Italy

The OECD Teaching and Learning International Survey (TALIS) is the largest international survey of teachers and principals. By collecting internationally comparable information, it ensures that teachers' and principals' voices are represented in education policymaking.

TALIS relies solely on self-reports, which reflect perceptions but may be shaped by social and cultural context. Cross-country comparisons should therefore be interpreted with caution.

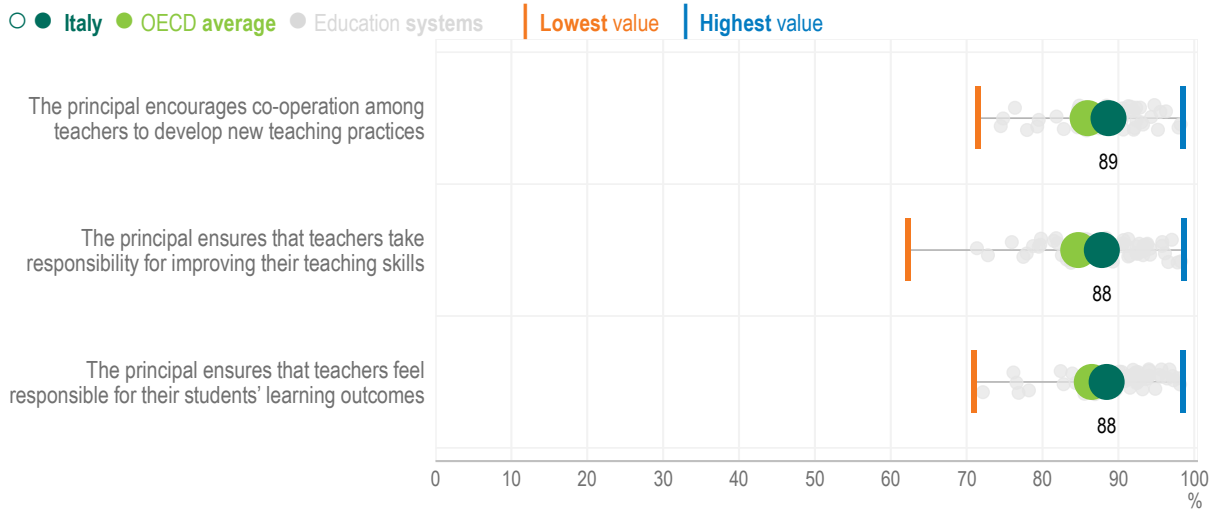
This note presents findings based on responses collected in 2024 from lower secondary teachers and principals. It only comments on statistically significant differences or changes.

Valued leadership matters

- TALIS defines valued leadership based on teachers' views about their principals' instructional and relational leadership. Instructional leadership involves principals encouraging their teachers to improve their skills, collaborate with each other and take responsibility for students' learning outcomes. Relational leadership refers to principals fostering their school community's shared vision, inclusive decision making and positive professional relationships.

Figure 1. Principals' instructional leadership based on teachers' views

Percentage of lower secondary teachers who "agree" or "strongly agree" with the following statements about the principal at their school

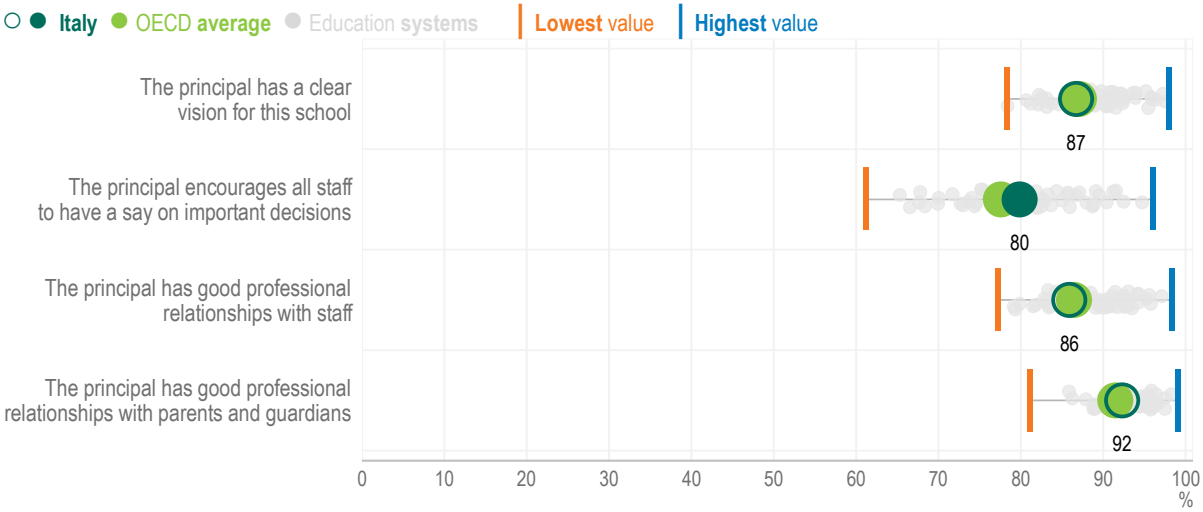


Note: Statistically significant differences between Italy and the OECD average are highlighted with filled circles.
Source: OECD, *TALIS 2024 Database*, Table 1.2.

- In Italy, 89% of teachers 'agree' or 'strongly agree' that their principal encourages co-operation among teachers to develop new teaching practices, which is higher than teachers' reports across OECD countries and territories with available data (hereafter, "the OECD average") (86%). Furthermore, 88% of teachers report that their principal ensures that teachers take responsibility for improving their teaching skills (higher than the OECD average: 85%), and 88% think that their principal ensures that teachers feel responsible for their students' learning outcomes (higher than the OECD average: 86%).

Figure 2. Principals' relational leadership based on teachers' views

Percentage of lower secondary teachers who "agree" or "strongly agree" with the following statements about the principal at their school



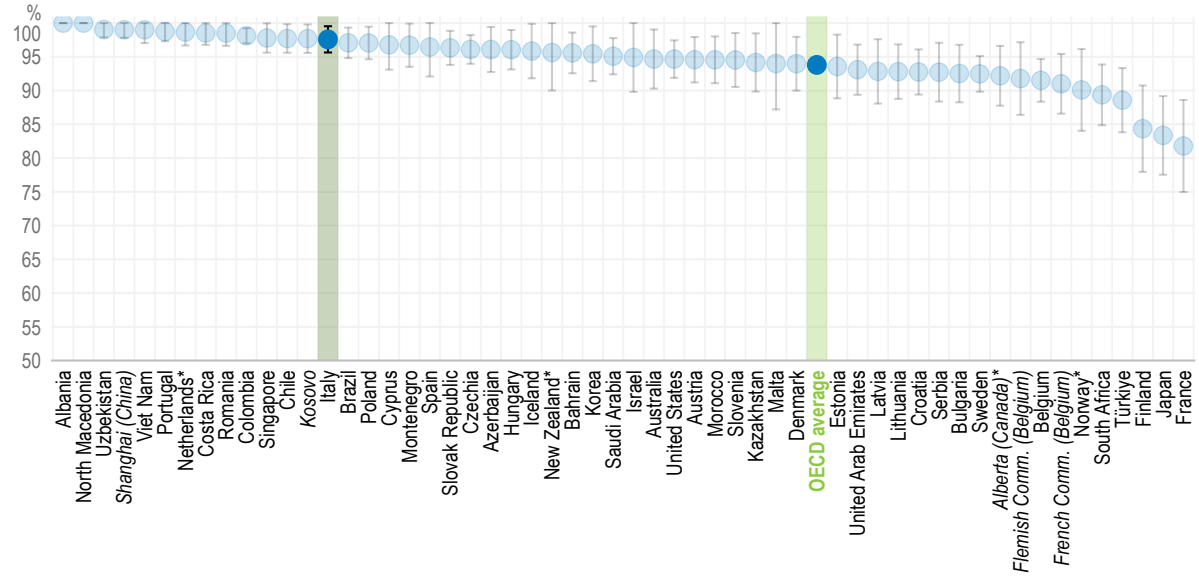
Note: Statistically significant differences between Italy and the OECD average are highlighted with filled circles.
Source: OECD, *TALIS 2024 Database*, Table 1.3.

- In Italy, 87% of teachers 'agree' or 'strongly agree' that their principal has a clear vision for the school (similar to the OECD average: 87%), 80% agree that the principal encourages all staff to have a say on important decisions (higher than the OECD average: 78%), 86% agree that the principal has good professional relationships with staff (similar to the OECD average: 86%), and 92% agree that the principal has good professional relationships with parents or guardians (similar to the OECD average: 91%).
- Valued leadership is associated with a school climate that supports teaching and learning, as well as better professional outcomes for teachers. Moreover, in schools with more valued leadership, teachers are less likely to want to leave the profession and there are fewer reported teacher shortages, on average across OECD education systems.

Thriving principals are more valued

Figure 3. Principals' job satisfaction

Percentage of lower secondary principals who "agree" or "strongly agree" that, all in all, they are satisfied with their job

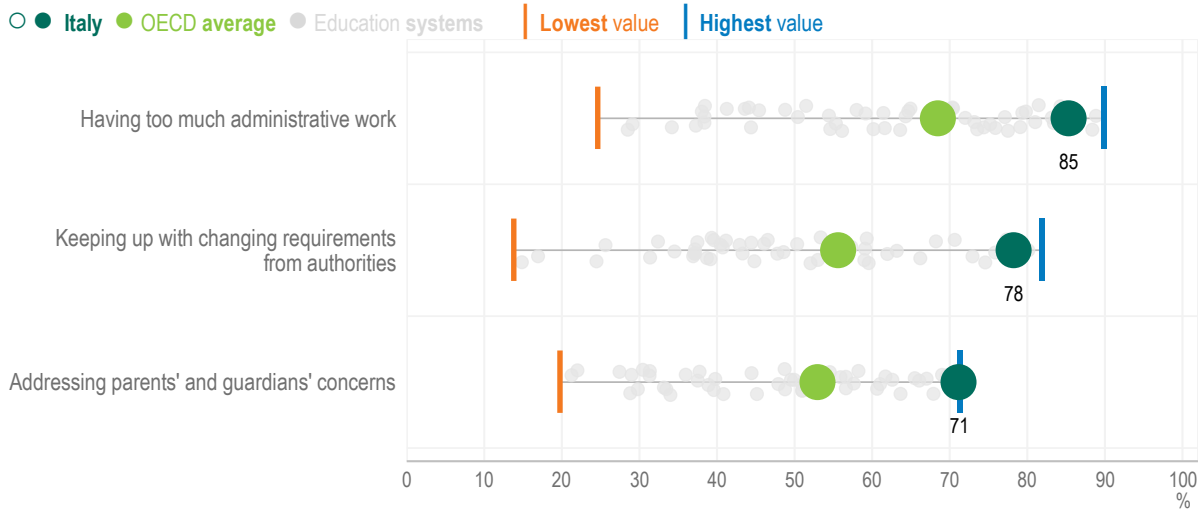


Note: * Estimates should be interpreted with caution due to a higher risk of non-response bias.
A 95% confidence interval shows the range within which the true value is likely to lie, taking into account the uncertainty associated with survey estimates. It shows how precise an estimate is: narrower intervals indicate greater precision, while wider intervals indicate greater uncertainty.
Source: OECD, *TALIS 2024 Database*, Table 2.22.

- In Italy, the share of principals who report that, all in all, they are satisfied with their job is 98% (higher than the OECD average: 94%). The share of principals satisfied with their jobs increased by 5 percentage points between 2018 and 2024 (the OECD average decreased by 2 percentage points during the same period).
- Principals who are satisfied with their job tend to be more valued by their teachers, both as instructional and relational leaders, on average across OECD education systems. Principals who feel supported and satisfied may be better placed to lead and build strong relationships with teachers. Teachers' appreciation may, in turn, strengthen principals' job satisfaction and sense of effectiveness.

Figure 4. Most common sources of principals' stress in Italy

Percentage of lower secondary principals who report that the following are sources of stress "quite a bit" or "a lot"



Note: Statistically significant differences between Italy and the OECD average are highlighted with filled circles.
Source: OECD, *TALIS 2024 Database*, Table 2.34.

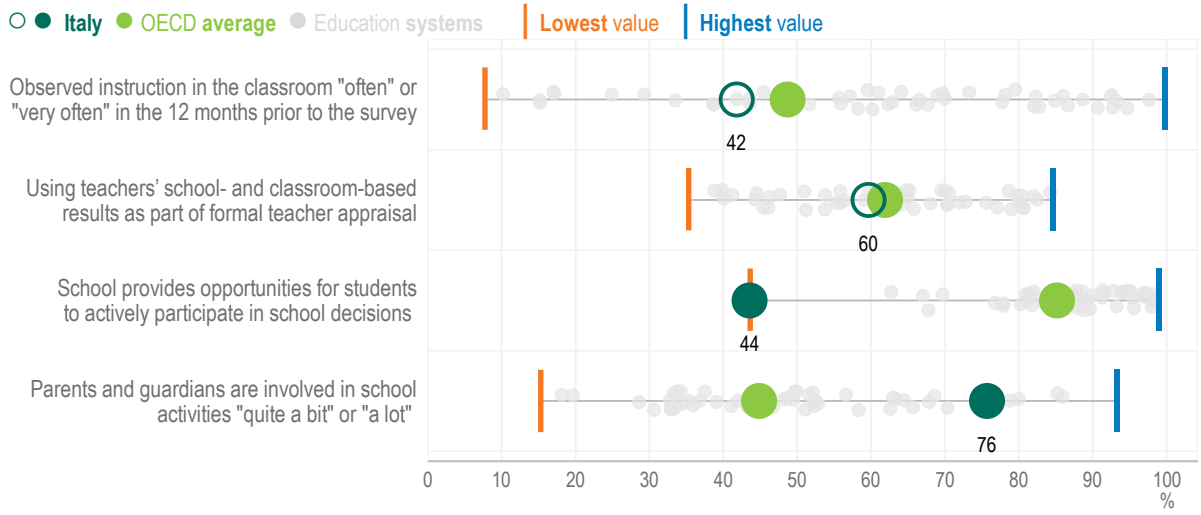
- In Italy, 82% of principals experience stress 'quite a bit' or 'a lot' in their work (higher than the OECD average: 61%).
- In Italy, the most commonly reported sources of stress are: having too much administrative work (85%), keeping up with changing requirements from authorities (78%), and addressing parents' and guardians' concerns (71%). On average across OECD education systems, principals most frequently report stress from excessive administrative work (68%), changing requirements from authorities (56%) and addressing parents' and guardians' concerns (53%).

What valued principals do

- On average across OECD education systems, valued principals focus on curriculum and instructional tasks, such as classroom observation and teacher feedback; support teacher leadership; use school- and classroom-based results in formal teacher appraisal; follow appraisal with development/training plans; and actively involve stakeholders in decision making and school activities.

Figure 5. Valued leadership practices

Percentage of lower secondary principals who report the following



Note: Statistically significant differences between Italy and the OECD average are highlighted with filled circles.
Source: OECD, *TALIS 2024 Database*, Tables 3.8, 3.20, 3.36 and 3.46.

Curriculum and instruction

- In Italy, 42% of principals observed instruction in the classroom 'often' or 'very often' in the 12 months prior to the survey (similar to the OECD average: 49%), 63% gave feedback to teachers based on their observation (similar to the OECD average: 56%), and 68% helped teachers co-operate to develop new teaching practices (higher than the OECD average: 60%). Between 2018 and 2024, classroom observation by principals increased by 14 percentage points (the OECD average increased by 7 percentage points during the same period).

Teacher appraisal

- In Italy, 60% of principals use teachers' school- and classroom-based results as part of formal teacher appraisal (similar to the OECD average: 62%), and 48% report that a training or professional development plan is developed 'most of the time' or 'always' following a formal teacher appraisal (similar to the OECD average: 47%). Between 2018 and 2024, the use of school- and classroom-based results as part of formal teacher appraisal did not change (the OECD average decreased by 9 percentage points during the same period).

Collaborative decision making

- In Italy, providing opportunities for staff to actively participate in school decisions is almost universal, with 97% of principals reporting this (similar to the OECD average: 98%). 77% report that parents and guardians have opportunities to actively participate in school decisions (similar to the OECD average: 81%), and 44% report the same for students (lower than the OECD average: 85%). Between 2018 and 2024, the share of principals reporting that their school enables students to participate in school decisions increased by 13 percentage points (the OECD average increased by 6 percentage points during the same period).

Connections with students, parents and the community

- In Italy, 85% of principals report spending time with students at least weekly (similar to the OECD average: 80%), 76% report that parents and guardians are involved in school activities 'quite a bit' or 'a lot' (higher than the OECD average: 45%), and 99% report that the school co-operates with the local community 'quite a bit' or 'a lot' (higher than the OECD average: 70%). The share of principals reporting that parents and guardians are involved in school activities did not change between 2018 and 2024 (the OECD average decreased by 4 percentage points during the same period).

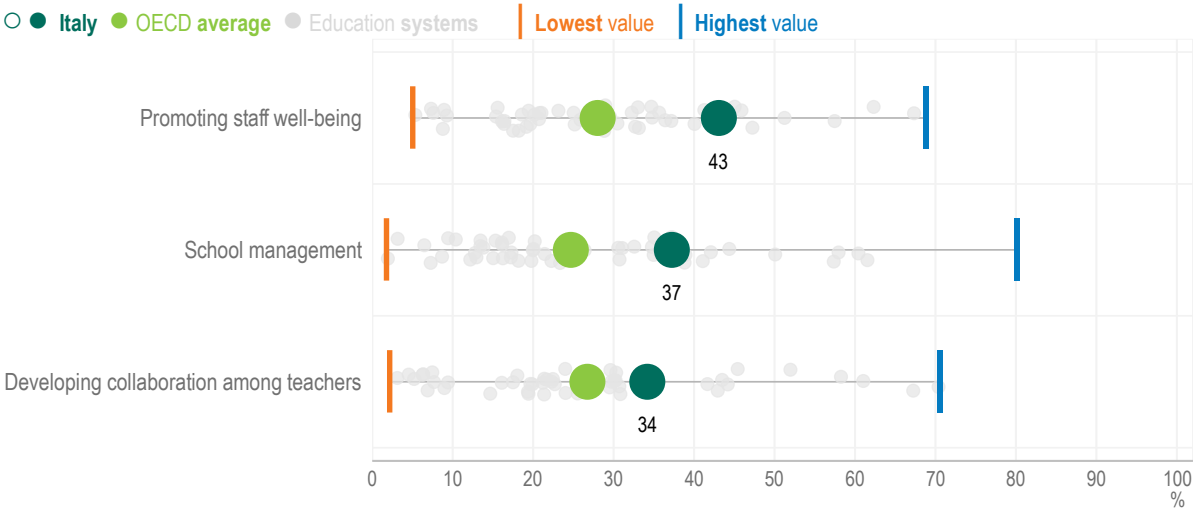
How to support principals

Training

- On average across OECD education systems, stronger instructional leadership is linked to participation in two forms of continuous professional learning: self-initiated in-person learning activities and online training in the use of digital tools for teaching.
- In Italy, 93% of principals report having participated in self-initiated learning activities in the 12 months prior to the survey (higher than the OECD average: 80%), while 67% report having participated in courses on developing a strategy for the use of digital resources and tools for teaching (similar to the OECD average: 65%).

Figure 6. Principals' most common learning needs in Italy

Percentage of lower secondary principals who report a "high level of need" for professional learning in the following areas



Note: Statistically significant differences between Italy and the OECD average are highlighted with filled circles.
Source: OECD, *TALIS 2024 Database*, Table 4.21.

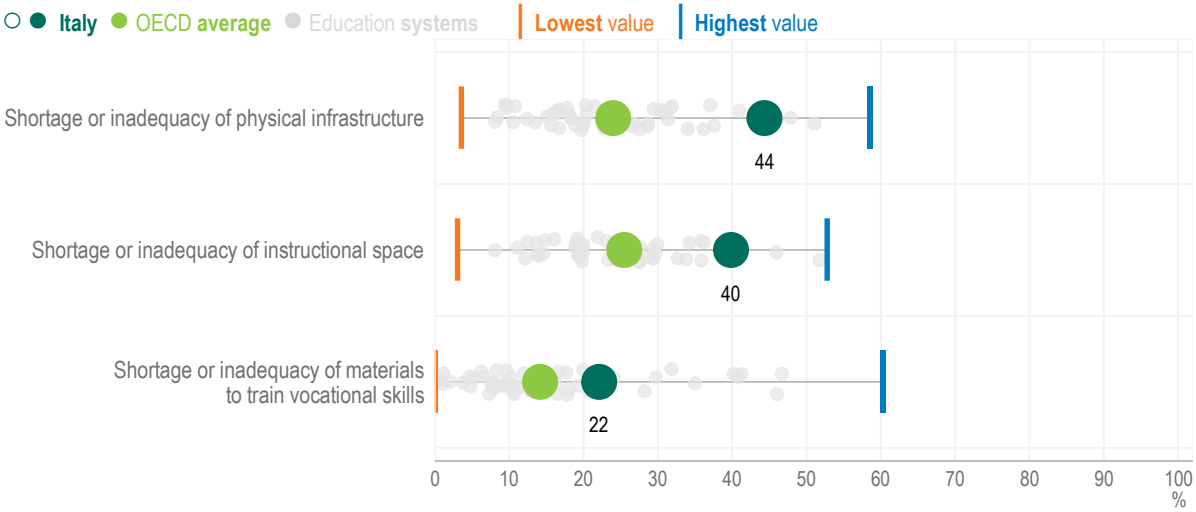
- In Italy, the most commonly reported learning needs are: promoting staff well-being (43%), school management (37%), and developing collaboration among teachers (34%). On average across OECD education systems, principals' most frequently reported professional learning needs are:

promoting staff well-being (28%), developing collaboration among teachers (27%), using data to improve school quality (25%), and school management (25%).

Material resources

Figure 7. Most common material resource constraints reported by principals in Italy

Percentage of lower secondary principals who report that the school's capacity to provide quality instruction is hindered "quite a bit" or "a lot" by the following material resource constraints



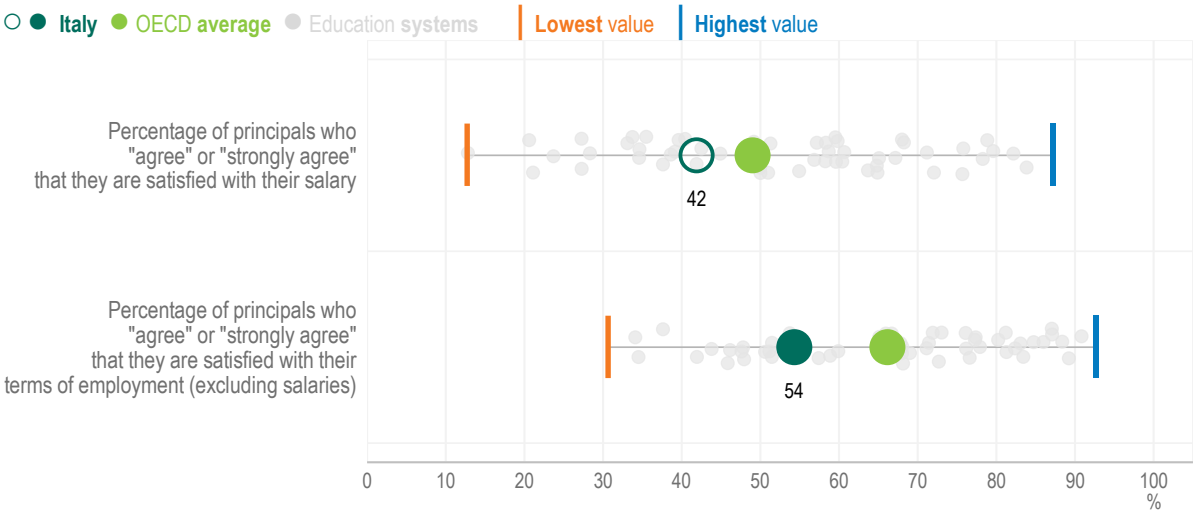
Note: Statistically significant differences between Italy and the OECD average are highlighted with filled circles.
Source: OECD, *TALIS 2024 Database*, Table 4.26.

- In Italy, the most commonly reported material resource constraints are: physical infrastructure (44%), instructional space (40%), and materials to train vocational skills (22%). On average across OECD education systems, principals most frequently report the shortage or inadequacy of instructional space (25%), physical infrastructure (24%) and digital resources and tools for instruction (16%) as the material resource constraints that hinder the school's capacity to provide quality instruction 'quite a bit' or 'a lot'.

Terms of employment

Figure 8. Principals' satisfaction with their employment terms

Percentage of lower secondary principals who "agree" or "strongly agree" that they are satisfied with the following aspects of their employment terms



Note: Statistically significant differences between Italy and the OECD average are highlighted with filled circles.
Source: OECD, *TALIS 2024 Database*, Tables 4.42 and 4.48.

- In Italy, 42% of principals are satisfied with their salary (similar to the OECD average: 49%). Between 2018 and 2024, the share of principals who are satisfied with their salary increased by 25 percentage points (the OECD average increased by 6 percentage points during the same period).
- 54% of principals are satisfied with their non-salary employment terms (lower than the OECD average: 66%). Between 2018 and 2024, the share of principals who are satisfied with their non-salary employment terms increased by 26 percentage points (the OECD average did not change during the same period).

Data sources

All data reported in this note come from the tables accompanying the report (OECD, 2026):

- Valued leadership matters: Tables 1.2, 1.3, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23, 1.24, 1.25, 1.28 and 1.29 (see here: https://stat.link/l0e86u).
- Thriving principals are more valued: Tables 2.22, 2.23, 2.25, 2.28 and 2.34 (see here: https://stat.link/p5csei).
- What valued principals do: Tables 3.1, 3.2, 3.5, 3.6, 3.8, 3.11, 3.14, 3.18, 3.20, 3.22, 3.23, 3.25, 3.34, 3.35, 3.36, 3.40, 3.41, 3.42, 3.44, 3.45, 3.46, 3.48, 3.49, 3.50 and 3.51 (see here: https://stat.link/cdakqp).
- How to support principals: Tables 4.5, 4.21, 4.26, 4.42, 4.47 and 4.48 (see here: https://stat.link/mqb50h).

References

OECD (2026), *The Value of Principals (TALIS 2024)*, TALIS, OECD Publishing, Paris, https://doi.org/10.1787/a2cdb777-en.

OECD (2025), *Results from TALIS 2024: The State of Teaching*, TALIS, OECD Publishing, Paris, https://doi.org/10.1787/90df6235-en.

OECD (forthcoming), *Teaching and Learning International Survey (TALIS) 2024 Technical Report*, OECD Publishing, Paris.

OECD (forthcoming), *Teaching and Learning International Survey (TALIS) 2024 User Guide*, OECD Publishing, Paris.

For more information about TALIS 2024 visit https://www.oecd.org/en/about/programmes/talis.html.

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The full book is available in English: OECD (2026), *The Value of School Principals in TALIS 2024*, TALIS, OECD Publishing, Paris, **https://doi.org/10.1787/a2cdb777-en**

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