

A Study on the International Comparison of Teachers, Principals, and Teaching and Learning – Results from TALIS 2013

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This study was conducted to analyze teachers, principals, and teaching and learning of Korea based on the results of OECD's Teaching and Learning International Survey (TALIS) 2013. Through analyses of the results of TALIS 2013 focusing on Korea from an international comparative perspective, this study aimed to provide policy alternatives to improve teaching and learning conditions of Korea and enhance the teaching profession including school leadership.

More specifically, with five major themes of TALIS 2013 (school leadership, teachers' professional development, teacher appraisal and feedback, teacher practices and environment, and teachers' self-efficacy and job satisfaction), the study focused on a. examining the results of TALIS 2013, with particular interest on Korea's results; b. comparing the results of TALIS 2013 with TALIS 2008; c. identifying trends and issues of Korea's teacher policy and providing policy alternatives. The research methods utilized in this study are literature review, focus group interview, case study (of selected theme and country, and participation in TALIS related international seminar.

The primary findings of this study are, first, Korean principals, compared to other TALIS participating countries, had little or no authority on making decisions for school

operation. In addition, although Korean principals showed high level of recognition for instructional leadership, it did not link with actual support for teaching and learning. their teachers and schools, and had to show more instructional leadership. In the case of teachers, Korean teachers showed high level of participation in professional development, but it was found that teachers lack support, monetary and non-monetary, for their professional development. In addition, Korean teachers showed high level of needs of professional development programs that were more related to classroom management, student counseling, and utilizing ICT in classroom. In the same vein, Korean teachers reported that they receive appraisal and feedback in various different methods and personnel, and generally had positive perception of teacher appraisal and feedback. Teachers, however, did not acknowledge the current teacher appraisal and feedback system as a changing force of their teaching practice. Finally, Korean teachers reported one of lowest in their self-efficacy and job satisfaction amongst the TALIS participating countries.

In the comparison of TALIS 2008 and 2013, the age of principals as well as teachers were higher, impact of instructional leadership slightly less, but their educational attainment level was higher. In professional development of teachers, overall participation rate increased in TALIS 2013, but at the same time, participation rate for each area were lower and needs for various professional development programs were increased. In addition, it was found that teachers' perception of teacher appraisal and feedback positively increased in TALIS 2013. However, teachers' self-efficacy continued to be at the lower level compared to other countries.

Based on the key findings, the following policy suggestions could be made: 1. To introduce a principal training system; 2. Professional development as teachers' right; 3. Pursue various providers and methods of teacher appraisal and feedback; 4. Active teaching and learning - establishment of free semester system; 5. Improving teaching and learning environment - reduce administrative tasks.

Keywords : OECD TALIS 2013, Teaching environment, Teaching and Learning, Principal, Professional development, Teacher appraisal and feedback, Teaching practice, Teacher self-efficacy and job satisfaction