

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

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

- In **Norway**, teacher self-efficacy and job satisfaction are above the TALIS average and above all other countries [Figure 4.15].

### Quality of the classroom environment

- On average classroom disciplinary climate is viewed rather negatively by teachers in **Norway** and 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].
- While quite a few teachers in each country report especially positive teacher-student relations, **Norway** is the exception to this pattern, as a majority of teachers have a very positive view of teacher-student relations and differences among teachers are rather small [Figure 4.13].

### Professional development of teachers

- Almost 87% of teachers participate in professional development activities in the 18 months prior to the survey period (TALIS average= 89%) [Table 3.1].
- Average number of days of development taken was 9.2 days, well below the TALIS average of 15.3 days [Table 3.1].
- Almost 80% of teachers in **Norway** paid nothing for the development they received (TALIS average= 65%) and 66% received scheduled time allocation for undertaking the development (TALIS average= 63%) [Table 3.5].
- In Norway, participation in professional development activities was below average on eight out of the nine types of activities, the exception being participation in “Informal dialogue to improve teaching”, for which the rate was above the TALIS average. On average, teachers in Norway had only three or four different types of activities during the survey period, the lowest number among countries in the survey, followed by Italy and Ireland [Table 3.2].
- Unsatisfied demand for more development is well above the average for **Norway**: 70% teachers wanted more development than they received (TALIS average= 55%) [Table 3.3].
- The areas of greatest development need for teachers in **Norway**, as in almost all other countries was teaching students with special learning needs (29% of teachers report this; TALIS average=31%) and ICT teaching skills (28% compared with TALIS average of 25%); other areas of need for teachers in **Norway** are student assessment practices and student discipline and behaviour problems [Table 3.4].

### Teaching beliefs, practices and attitudes

- As in almost all countries teachers in **Norway** 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) [Figure 4.2].
- In terms of practices, teachers in **Norway** as in all countries reported using practices aimed at ensuring learning is well structured (“structuring practices”) more often than they used student-

---

<sup>1</sup> Based on reports from teachers of lower secondary education and the principals of their schools.

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”). However teachers in **Norway** (as well as in Denmark and Iceland) report using structuring practices only slightly more frequently than the other two practices [Figure 4.4].

- In **Norway**, 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 [Figure 4.7].

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

- Around 16% of teachers in **Norway** had not received feedback or appraisal in their school (7<sup>th</sup> highest of the 23 countries) and almost 17% of teachers are in schools that had no evaluation (external or self-evaluation) in the last 5 years (9<sup>th</sup> highest of the 23 countries) [Figure 5.3].
- Of those teachers receiving appraisal/feedback, nearly one quarter reported that it resulted in a development plan to improve their teaching. This percentage is low compared with the TALIS average (37%) [Figure 5.6].
- In terms of the general impact of appraisal and feedback in their school, in **Norway** only around 6% of teachers report that they will receive some reward (monetary or non-monetary) for improving the quality of their work or about 12% report they will receive some reward (monetary or non-monetary) for being innovative in their teaching, among the lowest percentages of the 23 countries [Table 5.9].
- Furthermore, only 11% 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 **Norway** tend towards a more administrative style of school leadership rather than an instructional style of leadership. The extent to which instructional leadership is reported (supervision of instruction, supporting teachers’ professional development, setting the school goals) is relatively weak in **Norway** compared with most of the other TALIS countries [Table 6.3].

### **Job experience for teachers**

- Length of experience of teachers in **Norway** is about average: the percentage of teachers working for 20 years or more is 39%, against 36% on average among TALIS countries [Table 2.3].

### **Teacher behaviours hindering instruction**

- Teacher absenteeism is a relatively serious problem in **Norway**: nearly 40% of teachers are in schools where the principal reports this hindering instruction a lot or to some extent ; TALIS average 26% [Table 2.8].