

Preconditions for Effective Teaching (in the Light of Data from the TALIS 2008 Project – Polish Perspective)

Abstract

The article contains some information, opinions and conclusions connected with preconditions for effective teaching. The survey, which is partly presented, involved 24 countries and was carried out among 90 thousand teachers (the stress is put here on the “Polish perspective”). The teachers and schools were described by over 50 factors (independent variables), comprising : profiles of teachers and schools, teachers’ professional development, teaching practices and teachers’ beliefs and attitudes, teacher appraisal and school leadership.

The two variables were regarded as preconditions for a teacher’s professional success (they were classified as dependent variables). It was concluded that the classroom climate and the teachers’ sense of self-efficacy were the key variables.

In Poland and in most countries – the model of the sense of self-efficacy was dominated by variables on teacher beliefs about instruction and teaching practice. The second model (classroom climate) – both in Poland and in most other countries there were equally strong contributions of variables from the “Practices and beliefs” and “Socio-economic conditions” blocks.

Key words: *TALIS, effective teaching, teachers’ practices and beliefs, classroom climate, teachers’ self-efficacy.*

TALIS – project highlights

The Teaching and Learning International Survey (TALIS) is an OECD interna-