

OVERVIEW OF COUNTRY RESULTS IN TALIS¹: ICELAND

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

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

Quality of the classroom environment

- **Iceland** belongs to the group of countries in which teachers report spending a comparatively small percentage of time on teaching and learning and also have a low mean score for classroom disciplinary climate compared to other 23 countries. [Figures 4.9 and 4.11].

Professional development of teachers

- 77% of teachers participate in professional development activities in the survey period (18 months), well below the TALIS average of 89% – the 4th lowest of the 23 countries [Table 3.1].
- Average number of days of development taken was 10.7 days, well below the TALIS average of 15.3 days [Table 3.1].
- Almost 68% of teachers in **Iceland** paid nothing for the development they received (TALIS average= 65%) and 70% of teachers received scheduled time allocation for undertaking the development (TALIS average= 63%) [Table 3.5].
- Unsatisfied demand for more development is well below the average for **Iceland**: 38% teachers wanted more development than they received (TALIS average= 55%) [Table 3.3].
- The areas of greatest development need for teachers in **Iceland**, as in almost all other countries was teaching students with special learning needs (23% of teachers report this; TALIS average=31%) and student discipline and behaviour problems (20% compared with TALIS average of 21%); other areas of need for teachers in **Iceland** are teaching in ICT teaching skills [Table 3.4].

Teaching beliefs, practices and attitudes

- As in almost all countries teachers in **Iceland** 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). Of the 23 countries, **Iceland** has the most pronounced preference for a constructivist view [Figure 4.2].
- In terms of practices, teachers in **Iceland** 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 in Iceland report using structuring practices only slightly more frequently than the other two practices. [Figure 4.4].

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

- In **Iceland**, 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. This relative use of professional collaboration in **Iceland** is low compared to teachers in other countries [Figure 4.7].

Teacher appraisal, feedback and school evaluation

- 17% of teachers in **Iceland** had not received feedback or appraisal in their school (TALIS average=13%) and only 5% of teachers are in schools that had no evaluation (external or self-evaluation) in the last 5 years school (TALIS average=13%) [Figure 5.3].
- Of those teachers receiving appraisal/feedback, 37% reported that it resulted in a development plan to improve their teaching, the same percentage as the TALIS average [Figure 5.6].
- In terms of the general impact of appraisal and feedback in their school, in **Iceland**, 17% 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, below the TALIS averages of 25% [Table 5.9].
- Furthermore, 36% of teachers believe that a teacher will be dismissed for sustained poor performance in their school (TALIS average= 28%) [Table 5.9].

School leadership

- In **Iceland**, school principals don't emphasize on their management leadership styles; they have amongst the lowest average use of instructional leadership and administrative style of school leadership [Table 6.3].

Job experience for teachers

- Length of experience of teachers in **Iceland** is below the TALIS average: the percentage of teachers working for 20 years or more is 23% - the 5th lowest of the 23 countries (TALIS average =36%) [Table 2.3].

Teacher behaviours hindering instruction

- Teacher absenteeism is a problem in **Iceland**: 24% of teachers are in schools where the principal reports this hindering instruction a lot or to some extent (TALIS average 26%) [Table 2.8].