

## OVERVIEW OF COUNTRY RESULTS IN TALIS<sup>1</sup>: BRAZIL

### Teachers' perceptions of their own effectiveness (self efficacy) and job satisfaction

- In **Brazil**, teacher self-efficacy and job satisfaction are below the TALIS average [Figure 4.15].

### Quality of the classroom environment

- On average classroom disciplinary climate is viewed rather negatively by teachers in **Brazil** compared to other 23 countries and the percentage of lesson time lost to disruptive student behaviour or administrative issues is the highest among participating countries [Figures 4.9 and 4.11].

### Professional development of teachers

- About 83% of teachers participate in professional development activities in the survey period (18 months) (TALIS average= 89%) [Table 3.1].
- Average number of days of development taken was 17.3 days, above the TALIS average of 15.3 days [Table 3.1].
- Around 55% of teachers in **Brazil** paid nothing for the development they received (TALIS average= 65%) and about the same percentage - 56% - received scheduled time allocation for undertaking the development (TALIS average= 63%) [Table 3.5].
- Unsatisfied demand for more development is well above the average for **Brazil**: 84% teachers wanted more development than they received (TALIS average= 55%) [Table 3.3].
- The areas of greatest development need for teachers in **Brazil**, as in almost all other countries was teaching students with special learning needs (63% of teachers report this; TALIS average=31%) and ICT teaching skills (36% compared with TALIS average of 25%); other areas of need for teachers in **Brazil** are teaching in a multicultural setting and Student discipline and behaviour problems [Table 3.4].

### Teaching beliefs, practices and attitudes

- Teachers in **Brazil** predominantly see their role as a facilitator of active learning by students who seek out solutions for themselves (constructivist beliefs) as opposed to a role in transmitting knowledge and providing correct solutions about teaching (direct transmission beliefs), though the strength of preference in **Brazil** is not as great as in the majority of countries [Figure 4.2].
- In terms of practices, teachers in **Brazil** as in all countries reported using practices aimed at ensuring learning is well structured ("structuring practices") more often than they used student-oriented practices, such as adapting teaching to individual needs. Both of these teaching practices are used more often than activities such as project work ("enhanced activities"). Teachers' use of structuring practices is relatively less pronounced in **Brazil** than in all other countries [Figure 4.4].

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<sup>1</sup> Based on reports from teachers of lower secondary education and the principals of their schools.

- In **Brazil**, as is the case for all countries, co-operation by teachers takes the form of exchanging and co-ordinating ideas and information more often than direct professional collaboration such as team teaching. Even so the relative use of professional collaboration in **Brazil** is low compared to teachers in other countries [Figure 4.7].

### Teacher appraisal, feedback and school evaluation

- Around one fifth of teachers in **Brazil** had not received feedback or appraisal in their school (5<sup>th</sup> highest of the 23 countries) and almost 20% of teachers are in schools that had no evaluation from any source (external or self-evaluation) in the last 5 years (6<sup>th</sup> highest of the 23 countries) [Figure 5.3].
- Of those teachers receiving appraisal/feedback, more than half reported that it resulted in a development plan to improve their teaching. This percentage is high compared with the TALIS average (37%) [Figure 5.6].
- In terms of the general impact of appraisal and feedback in their school, in **Brazil** only around 15% of teachers report that they will receive some reward (monetary or non-monetary) for improving the quality of their work or being innovative in their teaching, below the average of the 23 participating countries [Table 5.9].
- Furthermore, 30% of teachers believe that a teacher will be dismissed for sustained poor performance in their school (TALIS average= 28%) [Table 5.9].

### School leadership

- School principals in **Brazil** tend towards an instructional style of school leadership rather than a more administrative style of leadership. The extent to which instructional leadership is reported (supervision of instruction, supporting teachers' professional development, setting the school goals) is strongest in **Brazil** compared with all other TALIS countries (the highest level) [Table 6.3].
- In **Brazil**, where instructional leadership is more frequently practiced, both school self-evaluation or external evaluation will have taken place [Table 6.14] and teacher appraisals and feedback are more likely to recognise teachers' participation in professional development [Table 6.9].

### Job experience for teachers

- Length of experience of teachers in **Brazil** is well below average: the percentage of teachers working for 20 years or more= 19%; TALIS average =36% [Table 2.3].

### Teacher behaviours hindering instruction

- Teacher absenteeism is a relatively serious problem in **Brazil**: 32% of teachers are in schools where the principal reports this hindering instruction a lot or to some extent ; TALIS average 26% [Table 2.8].