

Italy

- **The typical teacher in lower secondary education in Italy is a 49 year old woman, who reports having 20 years of teaching experience and who completed a teacher education or training programme.** The proportion of female principals is lower than the proportion of female teachers (55% and 79%, respectively). On average, principals in Italy are 57 years old and report having 11 years of experience in their role.
- **75% of lower secondary teachers report having undertaken professional development in the 12 months prior to the survey.** The areas in which the highest proportions of teachers report a high need for professional development are developing information and communications technology (ICT) skills for teaching and teaching students with special needs.
- **Teachers in Italy report spending 79% of their lesson time on actual teaching and learning.** This means that 20% of their time is reportedly spent on administrative tasks and keeping order in the classroom (8% and 13%, respectively). They also report spending 17 hours per week on average teaching, 5 hours preparing lessons and 4 hours marking student work.
- **More than 90% teachers report overall satisfaction with their job.** However, only 12% of them believe that teaching is a valued profession in society.

HIGHLIGHTS

Variables among the 10 top- or bottom-ranked ordered by level of education

The following list displays indicators for which your selected country shows the highest and lowest values among countries. The list can be sorted by level of education or by age group. All rankings are calculated including available data from OECD and partner countries. [Find out more about the methodology here.](#)

Teachers

A larger proportion of teachers are female than in most other TALIS countries. (78.5 %, rank 5/32) [Download Indicator](#)

Teachers in Italy are on average older than in most other TALIS countries. (48.9 Years, rank 1/32) [Download Indicator](#)

On average, teachers in Italy have spent more years teaching than in most other TALIS countries. (19.8 Years, rank 4/32) [Download Indicator](#)

A smaller proportion of teachers have completed a teacher education or training programme than in most other TALIS countries. (79.1 %, rank 28/32) [Download Indicator](#)

School Leadership

Principals in Italy are on average older than in most other TALIS countries. (57 Years, rank 3/32) [Download Indicator](#)

A smaller proportion of principals believe that the teaching profession is valued in society relative to other TALIS countries. (8.1 %, rank 31/32) [Download Indicator](#)

A smaller proportion of principals are satisfied with their job relative to most other TALIS countries. (89.4 %, rank 32/32) [Download Indicator](#)

Professional Development Of Teachers

A smaller proportion of teachers report acting as a mentor to another colleague compared to most other TALIS countries. (5.1 %, rank 31/32) [Download Indicator](#)

A smaller proportion of teachers report having undertaken professional development in the 12 months prior to the survey than in most other TALIS countries. (75.4 %, rank 30/32) [Download Indicator](#)

A larger proportion of teachers report a high level of need for professional development aimed at developing their ICT skills for teaching compared to most other TALIS countries. (35.9 %, rank 2/32) [Download Indicator](#)

A larger proportion of teachers report a high level of need for professional development to develop their skills to teach students with special needs compared to most other TALIS countries. (32.3 %, rank 7/32) [Download Indicator](#)

Teacher Appraisal And Feedback

In Italy, a smaller proportion of teachers work in schools where the principal reports the use of some kind of formal appraisal than in most other TALIS countries. (29.9 %, rank 32/32) [Download Indicator](#)

Of those schools where the principal reports formal appraisal practices, a smaller proportion of teachers have their classrooms directly observed than in most other TALIS countries. (73.7 %, rank 30/32) [Download Indicator](#)

Teaching practices

On average, teachers report spending less hours per week teaching compared to most other TALIS countries. (17.3 Hours/week, rank 27/32) [Download Indicator](#)

Teachers report spending less hours per week individually planning and preparing lessons compared to most other TALIS countries. (5 Hours/week, rank 31/32) [Download Indicator](#)

Teachers' Self-Efficacy And Job Satisfaction

A larger proportion of teachers believe that they are able to help their students to value learning, relative to most other TALIS countries. (95.6 %, rank 4/32) [Download Indicator](#)

A larger proportion of teachers believe that they can help their students to think critically, relative to most other TALIS countries. (94.9 %, rank 3/32) [Download Indicator](#)

A smaller proportion of teachers believe that the teaching profession is valued in society relative to most other TALIS countries. (12.5 %, rank 25/32) [Download Indicator](#)

A larger proportion of teachers are satisfied with their job relative to most other TALIS countries. (94.4 %, rank 9/32) [Download Indicator](#)

Teachers/Principals

- More than half of lower secondary teachers in all TALIS countries and economies but Japan are women. The typical teacher is 43 years old, with 16 years of teaching experience (44 years old and 17 years in OECD countries, respectively). Several countries may face the prospect of significant teacher shortages as a result of large numbers of teachers reaching retirement age.
- The gender distribution of principals differs from the distribution of teachers: the proportion of female principals is generally lower than that of teachers. On average principals are 52 years old, with 9 years of experience as a principal.

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Professional dev.

- Although many school principals report that access to induction programmes are currently available at their schools, on average not even half of teachers report having taken part in a formal induction programme. In Japan, Malaysia and Singapore, participation in induction programmes is extensive, with 80% or more of teachers reporting participation in a formal induction programme. This contrasts with Finland, Norway and Sweden, where only 10% to 16% of teachers report having participated in a formal induction programme.
- On average, 88% of lower secondary teachers report having undertaken professional development in the 12 months prior to the survey (86% in OECD countries). The areas in which the greatest number of teachers report a high need for professional development are for teaching students with special needs and developing information and communication technology (ICT) skills for teaching.

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Appraisal/Feedback

- Nearly 95% of lower secondary teachers work in schools where the principal reports that teachers are formally appraised by direct classroom observation (93% in OECD countries).
- Just under half of teachers on average report that their feedback has directly led to a positive change in the amount of professional development they undertake while more than three in five teachers report that it led to positive changes in their teaching practices (just above 40% in OECD countries).

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Practices

- Teachers report spending 79% of their lesson time on actual teaching and learning. This means that more than a fifth of their time is reportedly spent on administrative tasks (8%) and keeping order in the classroom (13%). These findings suggest that teachers in several countries could benefit from help with respect to managing classroom disruptions.
- On average, teachers report spending 19 hours per week teaching, ranging from 15 hours in Norway to 27 hours in Chile. Teachers report spending on average seven hours preparing lessons and five hours marking student work each week.

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Self-efficacy/Job satisfaction

- On average, 91% of teachers across countries report overall satisfaction with their job, and, in the majority of TALIS countries, most teachers report holding beliefs that suggest high levels of self-efficacy.
- However, less than a third of all teachers across TALIS countries believe that teaching is a valued profession in society (a quarter in OECD countries).

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DATA TABLE

Indicator	Sort	Germany	Italy	OECD average	United Kingdom	United States
TEACHERS						
Percentage of female teachers	(2013) Download Indicator	N/A	78.5	67.0	N/A	N/A
Mean age of teachers	(2013) Download Indicator	N/A	48.9	44.0	N/A	N/A
Average years of working experience as a teacher in total	(2013) Download Indicator	N/A	19.8	17.0	N/A	N/A
Completion of teacher education or training programme (%)	(2013) Download Indicator	N/A	79.1	89.2	N/A	N/A
SCHOOL LEADERSHIP						
Female principals (%)	(2013) Download Indicator	N/A	55.2	44.6	N/A	N/A
Age of principals (average)	(2013) Download Indicator	N/A	57.0	52.4	N/A	N/A
Principals' experience (in years)	(2013) Download Indicator	N/A	10.8	9.2	N/A	N/A
Principals believing that the teaching profession is valued in society (%)	(2013) Download Indicator	N/A	8.1	37.4	N/A	N/A

Principals who are satisfied with their job (%)	(2013) Download Indicator	N/A	89.4	95.7	N/A	N/A
PROFESSIONAL DEVELOPMENT OF TEACHERS						
Teachers having taken part in a formal induction programme (%)	(2013) Download Indicator	N/A	49.4	41.5	N/A	N/A
Teachers having a mentor assigned (%)	(2013) Download Indicator	N/A	4.5	9.5	N/A	N/A
Teachers who are mentors to another colleague (%)	(2013) Download Indicator	N/A	5.1	12.3	N/A	N/A
Teachers who undertook professional development in the last 12 months (%)	(2013) Download Indicator	N/A	75.4	85.9	N/A	N/A
Teachers who report a high level of need to develop their ICT skills for teaching (%)	(2013) Download Indicator	N/A	35.9	19.9	N/A	N/A
Teachers who report a high level of need to develop the skills to teach students with special needs (%)	(2013) Download Indicator	N/A	32.3	22.5	N/A	N/A
TEACHER APPRAISAL AND FEEDBACK						
Teachers who report that feedback has increased the number of hours of professional development they undertake (%)	(2013) Download Indicator	N/A	46.2	41.5	N/A	N/A
Teachers who report that feedback has improved their teaching practice (%)	(2013) Download Indicator	N/A	67.9	58.0	N/A	N/A
Teachers working in schools that use some kind of formal appraisal (%)	(2013) Download Indicator	N/A	29.9	90.2	N/A	N/A
Teachers having their classrooms directly observed in schools with formal appraisal practices (%)	(2013) Download Indicator	N/A	73.7	92.3	N/A	N/A
TEACHING PRACTICES						
Teaching time per week (hours)	(2013) Download Indicator	N/A	17.3	19.2	N/A	N/A
Individual time per week spent planning and preparing lessons (hours)	(2013) Download Indicator	N/A	5.0	6.7	N/A	N/A
Time spent marking and correcting work (hours per week)	(2013) Download Indicator	N/A	4.2	4.6	N/A	N/A
Class-time time spent on administrative tasks such as marking	(2013) Download Indicator	N/A	7.5	7.8	N/A	N/A

attendance (%)						
Class-time spent on classroom management (%)	(2013) Download Indicator	N/A	13.0	12.8	N/A	N/A
Class-time spent on actual teaching and learning tasks (%)	(2013) Download Indicator	N/A	78.5	78.7	N/A	N/A
TEACHERS' SELF-EFFICACY AND JOB SATISFACTION						
Teachers who believe they can help their students to value learning (%)	(2013) Download Indicator	N/A	95.6	77.7	N/A	N/A
Teachers who believe they can help their students to think critically (%)	(2013) Download Indicator	N/A	94.9	76.4	N/A	N/A
Teachers who believe that the teaching profession is valued in society (%)	(2013) Download Indicator	N/A	12.5	25.2	N/A	N/A
Teachers who are satisfied with their job (%)	(2013) Download Indicator	N/A	94.4	91.4	N/A	N/A

DIAGRAM OF EDUCATION SYSTEM



