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Commission

What is Eurydice?

The role of the Eurydice network is to understand and explain how Europe's different education systems are organised and how they work. The network provides descriptions of national education systems, comparative studies devoted to specific topics, indicators and statistics. Through its work, Eurydice aims to promote understanding, cooperation, trust and mobility at European and international levels. The network consists of national units located in European countries and is co-ordinated by the EU Education, Audiovisual and Culture Executive Agency. All Eurydice publications are available free of charge on the Eurydice website or in print upon request. For more information about Eurydice, see <http://ec.europa.eu/eurydice>

The full report

Teaching Careers in Europe: Access, Progression and Support is available in English on the Eurydice website

<http://ec.europa.eu/eurydice>

Printed copies of the report

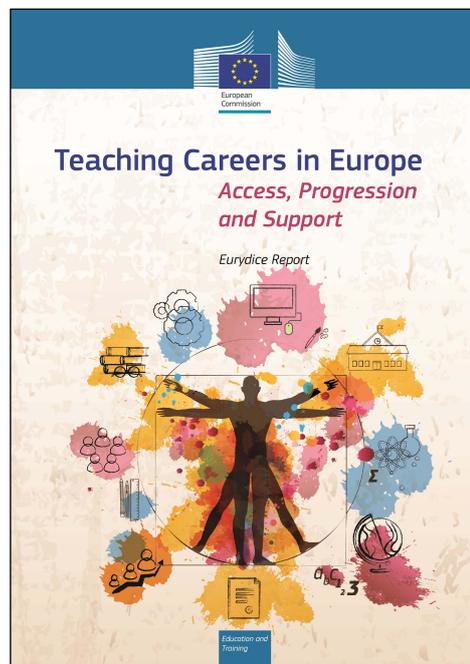
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Eurydice Highlights

Teaching Careers in Europe: Access, Progression and Support



The role of teachers is becoming increasingly important as Europe addresses its educational, social and economic challenges. Higher expectations in terms of student outcomes and greater pressures due to a more diverse student population combined with rapid technological innovation are having a profound impact on the teaching profession.

The Eurydice *Teaching Careers in Europe: Access, Progression and Support* report contributes to the body of evidence that can guide policy-making in providing effective support for teachers, enhance their professionalism and raise their status.

The report illustrates the main challenges at national level in teacher supply and demand and the ways education systems address them through forward planning. It explores the requirements to become a teacher, recruitment and employment conditions, as well as prospects for professional development and support. It sets out career development opportunities for teachers, both in terms of hierarchical progression and diversification of tasks, as well as the situation concerning the definition and use of teacher competence frameworks. The report also analyses the roles and functioning of teacher appraisal.

The report focuses on schools at primary and general secondary level. It covers all the countries of the European Union as well as Albania, Bosnia and Herzegovina, the Former Yugoslav Republic of Macedonia, Switzerland, Iceland, Liechtenstein, Montenegro, Norway, Serbia and Turkey.

These 'Eurydice Highlights' provide a snapshot of some of the main findings of the report.

Main challenges in teacher supply and demand



Main challenges in teacher supply and demand reported by education systems. Primary and/or general secondary education (ISCED 1-3), 2016/17

Education systems tend to face similar and often overlapping challenges in terms of teacher supply and demand. Most countries report that shortages of teachers and an ageing teacher population are at the top of the list. Other challenges include oversupply, shortages of students enrolling in initial teacher education (ITE) and teachers leaving the profession. While some stem from an unbalanced distribution of teachers across subjects and/or geographical areas, most are related to the more general issue of the attractiveness of the profession.

Specific forward planning for the teaching profession is a way of dealing with the existing challenges and is carried out in the majority of countries. However, many countries carry out forward planning on a yearly basis only, while others have more long-term plans, which can be better suited for addressing structural problems. Furthermore, despite the fact that shortages are the most common challenge, the use of incentives to attract students to the teaching profession or to specific subjects is still rare.

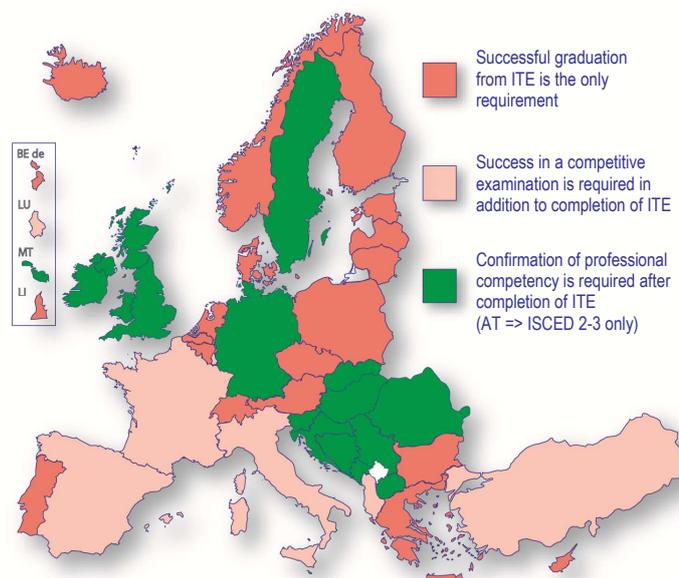
How to qualify and be recruited as a teacher

The main route to becoming a teacher commonly starts with the completion of initial teacher education (ITE). In almost half of the education systems, teachers are fully qualified at the end of ITE. In the remaining 23 systems, additional steps are required. In six countries, teachers need to succeed in a competitive examination, and in 17 education systems ITE graduates have to prove their capacity to teach through a process of accreditation, certification, registration or a national examination.

One third of education systems offer alternative ways to qualify as a teacher. They are usually organised either as short professional-oriented or employment-based programmes.

Almost three quarters of education systems favour an open recruitment system, thus decentralising this process and allowing schools or local authorities autonomy in appointing their own teachers.

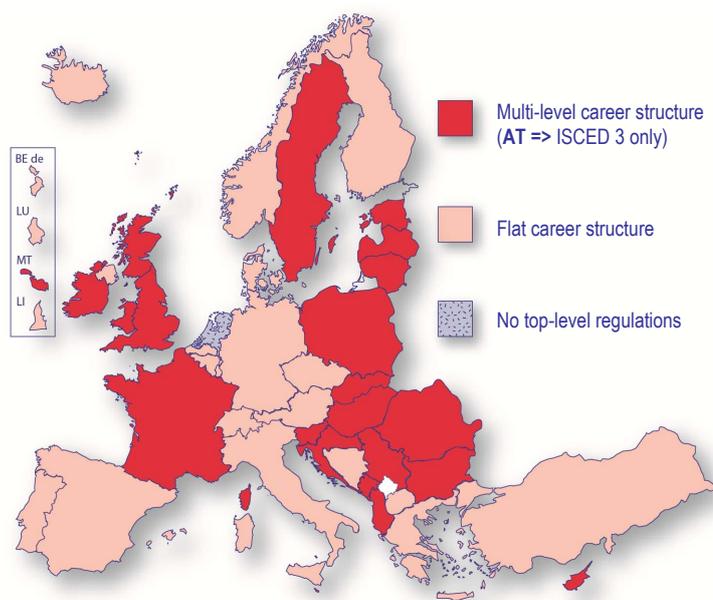
In the remaining countries, the education authorities play a role in the recruitment process. They can assign teachers to a school according to the results of a central competitive examination, and/or they can rank teachers on the basis of defined criteria.



Official requirements for becoming a fully qualified teacher. Primary and general secondary education (ISCED 1-3), 2016/17

Career development prospects

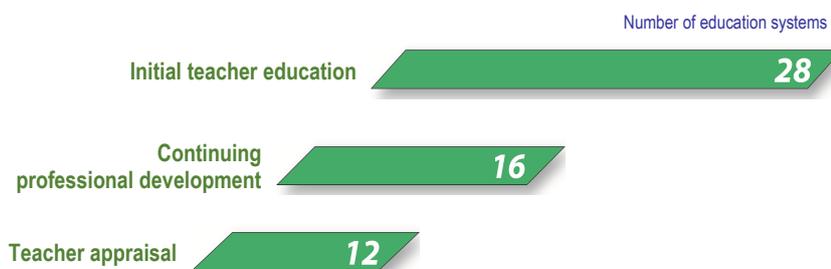
There are two main types of career structures in teaching: flat (single-level) and hierarchical (multi-level). Half of the education systems organise their career structures hierarchically in formal ascending career levels, usually denoting a greater complexity of tasks and responsibility. In most education systems with a multi-level career structure, the school management is involved in the decision-making on promotions, though in certain education systems these decisions are fully centralised and are made by the top-level education authority. Teachers generally receive a salary raise as they move to a higher level in the career structure, except in Estonia and Serbia.



Types of career structure for fully qualified teachers as defined by the top-level education authority. Primary and general secondary education (ISCED 1-3), 2016/17

In all countries except Turkey, teachers have opportunities to diversify their tasks and to be assigned additional responsibilities besides their teaching activities. This diversification of responsibilities can for example include taking on mentoring, pedagogical, methodological, or management roles. In the education systems with a multi-level career structure, some of the additional responsibilities are related to specific career levels.

Teacher Competence Framework



Different uses of the teacher competence frameworks issued by top-level authorities. Primary and general secondary education (ISCED 1-3), 2016/17

Thirty-two education systems have developed a teacher competence framework to varying degrees. While seven countries only define areas of competences, others provide details on related skills, knowledge and attitudes. Only four education systems have defined teacher competences at different stages of their career (the Flemish Community of Belgium, Estonia, Latvia and the United Kingdom (Scotland)).

The use of the teacher competence framework also varies. For many countries it is mainly an instrument to define which competences teachers should master at the end of initial teacher education, while for others it is used at different stages of the teaching career. Thirteen of the education systems with teacher competence frameworks use them both for initial teacher education and continuing professional development, thus denoting a trend to use them throughout the teaching career.

Continuing professional development and support

Continuing professional development (CPD) is strongly encouraged in European countries. In the large majority of education systems, CPD is considered a professional duty and, often, teachers have the obligation to complete a minimum number of hours per year. Countries have developed different incentives and supporting measures to encourage participation such as free courses, the possibility to take part during working hours, salary increases and promotion.

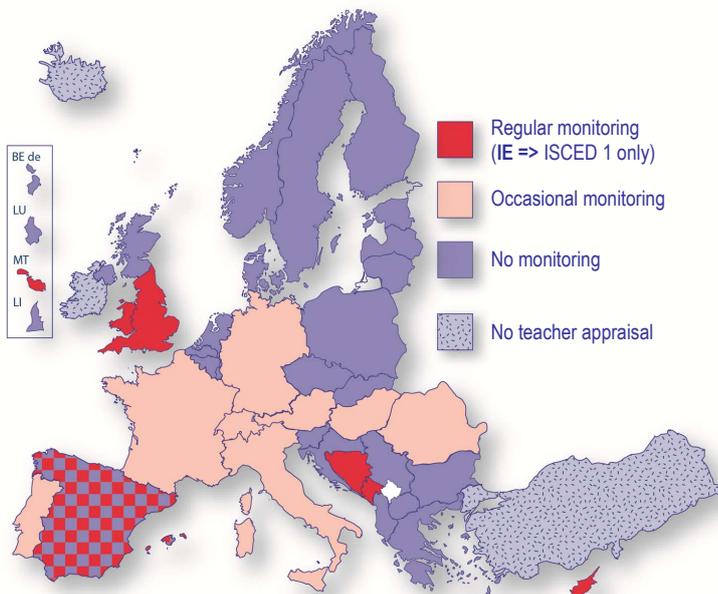
Schools tend to be involved to varying degrees in the definition of CPD needs and priorities, which can help CPD providers to better respond to teachers' specific demands.

Additional supporting measures for developing and improving professional practice are available to teachers in most European countries. This support may be provided in schools by professional specialists, qualified teachers or the school heads. Specialist support for dealing with other challenges such as personal issues, interpersonal conflicts or teaching pupils with general learning difficulties is also widespread across Europe.



Measures and incentives to encourage teacher engagement in continuing professional development and number of education systems providing them. Primary and general secondary education (ISCED 1-3), 2016/17

Teacher appraisal



Appraiser training programmes for school leaders in primary and general secondary education (ISCED 1-3) according to top-level authority regulations, 2016/17

Most countries have regulations on teacher appraisal. Nevertheless, many countries do not monitor how the system works.

Appraisal for serving teachers is common practice across Europe and is usually applicable to all teachers, although it is not always a regular exercise. Its frequency is not set down in regulations in eight countries, it is a local or school decision in another six and practice varies greatly in the others.

While appraisal is used for a number of reasons, such as providing teachers with feedback or deciding on promotion and salary progression, it is not systematically used to review professional development needs.

School leaders are often involved in appraising teachers but only one third of the education systems have mandatory training in this area. In 11 education systems training is optional and in another half of the systems there are no training programmes for school leaders on appraisal.

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