

[Part 1/1]

Teachers' beliefs about teaching and learning in upper secondary education

Percentage of upper secondary education teachers who "agree" or "strongly agree" with the following statements

Table 6.13.b

	My role as a teacher is to facilitate students' own inquiry		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 processes are more important than specific curriculum content	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.
Australia	92.9	(0.7)	73.5	(1.5)	91.3	(0.5)	77.5	(1.4)
Denmark	95.6	(1.0)	90.8	(1.1)	92.6	(0.7)	79.9	(1.1)
Finland	97.6	(0.6)	80.5	(1.4)	91.4	(1.5)	87.2	(0.9)
Iceland	98.6	(0.4)	88.8	(1.0)	87.4	(1.1)	89.7	(1.0)
Italy	91.5	(0.5)	63.0	(0.9)	68.3	(0.9)	86.3	(0.6)
Mexico	92.9	(0.8)	82.6	(1.0)	92.2	(0.7)	75.0	(1.0)
Norway	96.9	(0.3)	56.8	(1.0)	93.6	(0.6)	75.4	(1.1)
Poland	91.9	(0.7)	83.9	(0.9)	91.1	(0.6)	82.6	(0.7)
Singapore	95.7	(0.4)	89.1	(0.6)	97.8	(0.3)	95.1	(0.4)
Sub-national entities								
Abu Dhabi (United Arab Emirates)	96.2	(0.4)	91.1	(0.7)	95.4	(0.4)	89.2	(0.8)
Average	95.0	(0.2)	80.0	(0.3)	90.1	(0.3)	83.8	(0.3)

Source: OECD, TALIS 2013 Database.