

Table 4.12

## Teachers' needs for professional development

Percentage of lower secondary education teachers indicating they have a high level of need for professional development in the following areas

	Knowledge and understanding of the subject field(s)		Pedagogical competencies in teaching subject field(s)		Knowledge of the curriculum		Student evaluation and assessment practice		ICT skills for teaching		Student behaviour and classroom management		School management and administration		Approaches to individualised learning		Teaching students with special needs <sup>1</sup>		Teaching in a multicultural or multilingual setting		Teaching cross-curricular skills (e.g., problem solving, learning-to-learn)		Approaches to developing cross-occupational competencies for future work or future studies		New technologies in the workplace		Student career guidance and counselling	
	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)
Australia	2.4	(0.5)	2.8	(0.5)	3.7	(0.5)	3.3	(0.4)	13.6	(0.9)	3.8	(0.6)	4.9	(0.7)	6.2	(0.8)	8.2	(0.8)	4.4	(0.7)	3.1	(0.4)	4.2	(0.5)	12.5	(0.8)	5.9	(1.0)
Brazil	6.7	(0.4)	6.9	(0.4)	7.0	(0.5)	10.2	(0.4)	27.5	(0.7)	19.6	(0.8)	25.5	(0.7)	12.0	(0.4)	60.1	(0.9)	46.4	(0.9)	19.0	(0.6)	21.7	(0.7)	36.9	(0.9)	36.0	(0.8)
Bulgaria	12.4	(0.8)	11.8	(0.8)	14.5	(1.0)	13.4	(0.8)	20.3	(0.9)	15.8	(0.8)	9.1	(0.7)	10.1	(0.9)	22.8	(1.0)	16.6	(1.0)	9.1	(0.7)	13.2	(0.9)	22.7	(1.3)	9.5	(0.6)
Chile	5.7	(0.7)	6.1	(0.6)	7.0	(0.7)	9.7	(0.7)	12.8	(0.9)	12.1	(0.9)	16.5	(1.1)	12.6	(0.8)	25.8	(1.5)	24.4	(1.3)	11.6	(1.0)	11.9	(1.0)	16.7	(1.1)	17.4	(1.2)
Croatia	5.7	(0.4)	8.6	(0.5)	3.6	(0.3)	13.5	(0.7)	19.7	(0.9)	19.9	(0.8)	5.8	(0.5)	19.0	(0.7)	32.7	(0.9)	11.3	(0.7)	13.1	(0.7)	13.0	(0.7)	23.8	(0.9)	10.6	(0.6)
Cyprus <sup>2,3</sup>	2.4	(0.4)	4.3	(0.6)	8.3	(0.8)	4.8	(0.6)	12.5	(0.7)	7.5	(0.8)	11.7	(0.9)	9.2	(0.8)	27.0	(1.0)	17.5	(0.9)	9.0	(0.7)	15.2	(0.9)	20.0	(1.0)	17.1	(0.8)
Czech Republic	8.5	(0.5)	6.1	(0.4)	3.0	(0.3)	5.3	(0.5)	14.8	(0.7)	13.6	(0.7)	4.0	(0.4)	5.6	(0.4)	8.0	(0.5)	5.1	(0.4)	5.6	(0.5)	4.5	(0.4)	10.2	(0.7)	3.7	(0.4)
Denmark	6.4	(0.8)	6.0	(0.7)	3.2	(0.4)	7.5	(0.8)	18.7	(1.2)	6.9	(0.7)	3.1	(0.6)	4.3	(0.6)	27.7	(1.3)	6.8	(0.7)	5.1	(0.6)	5.6	(0.7)	14.0	(1.1)	3.6	(0.5)
Estonia	11.5	(0.7)	11.9	(0.7)	12.7	(0.7)	13.8	(0.8)	24.1	(0.9)	16.7	(1.0)	3.5	(0.3)	9.9	(0.6)	19.7	(0.9)	9.2	(0.7)	14.7	(0.8)	8.0	(0.6)	20.9	(1.0)	7.9	(0.7)
Finland	3.8	(0.4)	3.4	(0.4)	3.4	(0.3)	3.9	(0.4)	17.5	(1.0)	7.8	(0.6)	1.9	(0.3)	8.3	(0.6)	12.6	(0.8)	5.4	(0.6)	4.3	(0.5)	1.3	(0.2)	13.9	(0.8)	1.5	(0.3)
France	5.4	(0.4)	9.2	(0.6)	2.9	(0.3)	13.6	(0.7)	25.1	(0.9)	9.3	(0.7)	4.2	(0.4)	19.1	(0.9)	27.4	(0.9)	11.4	(0.7)	11.2	(0.7)	11.6	(0.6)	17.0	(0.7)	20.5	(0.9)
Iceland	9.0	(0.8)	8.5	(0.8)	22.7	(1.2)	18.2	(1.1)	28.6	(1.5)	14.2	(1.0)	4.9	(0.8)	11.8	(1.0)	16.1	(1.1)	8.9	(0.8)	6.6	(0.7)	7.8	(0.8)	19.1	(1.2)	6.4	(0.7)
Israel	9.3	(0.6)	10.5	(0.7)	7.9	(0.6)	10.2	(0.6)	24.5	(1.2)	12.3	(0.6)	10.0	(0.6)	12.7	(0.6)	22.8	(1.0)	13.0	(0.8)	14.4	(0.8)	13.2	(0.8)	22.9	(0.9)	13.9	(0.7)
Italy	16.6	(0.7)	23.5	(1.0)	11.3	(0.6)	22.9	(1.0)	35.9	(0.8)	28.6	(1.0)	9.9	(0.7)	22.1	(0.8)	32.3	(1.0)	27.4	(0.9)	22.3	(0.7)	16.4	(0.8)	32.2	(0.9)	18.7	(0.8)
Japan	51.0	(0.9)	56.9	(0.9)	20.6	(0.9)	39.6	(0.9)	25.9	(0.9)	43.0	(0.9)	14.6	(0.7)	40.2	(0.9)	40.6	(1.1)	10.7	(0.6)	34.5	(1.0)	22.0	(0.8)	16.0	(0.7)	42.9	(0.9)
Korea	25.2	(0.9)	31.3	(1.0)	23.5	(0.9)	25.3	(1.1)	24.9	(1.1)	30.4	(1.1)	17.5	(0.8)	25.1	(0.9)	36.0	(1.0)	18.9	(0.9)	27.5	(1.0)	25.0	(0.9)	18.9	(1.0)	42.6	(1.1)
Latvia	3.7	(0.5)	4.3	(0.5)	3.2	(0.5)	6.3	(0.6)	19.4	(1.1)	15.0	(1.0)	4.3	(0.5)	13.6	(1.0)	12.1	(1.3)	4.8	(0.7)	11.3	(0.9)	5.0	(0.6)	24.3	(1.0)	9.7	(0.7)
Malaysia	28.8	(1.0)	25.2	(1.0)	23.4	(0.9)	39.7	(1.3)	37.6	(1.2)	21.3	(1.1)	17.8	(0.9)	22.4	(1.0)	10.0	(0.7)	10.4	(0.8)	23.7	(1.1)	21.1	(1.0)	30.8	(1.0)	17.3	(1.0)
Mexico	4.4	(0.6)	8.0	(0.8)	5.0	(0.5)	8.0	(0.6)	21.0	(1.0)	8.6	(0.6)	15.4	(0.8)	13.6	(0.8)	47.4	(1.2)	33.2	(1.0)	11.2	(0.7)	17.8	(0.8)	28.1	(1.1)	21.2	(1.0)
Netherlands	6.9	(0.7)	5.6	(0.5)	4.3	(0.5)	6.6	(0.8)	14.9	(1.1)	9.0	(1.0)	4.2	(0.5)	14.0	(1.0)	10.7	(1.0)	3.1	(0.5)	6.8	(0.9)	4.3	(0.5)	11.5	(1.2)	6.4	(0.7)
Norway	7.1	(0.7)	7.9	(0.7)	4.5	(0.4)	12.4	(1.2)	18.3	(1.4)	4.3	(0.5)	2.5	(0.3)	5.2	(0.5)	12.4	(0.9)	7.4	(1.0)	8.0	(0.9)	6.7	(0.5)	8.7	(0.5)	5.0	(0.6)
Poland	1.8	(0.3)	1.8	(0.3)	2.1	(0.3)	3.3	(0.4)	10.6	(0.8)	13.1	(0.7)	6.0	(0.4)	9.2	(0.5)	14.4	(0.8)	5.5	(0.5)	7.2	(0.6)	3.9	(0.3)	13.2	(0.8)	7.2	(0.6)
Portugal	4.7	(0.4)	4.2	(0.4)	2.9	(0.3)	4.8	(0.4)	9.2	(0.5)	10.4	(0.6)	14.1	(0.6)	8.4	(0.5)	26.5	(1.0)	16.8	(0.7)	6.8	(0.5)	10.5	(0.5)	9.2	(0.6)	6.9	(0.4)
Romania	5.4	(0.5)	7.2	(0.5)	6.7	(0.6)	7.5	(0.5)	18.6	(0.9)	13.6	(0.7)	18.2	(0.9)	15.1	(0.8)	27.0	(1.0)	19.7	(0.9)	13.7	(0.8)	17.4	(0.8)	22.0	(0.9)	15.2	(0.8)
Serbia	5.4	(0.4)	6.6	(0.5)	7.1	(0.5)	9.1	(0.6)	19.5	(0.8)	14.5	(0.8)	6.9	(0.5)	15.1	(0.7)	35.4	(1.1)	10.2	(0.6)	10.0	(0.5)	7.4	(0.5)	21.4	(0.8)	12.2	(0.7)
Singapore	6.2	(0.4)	9.9	(0.6)	7.1	(0.4)	11.9	(0.6)	11.8	(0.6)	9.3	(0.5)	7.4	(0.4)	10.1	(0.6)	15.0	(0.5)	4.9	(0.4)	8.3	(0.5)	9.2	(0.6)	9.8	(0.6)	7.8	(0.5)
Slovak Republic	9.1	(0.6)	8.0	(0.6)	11.9	(0.8)	9.3	(0.6)	18.6	(0.9)	14.5	(0.7)	7.9	(0.5)	10.6	(0.6)	18.8	(0.9)	7.8	(0.6)	9.0	(0.5)	6.6	(0.5)	14.5	(0.7)	6.6	(0.5)
Spain	1.8	(0.2)	5.0	(0.5)	1.3	(0.2)	4.3	(0.6)	14.1	(0.7)	8.4	(0.6)	10.2	(0.5)	8.5	(0.5)	21.8	(1.0)	19.0	(1.0)	7.9	(0.5)	9.4	(0.7)	14.0	(0.7)	8.1	(0.5)
Sweden	9.6	(0.6)	9.1	(0.6)	16.5	(0.8)	26.4	(0.9)	25.5	(0.8)	9.1	(0.6)	3.1	(0.3)	15.3	(0.9)	19.8	(1.0)	11.3	(0.9)	12.0	(0.6)	7.7	(0.5)	18.1	(0.8)	2.8	(0.4)
<b>Sub-national entities</b>																												
Abu Dhabi (United Arab Emirates)	2.3	(0.4)	4.0	(0.6)	3.3	(0.4)	4.7	(0.5)	9.5	(0.8)	6.1	(0.6)	12.2	(0.8)	8.2	(0.6)	22.6	(1.1)	12.9	(0.9)	7.1	(0.6)	11.1	(0.8)	17.7	(1.3)	11.8	(0.9)
Alberta (Canada)	2.6	(0.5)	2.4	(0.5)	2.3	(0.4)	4.5	(0.6)	9.3	(0.8)	3.8	(0.5)	4.1	(0.5)	5.3	(0.6)	8.7	(0.7)	3.8	(0.6)	3.3	(0.5)	3.6	(0.5)	11.8	(0.9)	3.9	(0.5)
England (United Kingdom)	1.8	(0.3)	1.6	(0.3)	1.9	(0.5)	2.4	(0.3)	7.7	(0.7)	2.9	(0.3)	3.5	(0.4)	3.4	(0.4)	6.4	(0.6)	6.9	(0.6)	3.6	(0.5)	4.1	(0.5)	8.4	(0.6)	5.7	(0.4)
Flanders (Belgium)	3.0	(0.3)	2.9	(0.4)	2.7	(0.3)	6.9	(0.6)	10.5	(0.7)	4.9	(0.4)	1.8	(0.3)	6.6	(0.6)	5.3	(0.5)	3.1	(0.5)	3.2	(0.3)	2.1	(0.3)	4.8	(0.5)	2.1	(0.3)
Average	8.7	(0.1)	9.7	(0.1)	7.9	(0.1)	11.6	(0.1)	18.9	(0.2)	13.1	(0.1)	8.7	(0.1)	12.5	(0.1)	22.3	(0.2)	12.7	(0.1)	11.0	(0.1)	10.4	(0.1)	17.8	(0.2)	12.4	(0.1)
United States	1.6	(0.3)	2.2	(0.4)	3.3	(0.5)	4.2	(0.7)	8.1	(0.8)	5.1	(0.6)	4.1	(0.5)	5.1	(0.7)	8.2	(1.0)	5.0	(0.7)	4.7	(0.8)	7.0	(0.9)	14.6	(1.0)	4.3	(0.7)

1. Special needs students are not well defined internationally but usually cover those for whom a special learning need has been formally identified because they are mentally, physically or emotionally disadvantaged. Often, special needs students will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education. "Gifted students" are not considered to have special needs under the definition used here and in other OECD work. Some teachers perceive all students as unique learners and thus having some special learning needs. For the purpose of this survey, it is important to ensure a more objective judgment of who is a special needs student and who is not. That is why a formal identification is stressed above.

2. Footnote by Turkey: The information in this document with reference to "Cyprus" relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Turkey recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Turkey shall preserve its position concerning the "Cyprus issue".

3. Footnote by all the European Union Member States of the OECD and the European Union: The Republic of Cyprus is recognised by all members of the United Nations with the exception of Turkey. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

Source: OECD, TALIS 2013 Database.

Note: The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.