

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

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

- In **Denmark**, teacher self-efficacy and job satisfaction are above the TALIS [Figure 4.15]

### Quality of the classroom environment

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

### Professional development of teachers

- Slightly more than 75.5% 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 9.8 days, below the TALIS average of 15.3 days [Table 3.1].
- Nearly 80% of teachers in **Denmark** paid nothing for the development they received (TALIS average= 65%) and a relatively high percentage - 72% - received scheduled time allocation for undertaking the development (TALIS average= 63%) [Table 3.5].
- Unsatisfied demand for more development is below the average for **Denmark**: nearly 48% teachers wanted more development than they received (TALIS average= 55%) [Table 3.3].
- The areas of greatest development need for teachers in **Denmark**, as in almost all other countries was teaching students with special learning needs (nearly 25% of teachers report this; TALIS average=34%) and ICT teaching skills (20% compared with TALIS average of 25%); other areas of need for teachers in **Denmark** are content and performance standards and student assessment practices [Table 3.4].

### Teaching beliefs, practices and attitudes

- As in almost all countries teachers in **Denmark** 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), and the strength of this preference in **Denmark** is more pronounced than in other countries [Figure 4.2].
- In terms of practices, teachers in **Denmark** 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"). Nevertheless, teachers' use of structuring practices in **Denmark** has the lowest level compared to 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 **Denmark**, 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. The use of professional collaboration in **Denmark** is average compared to that of other countries [Figure 4.7].

### **Teacher appraisal, feedback and school evaluation**

- Less than 10% of teachers in **Denmark** had not received feedback or appraisal in their school (below the average of the 23 countries – 13%) and about one quarter of teachers are in schools that had no evaluation (external or self-evaluation) in the last 5 years (4<sup>th</sup> highest of the 23 countries) [Figure 5.3].
- Of those teachers receiving appraisal/feedback, 12% reported that it resulted in a development plan to improve their teaching. This percentage is very low compared with the TALIS average [Figure 5.6].
- In terms of the general impact of appraisal and feedback in their school, in **Denmark** only 8- 9% 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, among the lowest percentages of the 23 countries [Table 5.9].
- 35% 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 Denmark are less likely to use either an administrative style of school leadership with or an instructional style of leadership [Table 6.3].

### **Job experience for teachers**

- Length of experience of teachers in **Denmark** is slightly above average: the percentage of teachers working for 20 years or more= 39%; TALIS average =36% [Table 2.3].

### **Teacher behaviours hindering instruction**

- Teacher absenteeism is not a serious problem in Denmark compared to the others participating countries: 11% of teachers are in schools where the principal reports this hindering instruction a lot or to some extent ; TALIS average 26% [Table 2.8].