers develop their expertise?
- Are teachers thriving or surviving?
 - ◆ What causes stress for teachers?
 - ◆ Do teachers feel valued?

Changing environment
Who are teachers?



Teaching remains a female profession

Share of teachers who are female

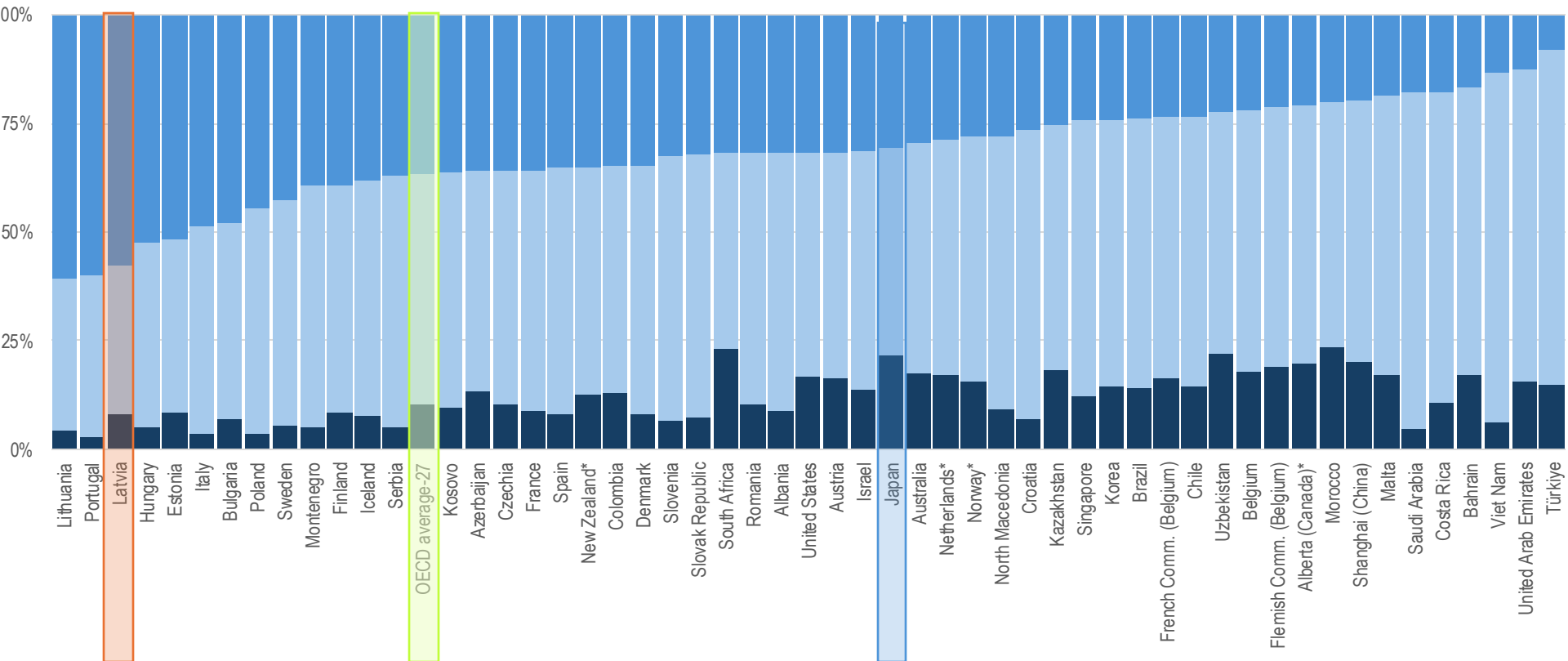




Teachers are ageing

Share of teachers by age group

■ Under age 30 ■ Age 30 to 49 ■ Age 50 and above

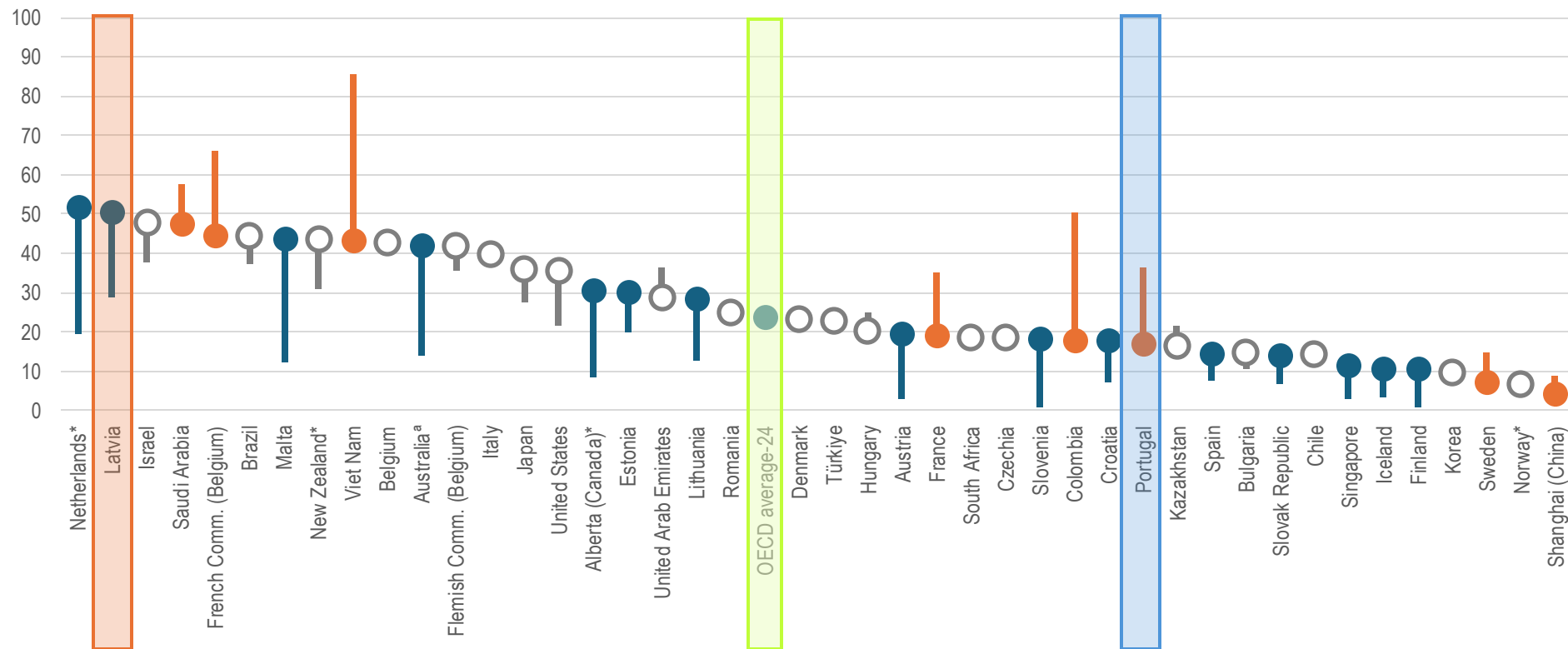




Teacher shortages exist, but are not universal

Share of teachers who work in schools where shortage of qualified teachers hinders quality instruction

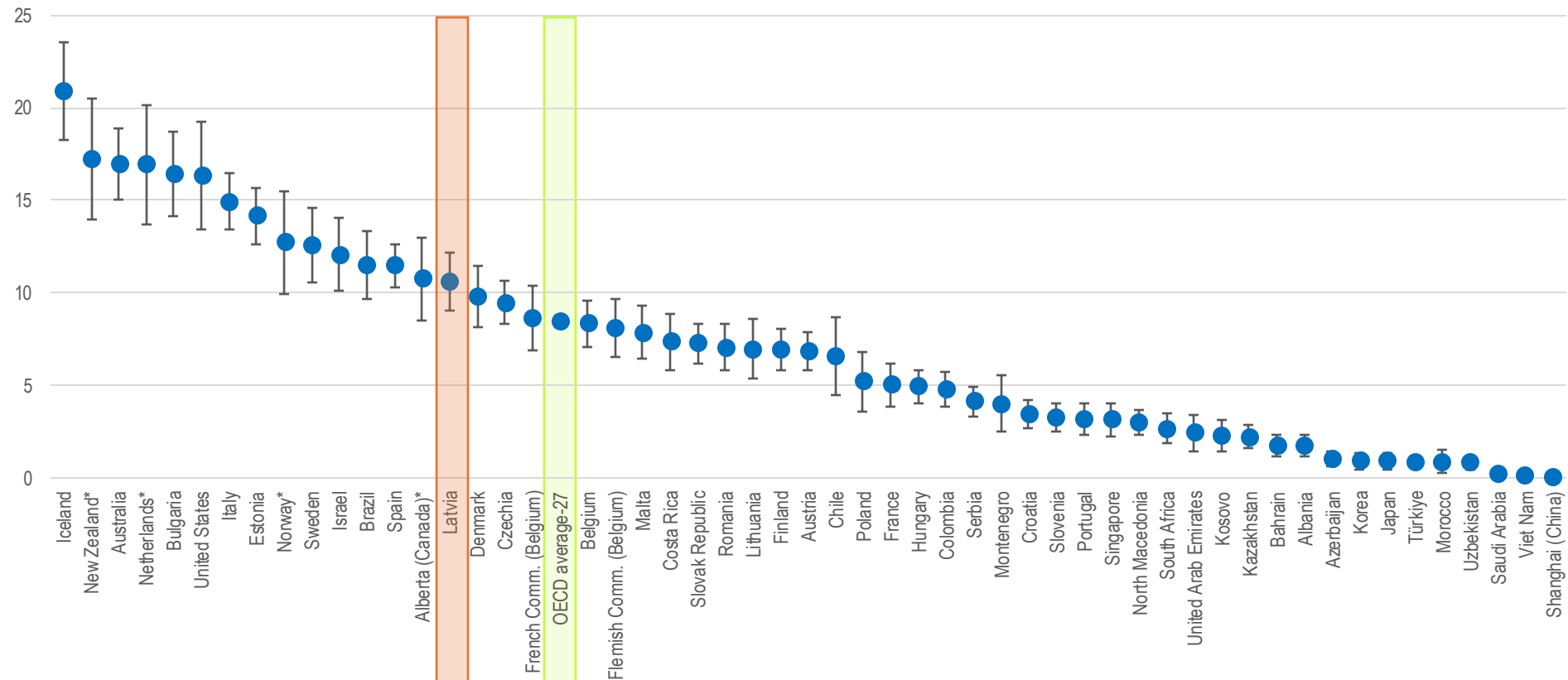
● Increase, ● Decrease and ○ Statistically non-significant change from 2018 (lollipop tail) to 2024 (lollipop head)





Some governments are responding by recruiting from other fields

Share of teachers who are second-career teachers



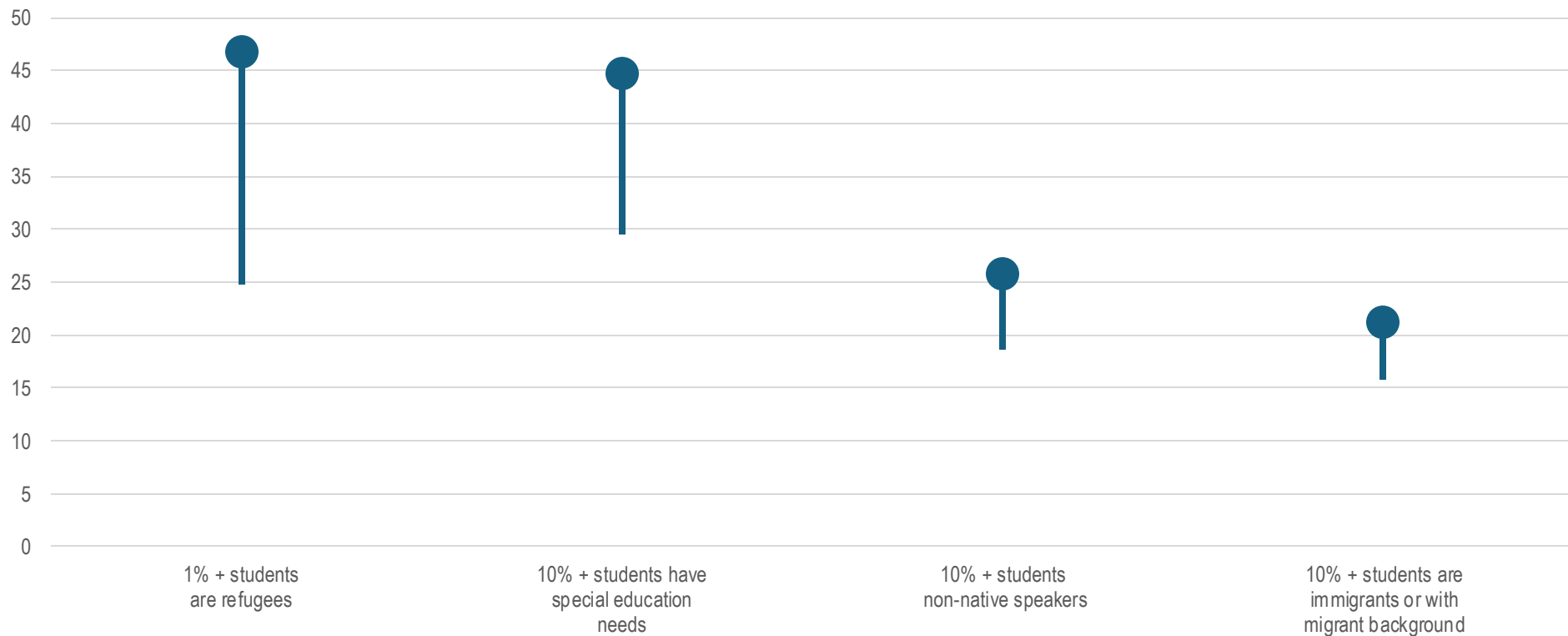
Changing environment **Who are students?**



Students are more diverse

Share of teachers in schools with the following compositions (OECD average-24)

● Increase and ○ Statistically non-significant change from 2018 (lollipop tail) to 2024 (lollipop head)

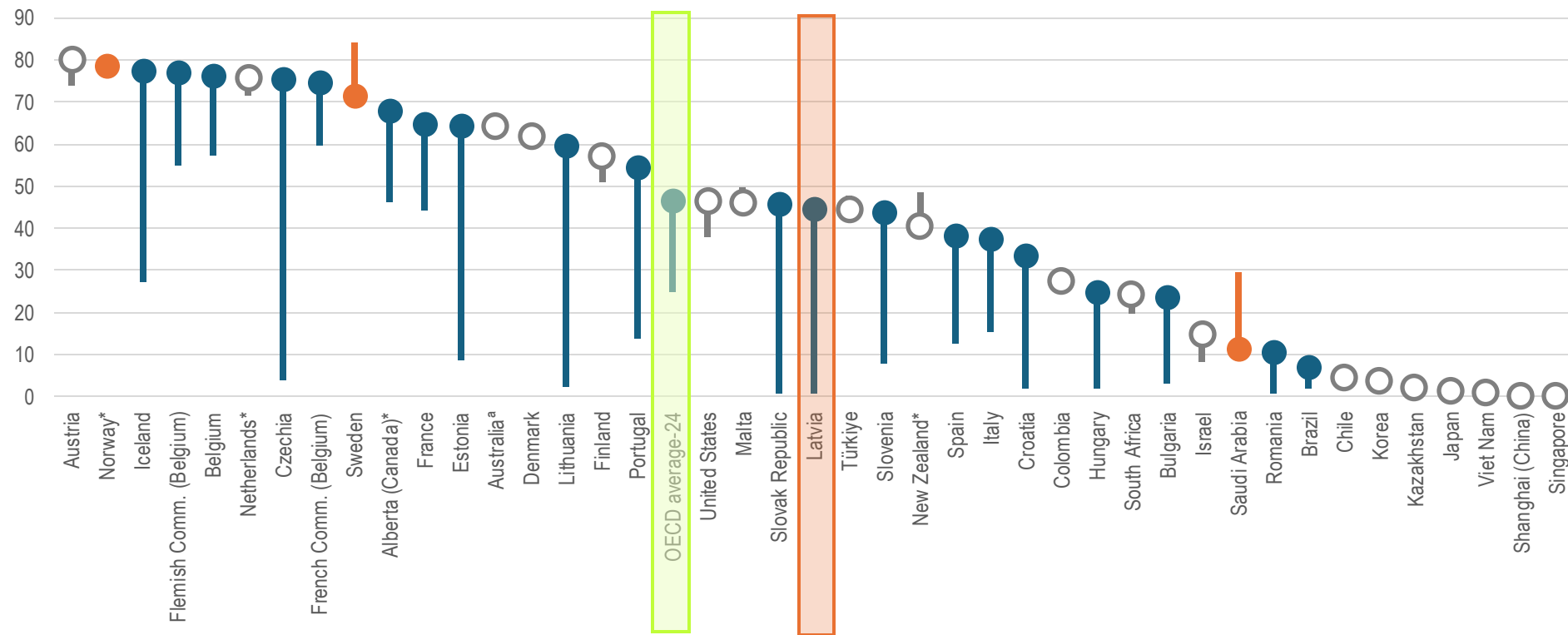




More students are refugees

Share of teachers in schools where at least 1% of students are refugees

● Increase, ● Decrease and ○ Statistically non-significant change from 2018 (lollipop tail) to 2024 (lollipop head)

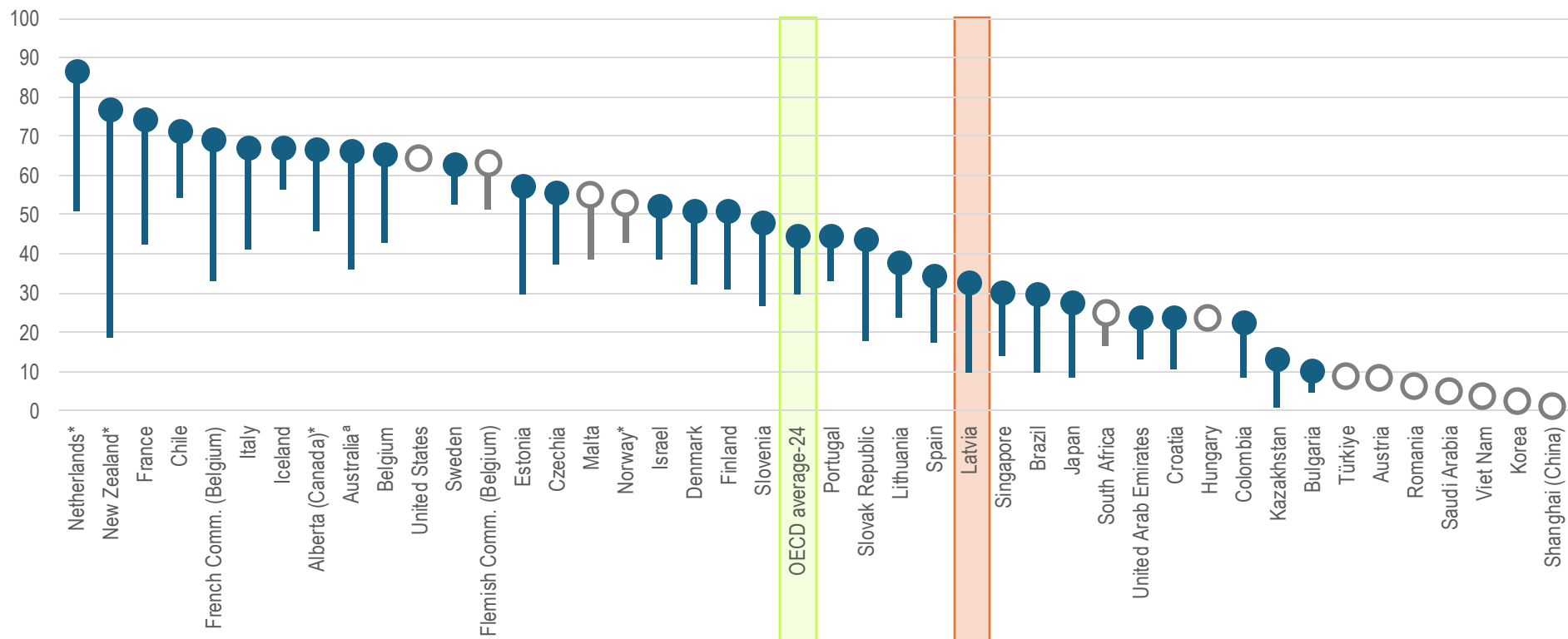




More students are diagnosed with special needs

Share of teachers in schools where at least 10% of students have special education needs

● Increase and ○ Statistically non-significant change from 2018 (lollipop tail) to 2024 (lollipop head)

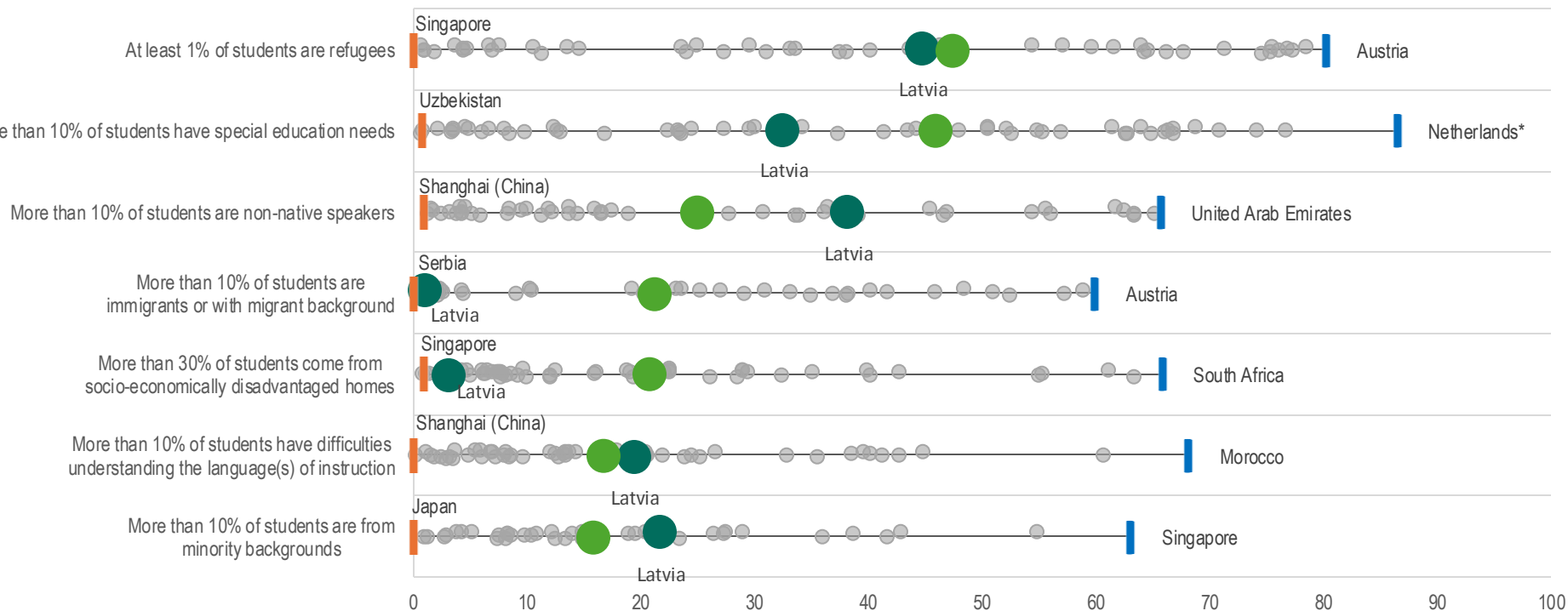




Student diversity is very context dependent

Share of teachers in schools with the following compositions

● OECD average ● Education systems | Lowest value | Highest value

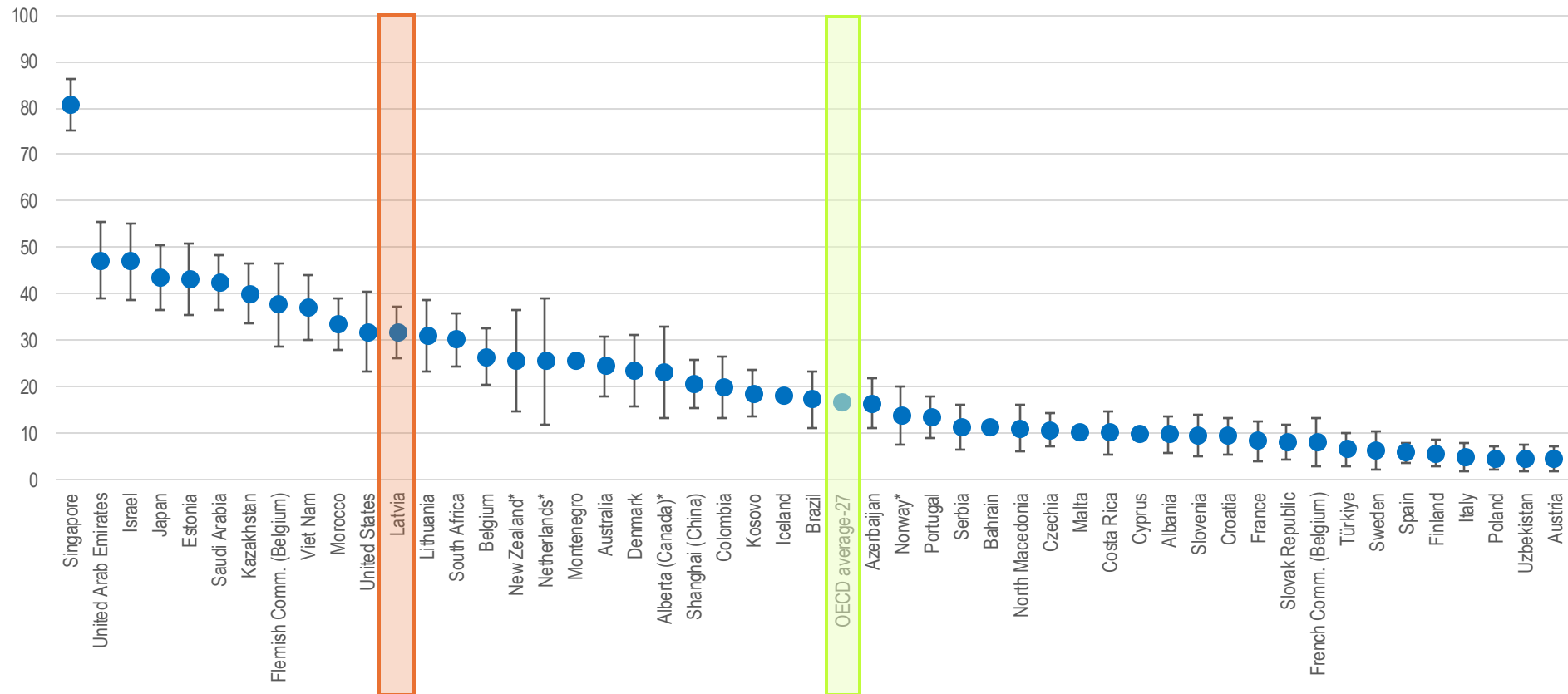


Teaching for today's world
Technology and AI



Online and hybrid instruction are here to stay

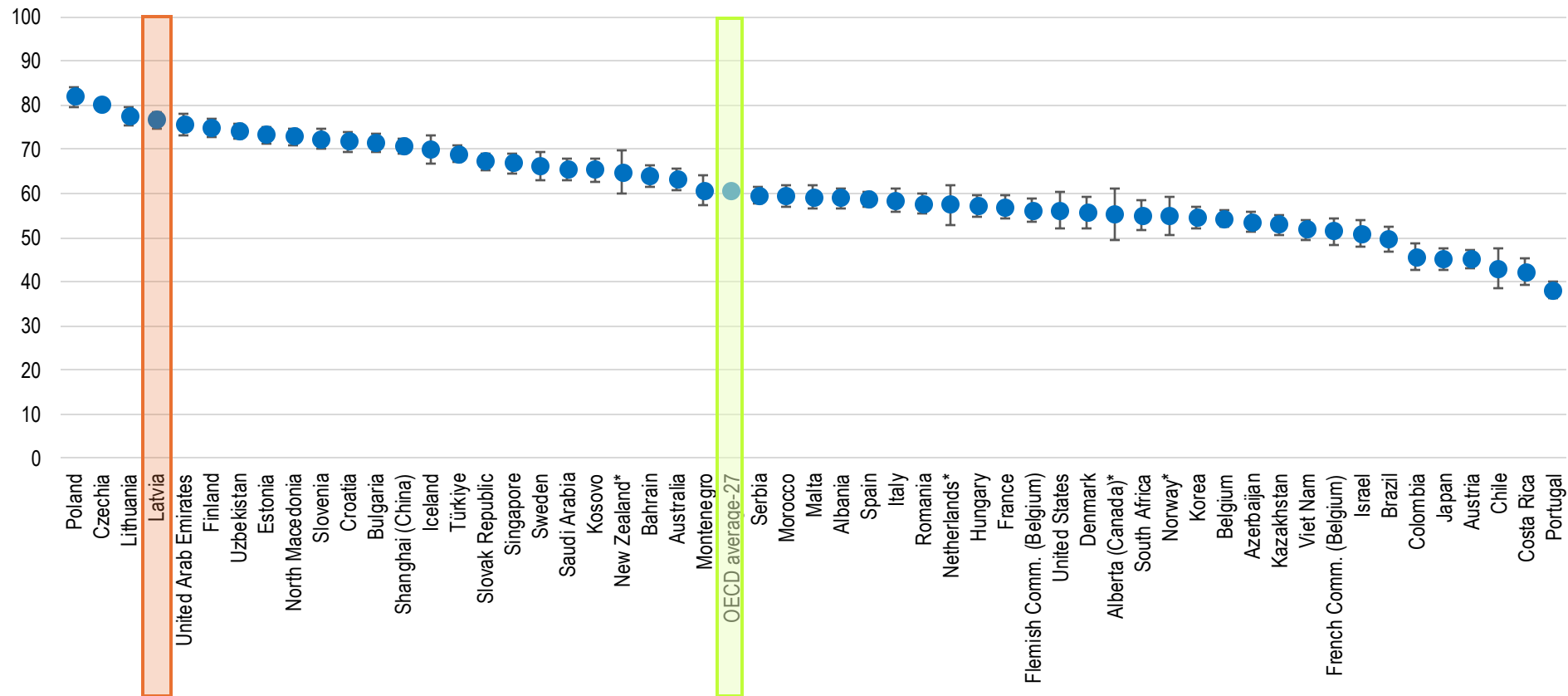
Share of teachers who taught at least one lesson online or hybrid in the past month





Many teachers are concerned about technology

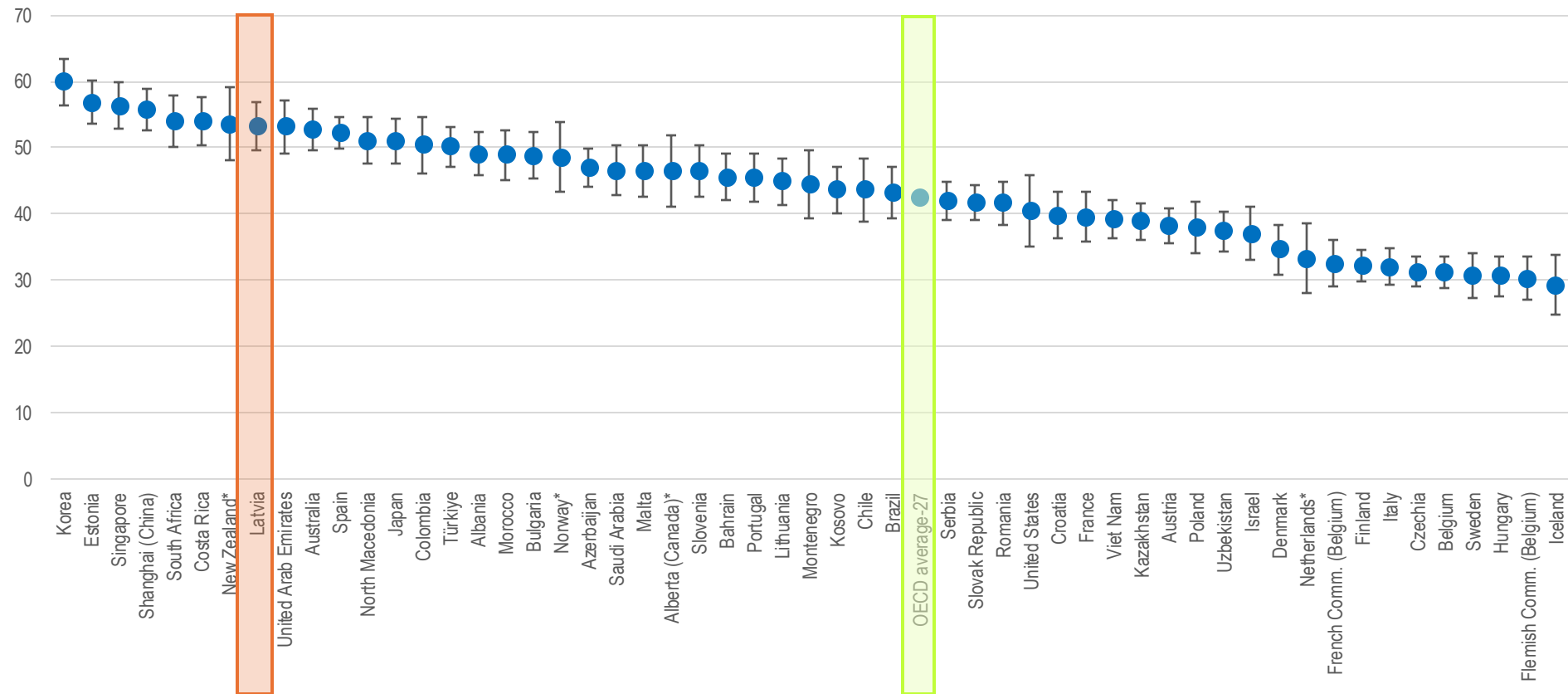
Share of teachers who believe that frequently using technology negatively impacts students' well-being





Like everyone else, teachers are concerned about AI

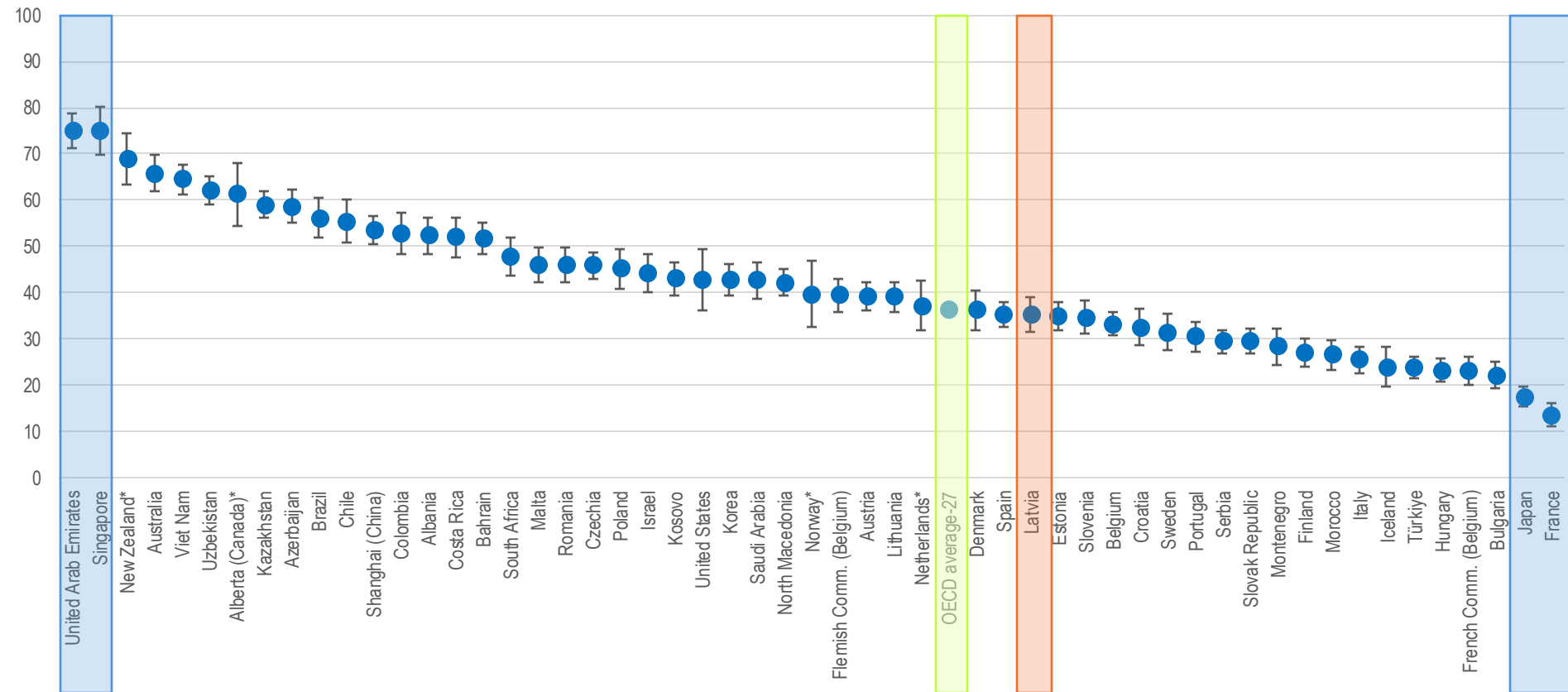
Share of teachers who believe that AI amplifies biases





But like everyone else, they use AI anyways

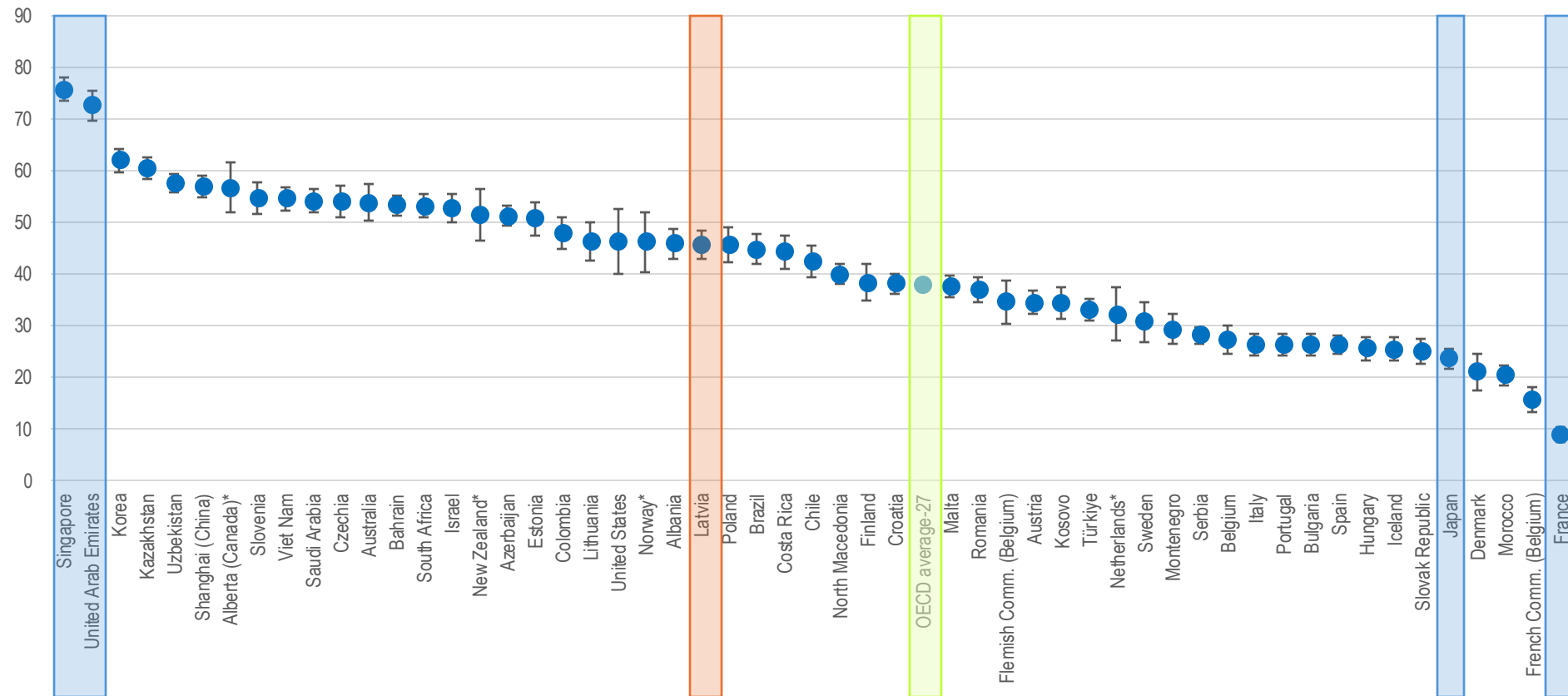
Share of teachers who used AI in their teaching in the last year





Education systems offer different levels of guidance

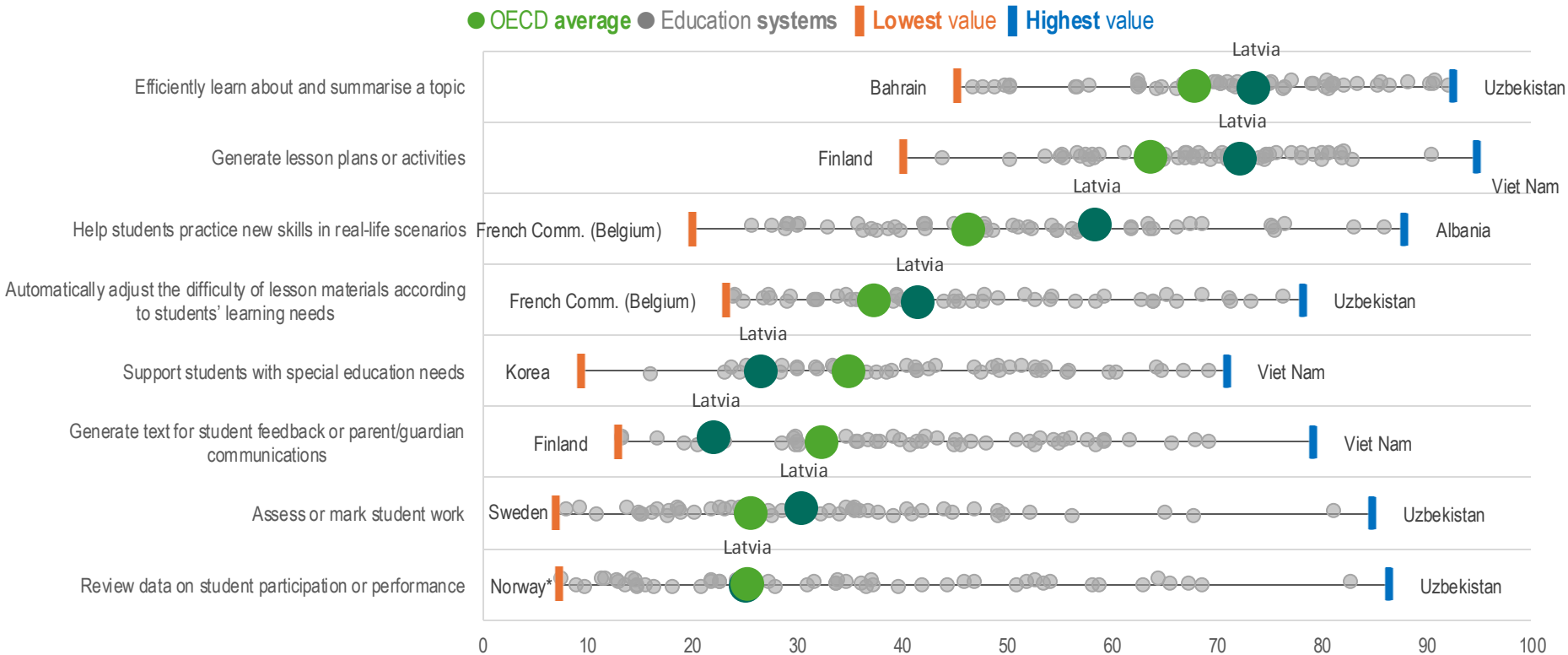
Share of teachers for whom using AI was part of professional learning in the last year





AI is useful for some tasks more than others

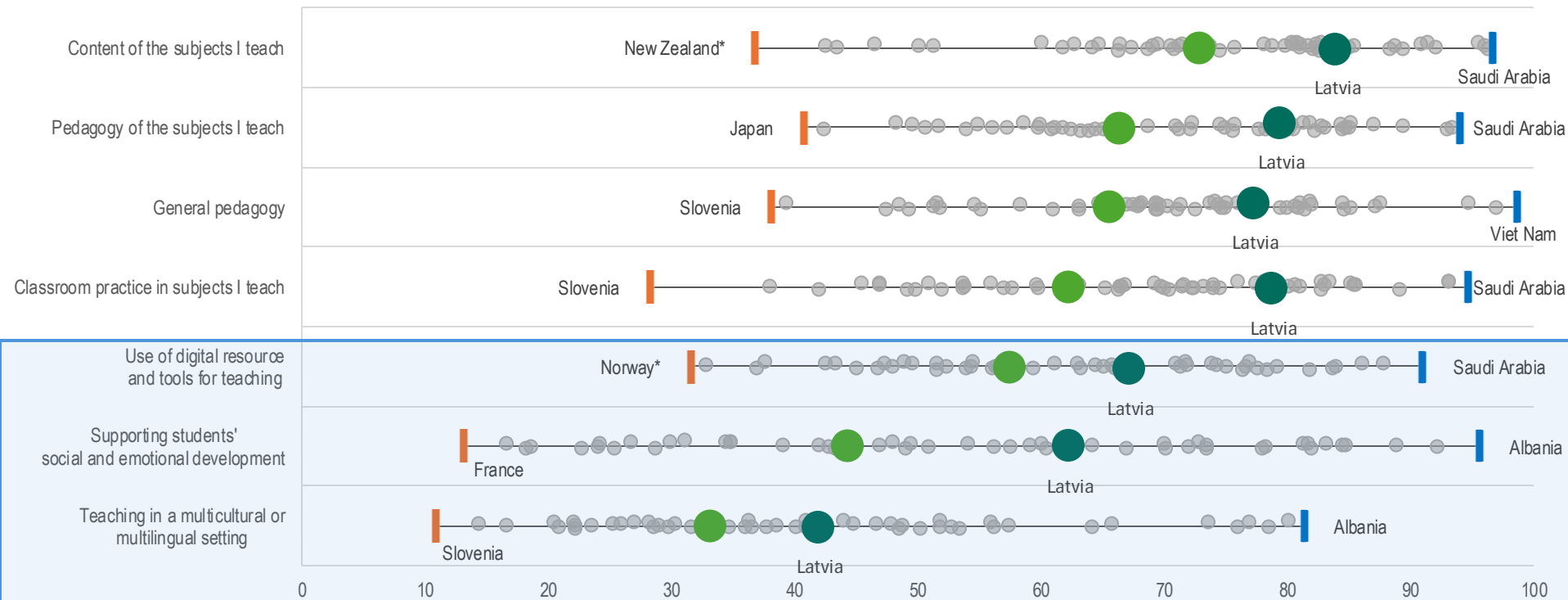
Share of lower secondary teachers who report using AI to do the following tasks



Teachers feel less prepared to deal with contemporary issues

Share of recently graduated teachers who feel prepared “quite a bit” or “a lot” for...

● OECD average ● Education systems | Lowest value | Highest value



Collaboration

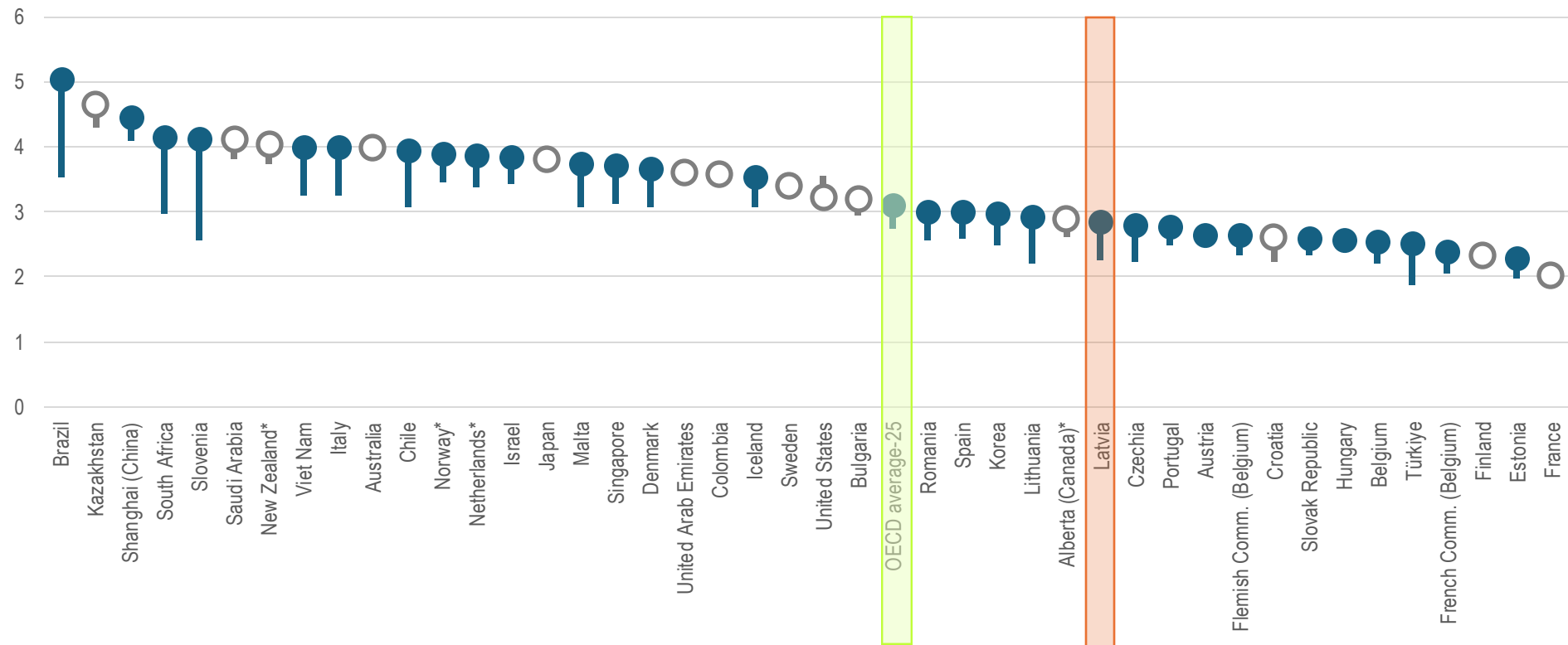
How do teachers work together?



Teachers are co-operating more

Hours per week spent by full-time teachers on teamwork and dialogue with other teachers

● Increase and ○ Statistically non-significant change from 2018 (lollipop tail) to 2024 (lollipop head)

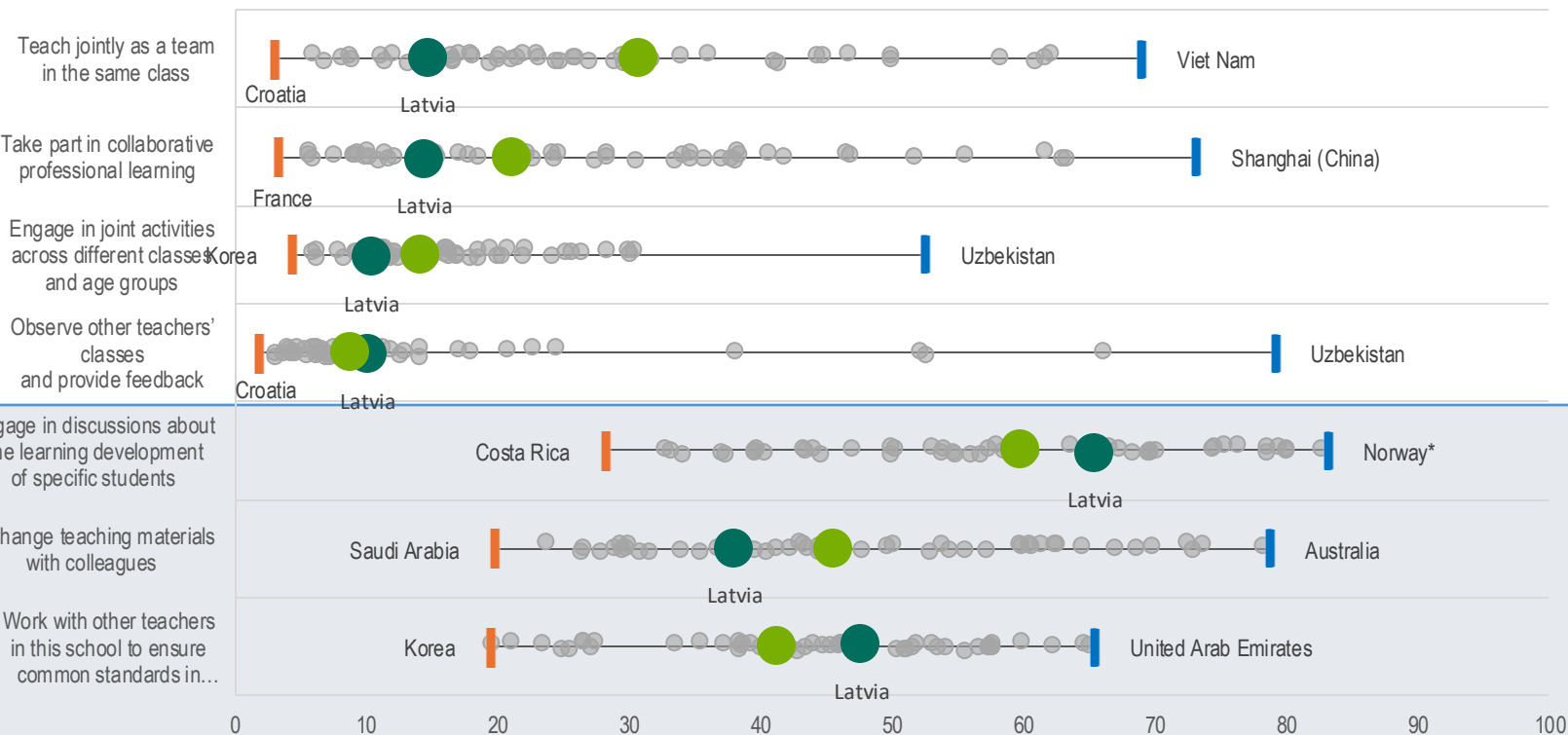




How they co-operate differs

Share of teachers who do... at least once per month

● OECD average ● Education systems | Lowest value | Highest value



Professional collaboration

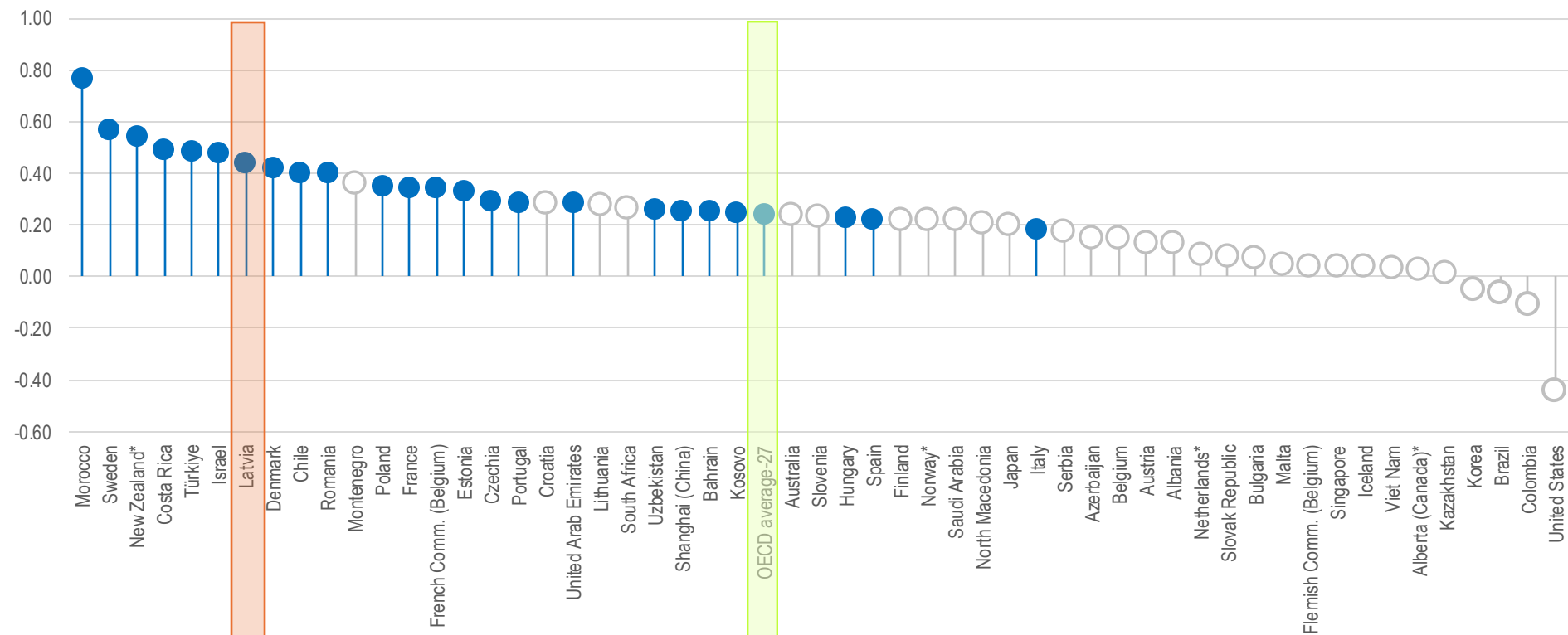
Exchange and co-ordination for teaching



Teachers like working together

Relationship between engaging in joint activities and job satisfaction

● Positive and statistically significant; ○ Statistically non-significant

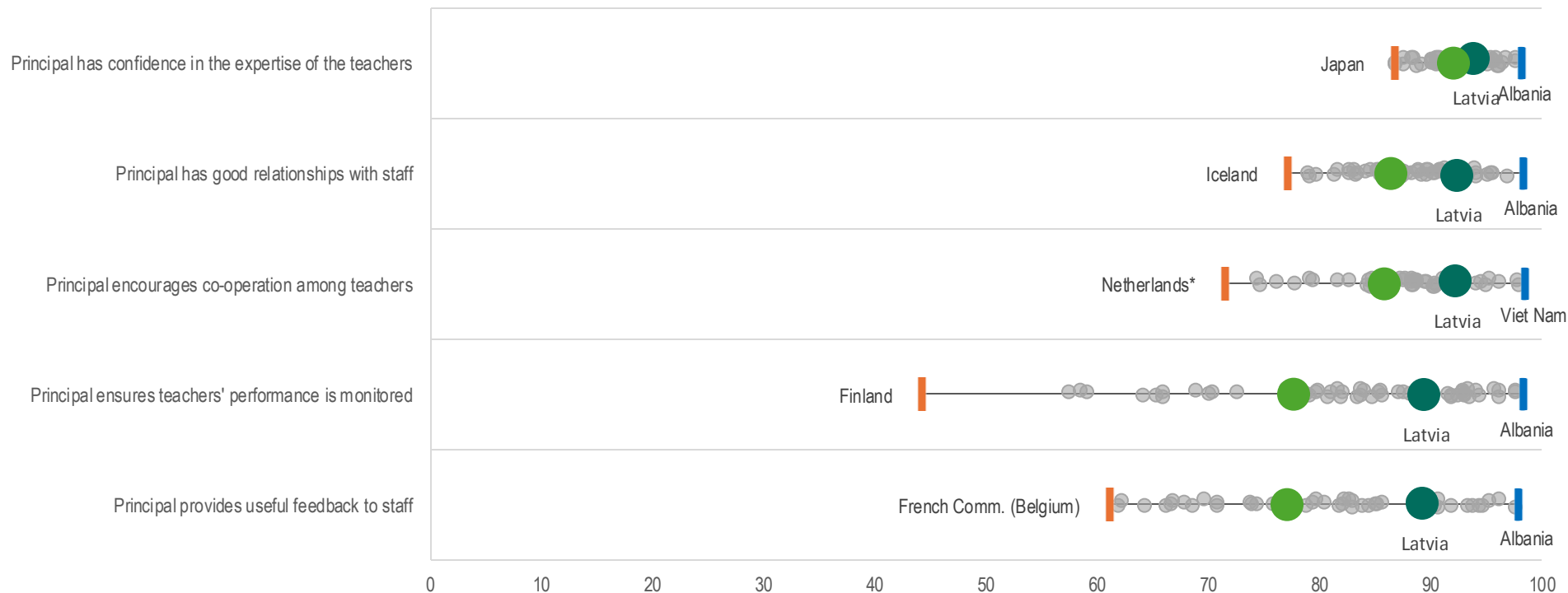


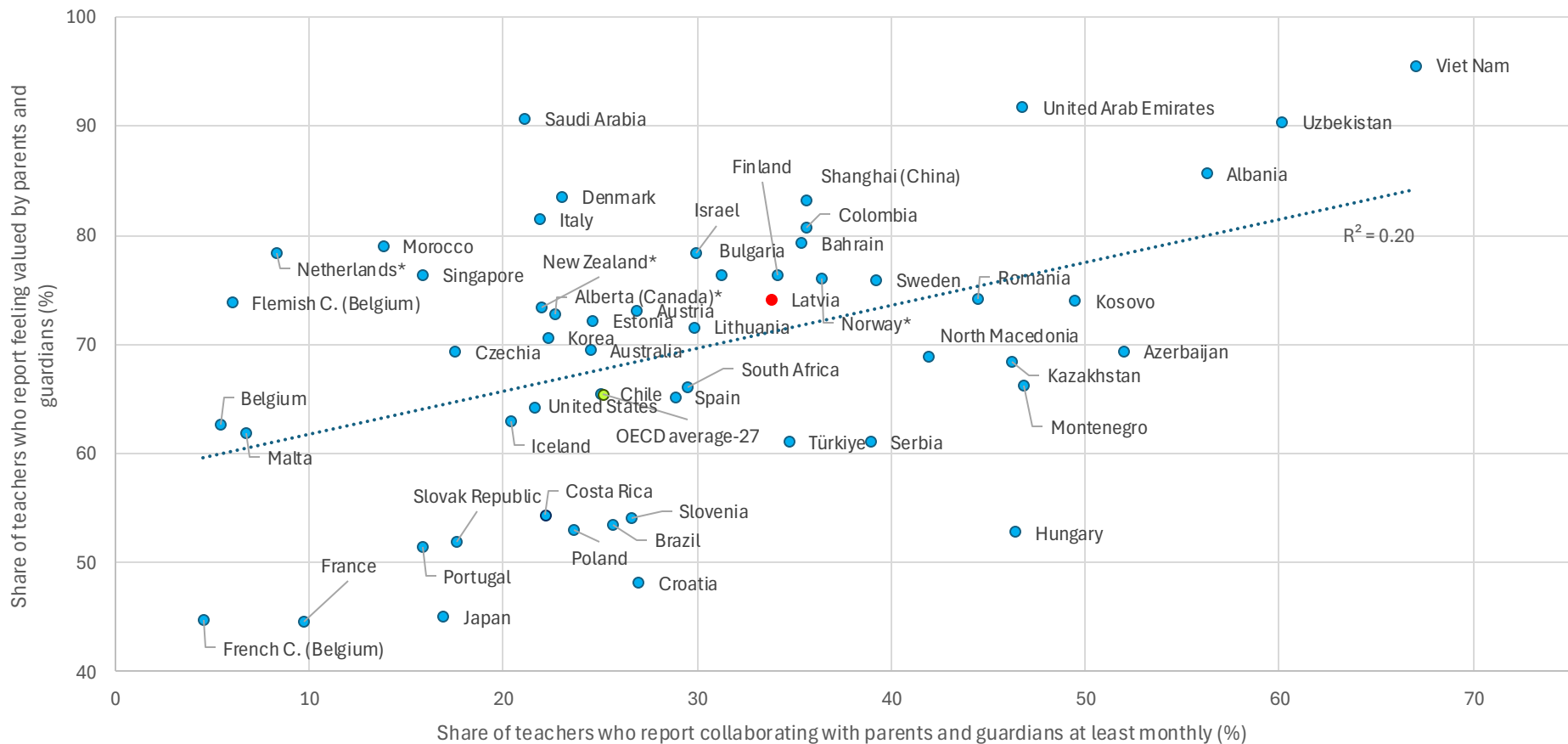


Most teachers agree that their principal has good professional relationships with staff

Share of teachers who "agree" or "strongly agree" with the following statements

● OECD average ● Education systems | Lowest value | Highest value





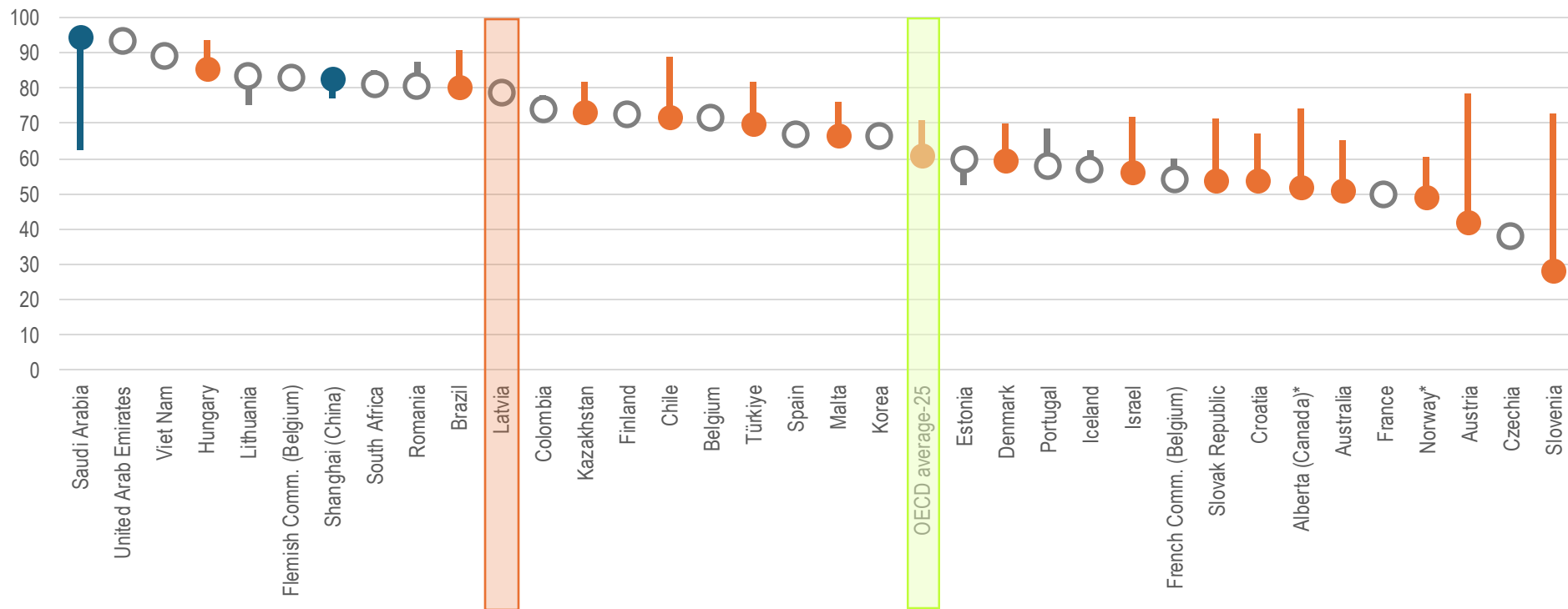
Pre- and in-service training
**How do teachers develop their
expertise?**



Recent graduates' views about their initial education have deteriorated

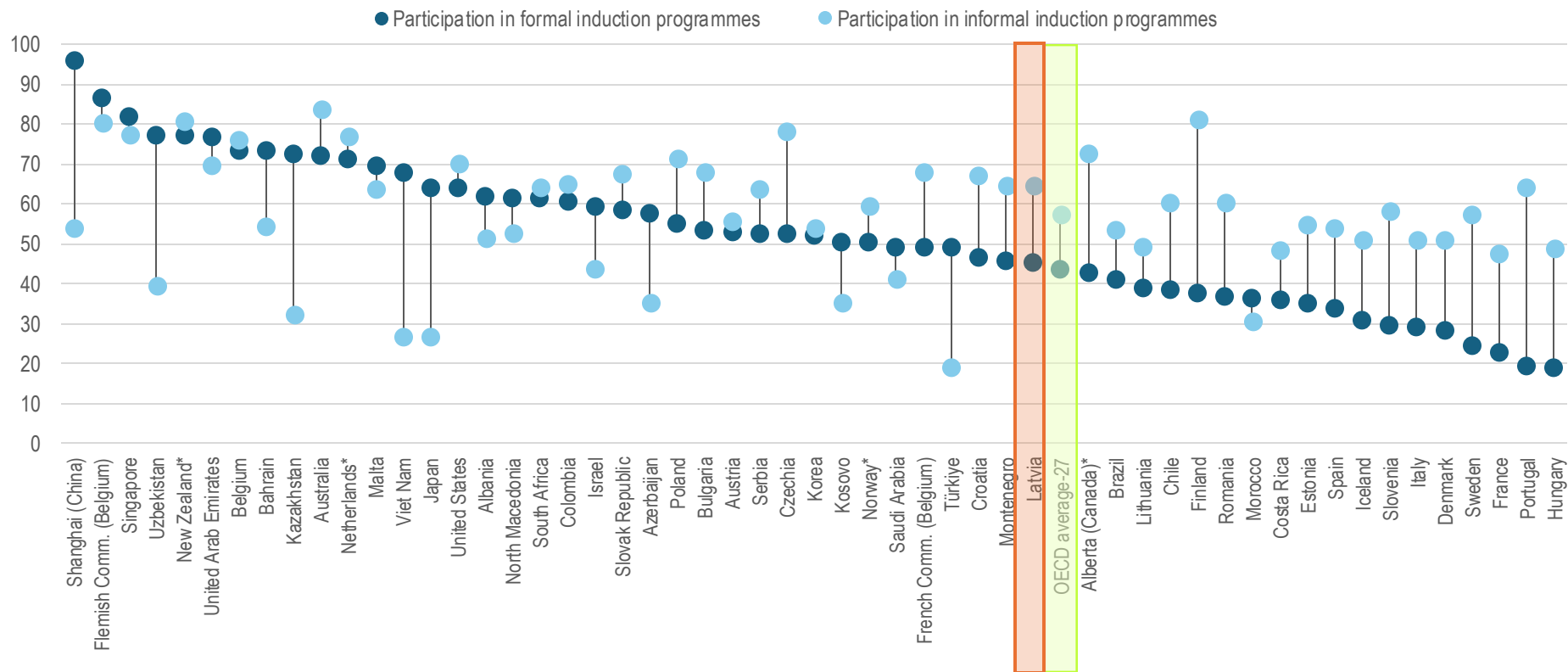
Share of recently graduated teachers who report that their formal education made them feel prepared for classroom practice in some or all subject(s) they teach

● Increase, ● Decrease and ○ Statistically non-significant change from 2018 (lollipop tail) to 2024 (lollipop head)



Formal and informal induction programmes are substitutes

Share of recently graduated teachers who took part in induction activities at their current school





Professional learning activities tend to focus on traditional topics

Share of teachers who report that the following topics were included in their professional learning activities during the last 12 months

● OECD average ● Education systems | Lowest value | Highest value

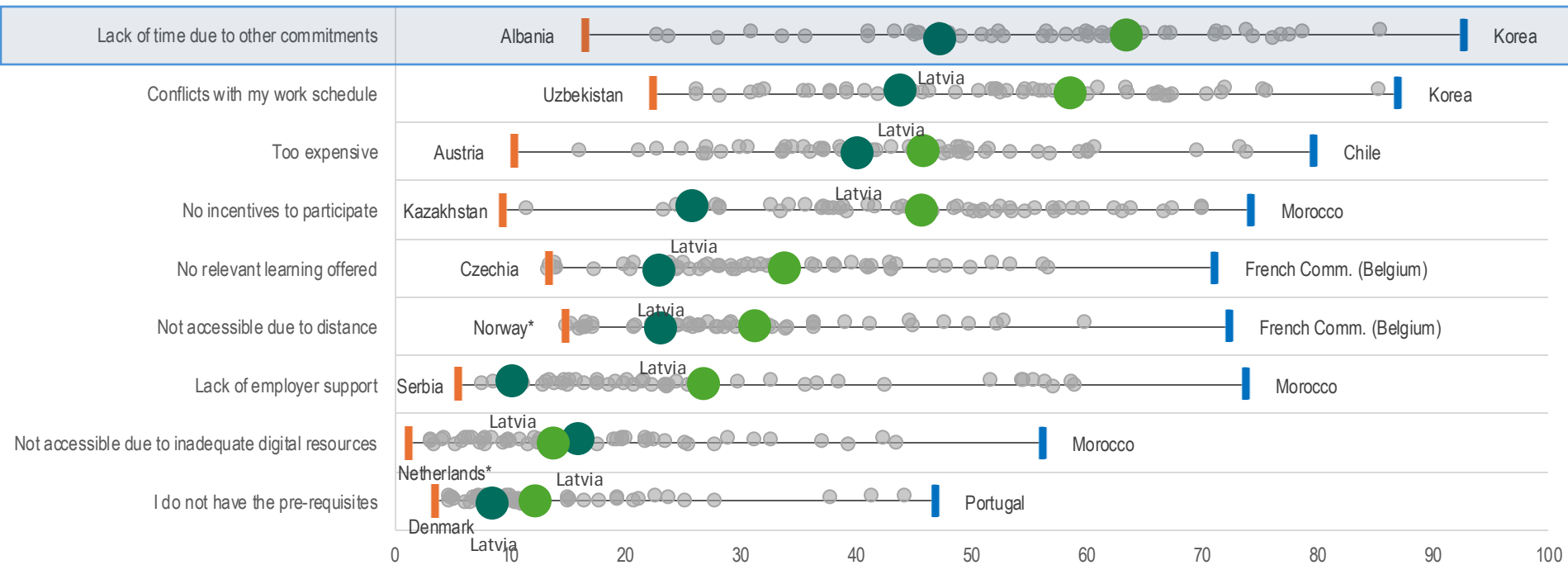




Lack of time is the most common barrier to professional learning

Share of teachers who “agree” or “strongly agree” that the following present barriers to their participation in professional learning

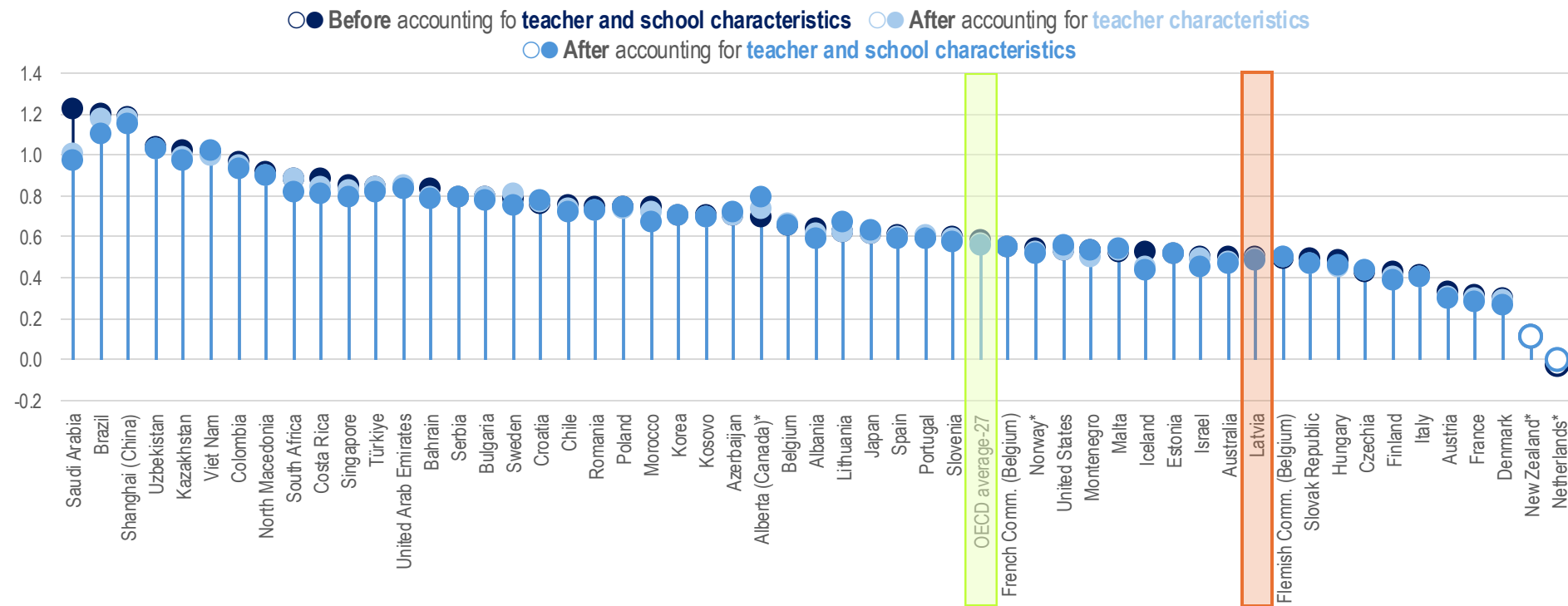
● OECD average ● Education systems | Lowest value | Highest value





Impactful professional learning is positively associated with meeting lesson aims

Change in the scale of teachers' fulfilment of lesson aims associated with teachers reporting that the professional learning activities they participated in during the last 12 months had a positive impact on their teaching



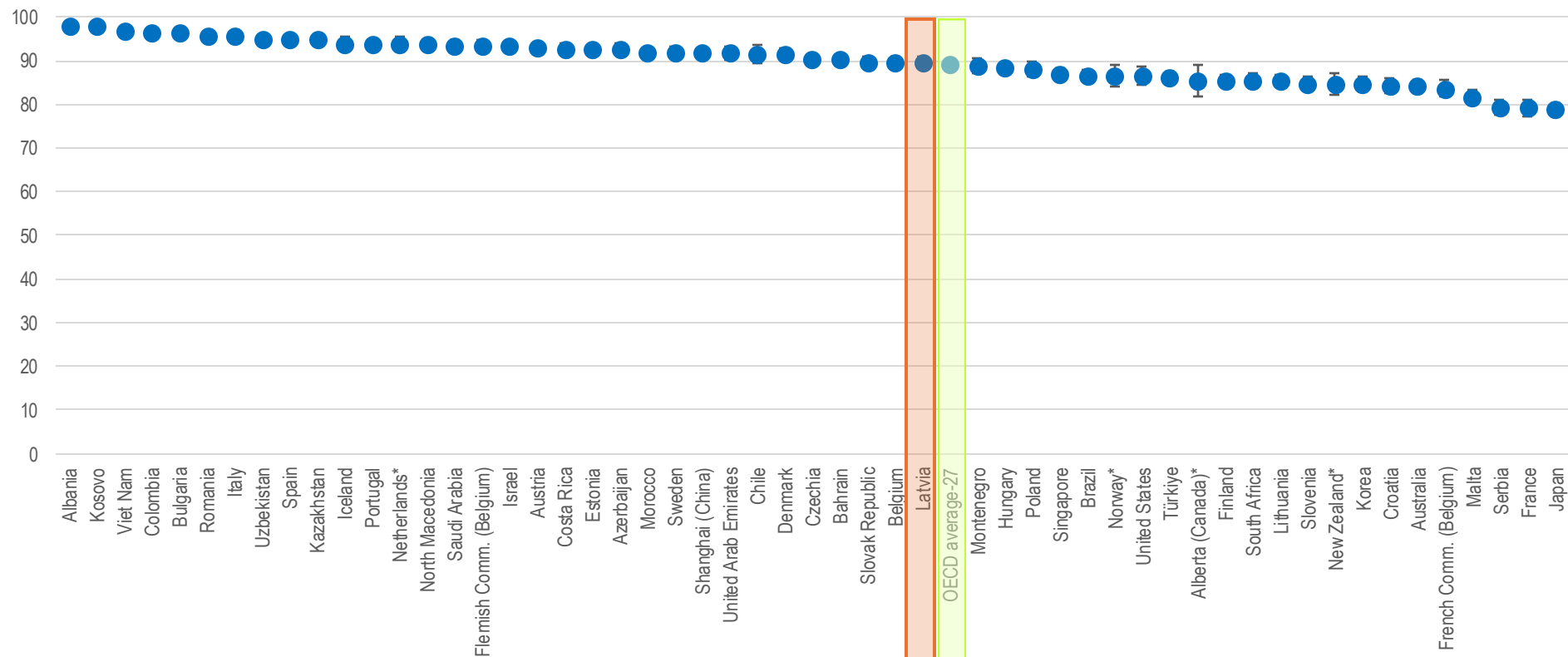
Professional outcomes

Are teachers thriving or surviving?



Teachers' job satisfaction is high

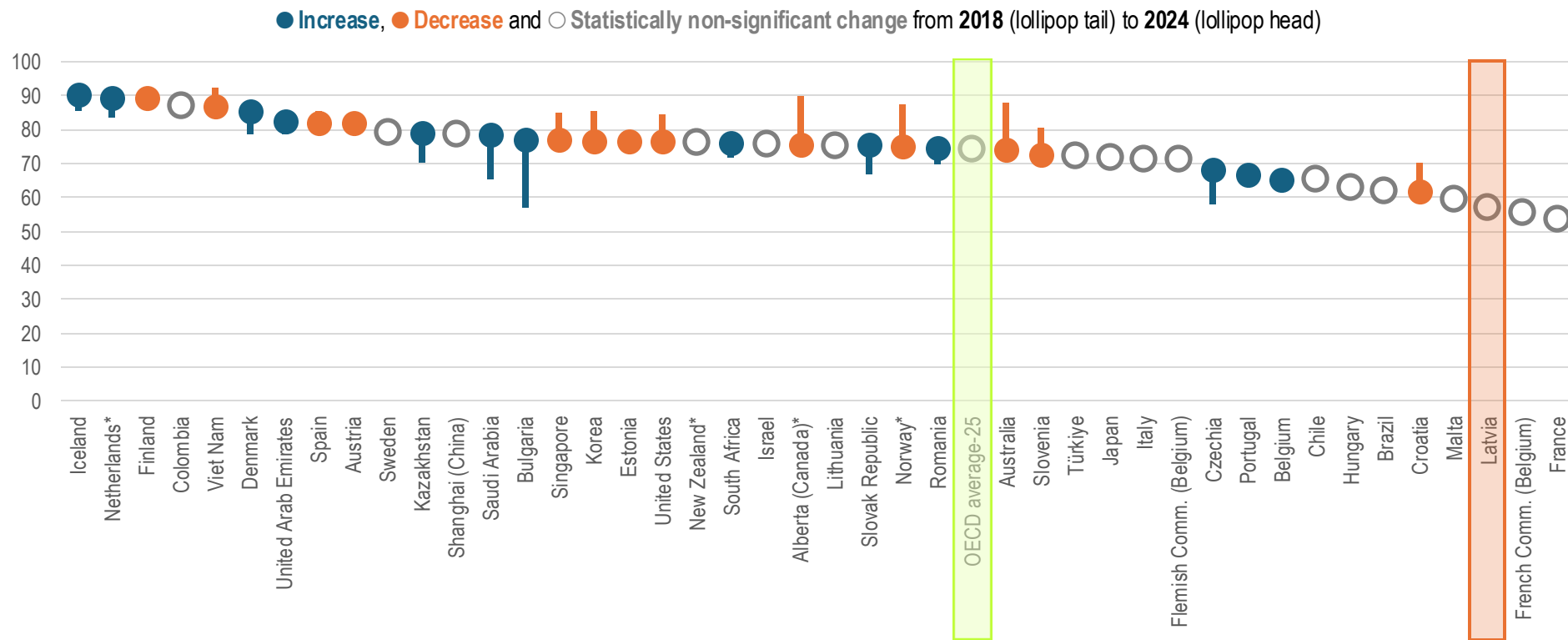
Share of teachers who "agree" or "strongly agree" that, all in all, they are satisfied with their jobs





Teachers' satisfaction with the profession has evolved differently across systems

Share of teachers who "agree" or "strongly agree" that the advantages of being a teacher clearly outweigh the disadvantages

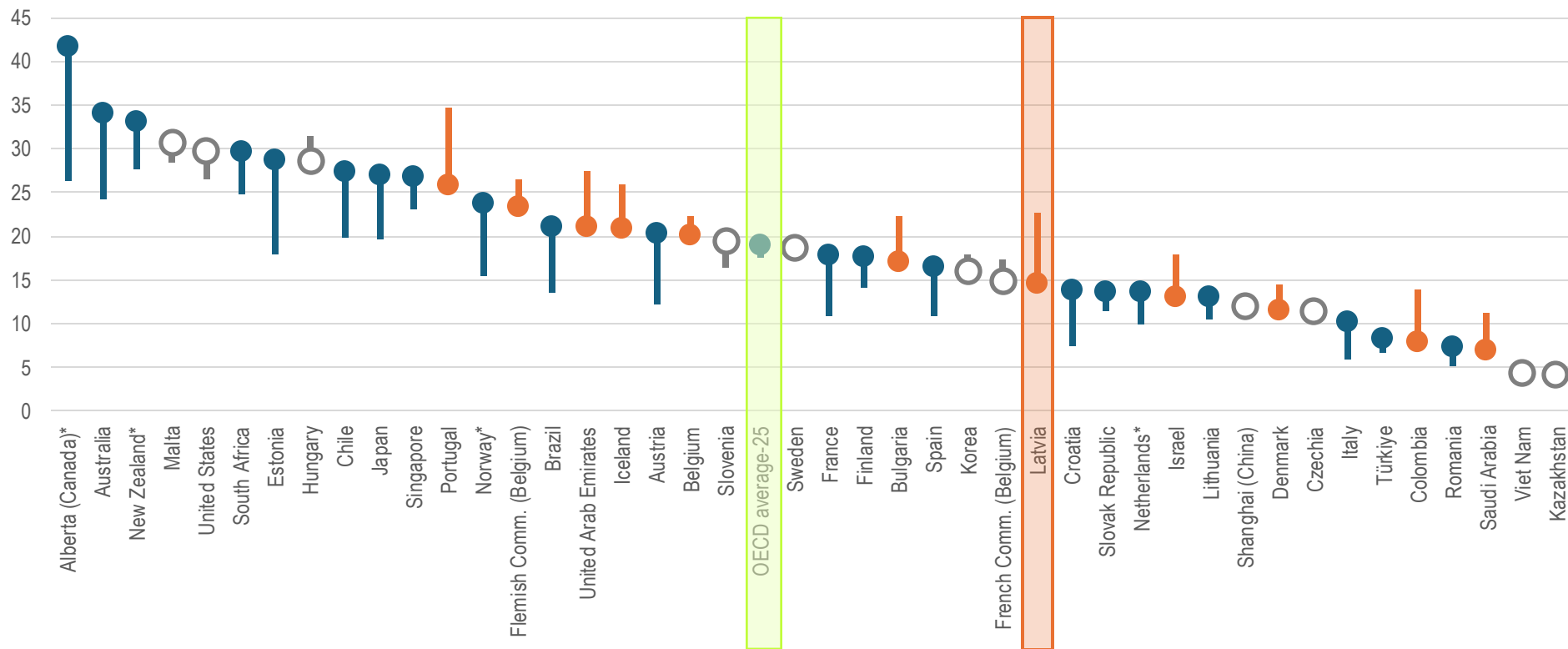




Stress is increasing in many education systems

Share of teachers who report experiencing stress “a lot” in their work

● Increase, ● Decrease and ○ Statistically non-significant change from 2018 (lollipop tail) to 2024 (lollipop head)



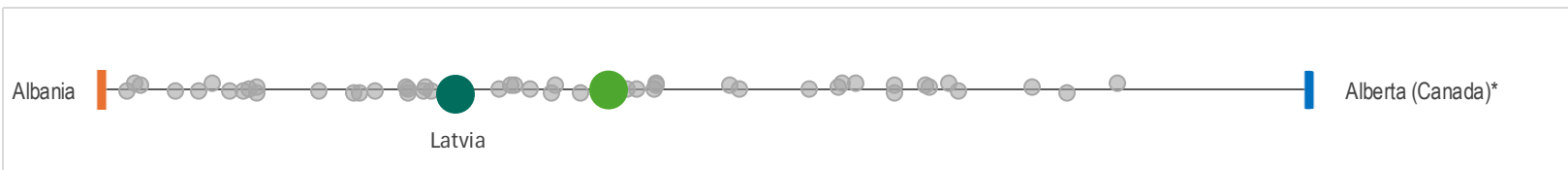


Teacher well-being vary across education systems

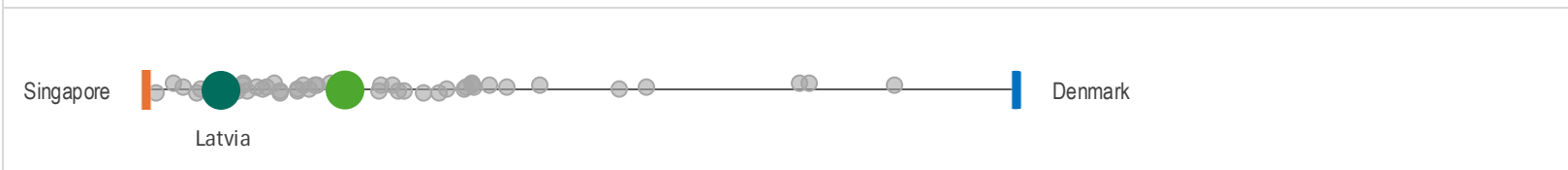
Share of teachers who report experiencing the following occurrences "a lot" in their work

● OECD average ● Education systems | Lowest value | Highest value

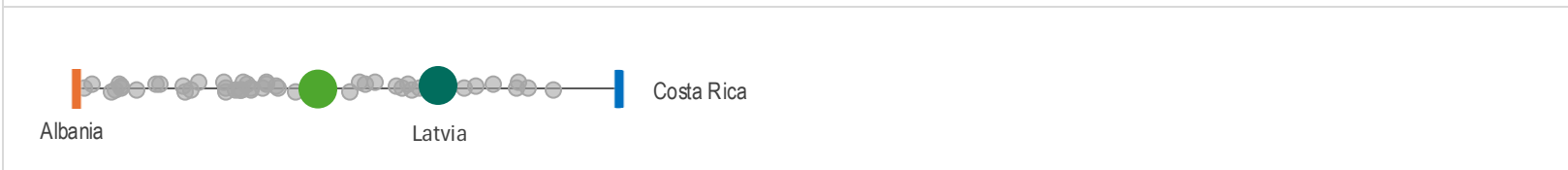
I experience stress in my work



My job leaves me time for my personal life



My job negatively impacts my mental health



My job negatively impacts my physical health

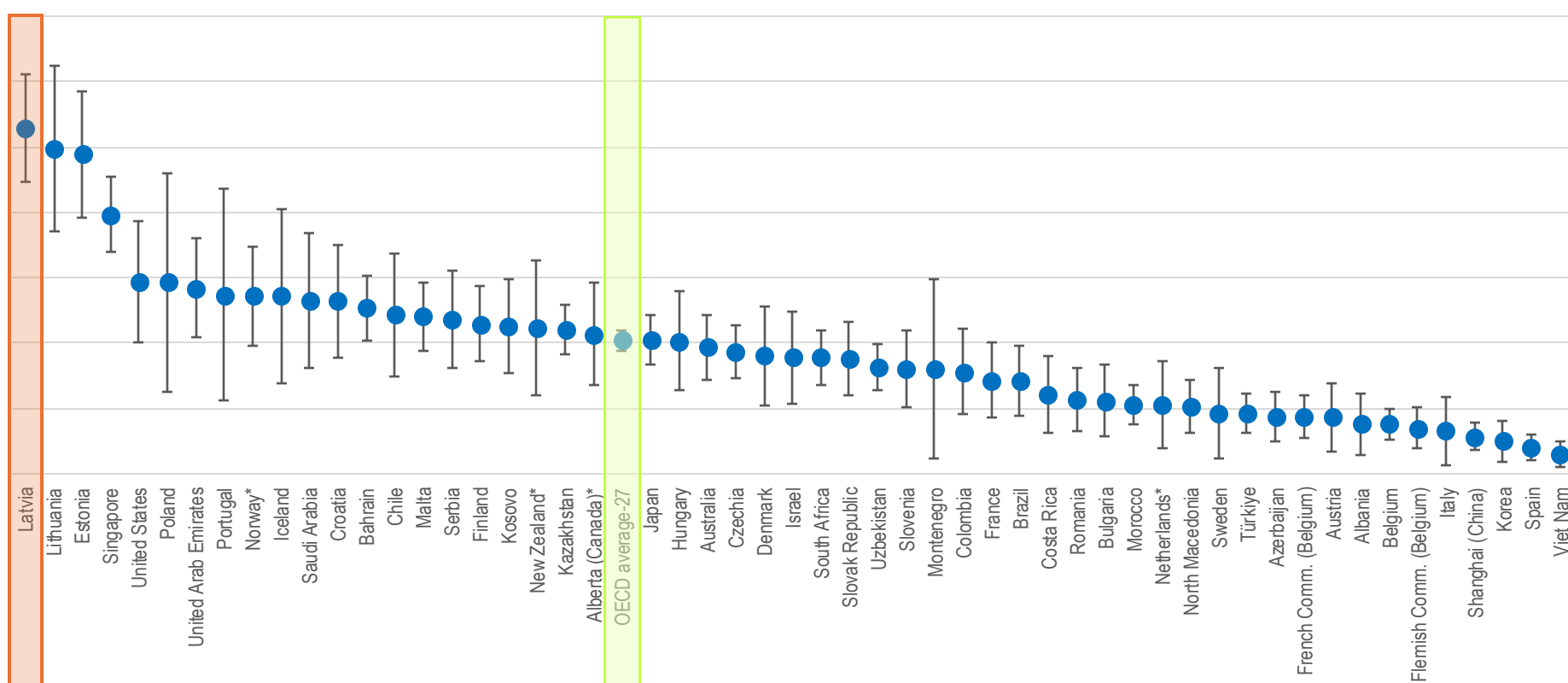


0 5 10 15 20 25 30 35 40 45 50



In some systems, a high share of young teachers wish to leave the profession

Share of teachers under the age of 30 who intend to leave teaching within the next five years



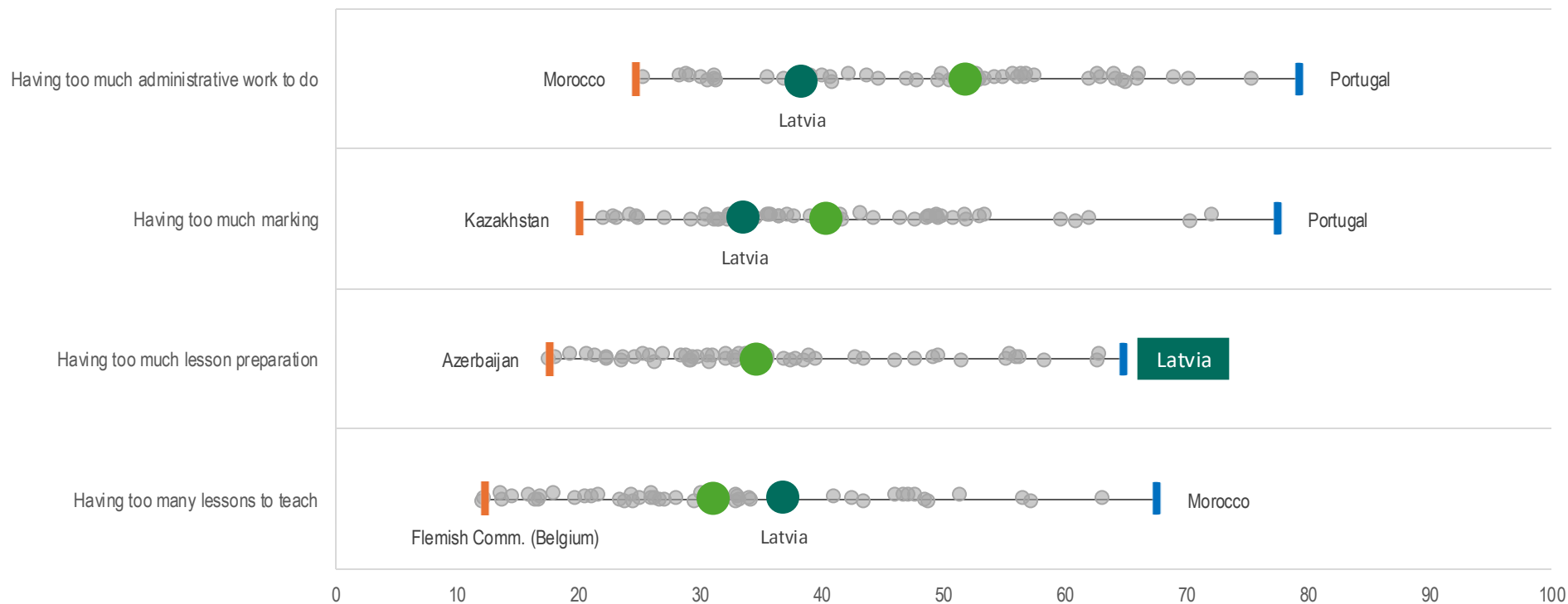
Demands of teaching
What stresses teachers most?



Administrative work remains the most common stressor

Share of teachers who report that the following are sources of stress “quite a bit” or “a lot”

● OECD average ● Education systems | Lowest value | Highest value





Most common sources of teachers' stress in **LATVIA**

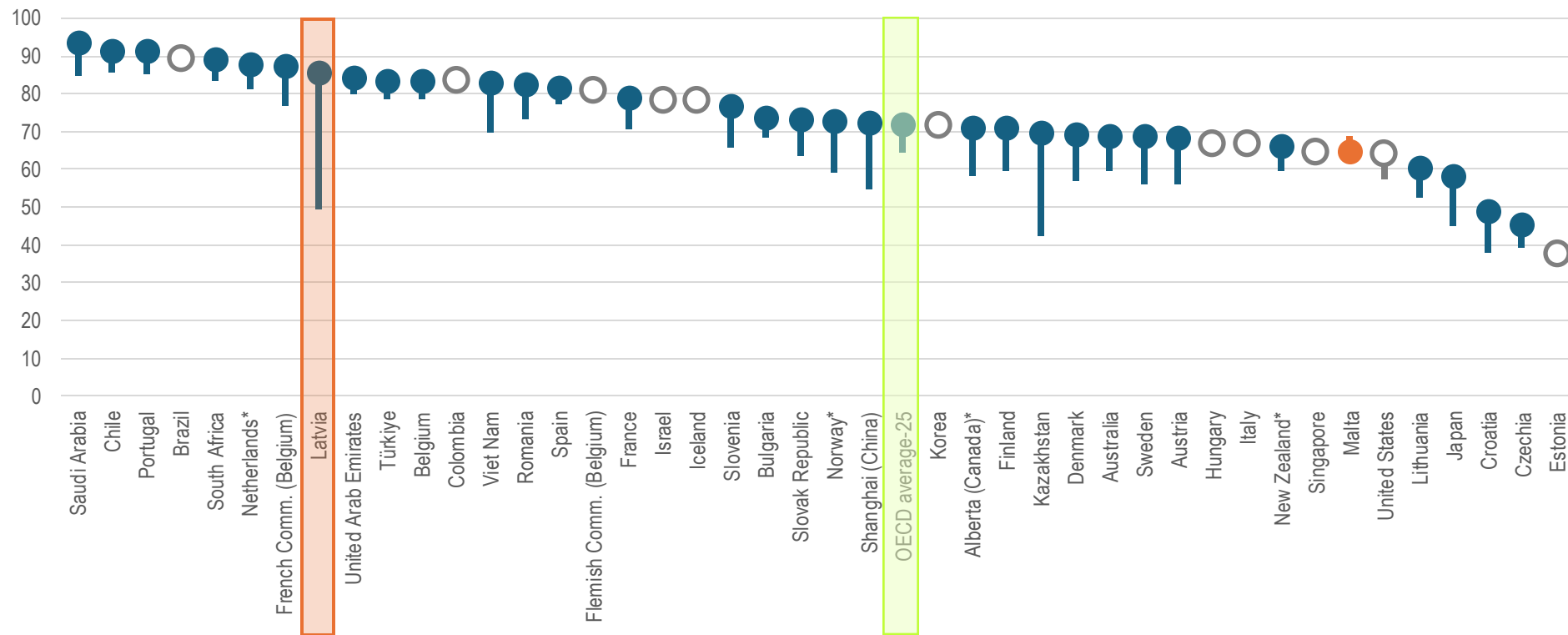
Share of teachers who report that the following are sources of stress “quite a bit” or “a lot”



Teachers need to deal with disruptive students more frequently

Share of teachers who “frequently” or “always” calm students who are disruptive

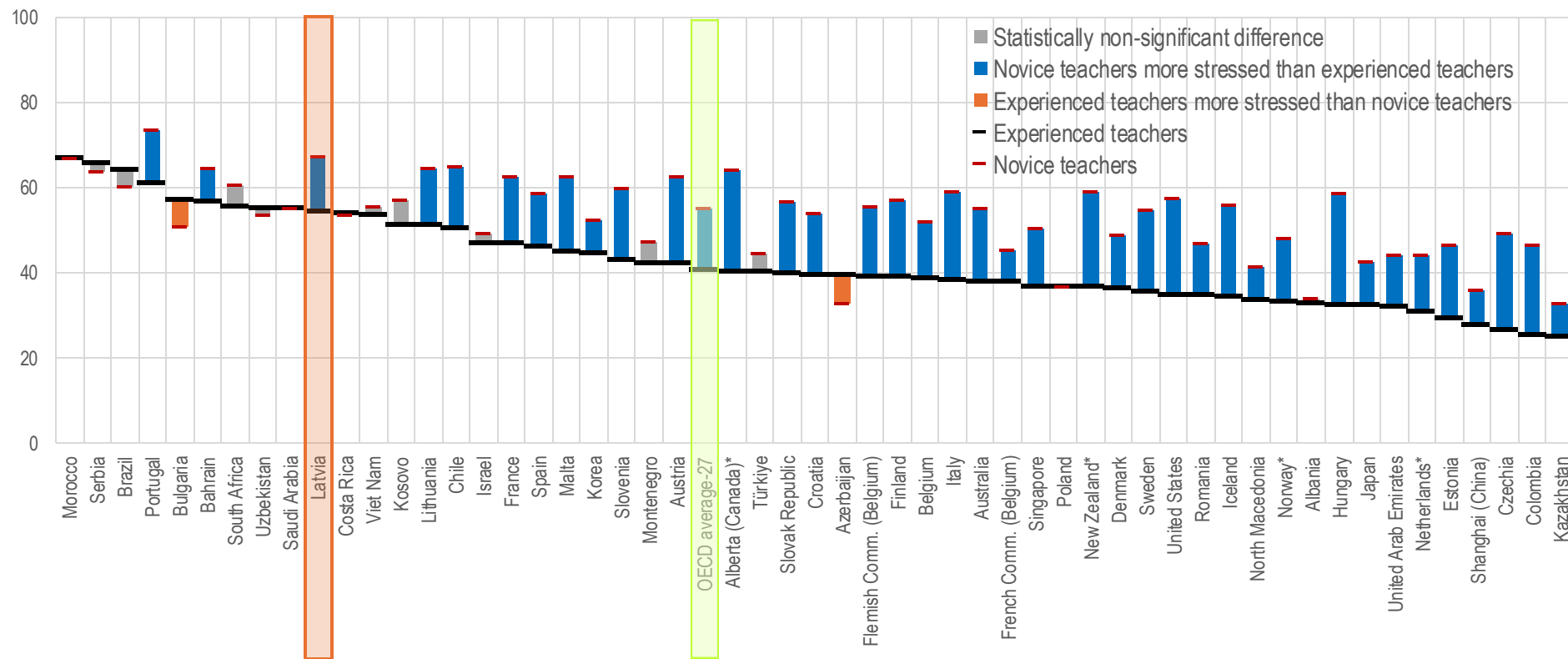
● Increase, ● Decrease and ○ Statistically non-significant change from 2018 (lollipop tail) to 2024 (lollipop head)





Maintaining discipline is more stressful for novice teachers

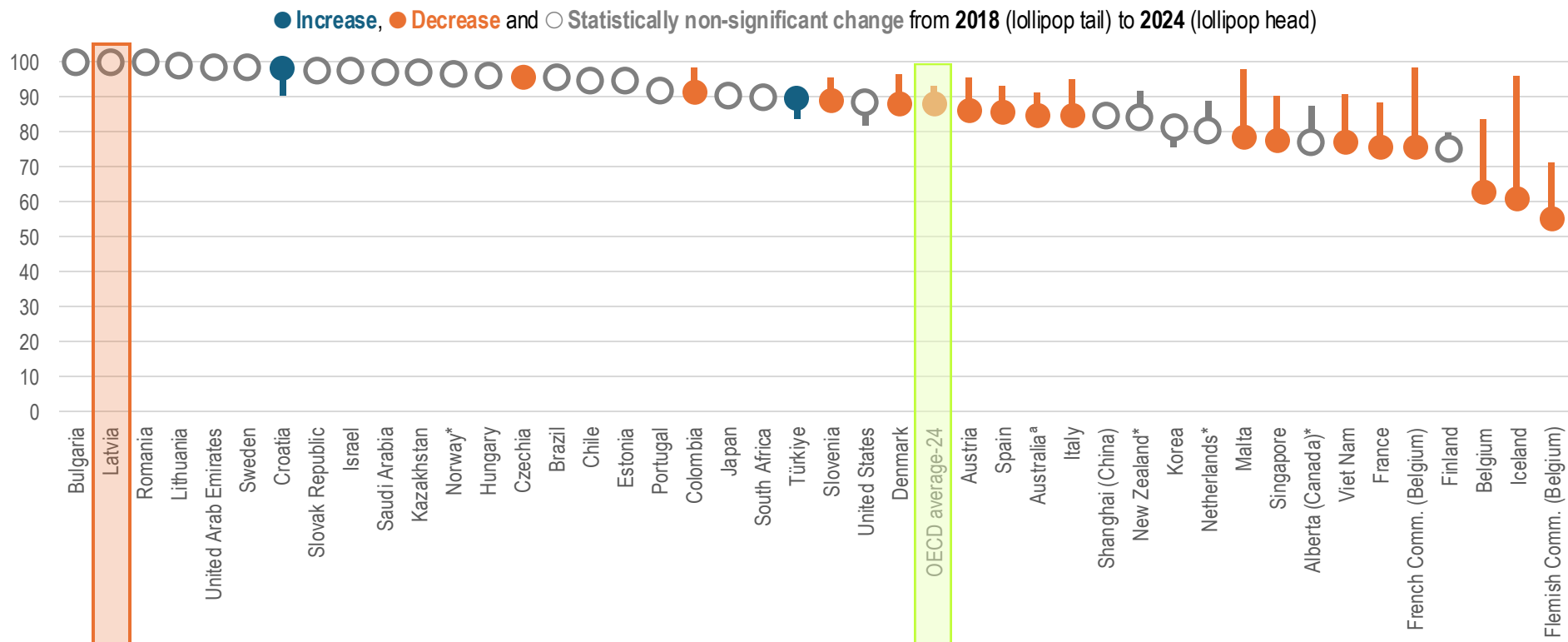
Share of teachers who report that maintaining classroom discipline is a source of stress “quite a bit” or “a lot”





The use of student performance data in appraisal is less prevalent

Share of teachers in schools where students' external results are used in the formal appraisal of teachers' work

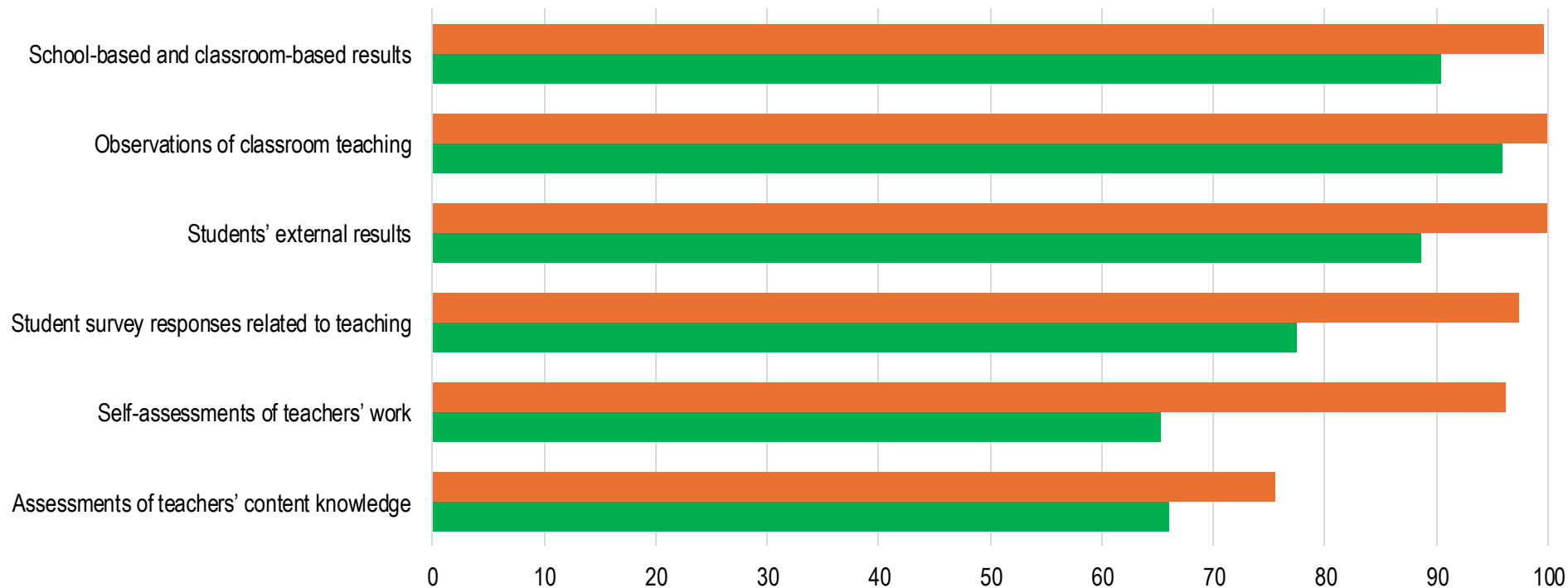




Teacher appraisal relies on various methods

Share of teachers in schools where the following types of information are used in the formal appraisal of teachers' work

Latvia OECD average-27

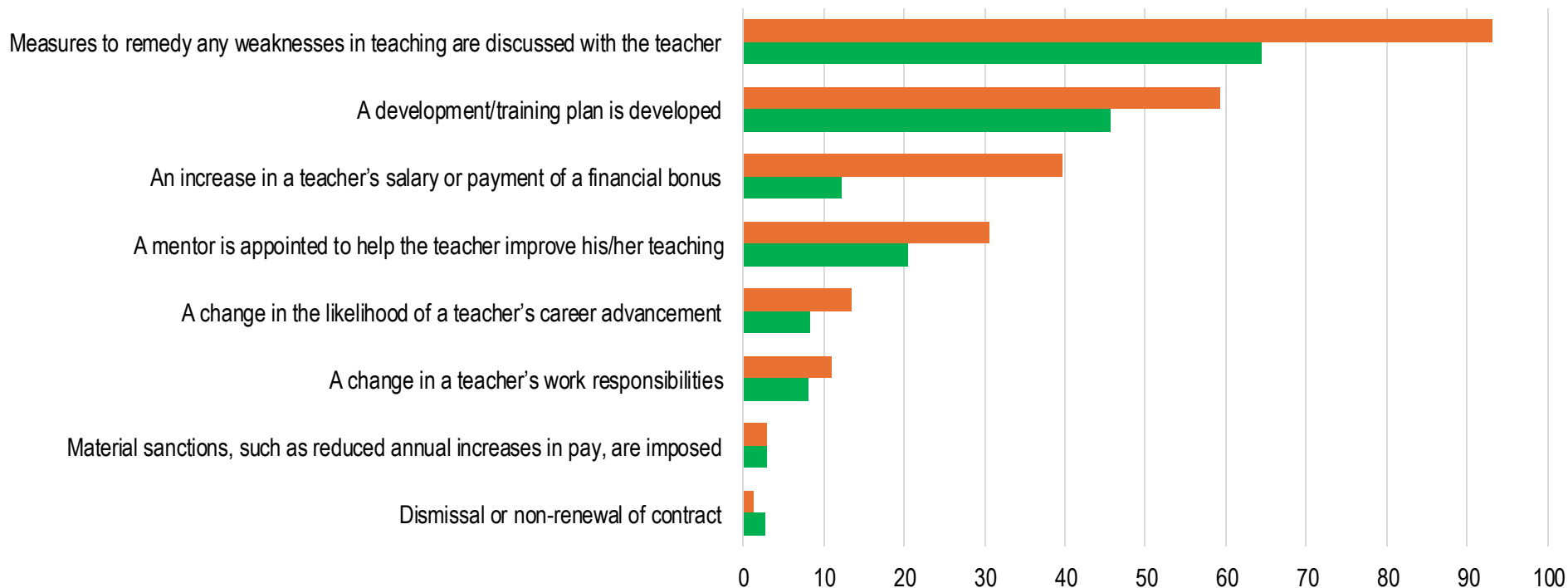




Teacher appraisal most often leads to discussion to address weaknesses

Share of teachers in schools where the following occurs "most of the time" or "always" as a consequence of formal teacher appraisal

Latvia OECD average-27



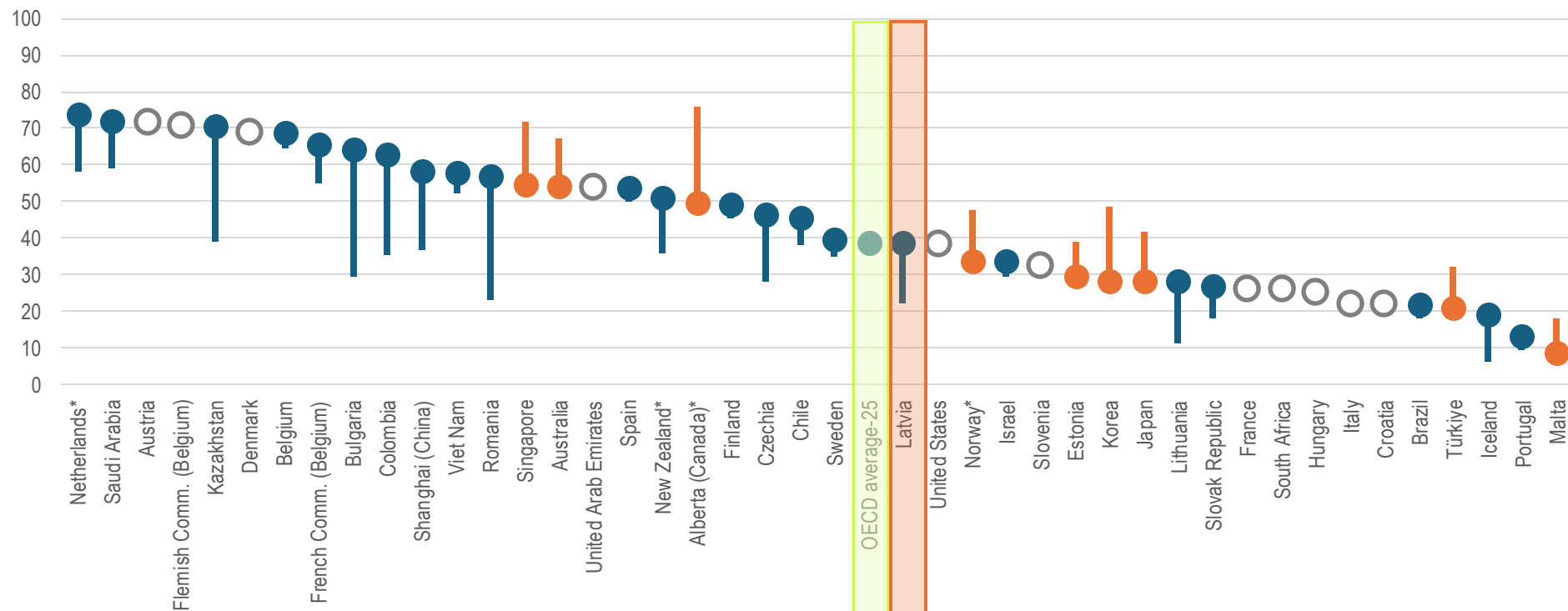
Status of teaching & employment terms
Do teachers feel valued?



Teachers' satisfaction with their salaries is increasing

Share of teachers who “agree” or “strongly agree” that they are satisfied with their salaries

● Increase, ● Decrease and ○ Statistically non-significant change from 2018 (lollipop tail) to 2024 (lollipop head)

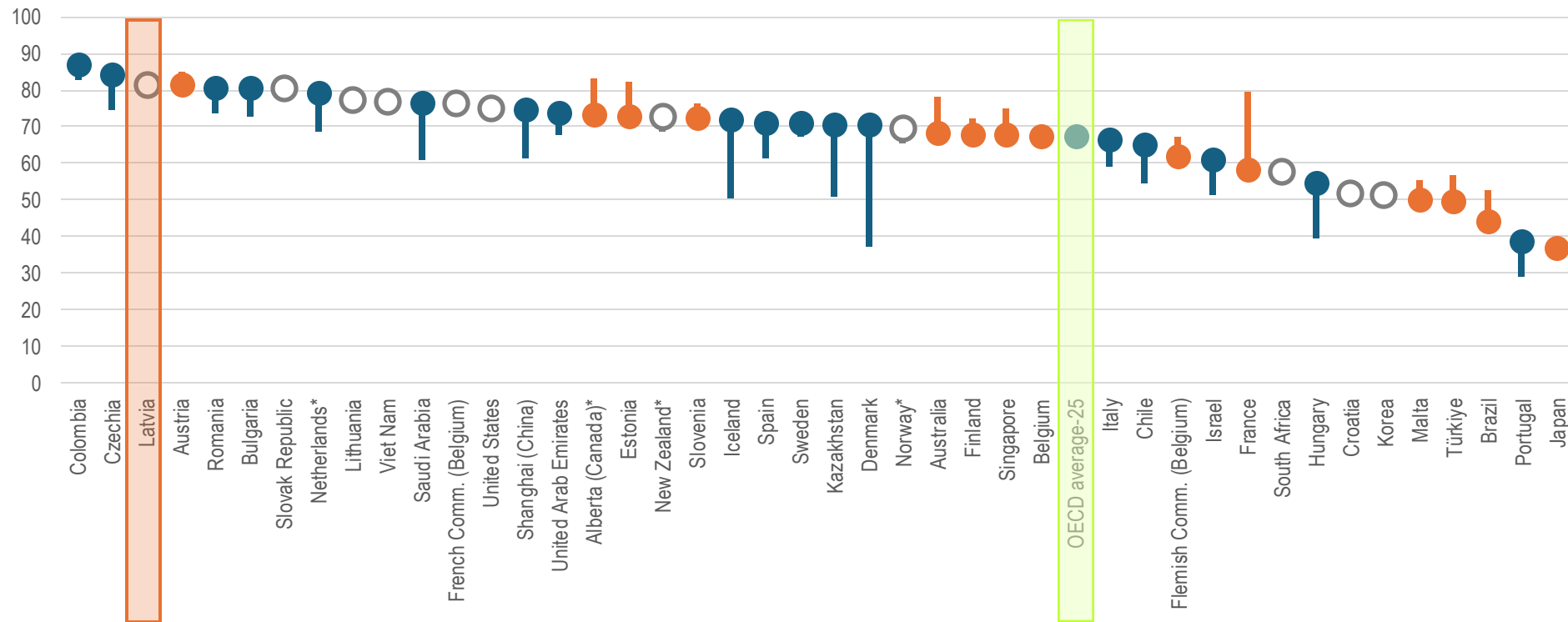




Teachers' satisfaction with their employment terms (excluding salaries) is increasing in some systems

Share of teachers who “agree” or “strongly agree” that they are satisfied with their employment terms (excluding salaries)

● Increase, ● Decrease and ○ Statistically non-significant change from 2018 (lollipop tail) to 2024 (lollipop head)

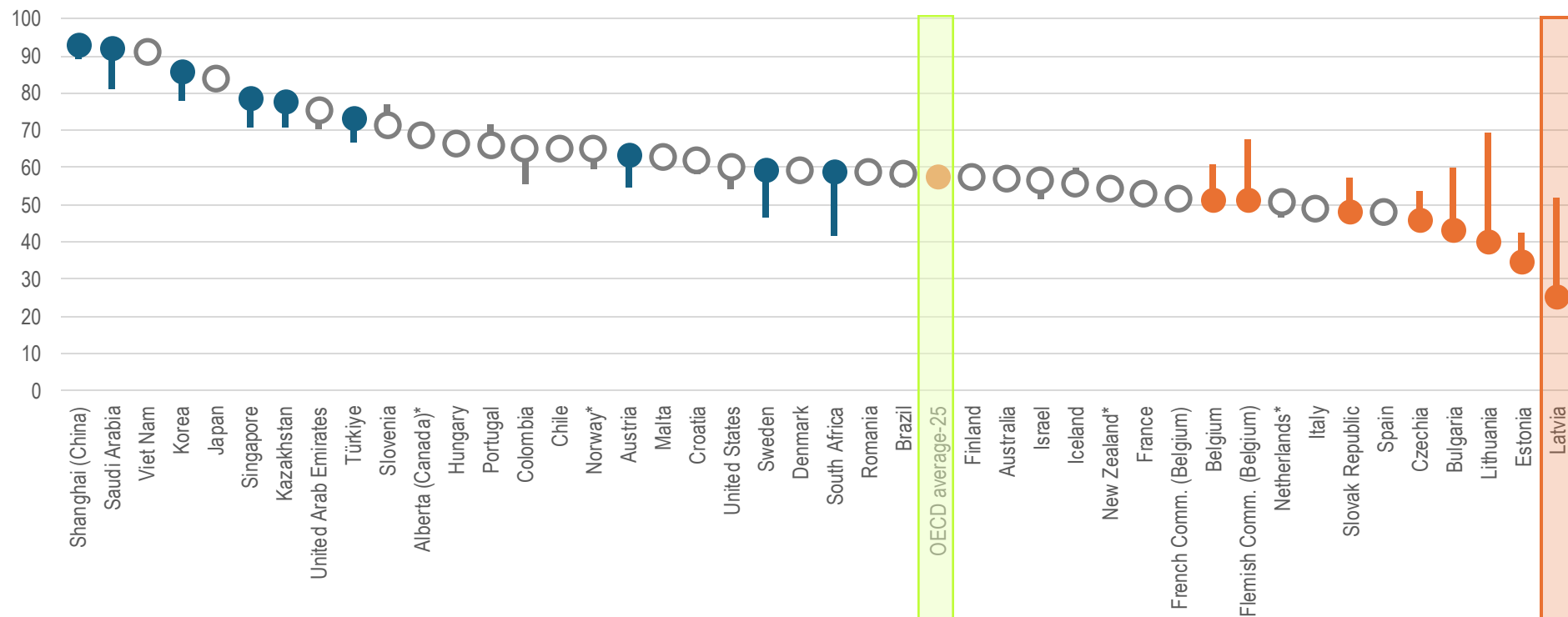




In some systems, novice teachers more often choose teaching as their first career

Share of novice teachers who report that teaching was their first career choice

● Increase, ● Decrease and ○ Statistically non-significant change from 2018 (lollipop tail) to 2024 (lollipop head)

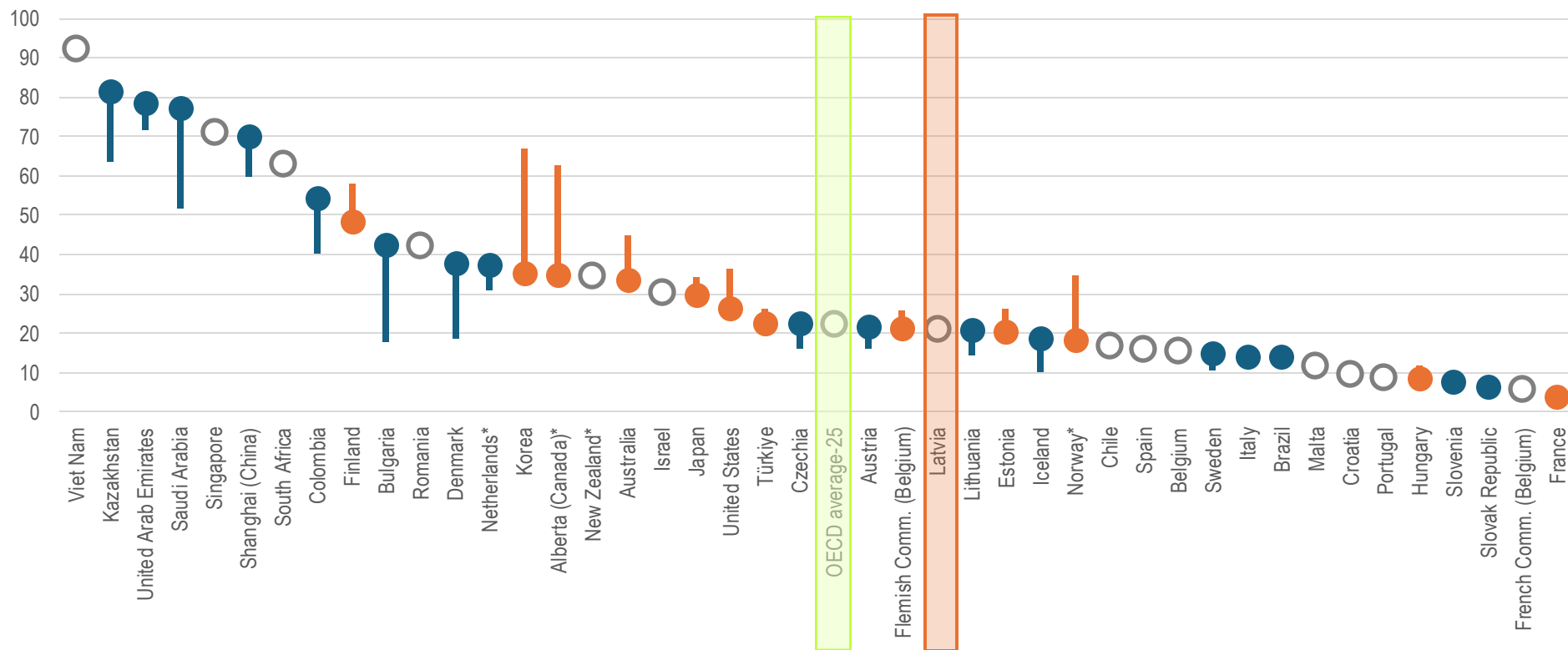




Perceptions of being valued have evolved differently across systems

Share of teachers who "agree" or "strongly agree" that the teaching profession is valued by society

● Increase, ● Decrease and ○ Statistically non-significant change from 2018 (lollipop tail) to 2024 (lollipop head)





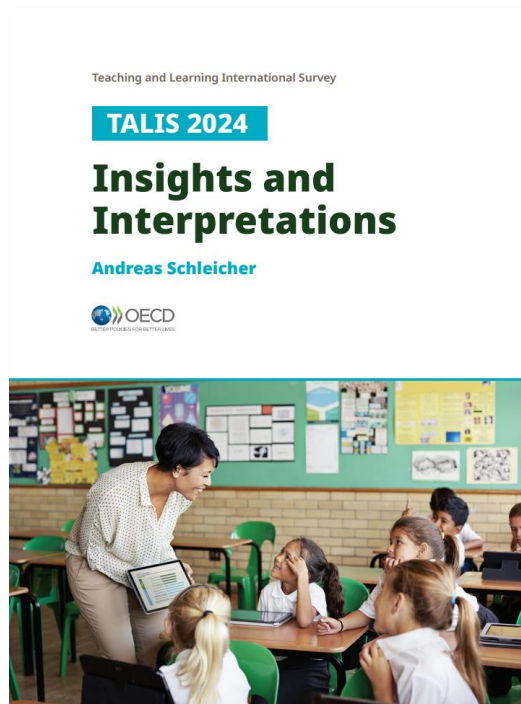
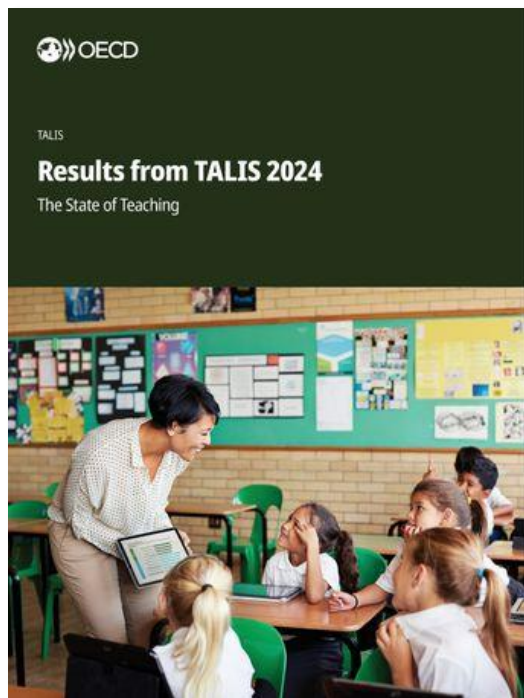
TALIS 2024





Find the report and more...

TALIS homepage → <https://www.oecd.org/en/about/programmes/talis.html>



Thank you & Questions