



**Organisation for Economic Co-operation and
Development (OECD)**



Ukrainian Educational Research Association (UERA)

Ukrainian Teachers and Learning Environment

**The results of All-Ukrainian Monitoring Survey of Secondary School
Teachers and Principals (by the TALIS methodology)**

EXECUTIVE SUMMARY

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The work presents outcomes of an All-Ukrainian Monitoring Survey of Secondary School Teachers and Principals (by TALIS methodology) conducted by the Ukrainian Educational Research Association with the questionnaires for teachers and principals used for Teaching and Learning International Survey conducted by OECD in 2013. The research was carried out in February-August 2017. The monitoring survey was a part of the Teacher Project within the big scale project “Educational Reform: Quality Assessment in the International Context” realized by Ukrainian Step by Step Foundation with the support of Ministry of Education and Science of Ukraine.

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Overview of All-Ukrainian Monitoring Survey of Secondary School Teachers and Principals (by TALIS methodology)

The report provides the results of All-Ukrainian Monitoring Survey of Secondary School Teachers and Principals (by TALIS methodology). The survey was conducted by the Ukrainian Educational Research Association with the questionnaires for teachers and principals used for Teaching and Learning International Survey conducted by OECD in 2013. The research was carried out in February-August 2017. The monitoring survey was part of the Teacher Project within the big scale project “Educational Reform: Quality Assessment in the International Context” realized by Ukrainian Step by Step Foundation with the support of Ministry of Education and Science of Ukraine.

The aim of the survey was finding out and analyzing Ukrainian teachers’ social, demographic and professional characteristics and school environment.

The research was focused on:

- Social, demographic and professional profiles of Ukrainian teachers and principals
- School leadership, approaches to school management and administration
- Teachers’ support and professional development
- Teacher appraisal and feedback
- School culture
- Teacher practices and beliefs
- Ukrainian teachers’ participation in outgoing mobility programmes
- Teachers self-efficacy and job satisfaction

TALIS – Teaching and Learning International Survey – is conducted by research group under Organisation for Economic Co-operation and development. It is the first international research focused on learning environment and teachers’ work. The first survey was conducted in 2008, and the second wave was in 2013. It supported the same traditions of monitoring and gathering valid and practically important comparable information. The next wave of the research is planned for 2018.

The first wave of the research (2008) involved 24 countries, the second one (2013) enjoyed the participation of 34 countries, it is predicted that in the third wave (2018) there will be 44 participating countries (see table 1).

As Ukraine has not participated in TALIS 2009 and 2013, neither it is going to participate in 2018, it lacks the opportunity to see where the country is in terms of learning environment and teachers’ work. The international character of the research provides the participating countries with the valid comparable evidence that can be used for educational policies focused on teacher support and professional development.

Table 1

OECD TALIS 2013 participating countries and economies

OECD Countries and Sub-National Entities			
Alberta (Canada)	England (UK)	Israel	Norway
Australia *	Estonia	Italy	Poland
Chile	Finland	Japan	Portugal
Czech Republic	Flanders (Belgium)	Korea	Slovak Republic
Denmark	France	Mexico	Spain
	Iceland	Netherlands	Sweden
OECD Partner Countries and Sub-National Entities			
Abu Dhabi (UAE)	Croatia	Malaysia	Singapore
Brazil	Cyprus	Romania	
Bulgaria	Latvia	Serbia	

*TALIS 2008 participants are highlighted in darker blue

Source: TALIS 2013 Results, 2014

In 2015, Ukrainian Educational Research Association wrote to Organisation for Economical Co-operation and Development (OECD) for acquiring their permission to use the TALIS 2013 questionnaires for the survey in Ukraine, and received the permission.

The idea was supported by the Ministry of Education and Science of Ukraine and who published Letter “On Conducting Monitoring Survey” № 1/9-64 dated by 07.02.2017, commissioning UERA to conduct All-Ukrainian Monitoring Survey of Secondary School Teachers and Principals (by TALIS methodology) in February-May 2017.

TALIS methodology and tools are theoretically grounded. For reaching the purpose, the experts developed conceptual approaches based on Indicators of Education Systems, that reflect learning outcomes, learning environment and school organization.

According to the methodology the survey is based on questionnaires. The respondents can fill in paper-based or on-line forms. There are two questionnaires – for teachers and for school principals. The survey is conducted for middle school teachers (ISCED 2). Some participating countries also engaged primary and high school teachers. The participating country designs sample of 200 schools with 20 representatively selected teachers and a principal to be surveyed. Thus, in

the TALIS second wave (2013) there were 107 000 surveyed teachers who represented more than 4 million teachers from 34 countries.

All-Ukrainian Monitoring Survey of Secondary School Teachers and Principals followed TALIS methodology.

Coordinator of All-Ukrainian Monitoring Survey of Secondary School Teachers and Principals (by TALIS methodology) was Doctor of Sociological Sciences, prof. Svitlana Shchudlo (Ivan Franko Drohobych State Pedagogical University), joint-coordinators were – Doctor of Pedagogical Sciences, prof. Oksana Zabolotna (Pavlo Tychyna Uman State Pedagogical University), and Candidate of Physics and Mathematics, Assistant Professor Tetiana Lisova (Nizhyn Gogol State University).

Survey Design

Table 2

Characteristics of All-Ukrainian Monitoring Survey of Secondary School Teachers and Principals (by TALIS methodology)

Survey Design	
Project Coordinator	Ukrainian Educational Research Association
Target group	School principals and teachers of grades 5-9 from all regions of Ukraine (government controlled territories)
Sampling design	For schools – multistage sampling; 1 st stage – stratified, 2 nd stage –random, based on region, location, and type of school; for teachers –one-stage, random
Achieved sample size	3600 school teachers of grades 5-9 (ISCED 2), 201 principals from 201 schools
Error	Simple random sampling error is 1,6%, school sampling error with design effect is 2,3%
Tools	Questionnaires for teachers and principals. Time for filling in is 45-90 min
Mode of data collection	The predominant mode of delivery was paper questionnaire
Survey window	February – August 2017

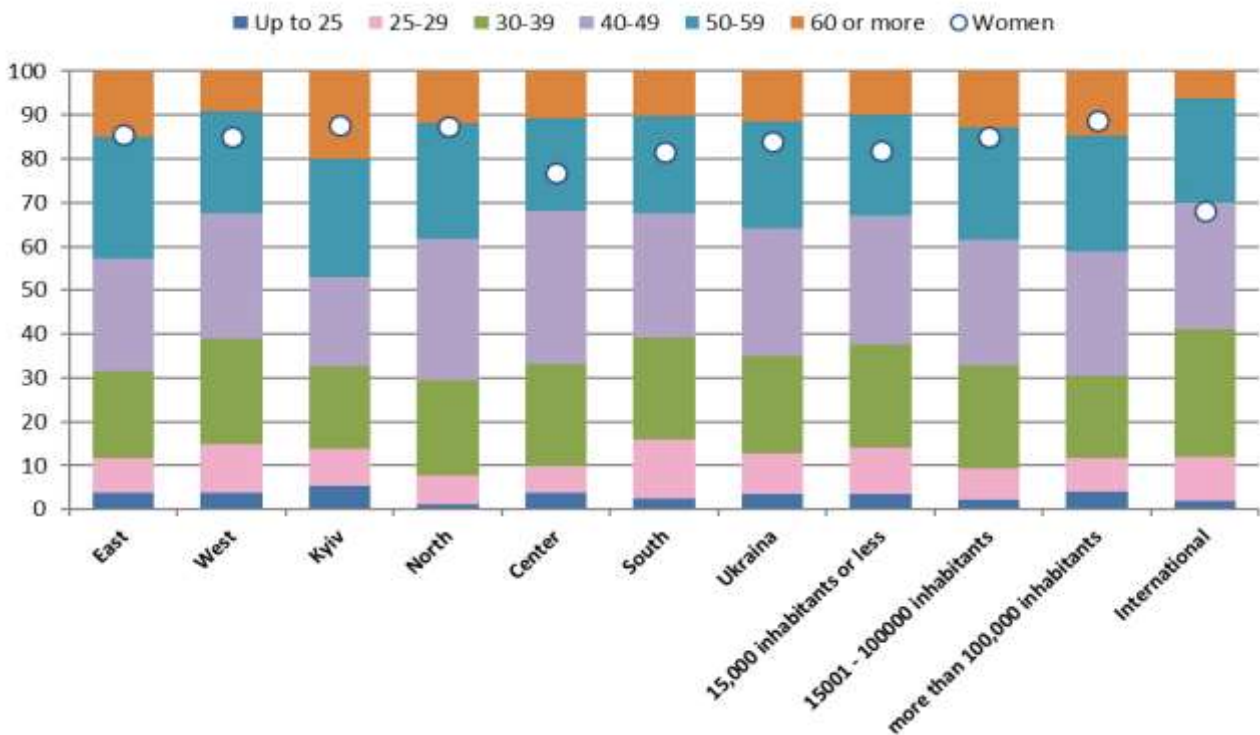
Socio-demographic and professional profile of Ukrainian teachers

Table 3

Socio-demographic and professional profile of Ukrainian teachers	
Gender	84% of Ukrainian teachers are women, which significantly exceeds the average international level (68.1%) obtained in TALIS 2013. A greater proportion of women among teachers is characteristic of almost all countries except Japan, where 61% of secondary school teachers are men. The mostly close to Ukraine is the value of this indicator in Estonia (84%), Latvia (89%), the Slovak Republic (82%). In the regions of Ukraine, the proportion of women ranges from 76.7% (Center) to 87.7% (Kyiv).
Age	The average age of Ukrainian teachers in grades 5-9 is 44.7 years. This exceeds the international average in TALIS 2013 (42.9 years). The largest share of Ukrainian teachers is in the age group from 40 to 49 (29%), while the average per country is the same proportion of teachers in the age group of 30 to 39 years. The share of Ukrainian teachers in the age group of 60 and more is 12%, which is twice the international average. Estonia (16%) and Norway (15%) have a higher percentage than Ukraine in this age group. The oldest teachers work in Kyiv.
Experience	Ukrainian teachers have 21.7 years of experience as a teacher, while the average international indicator is 16.2 years. The average number of years a teacher works in this school (17.8) for Ukraine is much higher than the average in other countries (9.8), which indicates the low mobility of Ukrainian teachers within the education sector. The experience of work in teaching positions similar to Ukraine is observed in Latvia, Estonia and Bulgaria.
Educational level	In Ukraine, the share of teachers of grades 5-9 having formal education, not lower than bachelor (bachelor, specialist, master's degree, PhD) is 96.3% and exceeds the average international level in TALIS2013 by 5.4%. The share of teachers with a scientific degree (0,2%) is lower than the average international (1,4%). In terms of regions, the distribution of teachers at the highest level of formal education is not much different.
Teacher Preparation	The share of Ukrainian teachers who were teaching special education or pedagogical training is higher than the international average in TALIS 2013 (98.3% vs. 89.8%, respectively). Most teachers believe that their formal education included all aspects of pedagogical training: content of the subjects (82.5%), teaching methods (82.9%), pedagogical practice (79.9%). From all these aspects, teachers feel well or very well trained. In Kyiv, the proportion of those unsure of preparedness for teaching is slightly higher than in the regions. A small proportion of teachers teach subjects that have not received any training (4.3% maximum for art).

Professional development	98.2% of teachers in Ukraine were engaged in professional development during the last 12 months prior to the poll. It is almost 10% higher than the average for TALIS2013. Somewhat higher rates of participation among women, more experienced teachers, regular school teachers and teachers who work more than 30 hours a week.
Professional development needs	The most critical need for professional development for Ukrainian teachers is to improve the skills of information and communication technologies (ICT) for training (14,1%) and the acquisition of new technologies in the workplace (16,8%). The largest share of foreign colleagues (22.3%) are in need of improved teaching for students with special needs.
Obstacles to professional development	Ukrainian teachers see the same basic obstacles to their professional development as their foreign counterparts. This is the implementation of professional development during the working time of teachers (54% in Ukraine and 50.6% on average in other countries) and the lack of rewards for participating in these events (50.2% and 48% respectively).

Fig.1 Distribution of teachers by age and gender



In terms of the regions of Ukraine, the greatest differences in the share of teachers are observed in the age group of 40-49 years between Kyiv (20.4%) and the Center (35%), as well as in the age group of 60 years and above - between the West (9, 1%) and Kyiv (20%). In general, considering the 50-year limit between the productive and retirement age, the situation looks best in the Central Region (68% of teachers have an age below 50 years), while the worst is in Kyiv (correspondingly 53.1%), however, Kyiv demonstrates a relatively good tendency in the rejuvenation of teaching staff (13.7% of teachers

under the age of 30 and the maximum among the regions - 5.2% under the age of 25). Nevertheless, Kiev remains the leader in the number of teachers of retirement age (20%).

In general, the proportion of working pensioners is increasing with the increase in the size of settlements in which schools are located (from 9,9% for settlements with the number of inhabitants to 15 thousand - up to 14,7% for cities with a population of more than 100 thousand), as well as a gender imbalance, which suggests the existence of a direct cause-and-consequence, and indirect, due to other factors, the relationship between these variables. Note that despite the long-term growth in Ukraine of gender imbalances among teachers of grades 5-9, the proportion of women teachers in the age group up to 30 years old is about 79%, which is the lowest indicator in comparison with other age groups (the highest proportion of women (87,3%) was in the group of 40-49 years old). On the other hand, there is a need to test the hypothesis that early retirement from the profession prevails in men, which leads in the future to an increase in the proportion of women.

Distribution of teachers by school specifics

Table 4

Distribution of teachers by school specifics	
Schools with language problems	7.1% of the average teachers in Ukraine work in schools where there are more than 10% of pupils whose native language is different from the language of instruction (on average, TALIS is 21.3%). This is close to the international average in the South (24.3%) and the East (13.4%), while almost zero in other regions. In such schools, 87.5% of teachers have an experience of more than 5 years and 96.5% of teachers have a formal education level not lower than a bachelor's degree.
Schools with students who have special needs	On average, less than 1% of Ukrainian teachers work in schools where there are more than 10% of students with special educational needs (on average, TALIS is 25.5%). Only in the South and Kyiv this figure is slightly above 5%. 64.9% of teachers indicated that there were no pupils with special needs in the classes they teach, and 34.8% indicated that there were several children. Like the average for TALIS2013 countries, the proportion of more experienced (and formally educated) teachers in schools with a high proportion of students with special educational needs is somewhat lower than in schools with fewer such pupils.
Schools with students from low-income families	6.5% of teachers on average in Ukraine work in schools where, according to the principals, there are more than 30% of students from low-income families. The largest number is in the West (13.2%), the South (6.4%) and the Center (7.1%). At the same time, most of them fall into schools located in small settlements (up to 15 thousand inhabitants) (8.7%). The proportion of experienced (or formally more educated) teachers in schools with a problem number of children from low-income families is somewhat lower than in schools where such pupils are less.

Schools in settlements of different sizes	<p>The vast majority of all teachers in grades 5-9 of Ukraine (57.7%) work in villages and small cities (up to 15 thousand inhabitants). This significantly exceeds the international average in TALIS 2013 (42%). In the West, this percentage is greatest (71.3%), in the East the smallest (39.6%). The smallest number of Ukrainian teachers (19.7%) are in small cities (15-100 thousand inhabitants). The number of experienced teachers (with a teacher's work experience of more than 5 years) is almost the same (88.6% in villages and small towns and 90.4% in large cities) according to the size of settlements they work in. Also, the distribution of teachers with a high (not lower bachelor's degree) level of formal education in the size of settlements is homogeneous (from 95.7% in villages and small towns to 97.8% in large cities).</p>
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Profile of Ukrainian schools

Table 5

Profile of schools in which Ukrainian teachers work	
Type of school	<p>The Ukrainian school is mainly state / municipal. Only one private school came to the sample, although according to TALIS 2013, about 18% of teachers in participating countries work at such schools. Traditionally, most Ukrainian schools combine primary, secondary and upper secondary schools with general education programs (schools of I-III degree) or primary and secondary schools (I-II degree schools). According to the survey, 66.3% of teachers providing second-degree education in schools work in schools for which at least one other school competes for attracting potential students. On the contrary, for 33.6% of teachers at this level of education, there is no such competition at all. By comparison, on average, 77% of TALIS2013 teachers work in schools that compete with one or more schools.</p>
Number of pupils	<p>The average number of students in schools in Ukraine (345 students) is significantly lower than the average in TALIS2013 countries (546 students). On the contrary, in Kyiv this indicator is, by contrast, substantially larger (735 students). In the Western and Southern regions, the number of students is the lowest (274 and 285 students, respectively). The average size of the class in Ukraine is almost 18 students, while the average international figure is 24. The smallest classes are in the western region (16), the largest are in Kyiv (24).</p>
Number of teachers	<p>In Ukraine, there are an average of 33 teachers in the school, while in the participating countries TALIS2013 is almost 46. The number of students per teacher is greatest in Kyiv (13.4), and the smallest in the western region (7.2). In general, in Ukraine, the average number of students per teacher is 9.3, while the average international indicator in TALIS2013 is 12.4. In Kyiv, the number of teachers is ten times the number of support staff and more than five times the number of administrative and management staff. These indicators, the highest in the regions of Ukraine, are significantly lower than the average for TALIS2013 countries, where one subsidiary employee has 14.4 teachers, and one manager or administrator - 6.3 teachers.</p>

Provision of resources	<p>In most types of resources, the needs of Ukraine are much more acute, exceeding the average international values to two or more times. 74.7% of teachers in Ukraine lack the quality of computers for training (against 38.1% in TALIS2013). Half of Ukrainian teachers work in schools with poor access to the Internet, and even more (61.2%) - in schools lacking quality educational software. The lack of or poor quality of library materials is indicated by the heads of schools, which employ 54.7% of Ukrainian teachers. In general, 48.3% of Ukrainian teachers work in schools, whose principals report a lack of qualified teachers. Principals of 42.7% teachers point to a shortage of support staff, although in Ukraine, auxiliary staff per teacher is more than the total in the participating countries TALIS2013. Foreign colleagues suffer the most from the lack of staff trained to work with pupils with special needs (48%).</p>
School climate	<p>Ukrainian principals pointed to the practical absence of cases of the use or storage of drugs or alcohol in schools (the average international value in TALIS2013 (1.2%) is also negligible), theft and vandalism. The biggest problem for 37.7% of teachers, according to principals, is that students are late for lessons (average for TALIS2013 - 51%). The next major problem in Ukraine is the write-off (for 36.6% of teachers), while for other countries it is 13.2%. None of the manifestations of negative behavior on the part of teacher principals did not notice. In general, the Ukrainian school created an atmosphere of support for the achievements of colleagues, respect for the ideas of colleagues, involvement of staff in open discussions on school problems (more than 97%). Relationships between pupils and teachers are good. However, only 41% of teachers have confidence that school employees have the same beliefs about teaching and learning (according to TALIS2013 countries it is 87.1%). The level of cooperation between the school and the local community is rather high (82.3%) and exceeds the international average by 7.3%, but only 33.4% of Kyiv teachers work in schools whose principals report it.</p>
School autonomy	<p>All Ukrainian teachers work in schools where approval of admission of students to school is fully in school responsibility (among other countries such teachers are 81.2%). Ukrainian schools have a wide freedom of choice in the educational material, determination of disciplinary responsibility (indicators above 90% for both Ukraine and other countries). The definition of the procedure for assessing students, the list and contents of subjects also relates to activities where the school has high powers (indicators for Ukraine are more than 75% for each). 86.9% of teachers in Ukraine work in schools, where the definition of content of the subject is in the school's competence (on average, TALIS is 64.6%). Instead, only 45.4% of Ukrainian teachers work in schools where principals pointed to the main responsibility within the school for the distribution of the budget (with an average of TALIS 82.5%). Even lower rates related to wage setting (23.5%) and wage increases (20.3%).</p>

Social, demographical and professional profile of Ukrainian principals

Table 6 demonstrates Ukrainian teachers' general profile based on All-Ukrainian Monitoring Survey of Secondary School Teachers and Principals (by TALIS methodology).

Table 6

Social, demographical and professional profile of Ukrainian principals

Ukrainian principals' profile	
Gender	In Ukraine, 70,6 % of school principals are female while the TALIS, OECD and PISA leaders average are more gender balanced with somewhat more male principals (the TALIS average is 49,4 %; the OECD countries average is 44,0 %; PISA leaders average is 39,1 %).
Age	The average age of the Ukrainian principal is somewhat higher than in the groups of countries chosen for comparison (Ukrainian average is 53,2 %; the TALIS countries average is 51,5 %; the OECD countries average is 52,0 %; the PISA leaders average is 52,0 %). It is noteworthy that in Ukraine the proportion of principals aged 60 and above is considerably higher than in the countries chosen for comparison (20,9 % in Ukraine, in TALIS countries – 15,0 %; in OECD countries – 16,9 %; and in PISA leaders – 15,4 %).
Experience of principals	The average tenure of Ukrainian principals is 14,5 years which is much more than the TALIS average which is – 8,9 years. This difference is caused by a three times larger percentage of Ukrainian teachers who have occupied the principal's position for more than 20 years. This category is represented by 27,9 % Ukrainian principals while the TALIS average is 9,0 %. Ukrainian principals spend significantly more time in teachers' positions.
Level of education	There is a small percentage of Ukrainian teachers who have not completed ISCED level 5A (undergraduate and postgraduate diploma or degree). Among the compared countries their percentage is the highest – 1,5 % while it is 0,6 % in the TALIS countries; 0,7 % - in the OECD countries, and 0,2 % - in PISA leaders. At the same time, the percentage of principals with the academic degrees of candidate (PhD) or doctor of sciences is the lowest in Ukraine (1,5 %) compared to TALIS average (3,2 %); OECD average (3,5 %); and PISA leaders average PISA (2,2 %).
Principal training components	Almost all Ukrainian school principals (94 %) have been trained in school management either as an academic programme or a training course / courses. This is much higher than TALIS average (84,8 %). Besides, two thirds of Ukrainian principals had leadership trainings before or after they had occupied their position.

Professional development	The majority of Ukrainian principals (95,0 %) had taken part in professional development programmes in 12 months prior to the survey which is higher than TALIS average (91,5 %).
Time of task allocation	Ukrainian teachers report that more than a third of their time (34,5 %) is dedicated to administrative and leadership tasks. It is considerably less than reported by principals from TALIS (41,4 %), OECD (42,3 %)m and PISA leaders (43,3 %). Instead, 30,8 % of their time Ukrainian principals allocate for teaching tasks which is much more than TALIS (21,5 %), OECD (21,0 %), and PISA leaders (21,3 %).
Principal leadership role	In Ukrainian context, principals pay much attention to performing educational tasks rather than organizational or managerial tasks while in TALIS countries more time is allocated on administration and management.
Principal leadership role	Ukrainian teachers are least engaged in the matters of school funding: establishing teachers' starting salaries, including setting pay scales (20 %), determining teachers' salary increases (16,5 %), deciding on budget allocations within the school (38,5 %). The provided data directly demonstrate the low level of financial autonomy in Ukrainian schools. Less than a half of Ukrainian principals influence the following aspects: choosing which learning materials are used (37,5 %), determining course content, including national/regional curricula (43 %), establishing student assessment policies, including national/regional assessments (46,5 %). These data demonstrate the level of school educational autonomy which is not very high.
Principals' perceived barriers to effectiveness	As stated, Ukrainian principals have fewer barriers to effective professional development. Missing prerequisites is mentioned by 5,1 % Ukrainian principals while in TALIS countries 22,4 % principals mention this barrier. The answers are closer in the lack of employer support: 29,8 % in Ukraine and 35,4 % in TALIS countries.
Principal job satisfaction	97 % Ukrainian school principals are satisfied with their job. Nevertheless, less than a half of Ukrainian principals think that teacher's work is appreciated by society (43,2 %).

Professional development and support of teachers

Professional development is defined in TALIS as a series of activities aimed at developing individual skills, knowledge, qualifications and other characteristics of teachers with the ultimate goal of improving their teaching practice. Such development can be provided in many ways, ranging from the most formal (courses or seminars) to more informal approaches (collaborating with other teachers or participating in extracurricular work). Teachers were asked about their participation in various professional development activities during the last 12 months before the survey and about the impact of these activities on teaching practice. It was also about the support (financial or non-financial) that teachers received for implementing these activities, the need for professional development in different parts of school life and obstacles to professional development. Teachers were also asked about participation in the programs of primary professional socialization and in mentoring activities. The "Primary Professional Socialization Program" is defined in TALIS as a series of activities during the first employment of a teacher aimed at supporting new teachers, for example, working together with colleagues who have also recently begun pedagogical activities, mentors, experienced teachers, etc. In addition, school principals responded to questions about the availability and accessibility of programs for primary vocational socialization and mentoring in their schools.

Data collected during the survey of teachers and school principals indicate that 98.2% of teachers in Ukraine during the last 12 months prior to the poll participated in at least one of the professional development activities. This figure is almost 10% higher than the average for TALIS 2013. Somewhat higher rates of participation among women, more experienced teachers, regular school teachers and teachers who work more than 30 hours a week.

Almost all school principals reported that primary vocational socialization programs are available in their schools. However, on average, no more than two thirds of teachers in Ukraine report that they participated in some program during their first employment as a teacher. For many countries, there is a similar situation that can be interpreted differently: either teachers are not fully utilizing the opportunities available, or their first employment took place at a time when there was no such opportunity. A similar situation with mentoring programs. According to directors' answers, only 10.8% of Ukrainian teachers work in schools where there are currently no mentoring programs, but no more than a quarter of teachers said they took part in them.

The level and intensity of participation in professional development activities depends on the forms of support that teachers receive to participate in them. The level of participation in professional development activities is clearly high in those countries where teachers report high levels of financial support. Ukraine belongs to countries with high levels of participation, in which monetary support is insignificant. Instead, non-financial support for the development of teachers is provided in the form of time they receive for participation in various activities (66.5%), additional leave or moral incentives (33.1%). These figures exceed the average for TALIS.

Teachers in Ukraine believe that the most critical needs in professional development is the improvement of the skills of information and communication technologies (ICTs) for learning and mastering new technologies in the workplace. They do not believe that the training of students with special needs require priority attention when improving their qualifications, while almost every fifth foreign colleague pointed to this as a very important need. Ukrainian teachers see the same basic obstacles to their professional development as their foreign counterparts. This is the implementation of professional development during the working time of teachers and the lack of rewards (incentives) for participating in these events.

Teacher appraisal and feedback

Teacher appraisal and feedback in broad meaning are used to evaluate teacher's work. They can be performed with the broad spectrum of formal and informal tools. The TALIS survey asked teachers about the appraisal and feedback used in their school.

Most of Ukrainian teachers get formal appraisal and feedback from different sources. They mainly receive appraisal and feedback from school principal, school management team or external inspectors. Teachers and mentors are less active in providing appraisal and feedback. Responses received from Ukrainian principals and school teachers differ substantially from TALIS countries' responses, thus demonstrating that Ukrainian teachers are under considerable pressure from principals, school administration and external inspection.

By principals' responses, the most widely practised methods of formal appraisal and feedback are: feedback following self-assessment of teachers' work, feedback following classroom observation, feedback from student surveys, feedback following analysis of student test scores. The biggest differences in comparison to international responses are seen in the answers concerning feedback from student surveys and feedback following assessment of teachers' content knowledge.

By teachers' responses, feedback following classroom observation is mostly practised in Ukrainian schools. Most of teachers state that other popular feedback methods are feedback following analysis of student test scores and assessment of teachers' content knowledge. Feedback from parents and guardians is the most rarely mentioned. This information can lead to the conclusion that in teachers' appraisal and feedback the role of such important stakeholders as parents and students is underestimated.

In Ukrainian context, attitudes towards teaching in multicultural and multilanguage environment and teaching students with special needs cause anxiety as they lack proper attention.

The survey results prove that teachers feel some positive changes in their career after formal appraisal and feedback. They deal with public recognition and job satisfaction. These results demonstrate that teachers highly value non-material outcomes and these aspects should not be underestimated in improving school education. At the same time formal appraisal and feedback do not influence likelihood of career advancement or salary/ other financial bonus.

Teacher practices and beliefs

Analysis of teacher practices and beliefs defining their relationship with other stakeholders is often taken into account in school reforms. They form learning environment, influence students' motivation and their learning outcomes. That is why TALIS contains questions devoted to teacher practices and beliefs.

Ukrainian teachers are similar to TALIS teachers in the frequency of presenting a summary of recently learned content, referring to a problem from everyday life or work to demonstrate why new knowledge is useful, and checking students' exercise books or homework.

However, Ukrainian teachers less frequently refer to constructivist approach to teaching and learning. This demonstrates that Ukrainian school practices tend to rely on reproductive rather than active learning.

Ukrainian and TALIS teachers are similar in some assessment practices. However, while Ukrainian teachers attach much importance to standardized tests and individual students answer questions in front of the class, their TALIS colleagues prefer developing and administering own assessment and providing written feedback on student work in addition to a mark. This demonstrates that Ukrainian teachers are more conventional in their assessment practices and do not seek assessment alternatives involving students into the evaluation of their own progress.

In the average, Ukrainian teachers state that they work 52,2 hours a week (out of which 19,2 hours is devoted to teaching). It is much higher than stated by teachers from comparative groups – TALIS teachers provide information about 38,3 working hours a week (19,3 hours is devoted to teaching). On the one hand, this may mean that Ukrainian teachers are more busy as except teaching they spend 33 hours time on other activities which is twice as much as spent by TALIS teachers who report 19 hours a week. On the other hand, it may mean that Ukrainian teachers do not have enough time management skills.

The least of time is spent by Ukrainian teachers on school management which proves the fact that though Ukrainian teachers have a lot of administrative tasks they demonstrate little influence on school management.

The TALIS teachers' responses demonstrate the fact that nearly in all countries teachers realize the importance of using constructivist approach which contributes to active learning rather than transmitting information. Ukrainian teachers report sharing some constructivism related beliefs that the teachers' role is facilitating students own inquiry. As to other statements, Ukrainian teachers tend to express less support. These are: students learn best by finding solutions to problems on their own; students should be allowed to think of solutions to practical problems themselves before the teacher shows them how they are solved; thinking and reasoning are more important than specific curriculum content. Their responses demonstrate that Ukrainian teachers tend to underestimate students' autonomy and students' own responsibility for their learning. This lack of trust prevents Ukrainian schools from introducing constructivist approach into practice.

Another barrier is low level of cooperation of Ukrainian teachers' who rarely practice teaching jointly as a team in the same class, engaging in joint activities across different classes and age groups, or observing other teachers' classes and providing feedback.

As a result, low level of teachers' cooperation may lead to low level of students' cooperation and negatively influence interdisciplinary connections.

Ukrainian teachers' participation in professional outgoing mobility programmes

The questionnaire contains some questions about teachers' participation in professional mobility programmes in other countries.

The results show that Ukrainian teachers' participation in outgoing mobility programmes is critically low as only 7,6% of the surveyed had been outside Ukraine for professional purposes.

As the results show, women are more active in mobility programmes than men, urban school teachers are more active than rural school teachers (9,4 % and 3,8 % respectively).

There are some regional differences in mobility programmes participation: the highest level is demonstrated by Kyiv teachers (12,4 %) and by teachers in Western Ukraine (9,2 %), while in the East of Ukraine it is the lowest (3,6 %).

Professional mobility was predominantly initiated by teachers; rarely was it part of some programmes (school, district, regional, national or international).

Teacher self-efficacy and job satisfaction

The TALIS questionnaire contained some questions about teacher self-efficacy and job satisfaction. It was focused on: efficacy in classroom management, efficacy in instruction, and efficacy in student engagement.

In some cases, the responses from Ukrainian teachers and TALIS teachers were rather similar. This is true about controlling disruptive behaviour in the classroom, and providing an alternative explanation, for example, when students are confused.

Quite close to TALIS average are the responses about implementing alternative instructional strategies in the classroom, using a variety of assessment strategies, calming a student who is disruptive or noisy, crafting good questions for students.

Some anxiety is caused by efficacy in student engagement as fewer Ukrainian respondents proved successful in some activities. Thus, quite good at getting students to believe they can do well in school work can only 59,4 % Ukrainian teachers, while in TALIS countries 85,8 % respondents can do it well. 54,7 % Ukrainian respondents can help students value learning (compared to 80,7 % of respondents from TALIS countries). 68,0 % Ukrainian teachers can make their expectations about student behaviour clear (compared to 91,3 % in TALIS countries). The same situation is reported with helping students think critically (69,5 % Ukrainian teachers and 80,3 % TALIS teachers).

The analysis demonstrates that the less experienced teachers are less successful in these activities which points to some problems in pre-service training. Teachers who belong to the age group of 40-49 are most successful in the above mentioned activities.

All in all, 93 % Ukrainian teachers are satisfied with their work. The result is similar to TALIS average where 91,3 % teachers report their satisfaction with job.

The analysis has not demonstrated any correlation between self-efficacy and teacher job satisfaction which goes in line with TALIS results.

An important role is attached to understanding the value of teacher's profession by society. Only a third of Ukrainian teachers (31,2 %) «strongly agree» and «agree» with the statement that the teaching profession is valued in society. The percentage of teachers from TALIS countries who «strongly agree» and «agree» with the statement is 30,9 %. All in all, Ukrainian responses are quite close to international ones and point to the fact that the teachers do not feel that society values their work.

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Ukrainian Teachers and the Learning Environment.

Results of All-Ukrainian Monitoring Survey of Secondary School Teachers and Principals

(by the TALIS methodology)

Executive Summary