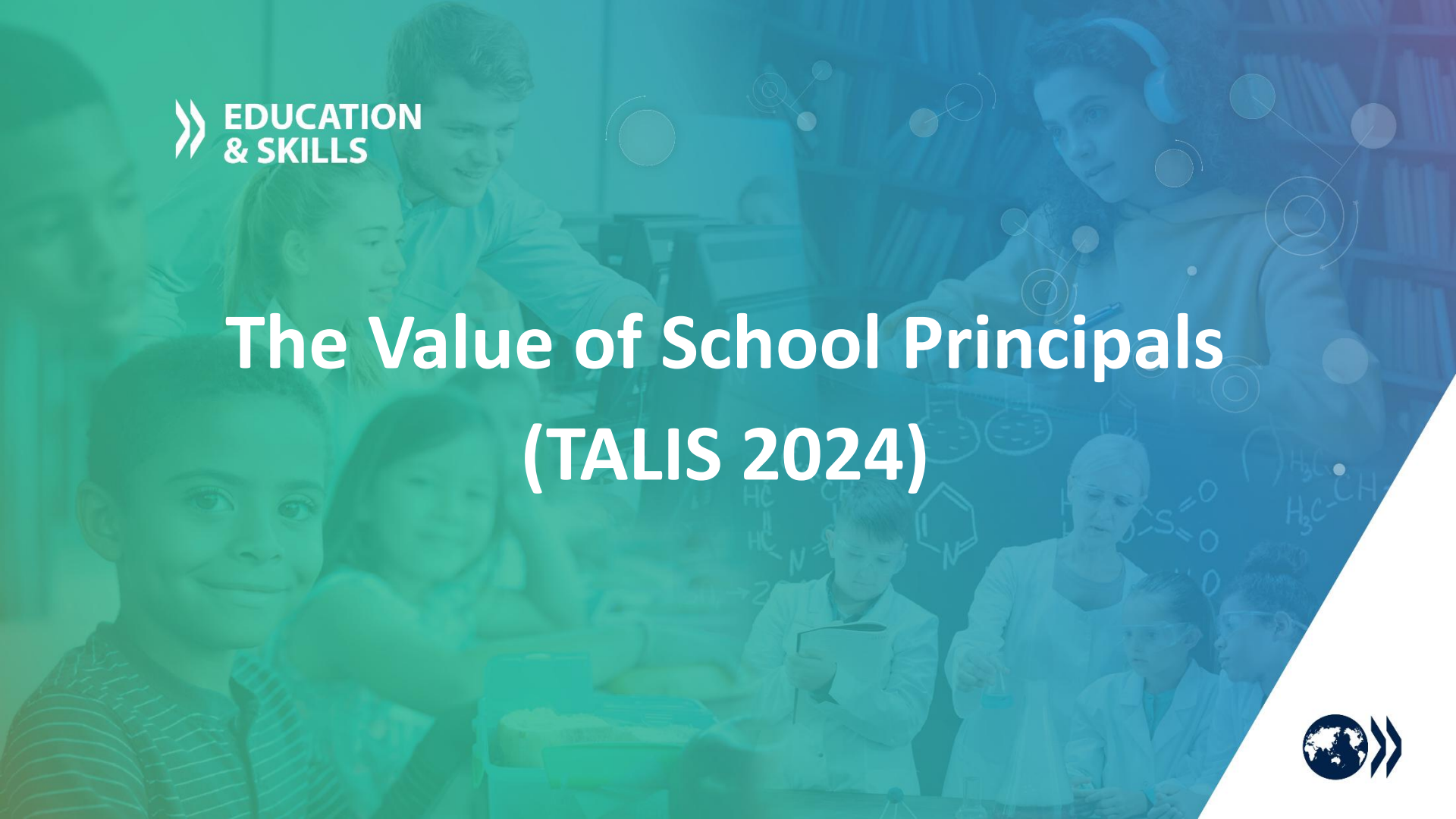
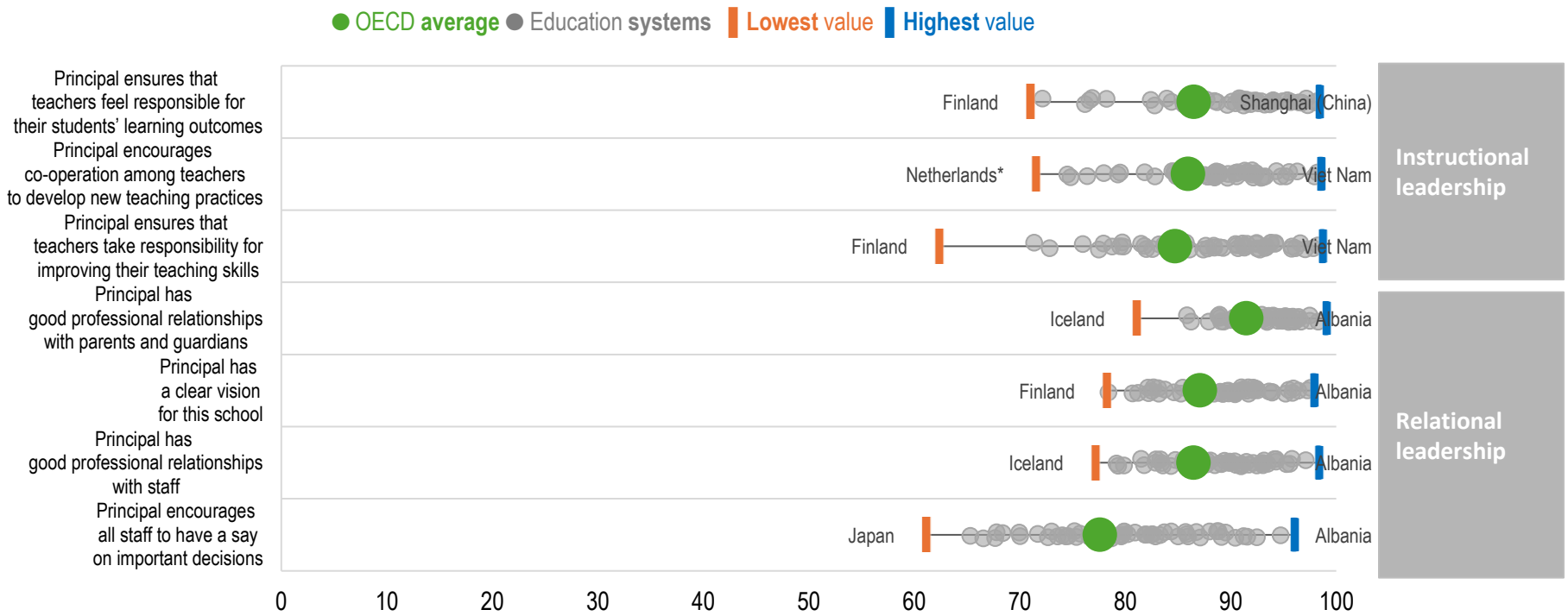
EDUCATION & SKILLS

The Value of School Principals (TALIS 2024)



Most teachers rate their principals' leadership positively

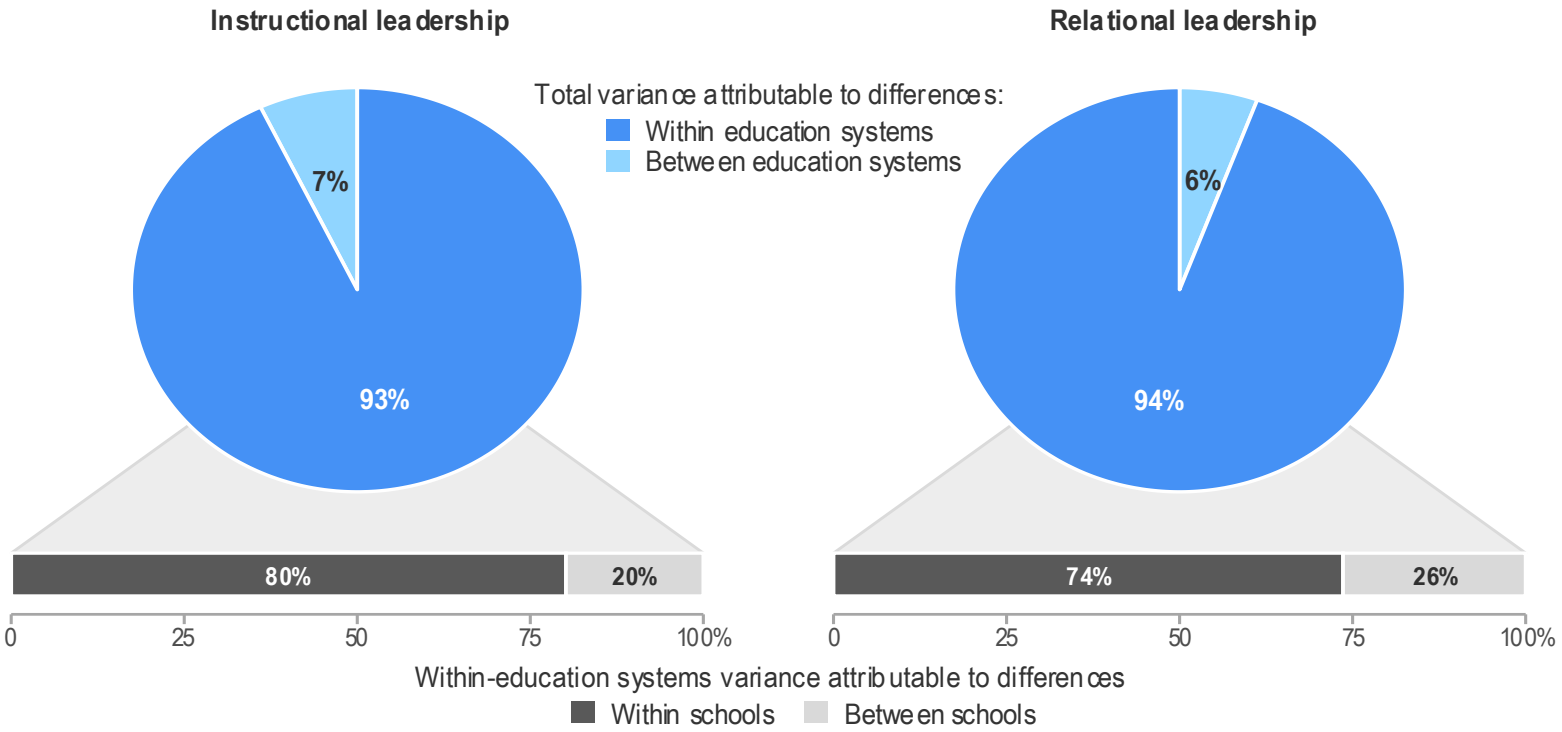
Percentage of lower secondary teachers who "agree" or "strongly agree" with the following statements about the principal at their school



[OECD, TALIS 2024 Database, Tables 1.2 and 1.3]

Perceived leadership varies much more within than across systems

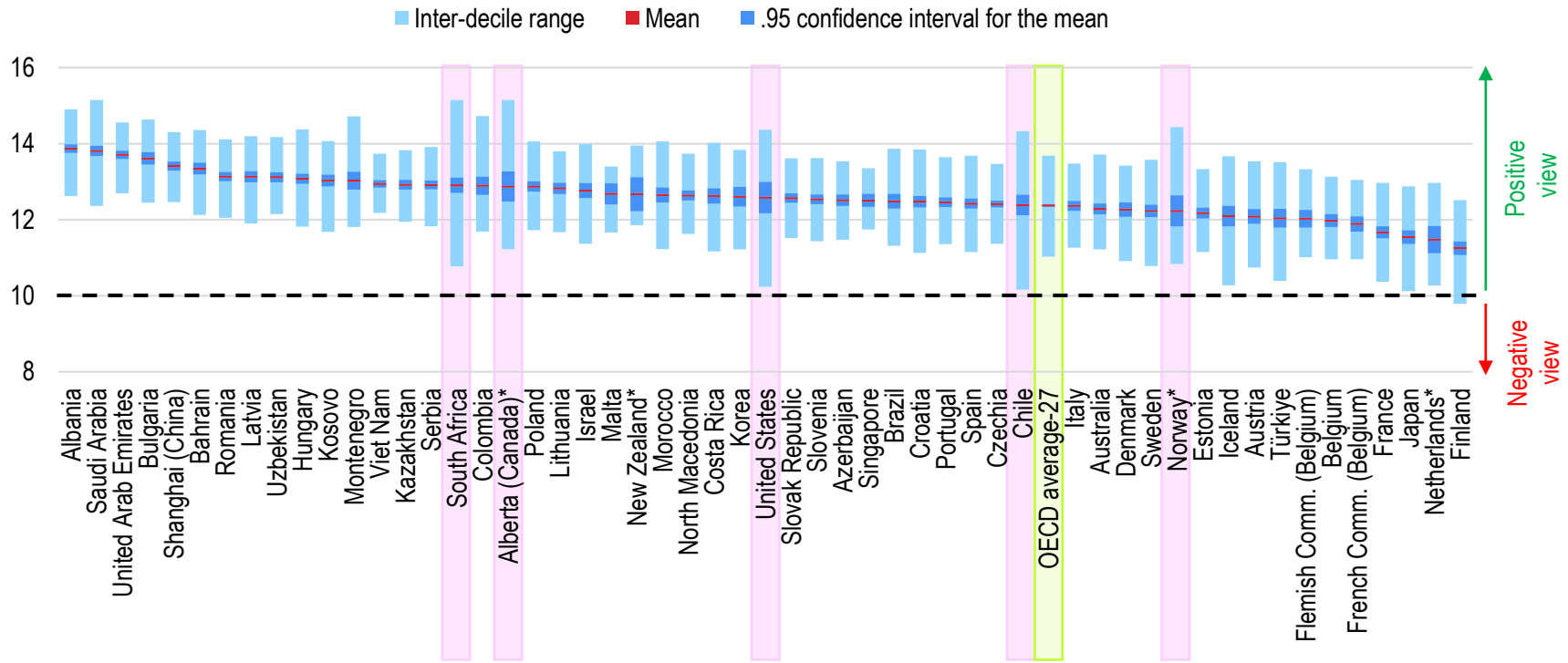
Based on lower secondary principals' instructional and relational leadership scales (education systems participating in TALIS)



[Figure 1.1 / OECD, TALIS 2024 Database, Tables 1.4 and 1.5]

Perceived leadership varies widely between schools in some systems

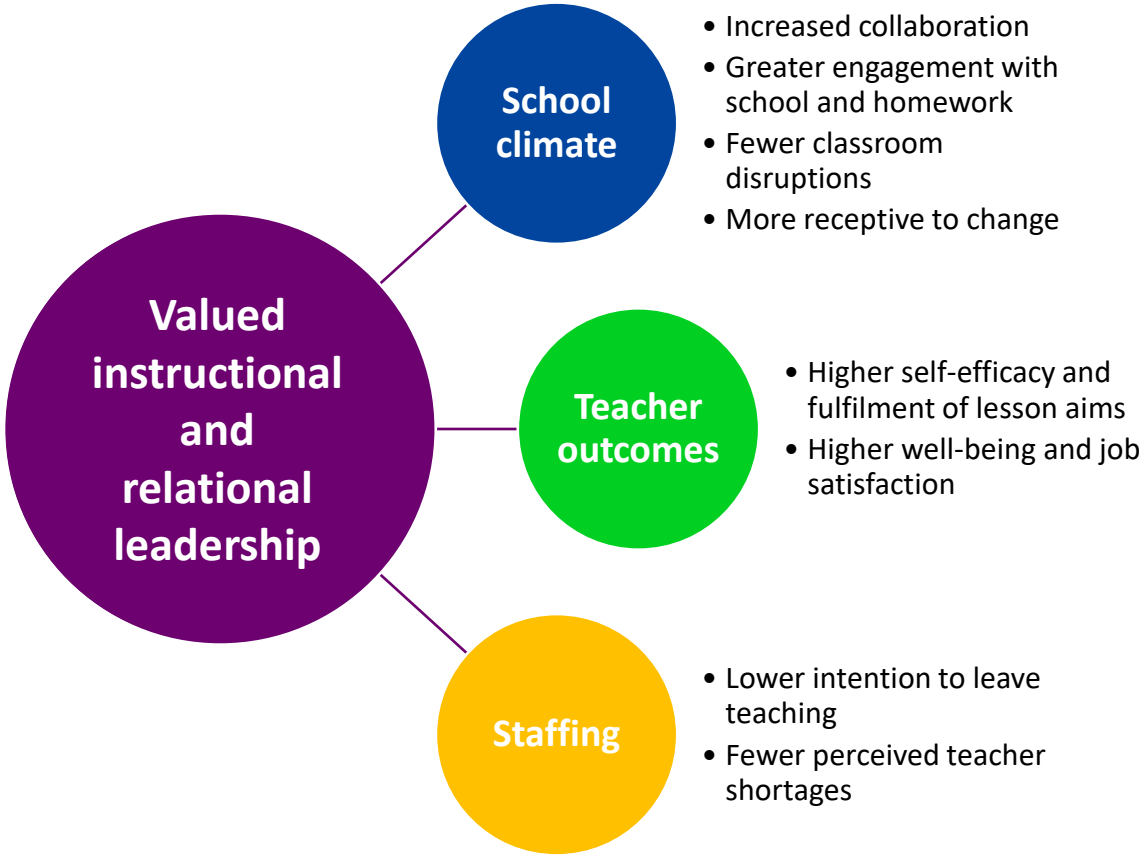
School-level average of lower secondary principals' instructional leadership scale



*Estimates should be interpreted with caution due to a higher risk of non-response bias.

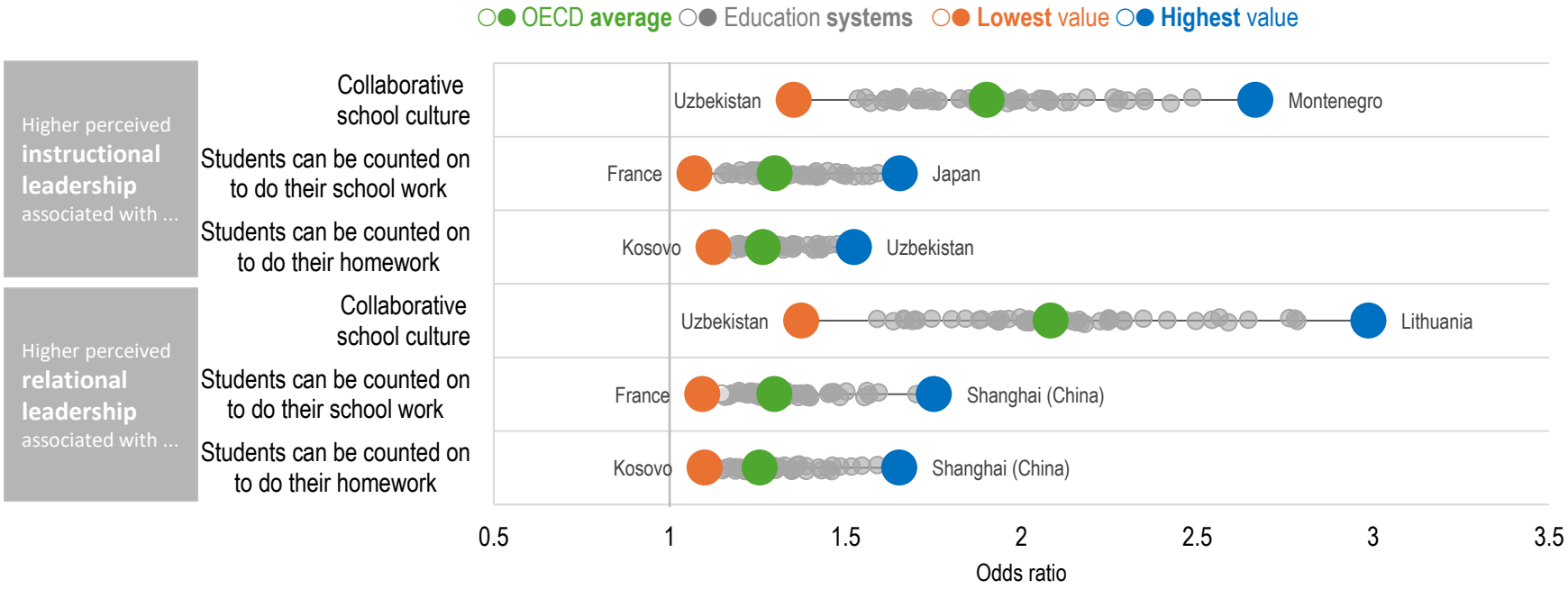
[Figure 1.3 / OECD, TALIS 2024 Database, Table 1.15]

Valued leadership relates to better outcomes



Valued leadership is linked to greater collaboration and engagement with school and homework…

Change in the likelihood of lower secondary teachers "agree[ing]" or "strongly agree[ing]" with the following statements associated with a one-unit increase in the scales of lower secondary principals' instructional and relational leadership

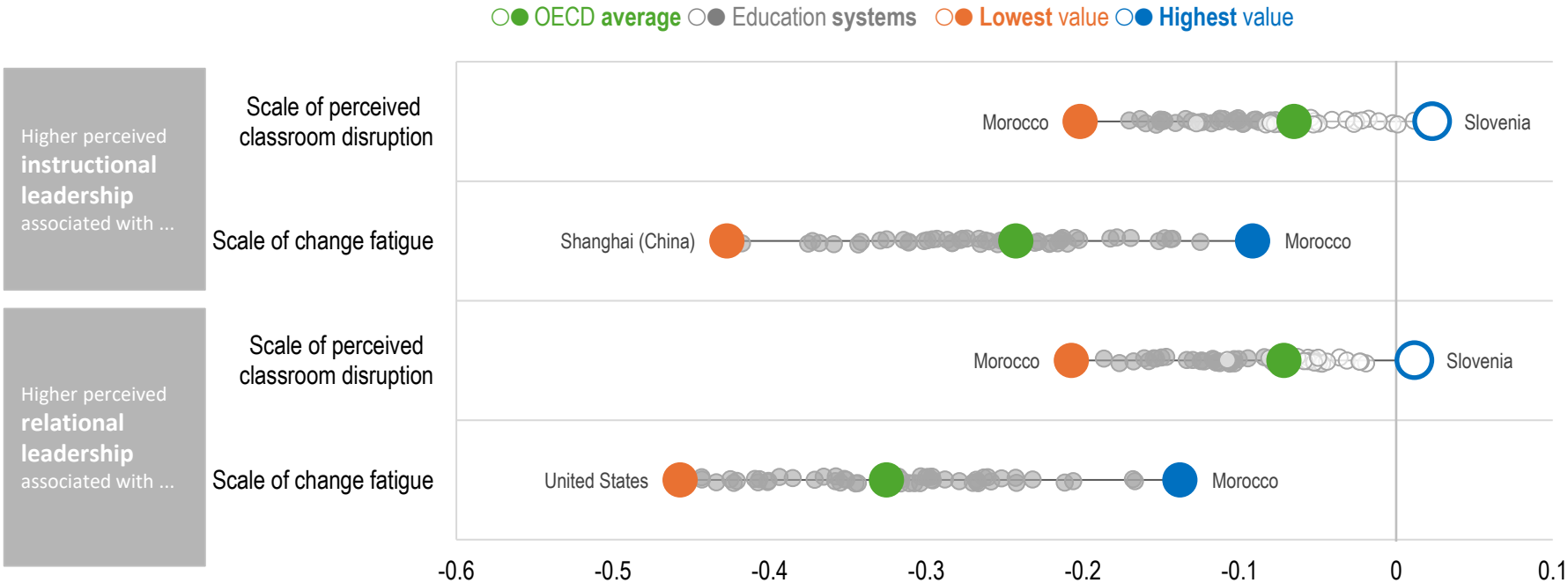


Statistically significant coefficients are highlighted with filled circles. Filled circles above 1 indicate a positive association, while those below 1 reflect a negative relationship.

[Figure 1.5 / OECD, TALIS 2024 Database, Tables 1.17, 1.18 and 1.19]

… fewer classroom disruptions and less change fatigue…

Change in the following scales associated with a one-unit increase in the scales of lower secondary principals' instructional and relational leadership

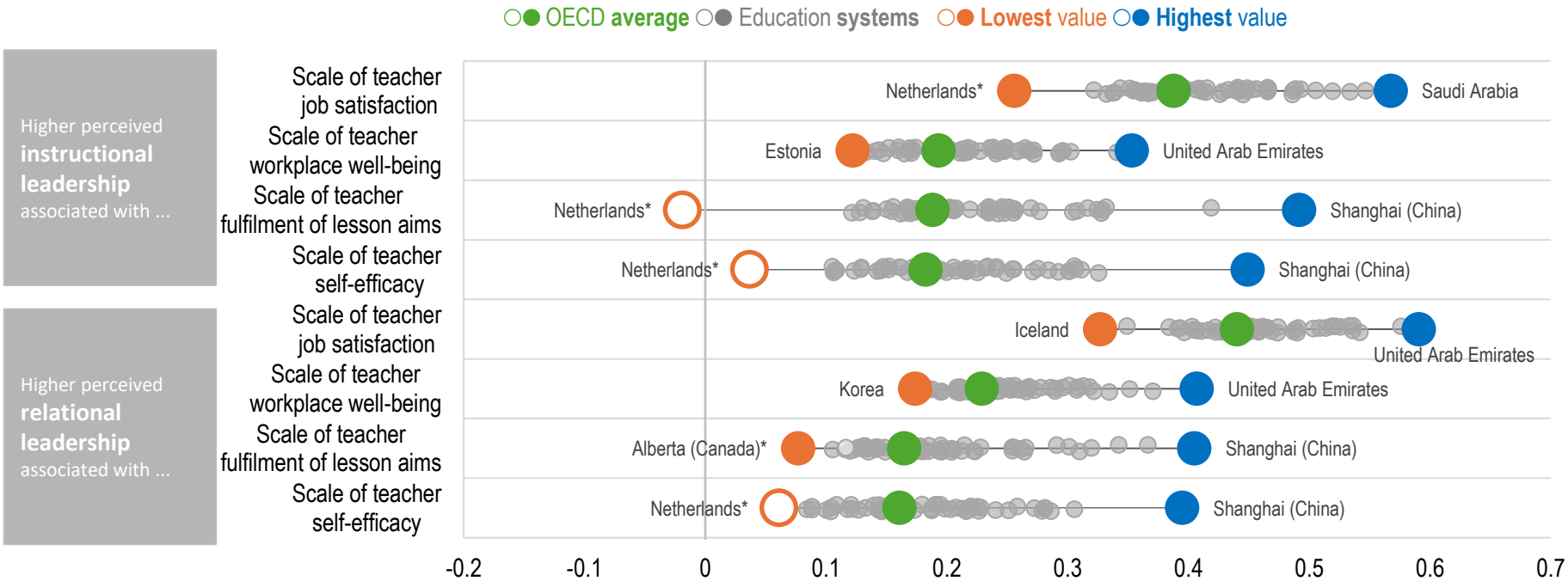


Statistically significant coefficients are highlighted with filled circles. Filled circles above 0 indicate a positive association, while those below 0 reflect a negative relationship.

[Figure 1.6 / OECD, TALIS 2024 Database, Tables 1.20 and 1.21]

… and better teacher outcomes

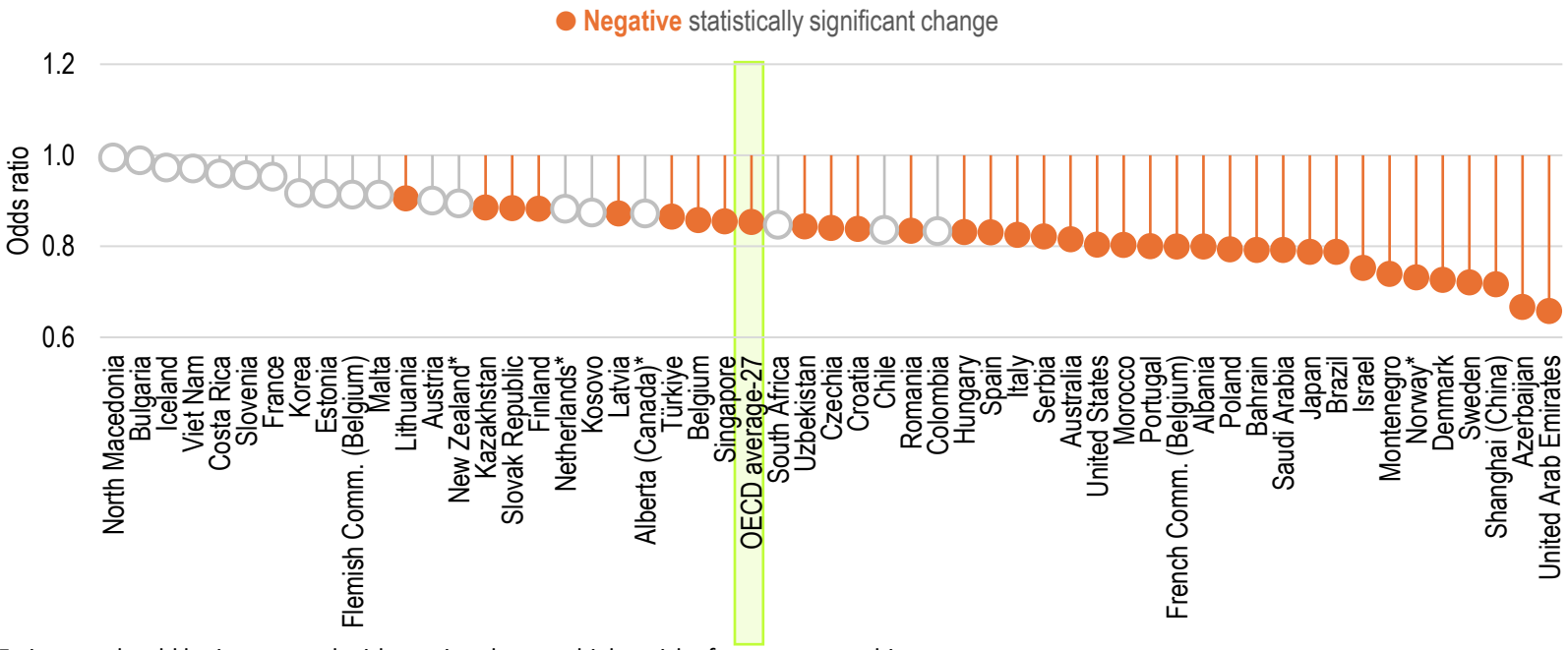
Change in the following scales associated with a one-unit increase in the scales of lower secondary principals' instructional and relational leadership



*Estimates should be interpreted with caution due to a higher risk of non-response bias.
Statistically significant coefficients are highlighted with filled circles. Filled circles above 0 indicate a positive association, while those below 0 reflect a negative relationship. [Figure 1.7 / OECD, TALIS 2024 Database, Tables 1.22, 1.23, 1.24 and 1.25]

In schools with valued leadership, teachers are less likely to consider leaving the profession…

Change in the likelihood of lower secondary teachers reporting their intention to leave teaching within the next five years associated with a one-unit increase in the scale of principals' relational leadership



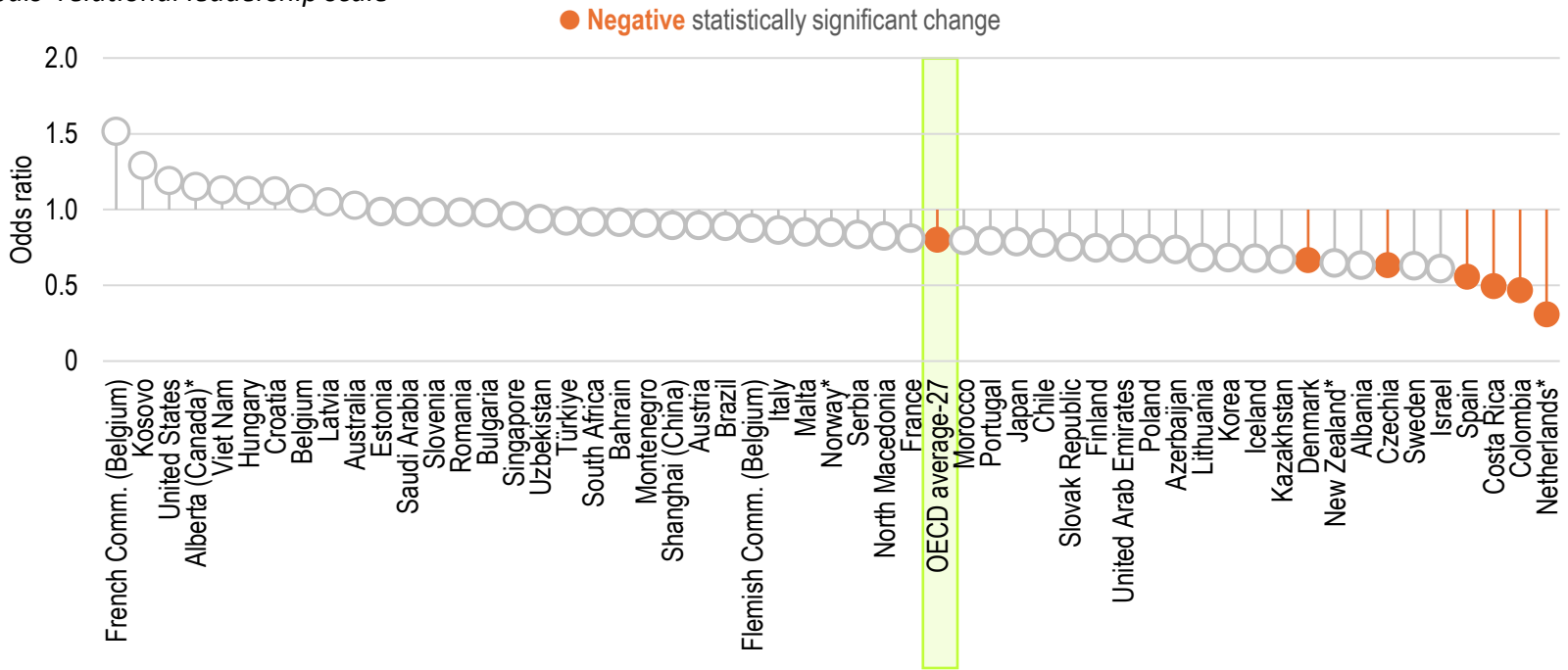
*Estimates should be interpreted with caution due to a higher risk of non-response bias.

Statistically significant coefficients are highlighted with filled circles. Filled circles above 1 indicate a positive association, while those below 1 reflect a negative relationship.

The analysis is restricted to teachers who report that retirement from work sector is "not at all likely" or "not very likely" to lead them to leave teaching within the next five years. [Figure 1.8 / OECD, TALIS 2024 Database, Table 1.28]

… and there are fewer reported teacher shortages

Change in the likelihood of lower secondary principals reporting that the school's capacity to provide quality instruction is currently hindered by a shortage of qualified teachers associated with a one-unit increase in the school-level average of principals' relational leadership scale

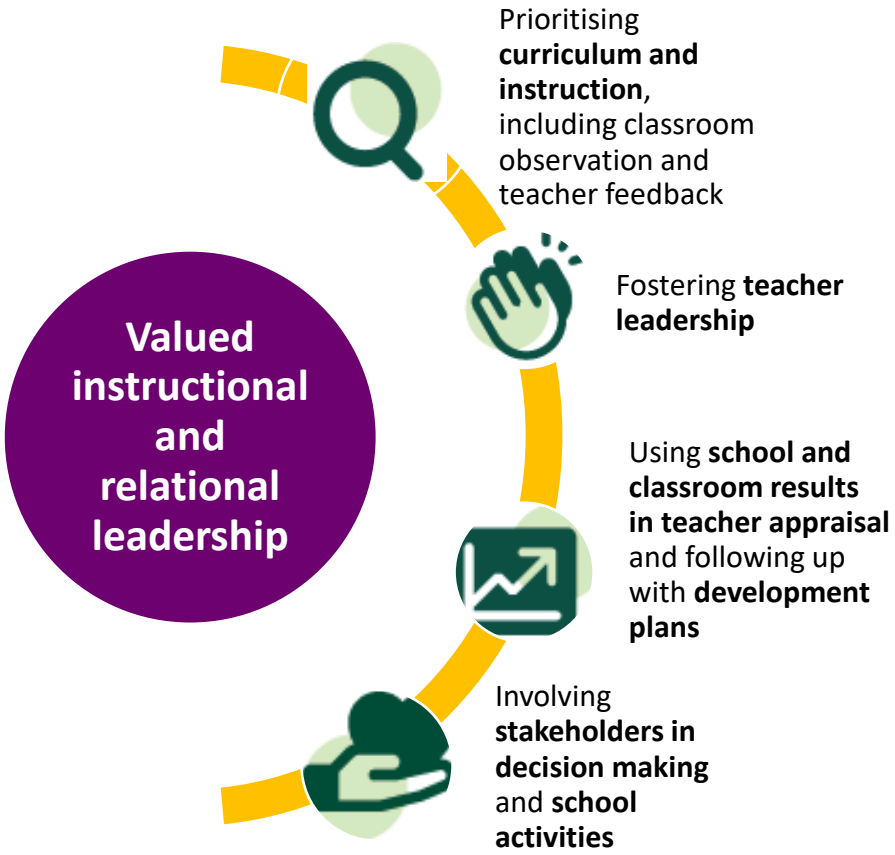


*Estimates should be interpreted with caution due to a higher risk of non-response bias.
Statistically significant coefficients are highlighted with filled circles. Filled circles above 1 indicate a positive association, while those below 1 reflect a negative relationship. [Figure 1.9 / OECD, TALIS 2024 Database, Table 1.29]



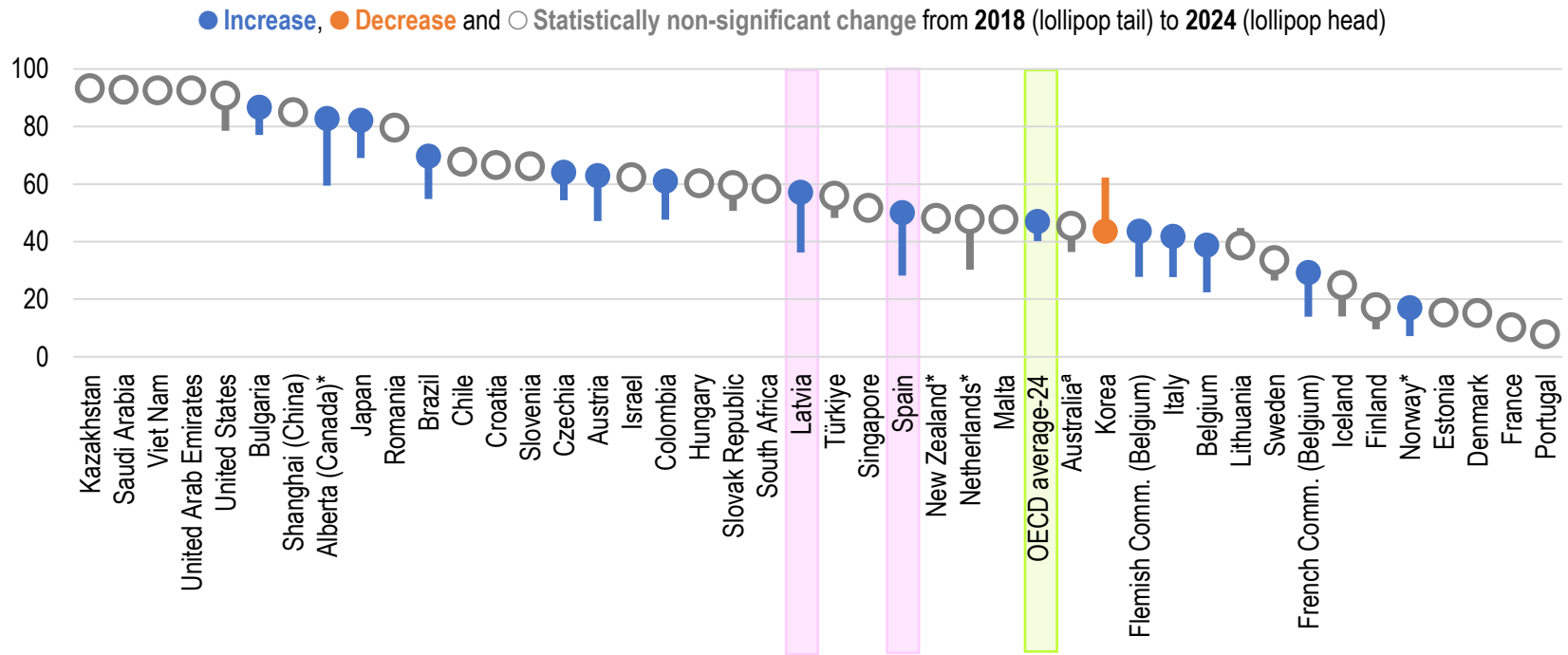
What makes school principals valued by teachers?

Valued principals focus on…



Classroom observation by principals is on the rise

Percentage of lower secondary principals who report having observing instruction in the classroom "often" or "very often" during the 12 months prior to the survey



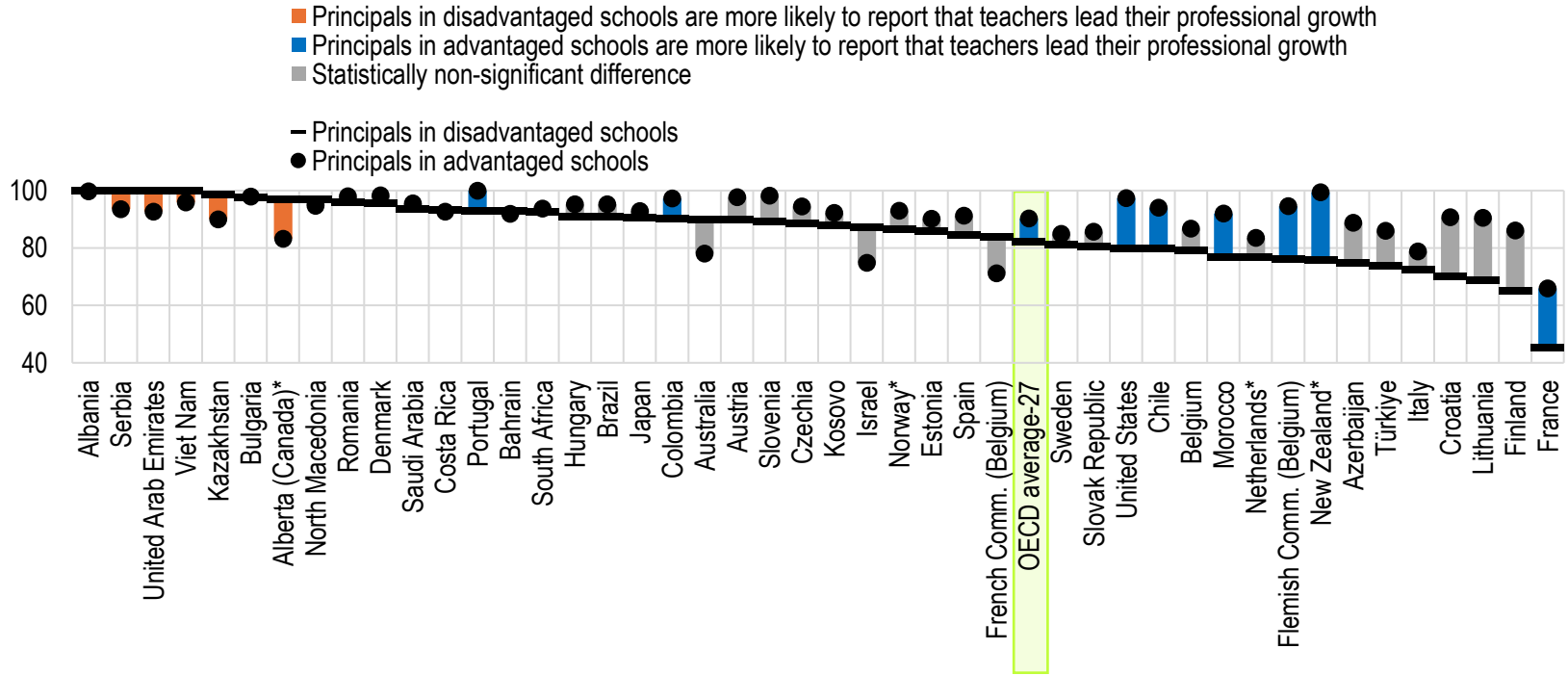
*Estimates should be interpreted with caution due to a higher risk of non-response bias.

[a]Estimates for TALIS 2018 and the change between TALIS 2018 and TALIS 2024 should be interpreted with caution due to a higher risk of non-response bias.

[OECD, TALIS 2024 Database, Table 3.11]

Where teacher-led professional growth is widespread, disadvantaged schools are more likely to adopt it

Percentage of lower secondary principals who "agree" or "strongly agree" that teachers at the school lead their professional growth and development activities whenever possible

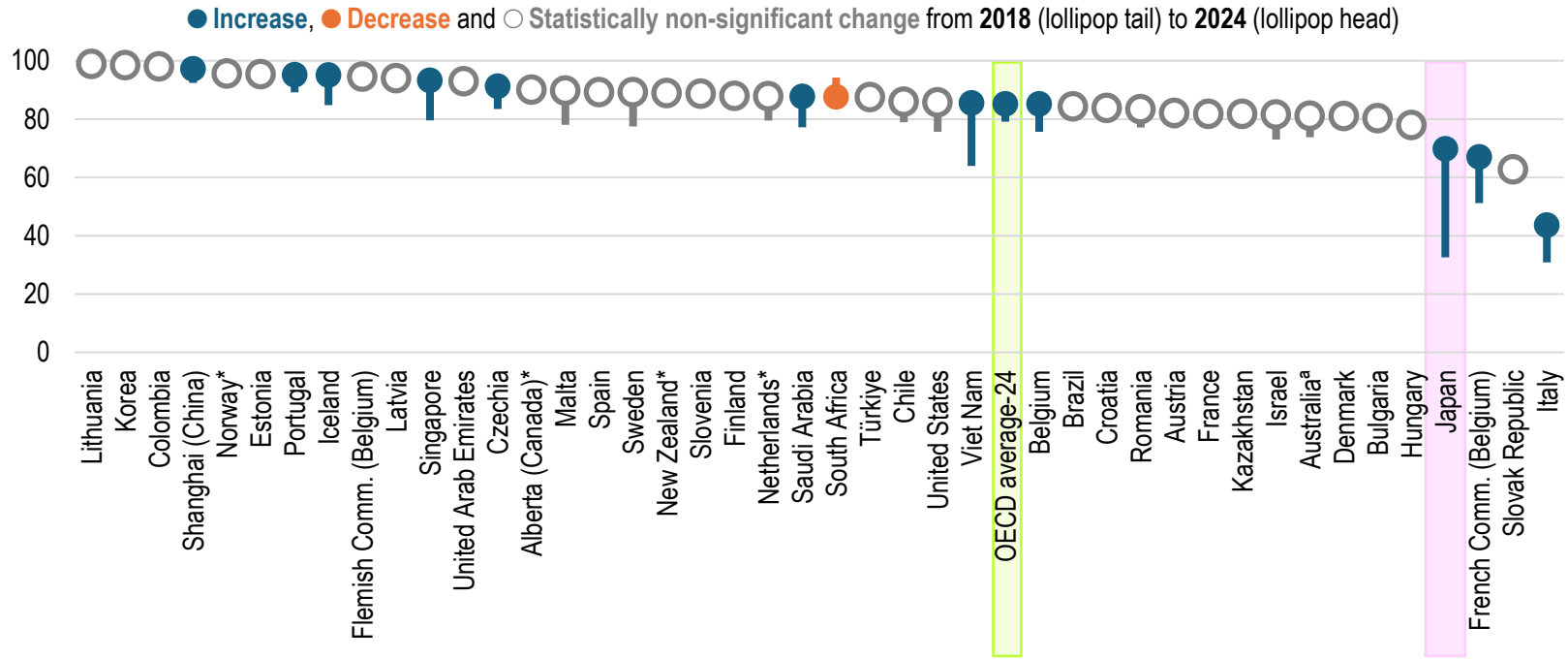


*Estimates should be interpreted with caution due to a higher risk of non-response bias.

Advantaged schools are those with 10% or fewer students from socio-economically disadvantaged homes. Disadvantaged schools are those with more than 30% of students from socio-economically disadvantaged homes. [Figure 3.5 / OECD, TALIS 2024 Database, Table 3.17]

Students have increasing opportunities to participate in school decisions

Percentage of lower secondary principals who "agree" or "strongly agree" that the school provides students with opportunities to actively participate in school decisions



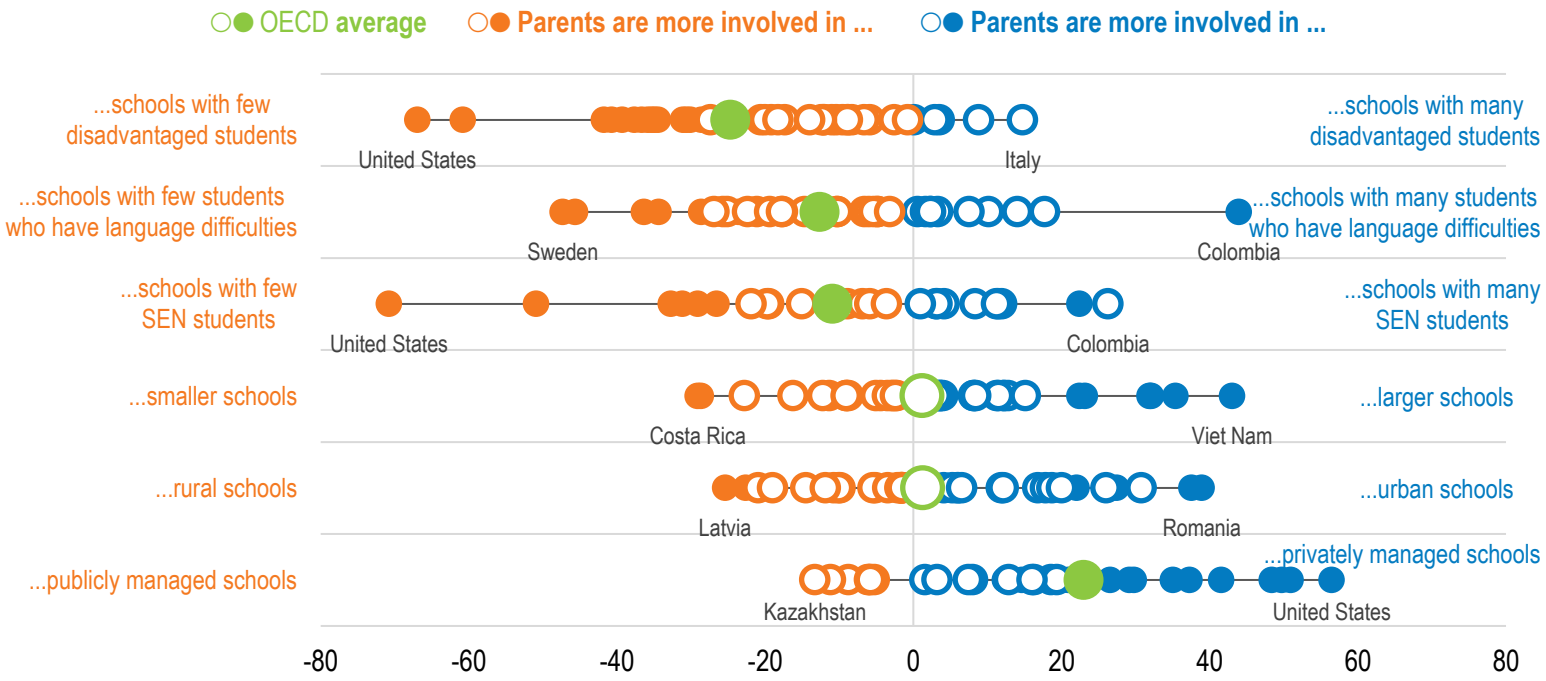
*Estimates should be interpreted with caution due to a higher risk of non-response bias.

[a]Estimates for TALIS 2018 and the change between TALIS 2018 and TALIS 2024 should be interpreted with caution due to a higher risk of non-response bias.

[Figure 3.9 / OECD, TALIS 2024 Database, Table 3.40]

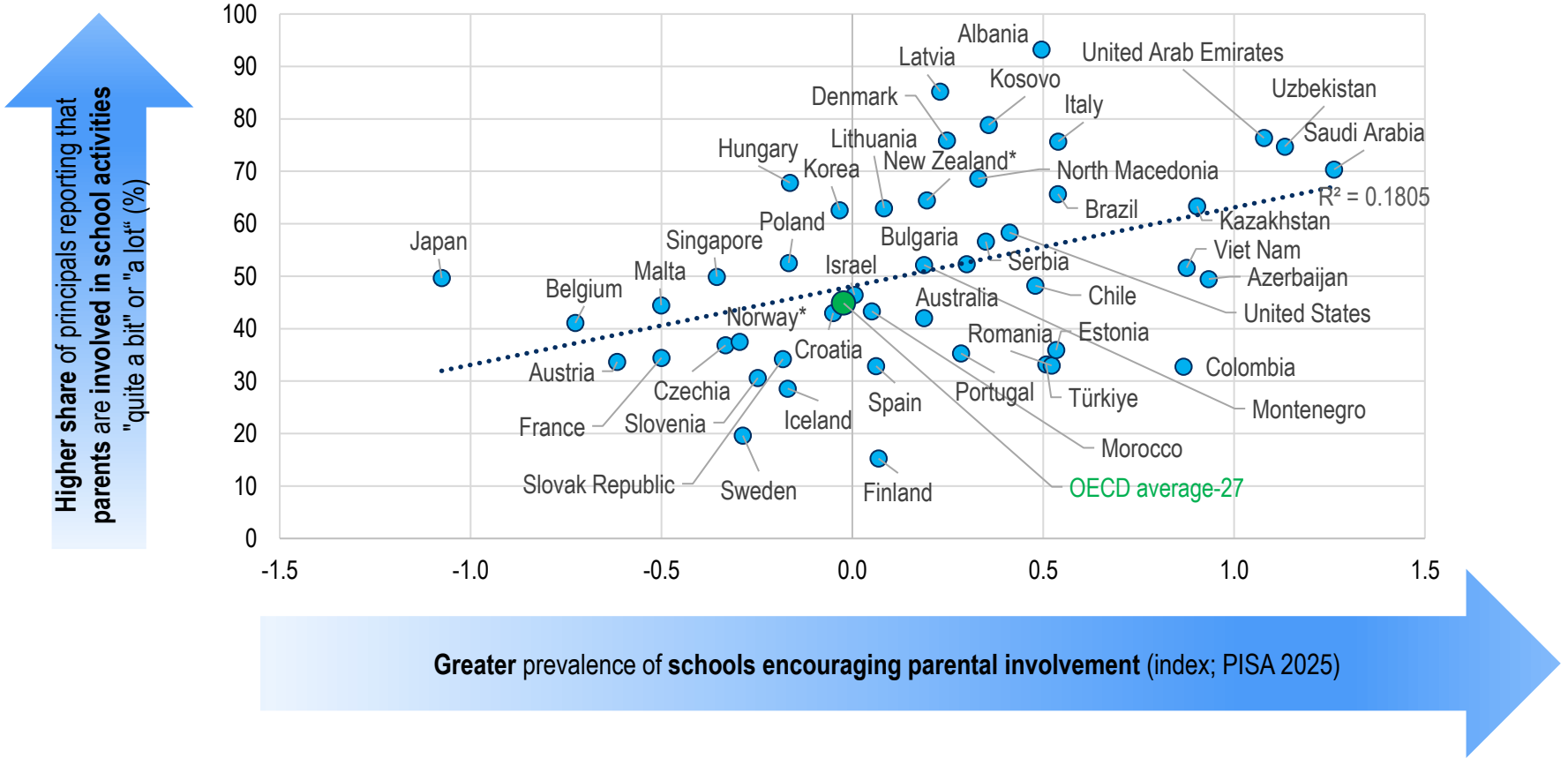
Parental involvement is lower in more challenging school contexts

Percentage-point difference in the share of lower secondary principals who report that parents or guardians are involved in school activities "quite a bit" or "a lot"



Statistically significant differences are highlighted with filled circles.
[Figure 3.12 / OECD, TALIS 2024 Database, Table 3.47]

Schools' efforts to engage parents is moderately linked to reported parental involvement in school activities

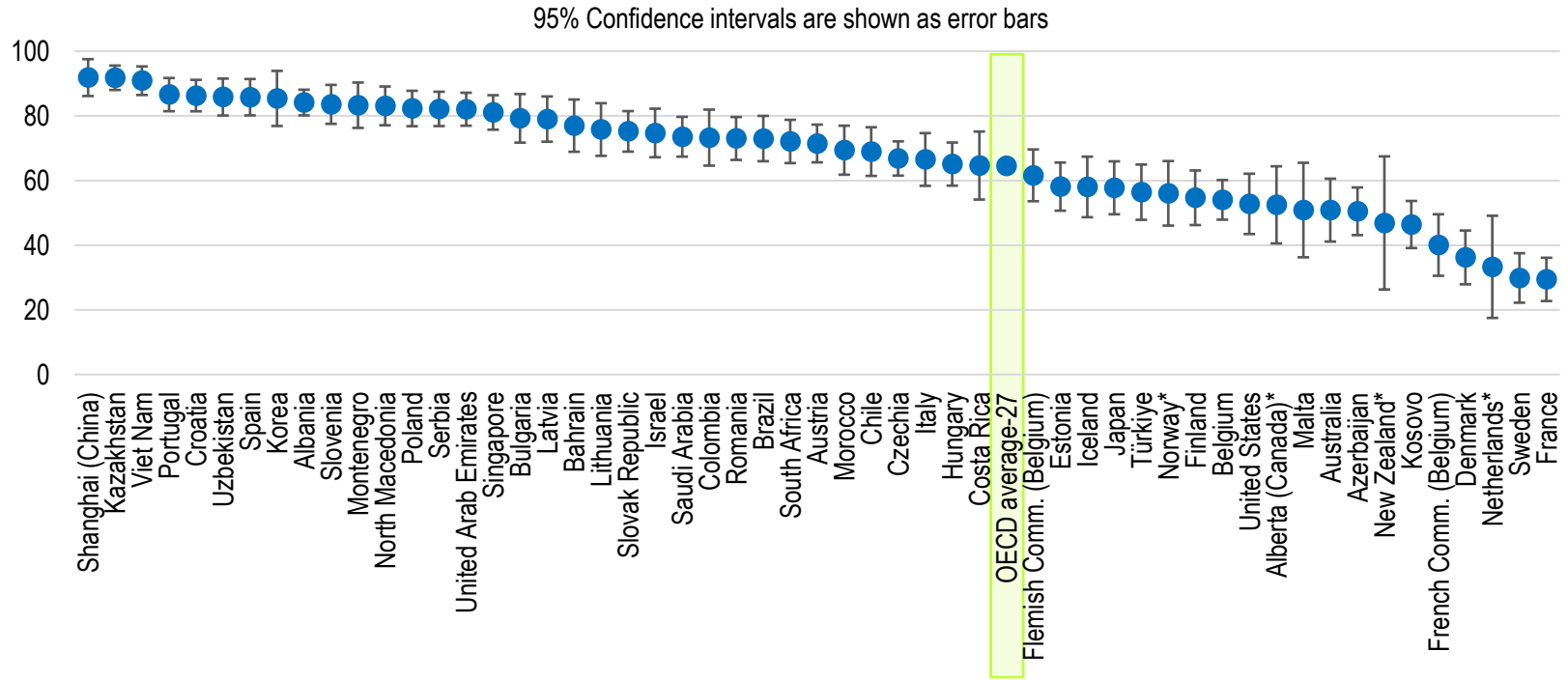




What helps school principals thrive in their roles?

Training in digital teaching strategies remains uncommon in some systems

Percentage of lower secondary principals who participated (in the 12 months prior to the survey) in training on developing strategies for the use of digital tools for teaching

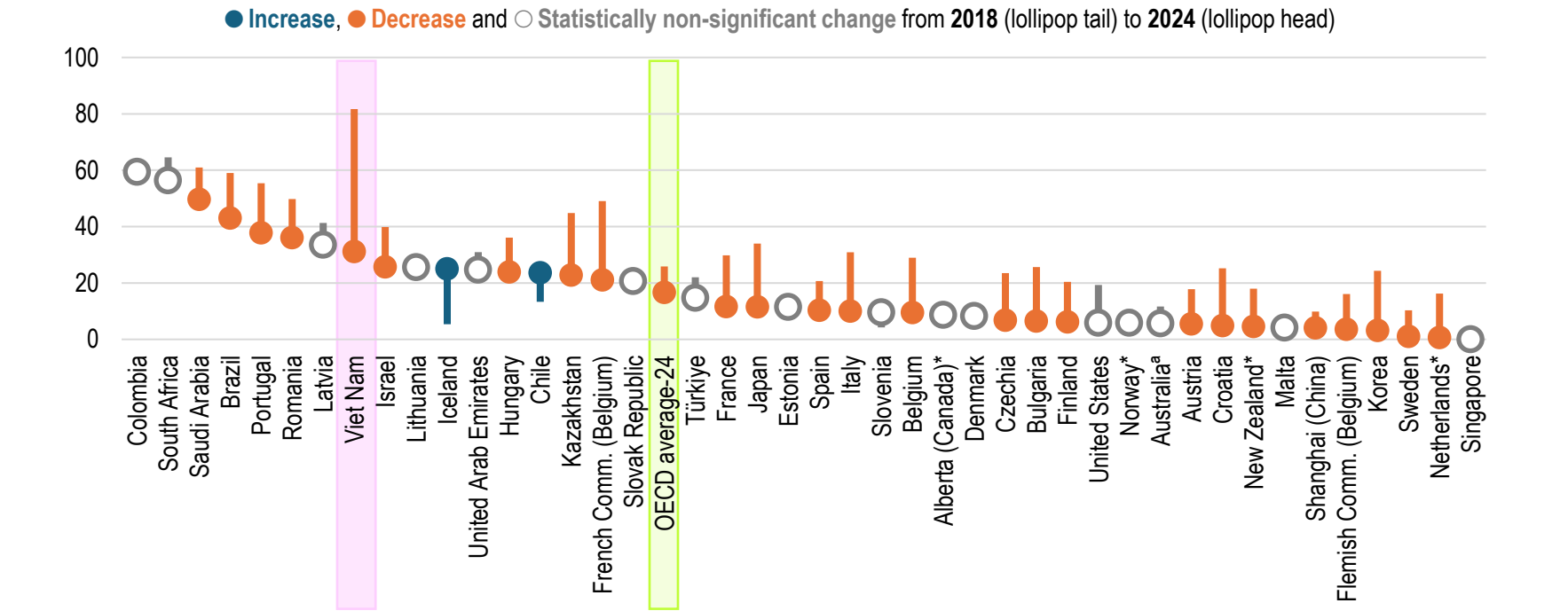


*Estimates should be interpreted with caution due to a higher risk of non-response bias.

[Figure 4.2 / OECD, TALIS 2024 Database, Table 4.16]

Principals report fewer material resource shortages, especially in digital resources and tools

Percentage of lower secondary principals who report that the school's capacity to provide quality instruction is hindered by a shortage in or inadequacy of digital resources and tools for instruction "quite a bit" or "a lot"



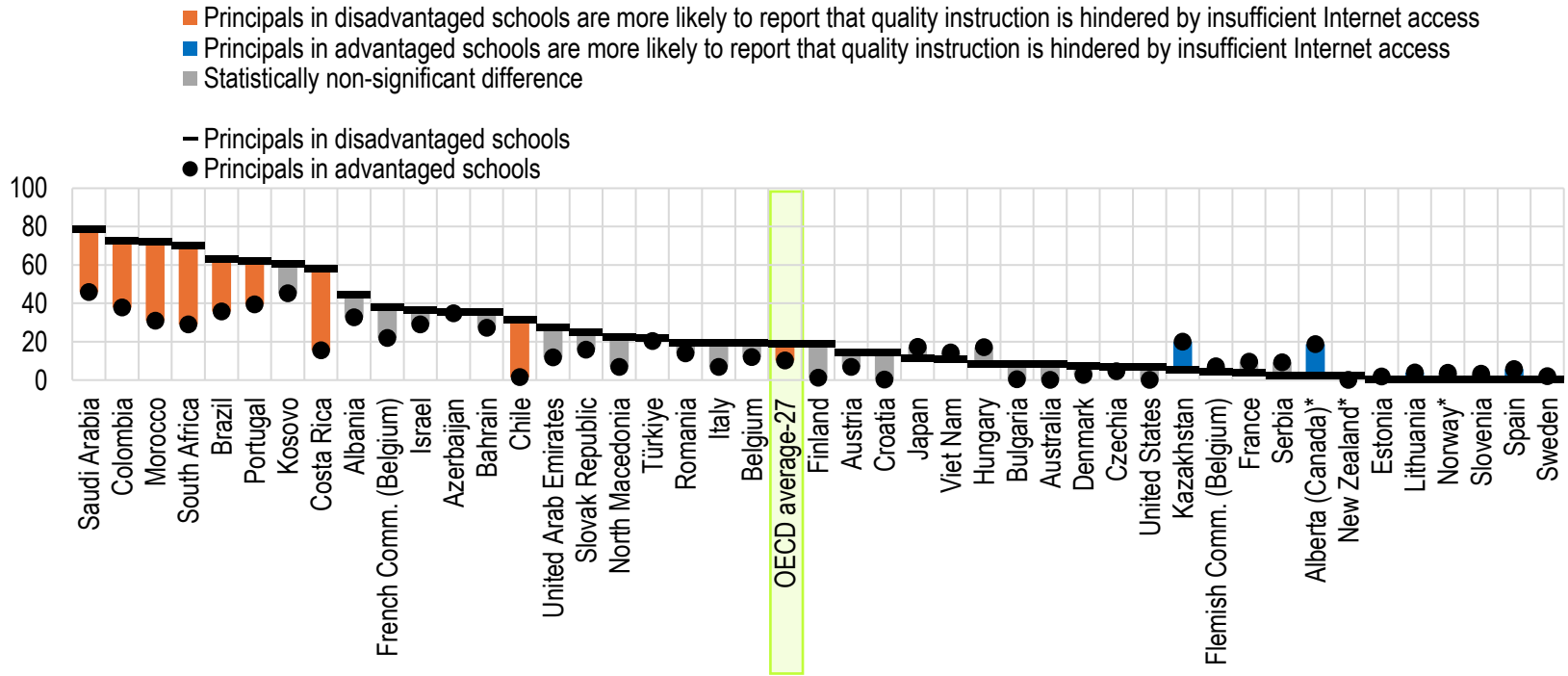
*Estimates should be interpreted with caution due to a higher risk of non-response bias.

[a]Estimates for TALIS 2018 and the change between TALIS 2018 and TALIS 2024 should be interpreted with caution due to a higher risk of non-response bias.

[Figure 4.5 / OECD, TALIS 2024 Database, Table 4.34]

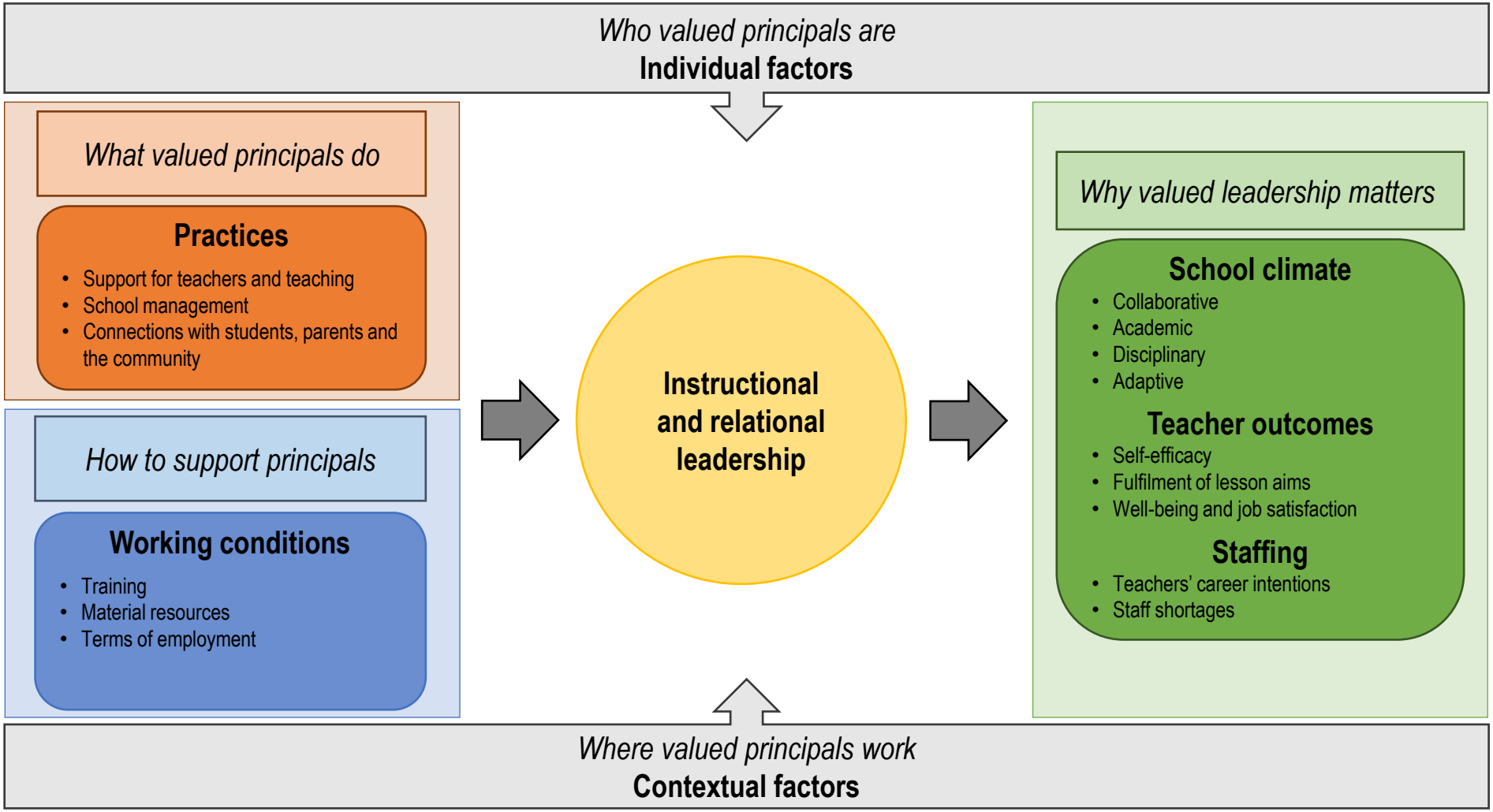
Material resource constraints are more prevalent in publicly managed schools and those serving more disadvantaged students

Percentage of lower secondary principals who report that the school's capacity to provide quality instruction is hindered by insufficient Internet access "quite a bit" or "a lot"



*Estimates should be interpreted with caution due to a higher risk of non-response bias.

Advantaged schools are those with 10% or fewer students from socio-economically disadvantaged homes. Disadvantaged schools are those with more than 30% of students from socio-economically disadvantaged homes. [Figure 4.4 / OECD, TALIS 2024 Database, Table 4.29]



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EDUCATION & SKILLS

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Or follow the QR code: