

RESULTS FROM TALIS 2013

DENMARK

Key Findings from the Teaching and Learning International Survey (TALIS)¹

Teachers in Denmark have high levels of job satisfaction

- In Denmark, 95% of lower secondary teachers enjoy working at their current school, slightly more than the average of 90% across the countries that participated in TALIS. A similar number of lower secondary teachers in Denmark also report being satisfied with their job overall.
- As in most other countries, a large majority of lower secondary teachers in Denmark do not perceive the teaching profession as being valued in society. However, 9 in 10 agree that the advantages of being a teacher clearly outweigh the disadvantages.

Feedback can have positive effects, yet many teachers in Denmark do not receive feedback

- One way to further develop teachers' job satisfaction and improve the quality of teaching might be to ensure that all teachers benefit from relevant feedback. While most teachers in Denmark report receiving feedback on their work, either from other teachers or from the school principal, a relatively large minority of teachers do not benefit from any feedback: 22% of teachers in Denmark report never having received feedback in their current school, above the TALIS average of 12%. The most commonly reported ways for teachers in Denmark to receive feedback are through classroom observations or following analysis of student test scores.

Teachers in Denmark report a need for professional development to teach students with special needs, but are less likely than their colleagues in other countries to get development in this area

- Teaching students with special needs is the area for which the largest proportion of lower secondary teachers in Denmark reports a need for further professional development: 28% of teachers in Denmark report a high need for development in this area.
- Despite this high need, the proportion of lower secondary teachers in Denmark who participate in professional development in this area is lower than the TALIS average (25% vs. 32%).
- School principals' strategic involvement in their school development plan may help promote teachers' engagement in professional development: Lower secondary teachers in Denmark whose school principal works on a professional development plan for the school are around 50% more likely to have received professional development in the previous 12 months than teachers in schools without a development plan.

Teachers in Denmark report that they more often use small group collaboration in their class than they do projects that require at least one week to complete

- Lower secondary teachers in Denmark are more likely to ask students to work in small groups to come up with a joint solution to a problem or task than their colleagues in other countries (80% of teachers in Denmark frequently use this teaching practice compared with the TALIS average of 47%). However, they are slightly less likely than lower secondary teachers in other countries to ask students to work on projects that require at least one week to complete (23% of teachers in Denmark frequently use this teaching practice compared with the TALIS average of 27%).

¹ The results presented here represent lower secondary teachers and their school leaders.

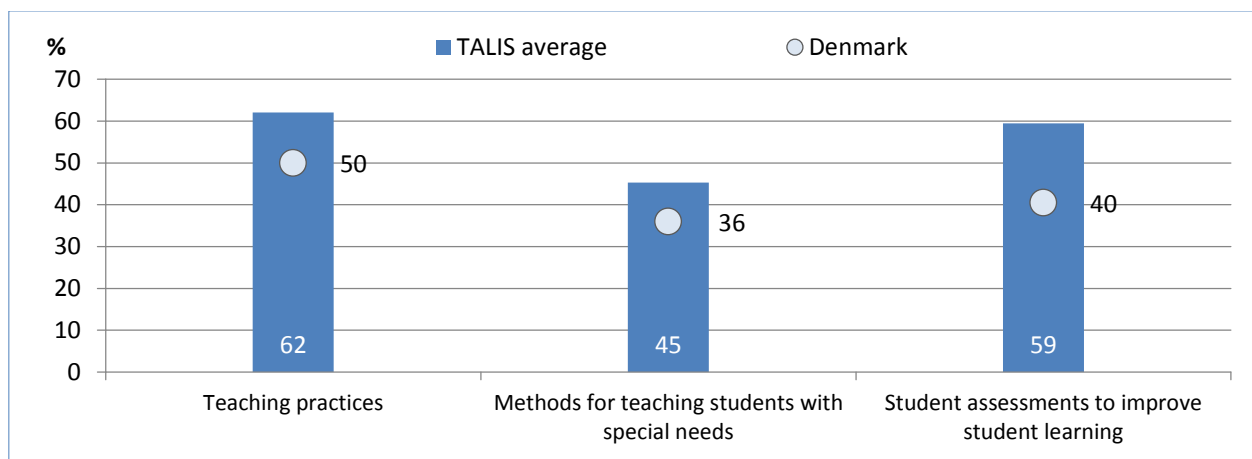
The typical teacher, principal and school environment in Denmark

Typical lower secondary teacher in TALIS countries	Typical lower secondary teacher in Denmark
68% are women Is 43 years old on average	60% are women Is 45 years old on average
91% completed university or other equivalent higher education	97% completed university or other equivalent higher education
90% completed a teacher education or training programme	94% completed a teacher education or training programme
Has an average of 16 years of teaching experience	Has an average of 16 years of teaching experience
82% are employed full time and 83% have a permanent contract	90% are employed full time and 96% have a permanent contract
Teaches in a class with 24 students on average	Teaches in a class with 21 students on average

Typical lower secondary principal in TALIS countries	Typical lower secondary principal in Denmark
51% are men Is 52 years old on average	68% are men Is 53 years old on average
96% completed university or other equivalent higher education	99% completed university or other equivalent higher education
90% completed a teacher education or training programme, 85% a school administration/principal training programme and 78% instructional leadership training	88% completed a teacher education or training programme, 55% a school administration/principal training programme and 87% instructional leadership training
Has an average of 9 years of experience as a principal and 21 years of teaching experience	Has an average of 13 years of experience as a principal and 18 years of teaching experience
62% are employed full time without teaching obligations and 35% are employed full time with teaching obligations	67% are employed full time without teaching obligations and 33% are employed full time with teaching obligations
Works in a school with 546 students and 45 teachers on average	Works in a school with 401 students and 33 teachers on average

Impact of teacher feedback in Denmark

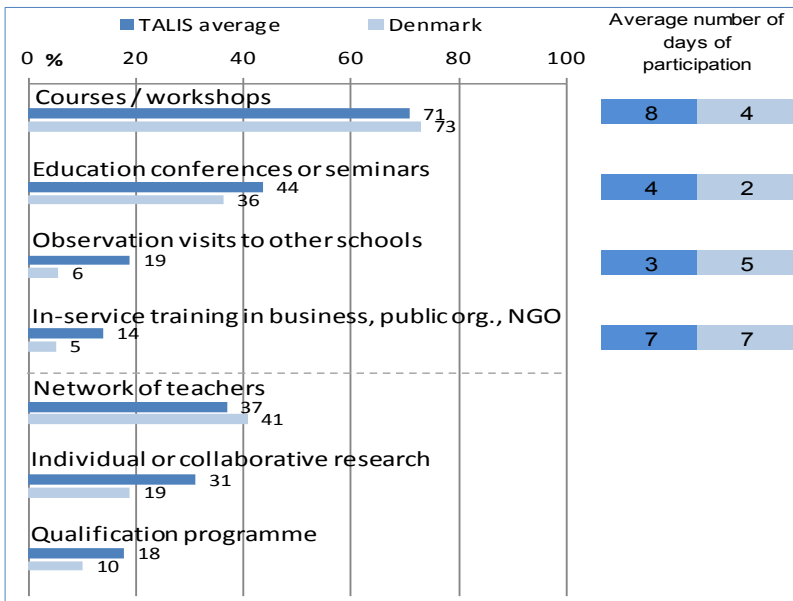
Percentage of lower secondary teachers who report a moderate or large positive change in these areas after they received feedback on their work



- TALIS shows that the perceived impact of the feedback that teachers receive from their school principal, the management team or from other teachers varies from country to country. Compared with teachers in other countries, teachers in Denmark are less likely to report that the feedback they received led to positive changes in their teaching practices, their methods for teaching special-needs students or their use of student assessment to improve student learning. The area in which the largest share of teachers in Denmark reported a positive change after they received feedback was in their confidence as a teacher (65%).

Participation in professional development (PD) in Denmark

Participation rates and average number of days for each type of professional development in the 12 months prior to the survey



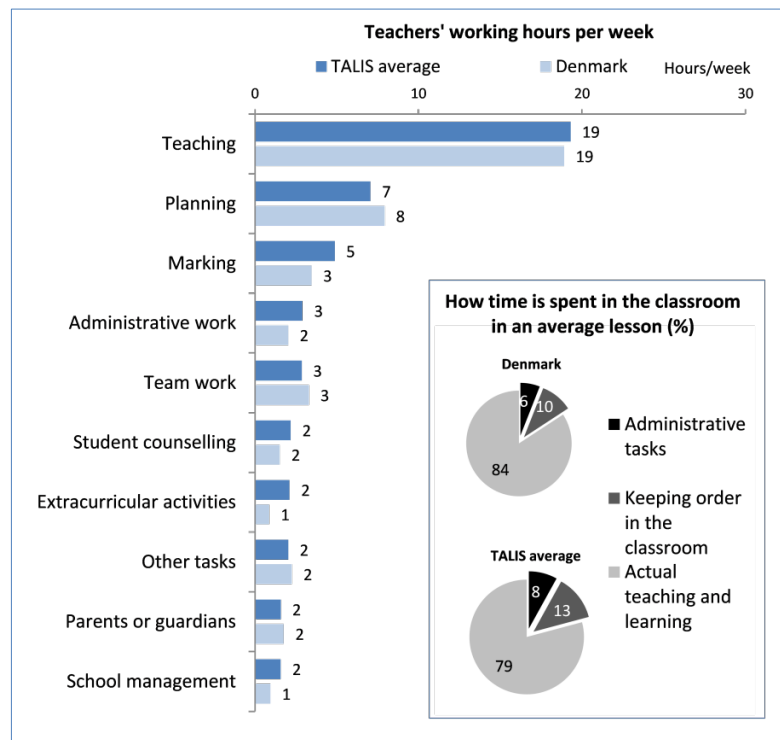
- More than 7 in 10 teachers in Denmark participated in courses or workshops over the past 12 months. However, while teachers on average across TALIS countries spent eight days on courses and workshops, teachers in Denmark spent only four days on these professional development activities.
- 10% of teachers in Denmark reported having taken part in a qualification programme during the last year. This is less than the average of 18% across TALIS countries.

- Observation visits to other schools are less common among teachers in Denmark (6%) than the average for all TALIS countries (19%), but those teachers in Denmark who do visit other schools spend more time on this activity (five days on average) than the average across other countries (three days).

Teachers' work in Denmark

Lower secondary teachers' reported working hours per week and distribution of time spent in the classroom during an average lesson

- Teachers in Denmark report working 40 hours on average in a full calendar week, slightly above the average of 38 hours for all TALIS countries.
- Teachers in Denmark report spending 19 hours per week teaching, similar to the average for all countries.
- In a typical lesson in Denmark, 84% of the time is spent on actual teaching and learning. This is more than the TALIS average of 79%.
- Teachers in Denmark report spending less time keeping order in the classroom (10% of the typical lesson time) than the average across other countries in TALIS (13% of lesson time).



What is TALIS?

The **Teaching and Learning International Survey (TALIS)** collects internationally comparable data on the learning environment and the working conditions of teachers in schools across the world with the aim to provide valid, timely and comparable information from the perspective of practitioners in schools to help countries review and define policies for developing a high-quality teaching profession. Cross-country analysis from TALIS enables countries to identify other countries facing similar challenges and to learn from other policy approaches.

Recruiting, retaining and developing teachers are vital in ensuring high-quality student outcomes in school systems worldwide. TALIS examines the ways in which teachers' work is recognised, appraised and rewarded and assesses the degree to which teachers perceive that their professional development needs are being met. The study provides insights into the beliefs and attitudes about teaching that teachers bring to the classroom and the pedagogical practices that they adopt. Recognising the important role of school leadership, TALIS examines the roles of school leaders and the support that they give their teachers. Finally, TALIS examines the extent to which certain factors relate to teachers' reports of job satisfaction and self-efficacy.

Key features of the TALIS 2013 survey

Who? The international target population for TALIS is composed of lower secondary teachers and their school leaders in mainstream public and private schools. In each country, a representative sample of 20 teachers and their school principal in 200 schools was randomly selected for the study. Approximately 106 000 lower secondary teachers responded to the survey, representing more than 4 million teachers in more than 30 participating countries and economies.

In Denmark, 1 649 teachers and 123 principals from 148 schools completed the TALIS questionnaires.

How? A conceptual framework for TALIS was developed by subject-matter experts, the international research consortium and the OECD to steer the development of the TALIS instruments. The framework is based on the concept of effective teaching and learning conditions. The framework is available on the TALIS website, along with all TALIS publications and the international database.

What? TALIS began in 2008 in 24 countries, focusing on lower secondary education. TALIS 2013 now covers more than 30 countries and economies, and although the main focus remains in lower secondary, some countries opted to also survey their primary schools (6 countries) and upper secondary schools (10 countries). Further, 8 countries chose to gain additional insights by surveying schools that participated in the 2012 Programme for International Student Assessment (PISA).

Separate questionnaires (paper and online) for teachers and school leaders, requiring between 45 and 60 minutes to complete, were used to gather the data. They included questions on:

- teacher characteristics
- working environments
- leadership
- learning and development opportunities
- appraisal and feedback
- pedagogical practices and beliefs
- self-efficacy and job satisfaction

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For more information on the Teaching and Learning International Survey and to access the full set of TALIS 2013 results, visit:
www.oecd.org/talis