

ABSTRACT

A Study on the International Comparison of Teacher and Teaching Profession

– First Results from TALIS –

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This study was conducted to analyze both strengths and weaknesses of teachers and teaching profession in Korea based upon the 1st release of TALIS(Teaching and Learning International Survey) in which 23 OECD member countries had took part from 2006 to 2008. Its major aim is to develop policies for teaching profession which can maintain the strengths while supplementing the weaknesses. In addition, this study will support the 1st year research of the 2nd release of TALIS(TALIS 2013), which will be implemented for three years from 2011, in order to enhance the correlation with the 1st release of TALIS and collect more abundant international comparison data.

To achieve the objectives of the study, Korea Educational Development Institute have conducted four specific researches. The first research was “international comparison of the 1st release of TALIS” which provides the comparison analysis of the TALIS 1st report from the international perspective. The second research was “interpretation of the international comparison result of

the TALIS 1st report” which analyzes both strengths and weaknesses of the teaching profession in Korea base on the international comparison result of TALIS. The third one was “problems and assignments of the Korea’s current policy for teaching profession discovered through the TALIS result” which suggests a solution of supplementing the weaknesses. The fourth work was “English-Korean translation of the TALIS 1st Report,” which was published in 2009.

Korea Educational Development Institute had utilized various research tools for this study. For example, it translated and reviewed the 1st TALIS report, analyzed various materials related with TALIS, and utilized the nominal group technic to define strong points and weak points that Korean teachers have and develop effective policies for improvement. In addition, it hosted the official discussions to collect opinions from teachers and ideas on policy direction and participated in the meeting for national project managers and workshops for successful implementation of TALIS 2013.

“International comparison of the 1st release of TALIS” suggests strong and weak points that Korean teachers and teaching profession-related policies have. The average of TALIS served as criteria for defining the strong points and weak points. The analysis of the 1st TALIS result excluded researchers’ value judgement while the value judgement of the member countries were reflected to some extent.

Through the study, the excellence of Korean teachers was once again verified. In other words, there are a great number of high-caliber teachers in Korea, and they have much interest in and invest significant time in their professional development. Additionally, they regard students as active participants and implement various teaching methods for the students. School principals also do their part by supporting teachers in those efforts. However, It was found that

Korean teachers have relatively low self-efficacy and job satisfaction, do not fully trust the teacher evaluation result, and receive weak support for professional development, all of which are the areas in need of improvement.

In “Interpretation of the international comparison result of the 1st TALIS report,” the institute interpreted the 1st TALIS report from teachers’ and experts’ perspective and based on the result of the advanced research. It interpreted each section and category of TALIS and conducted the general interpretation by using the TALIS international analysis framework.

In “problems and assignments of the Korea’s current policy for teaching profession discovered through the TALIS result,” the study suggests 11 major tasks which are considered to be helpful for policies related with Korea’s teaching profession: 1. To help teachers concentrate on preparing for classes by minimizing additional tasks, 2. To enhance the compulsory training program for teachers, 3. To develop various training programs centered on trainees, 4. To increase the government’s support for training programs, 5. To strengthen teachers’ training programs which can help establish discipline within class and school, 6. To strengthen teachers’ self-efficacy by operating learning groups within school, 7. To enhance teacher evaluation feedback by acknowledging evaluation result as official achievement, 8. To support developing teachers’ expertise by activating the teaching ability development assessment, 9. To strengthen efforts to improve the quality of school evaluation, 10. To analyze the characteristics of school leadership and develop various forms of leadership, 11. To reexamine variables of teachers to improve school leadership.

Keywords: Teaching and Learning, International Survey, OECD, TALIS,
Teaching environment, Culture of teaching profession