

Results from TALIS 2024

The Experiences of Novice Teachers

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25 November 2025



What is TALIS



The Teaching and Learning International Survey (TALIS) is the **largest international survey** of teachers and principals



4 cycles to date:

2008: 24 education systems

2013: 38 education systems

2018: 48 education systems

2024: 55 education systems

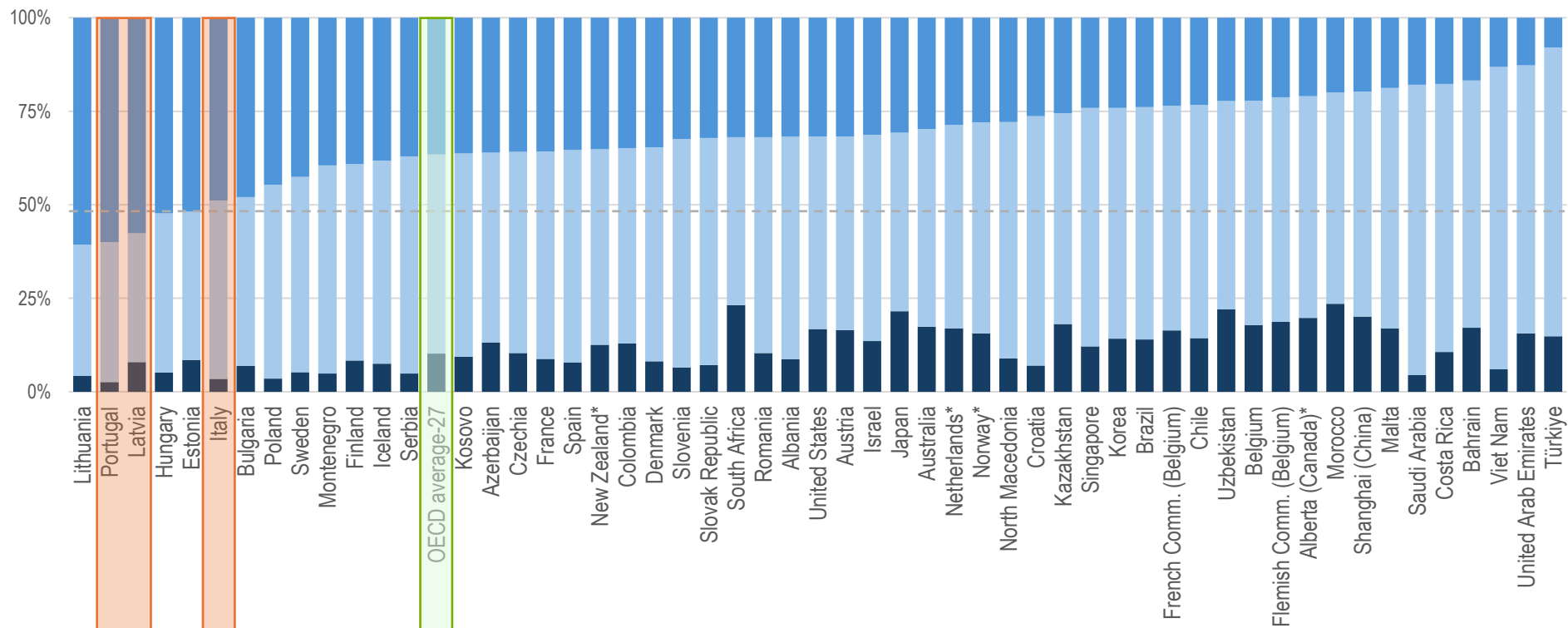
Who are teachers?



Teachers are ageing

Share of teachers by age group

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

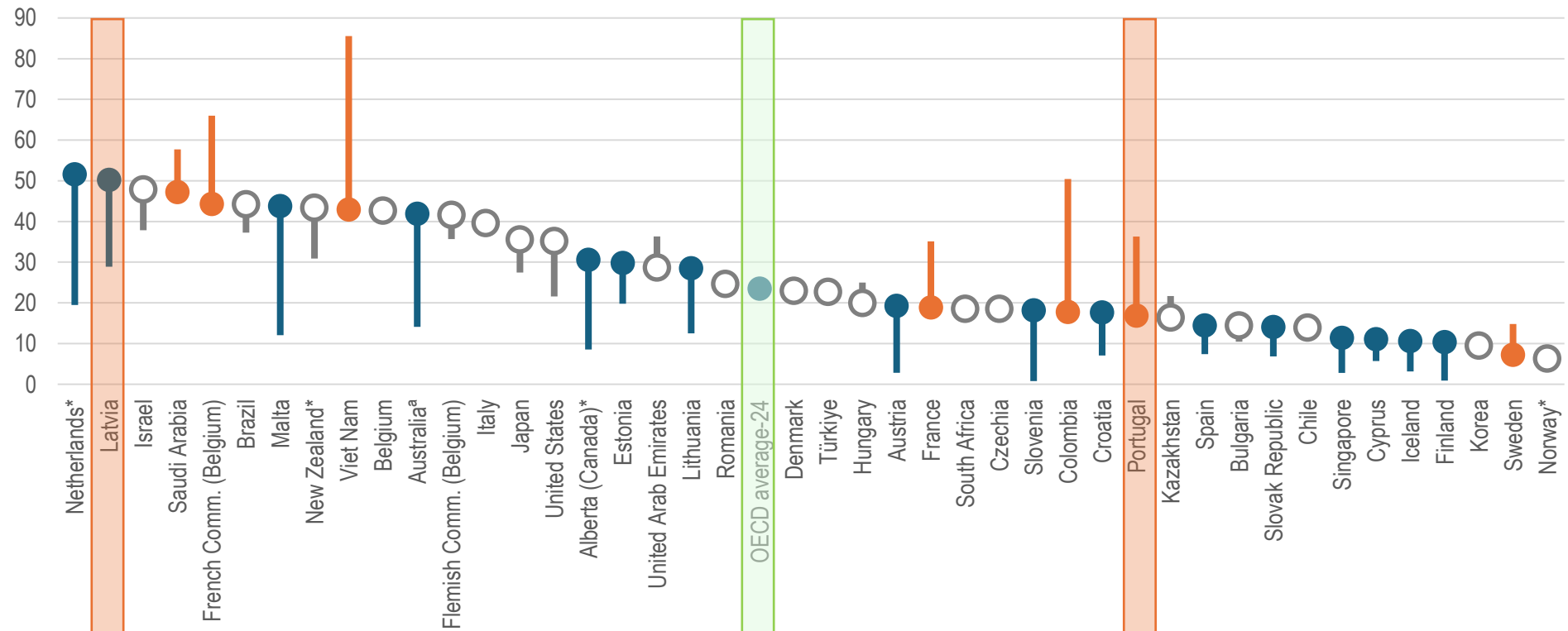




Some countries are experiencing teacher shortages

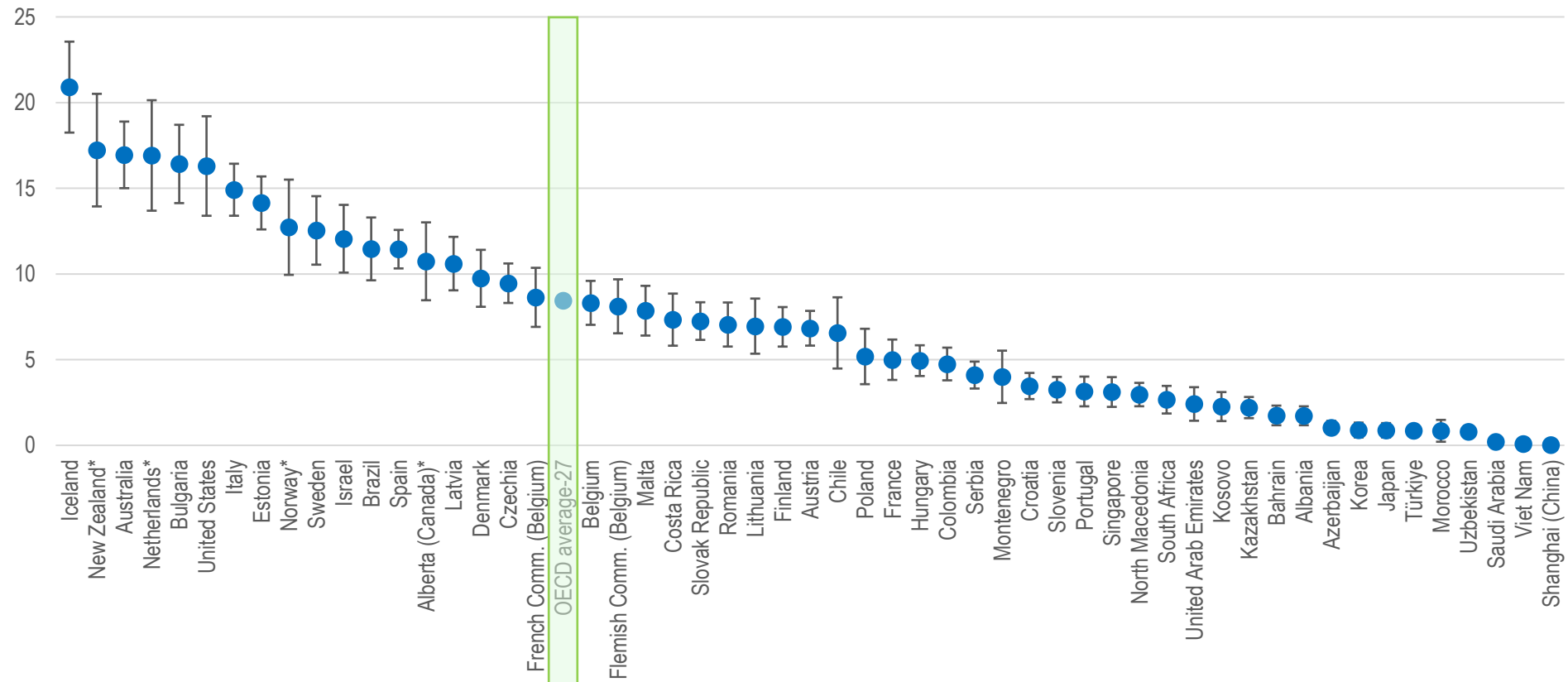
Share of teachers who work in schools where principals report a shortage of qualified teachers

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



Governments are responding by recruiting from other fields

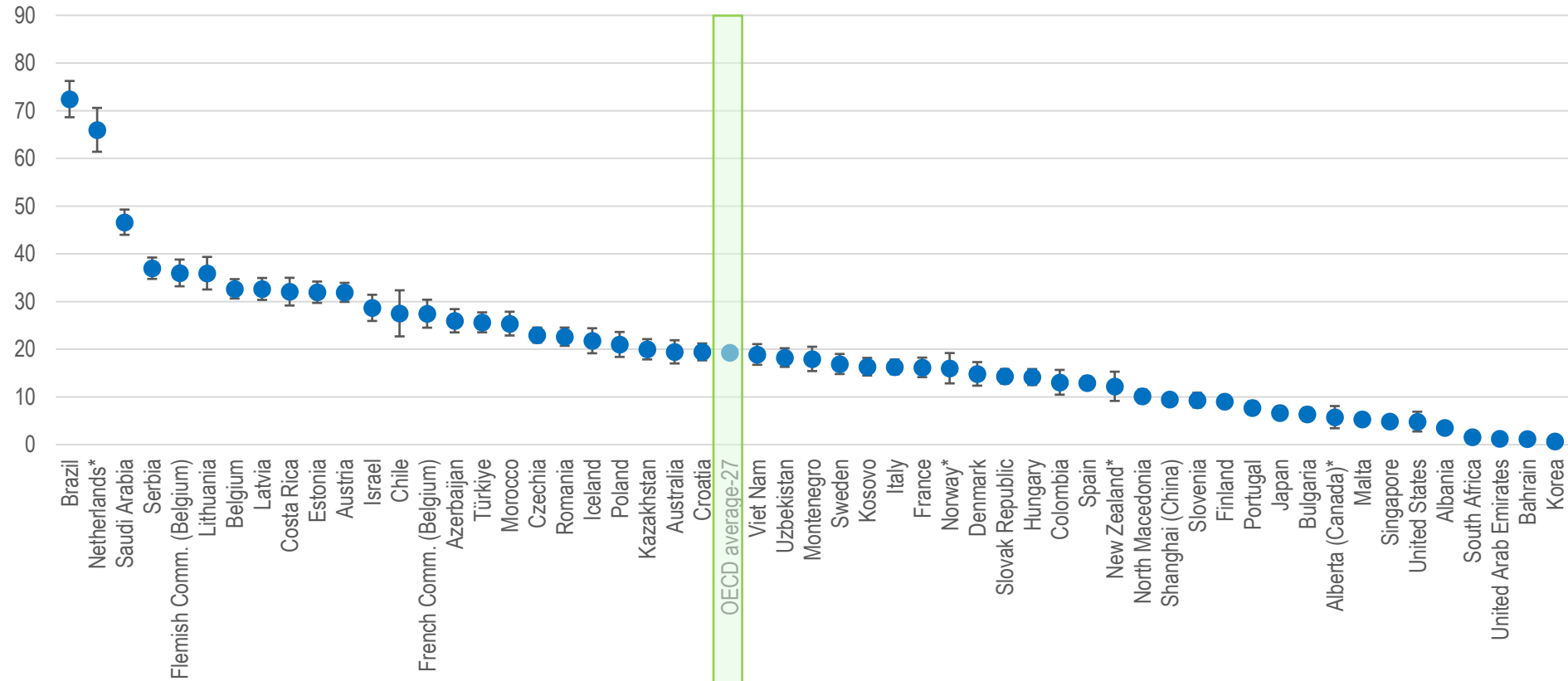
Share of teachers who are second career teachers





And some are hiring teachers part-time

Share of teachers who work part-time

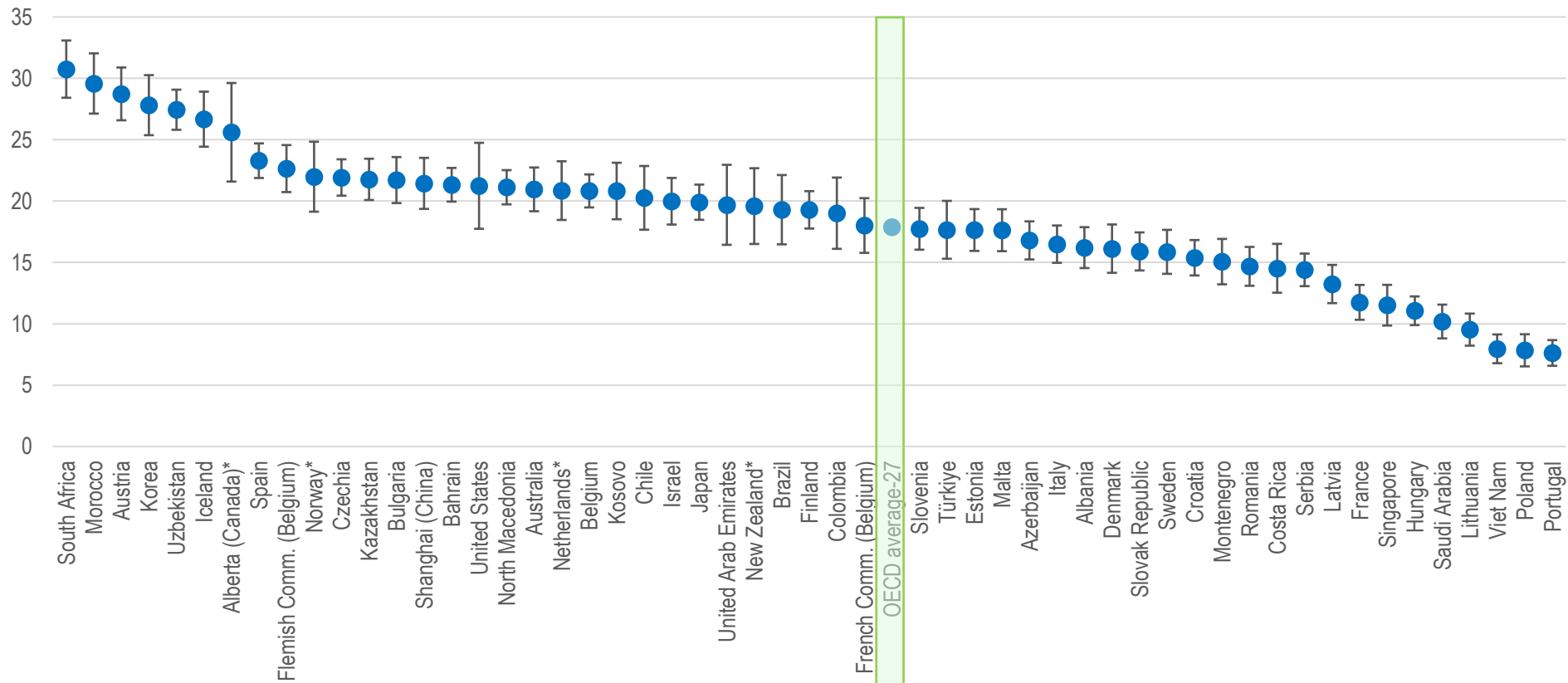


Supporting novice teachers



Share of novice teachers

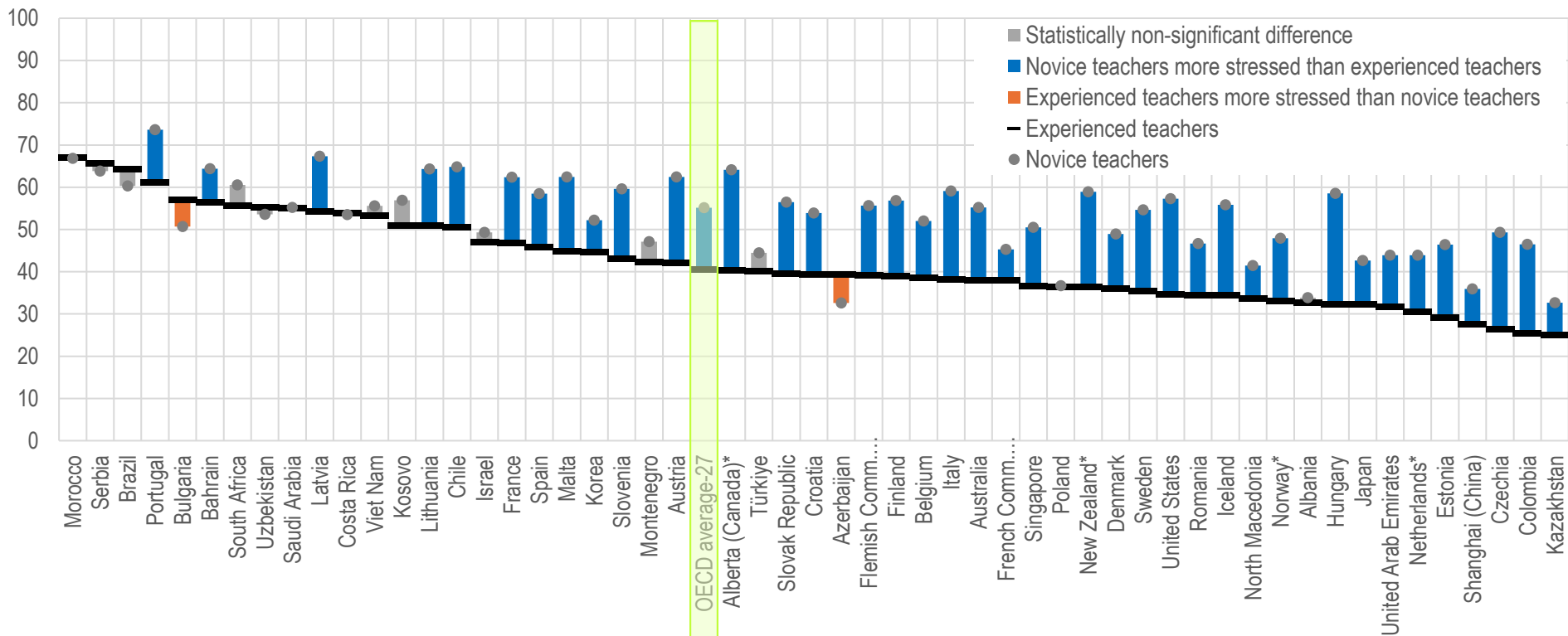
Share of teachers who are novices (<5 years of teaching experience)





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”

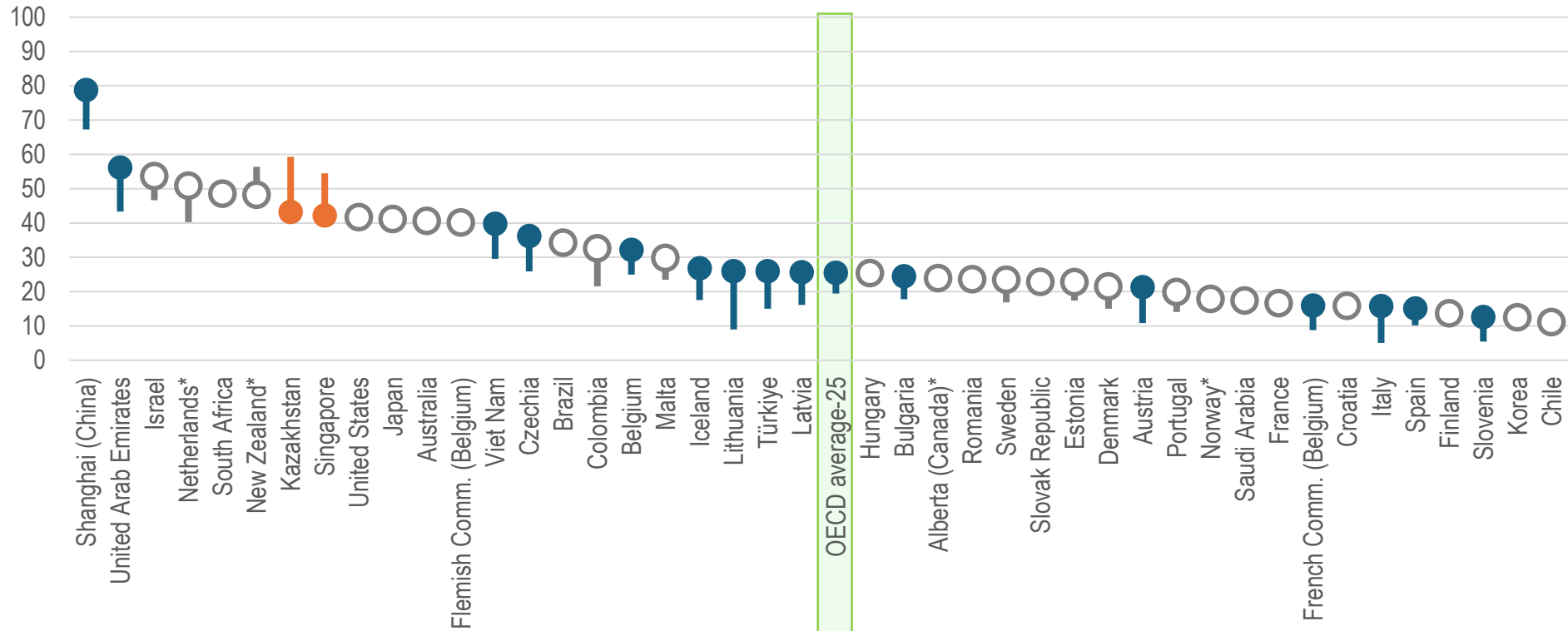




Governments are providing more mentorship

Share of novice teachers who have a mentor

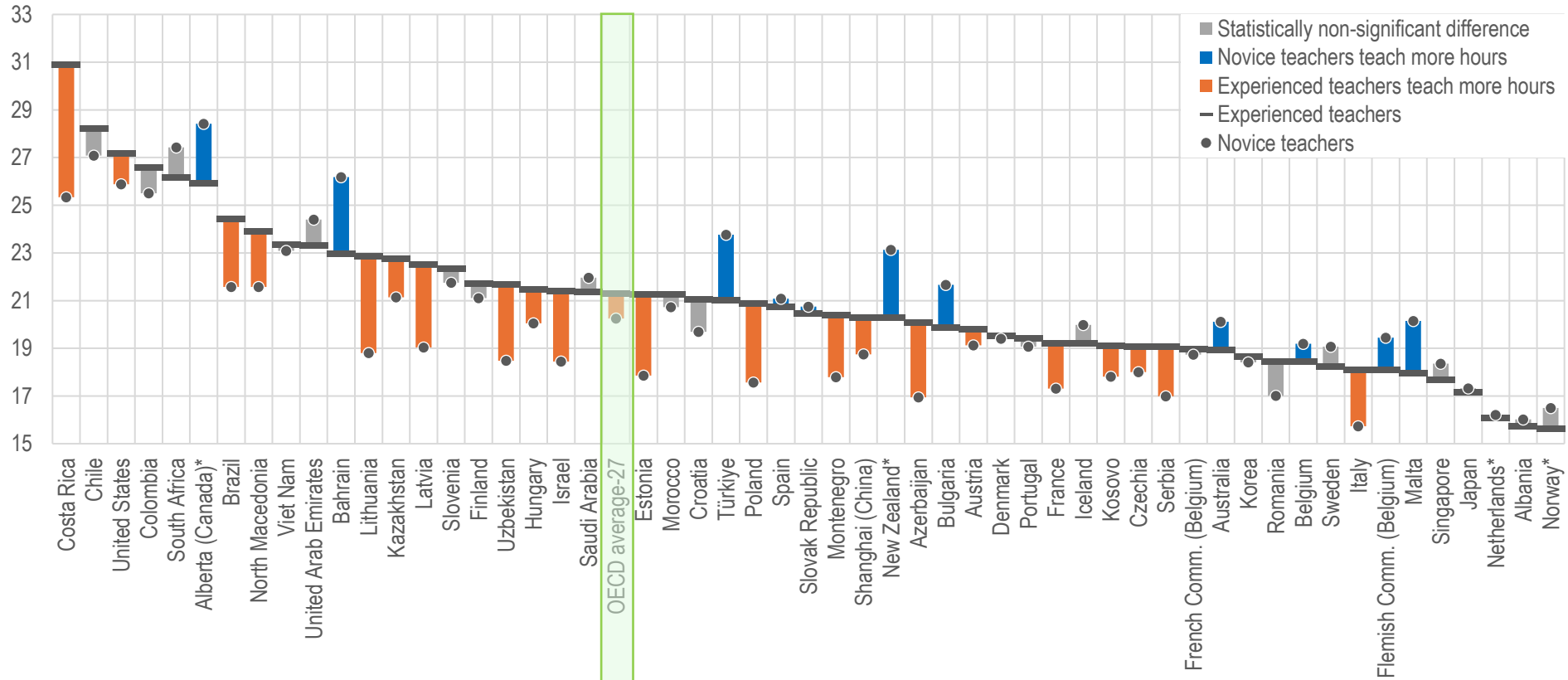
● Increase, ● Decrease and ○ Statistically non-significant change from 2018 (lollipop tail) to 2024 (lollipop head)





And reducing novice teachers' teaching hours

Teaching hours per week



Who are students?

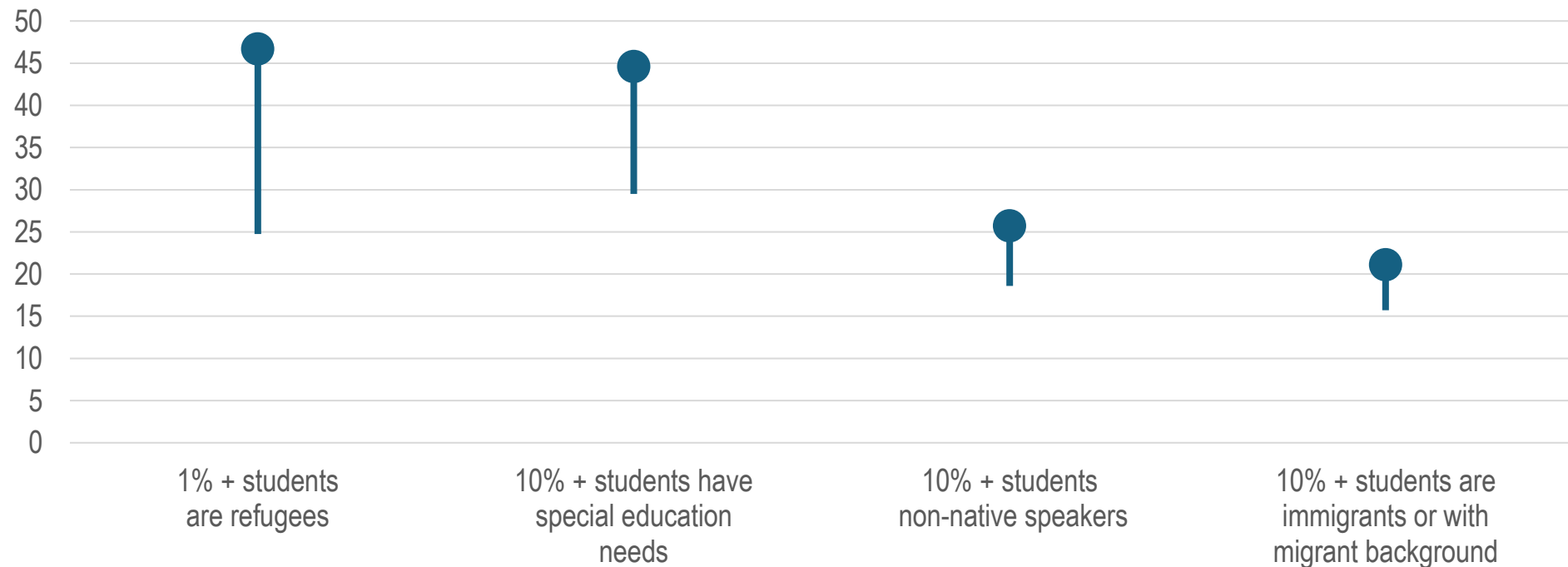




Students are more diverse

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

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

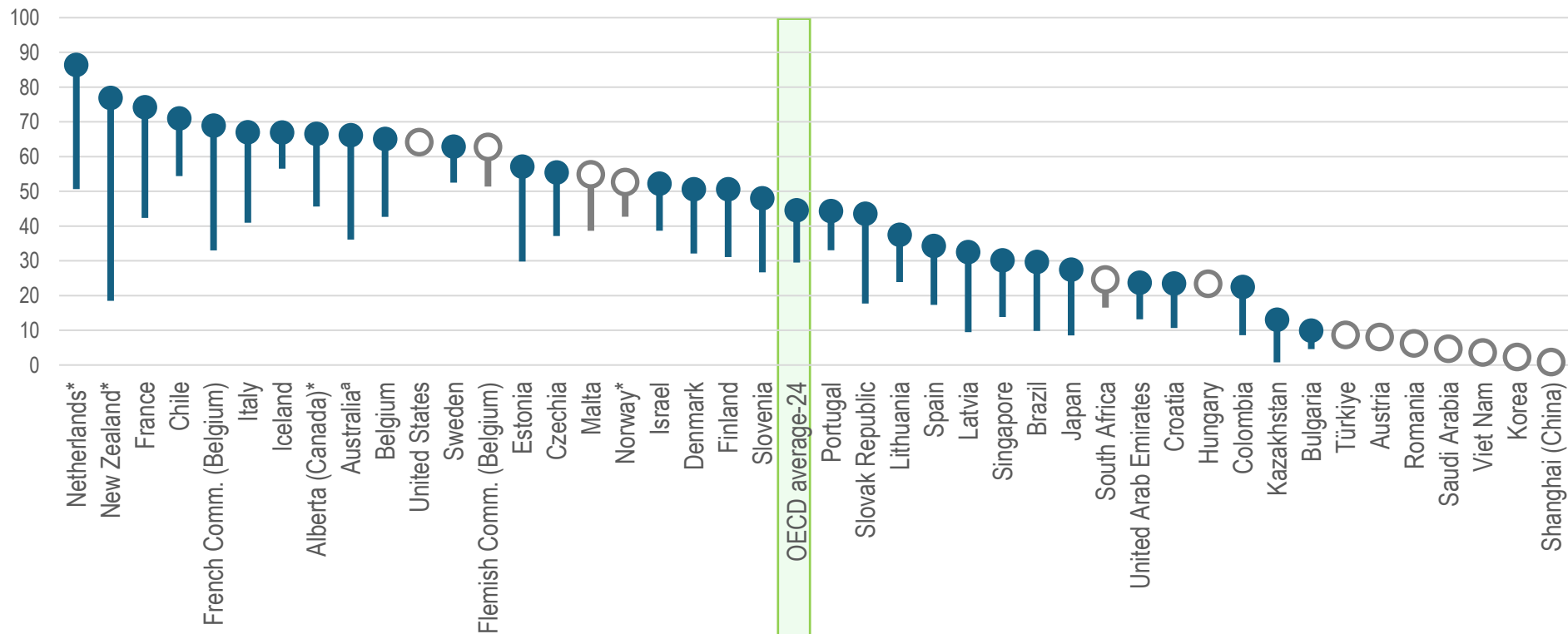




More students are diagnosed with special needs

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)

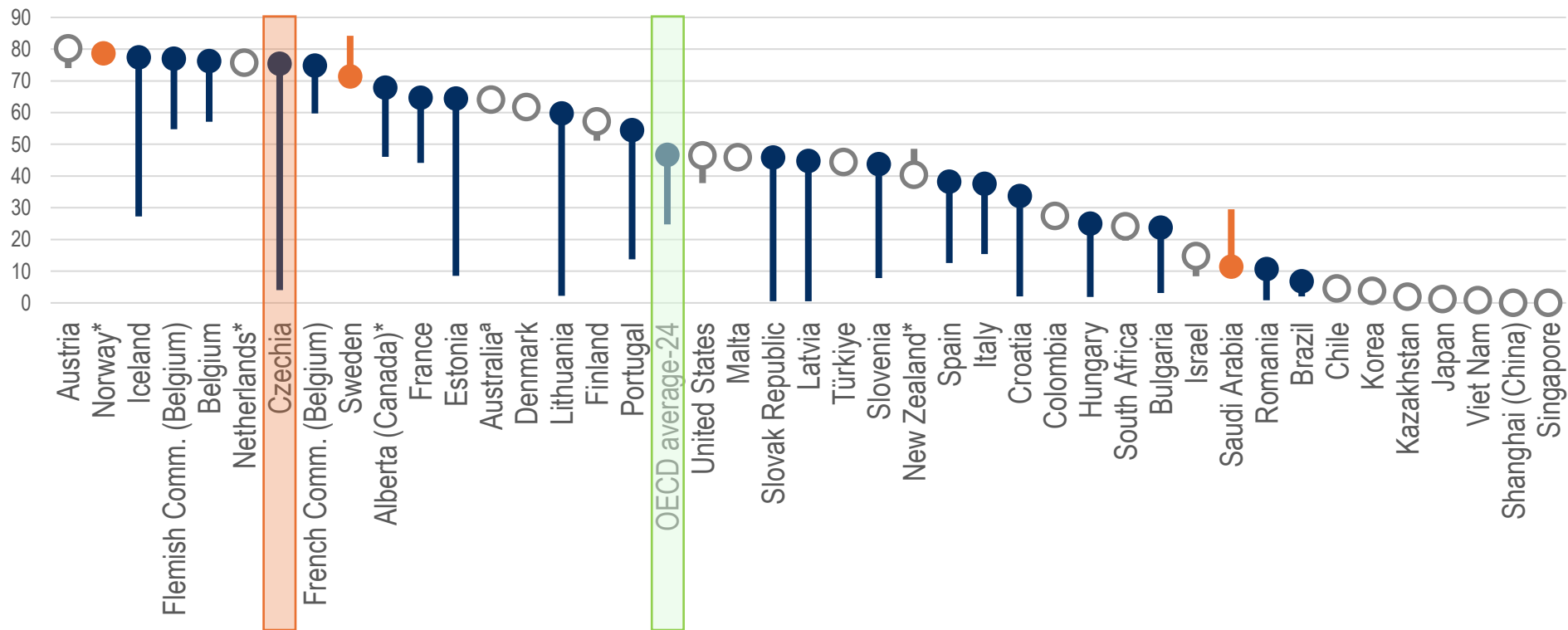




And more students are refugees

Share of teachers in schools where at least one student is a refugee

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

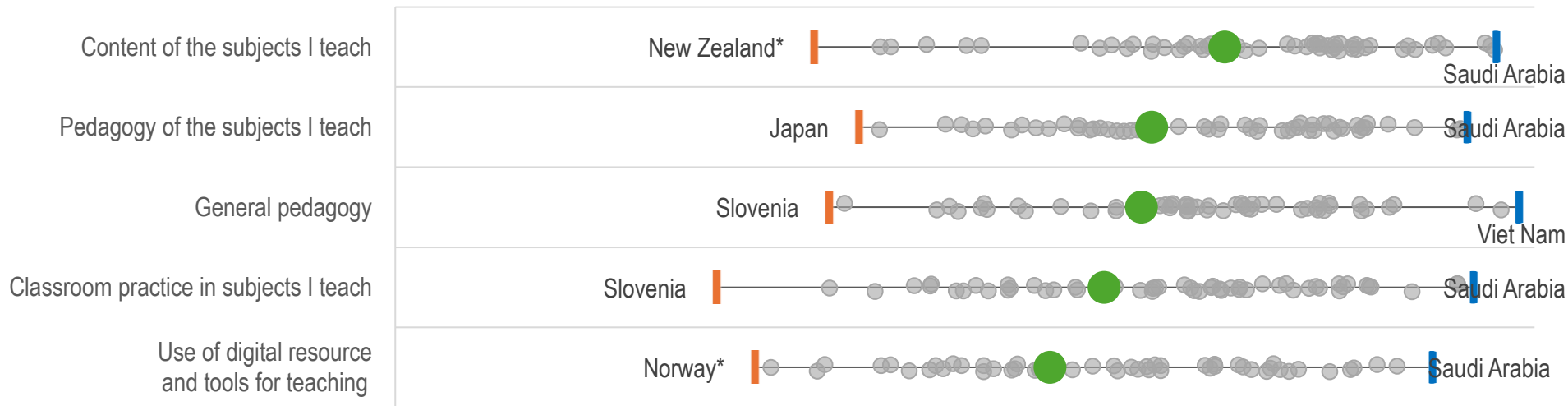




Teachers don't always feel prepared to support their students

Percentage of recently graduated teachers who feel prepared "quite a bit" or "a lot" for...

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



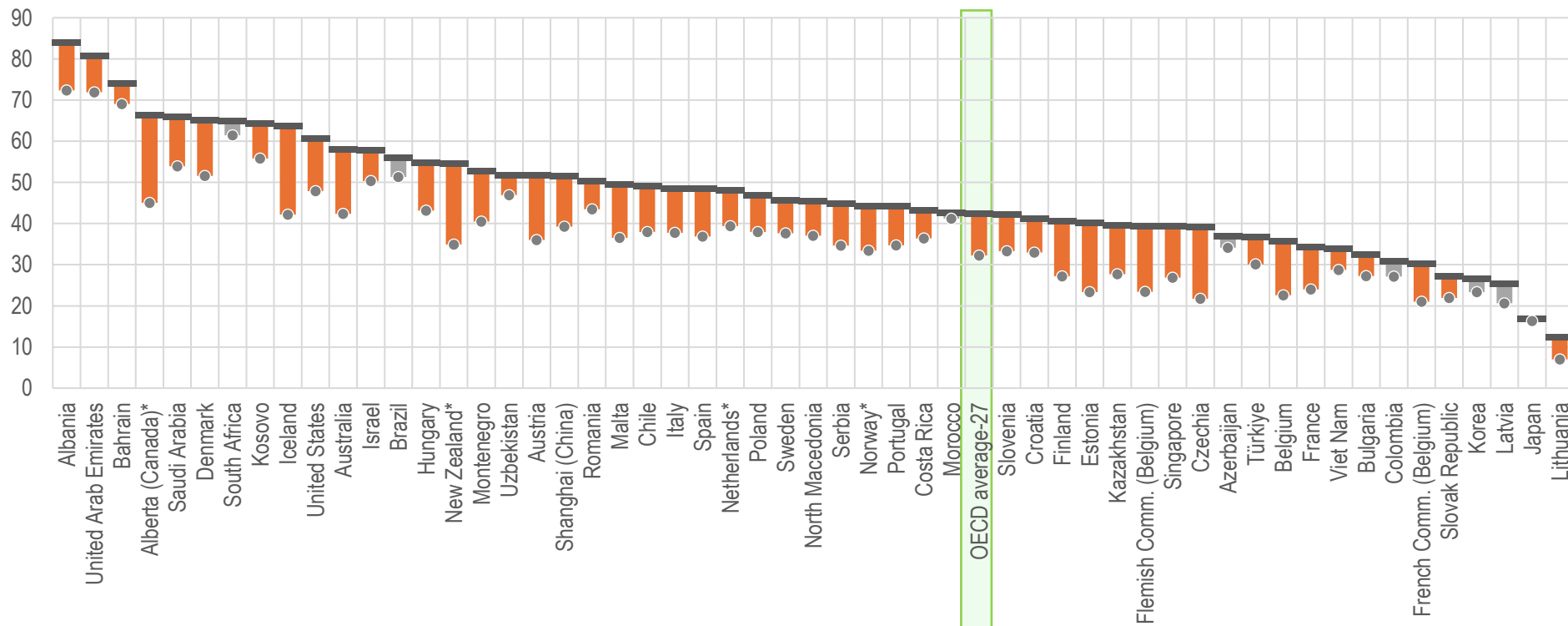
0 10 20 30 40 50 60 70 80 90 100



Though some teachers are more prepared than others

Share of teachers who care “a lot” about students’ social and emotional problems

■ Statistically non-significant difference ■ Female teachers care more — Female teachers ● Male teachers

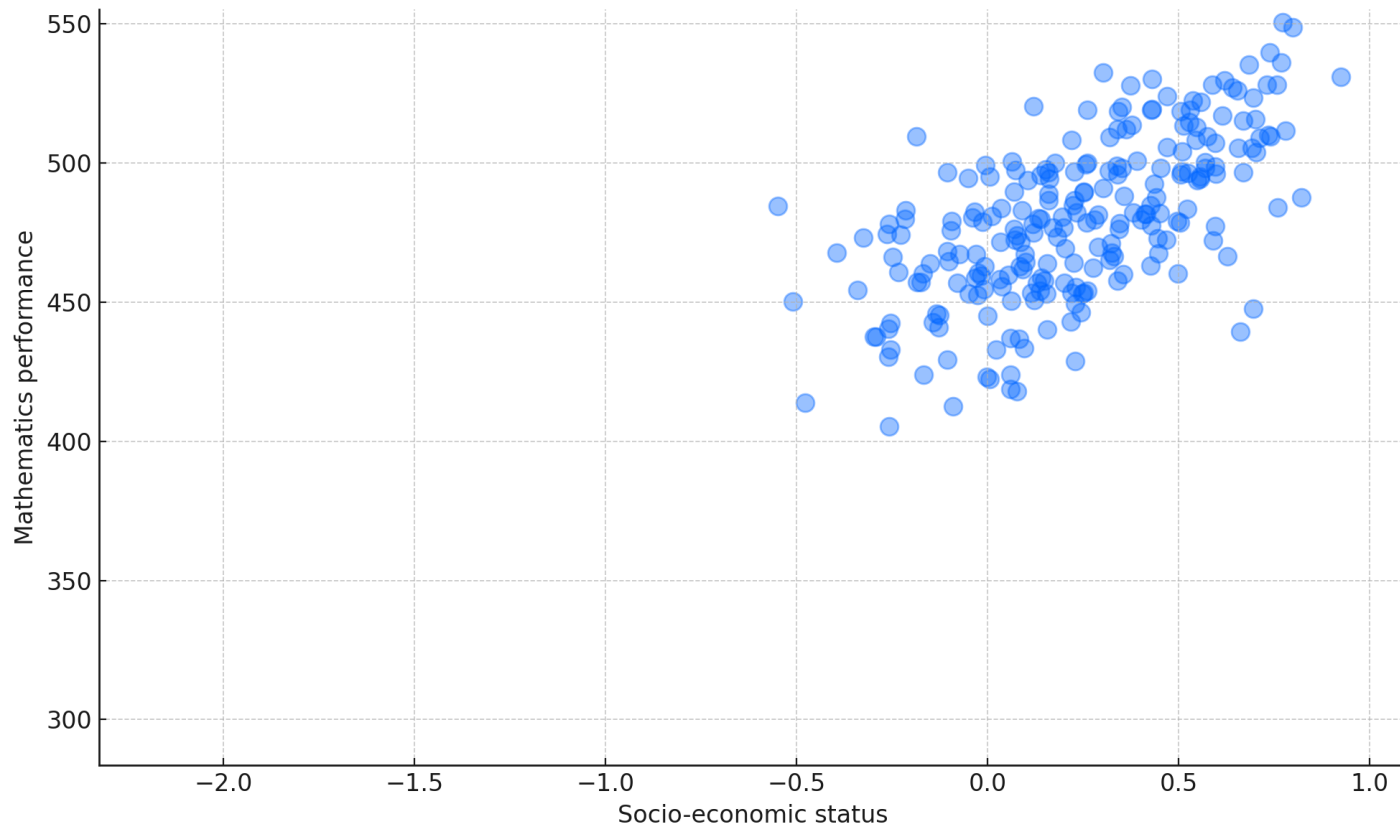


Where do novice teachers work?



Student diversity is not distributed equally

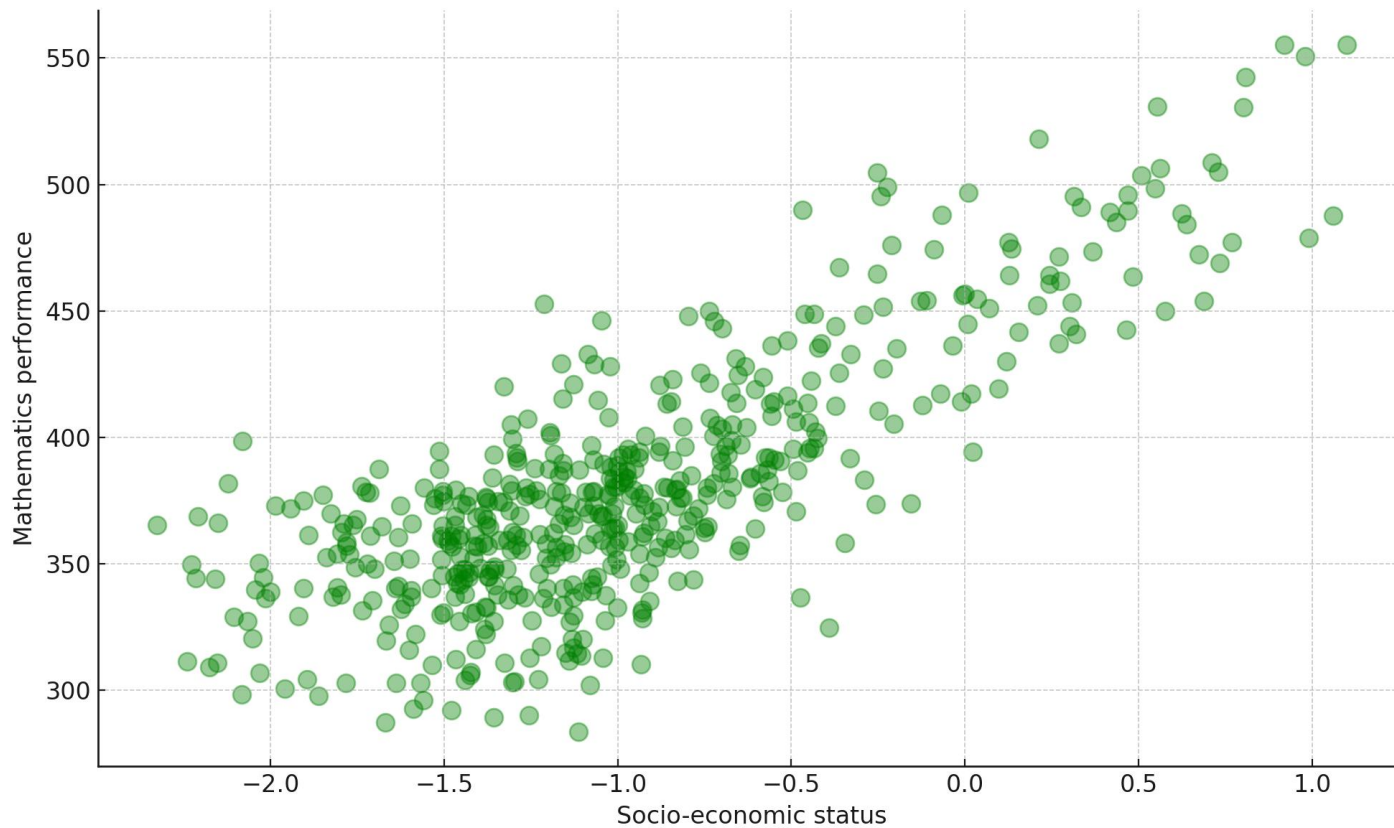
Results by school, Finland (PISA 2022)





Student diversity is not distributed equally (cont'd)

Results by school, Brazil (PISA 2022)

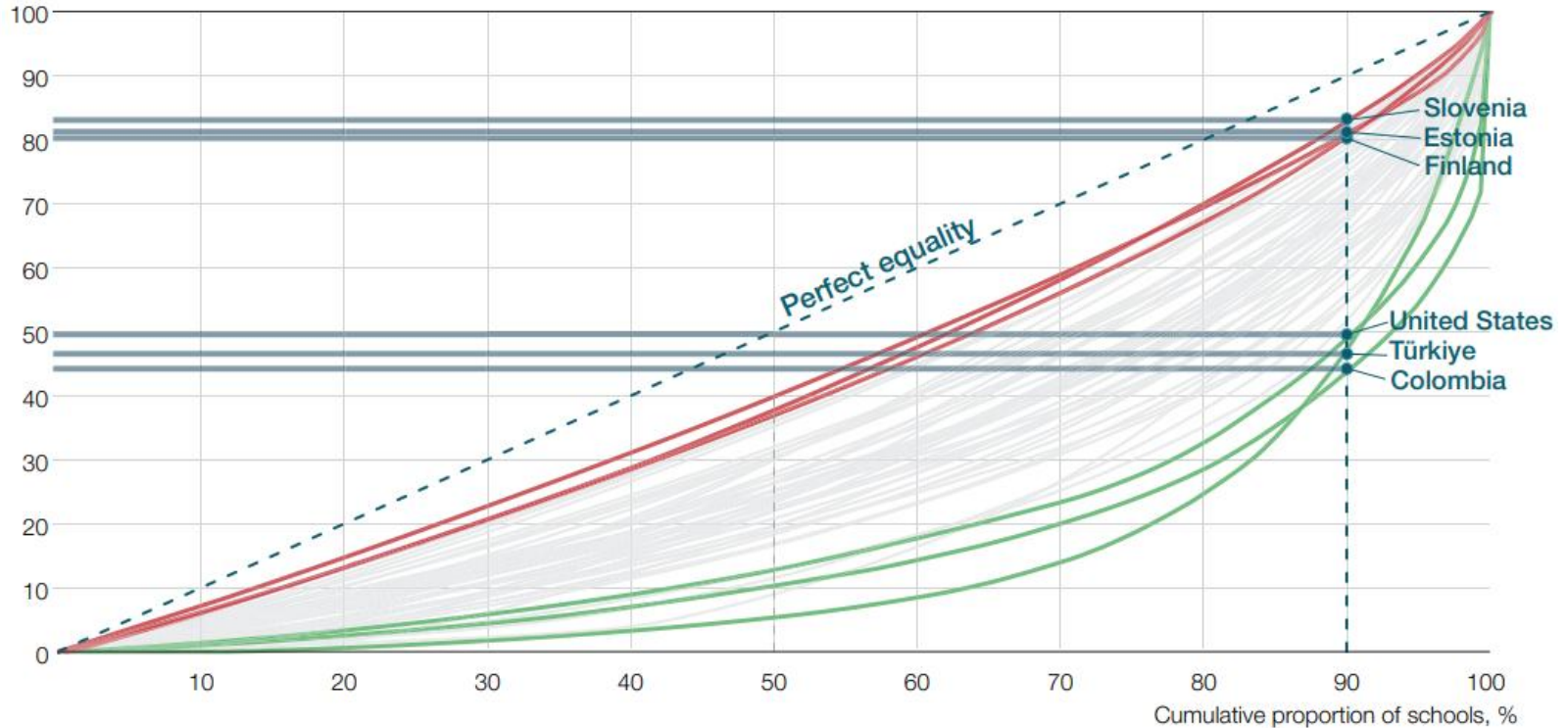




And teachers are not allocated equally

Distribution of experienced teachers across schools (TALIS 2018)

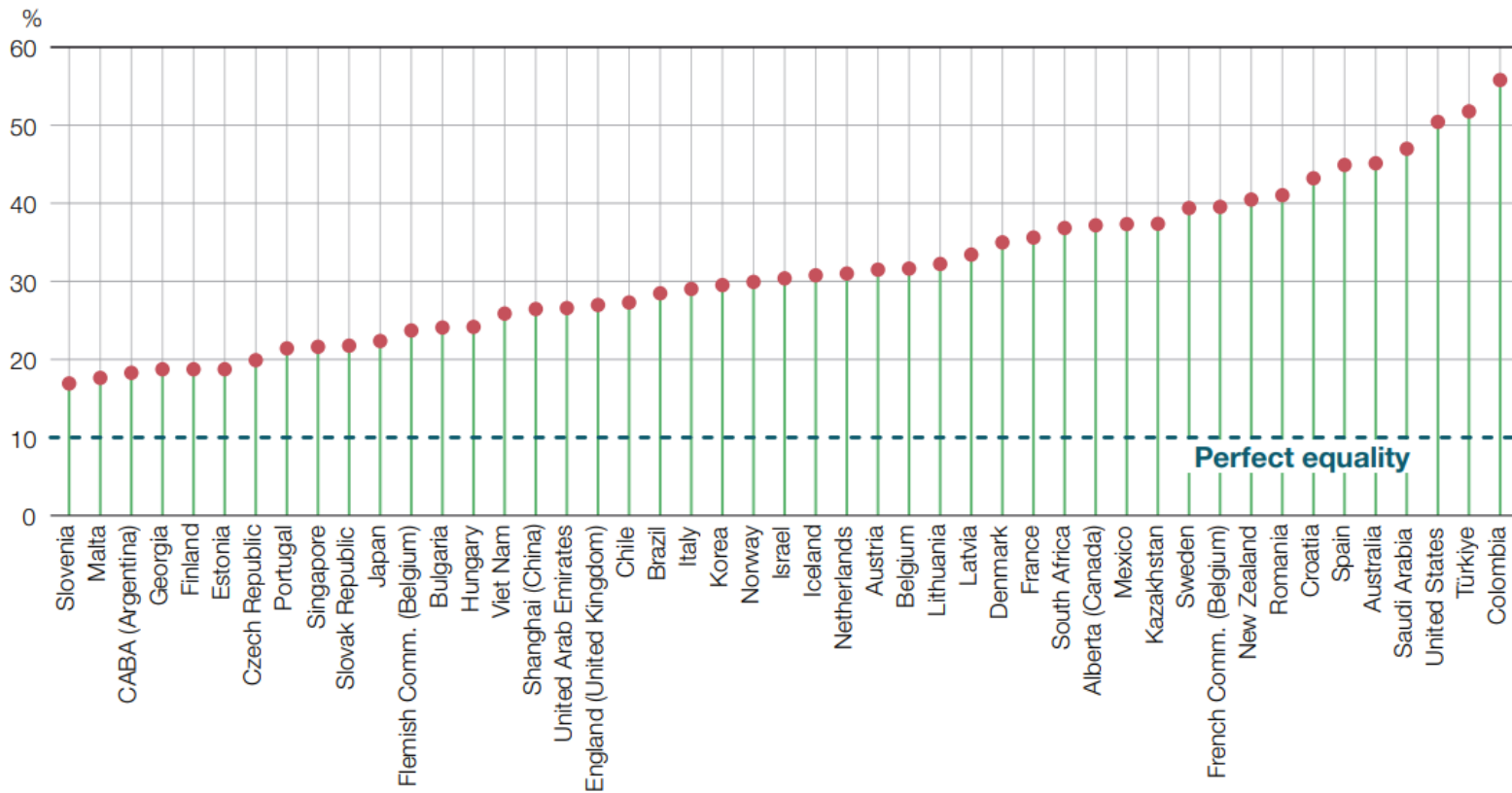
Cumulative proportion of teachers
with more than ten years of experience, %





And teachers are not allocated equally (cont'd)

Share of experienced teachers working in uppermost 10% of schools (TALIS 2018)

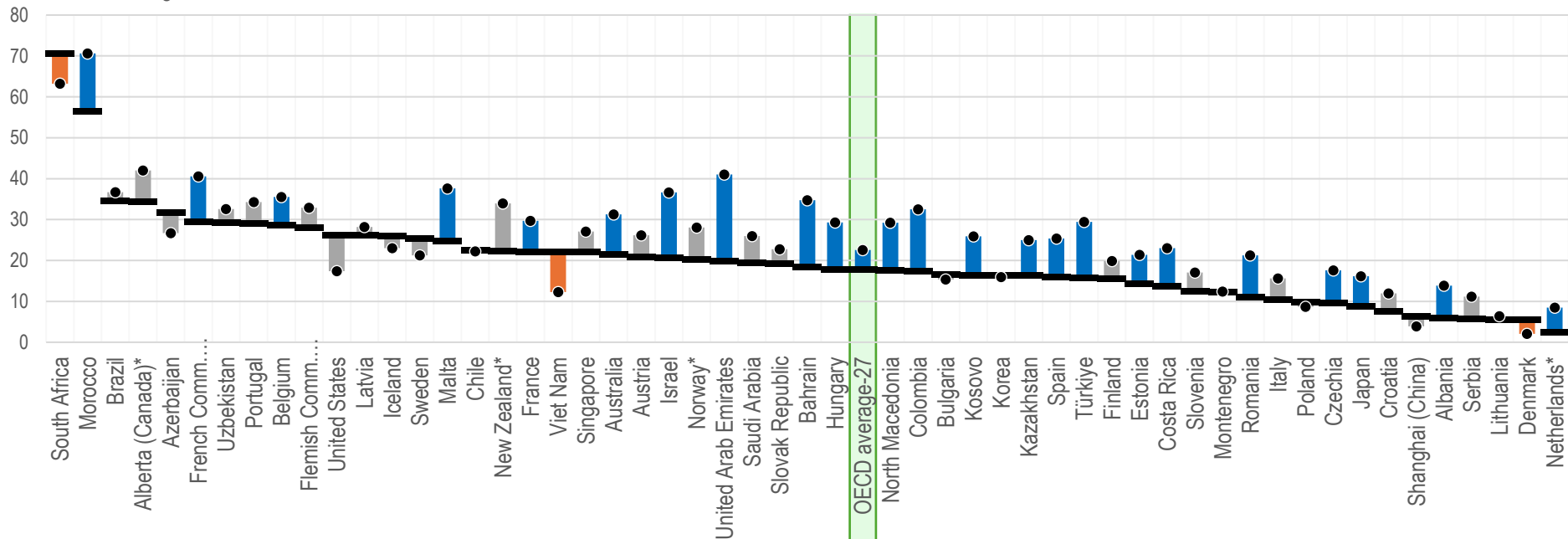




Young teachers teach in more difficult environments

Share of teachers with more than 10% of students with difficulties in understanding the language of instruction

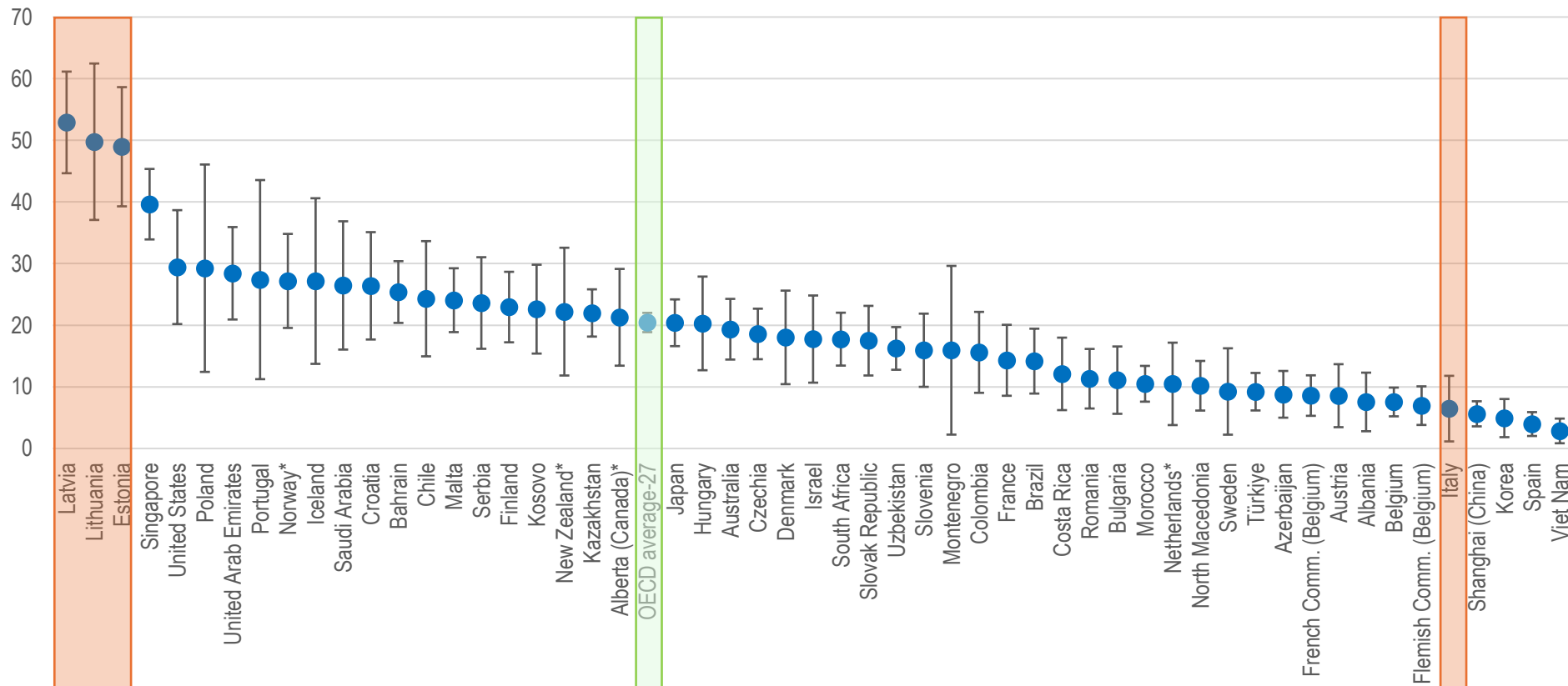
- Statistically non-significant difference
- Older teachers report more students with language difficulties
- Younger teachers
- Younger teachers report more students with language difficulties
- Older teachers





And in some cases, a high share wish to leave the profession

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





Acknowledgments

- Anna Paola Colli, Scuola Media Statale G.B. Tiepolo, Italy
- Père Robert Decup, Lycée Sainte Marie, France
- Maggie D'Souza, Nonsuch High School for Girls, United Kingdom
- James Francis, Idaho Falls High School, United States
- Bob Gates, Killara High School, Australia
- Inmaculada Plaza García, Liceo Villa Fontana, Spain
- Abel Lara Morales, Centro Educativo Montessori AC (CEMAC), Mexico
- Héctor Palhares, Centro Universitario México, Mexico
- Gyula Somogyi, Kürt Alapítványi Gimnázium, Hungary
- Carol Zimmerman, Caboolture State (Primary) School, Australia

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