



The Teaching Profession in Europe

Practices, Perceptions, and Policies

Eurydice Report







This presentation

- Sources and Methodology
- Scope
- Content
- Eurydice







Sources and **Methodology**

TALIS 2013

Eurydice

Eurostat





Scope

- 2 Mio teachers ISCED 2 (lower secondary education)
- 40 education systems: EU Member States,
 Iceland, Liechtenstein, Norway, Montenegro, former
 Yugoslav Republic of Macedonia, Serbia, and Turkey
- Reference year 2013/2014
- Sector coverage:
 - Eurydice: Public schools (private only in Belgium, Ireland, the Netherlands)
 - TALIS: Public and Private





1.Demographics and working conditions

5.Attractiveness of the Teaching Profession

2.Initial Teacher Education and transition to the profession

Chapters

4.Transnational Mobility



3.Continuing Professional Development

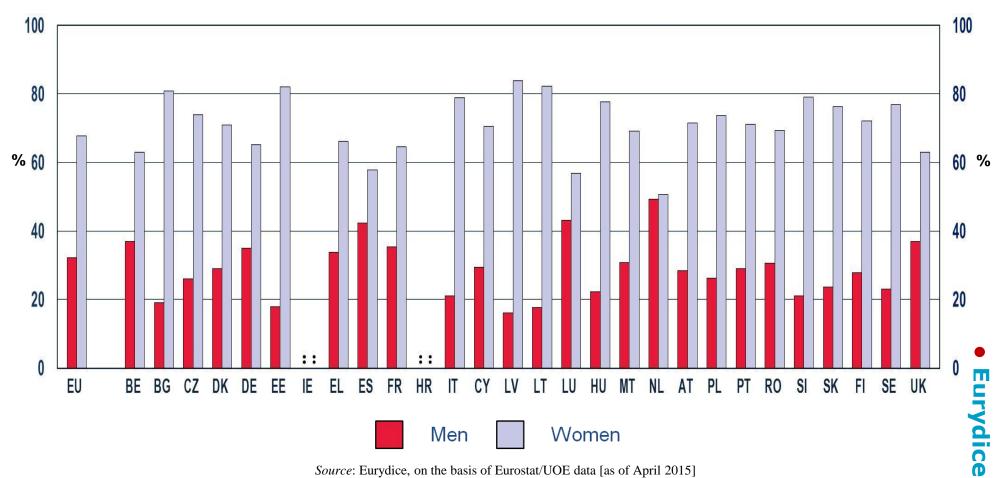
Education and Training



1.Demographics and working conditions



Proportion of teachers by gender in lower secondary education (ISCED 2), 2013



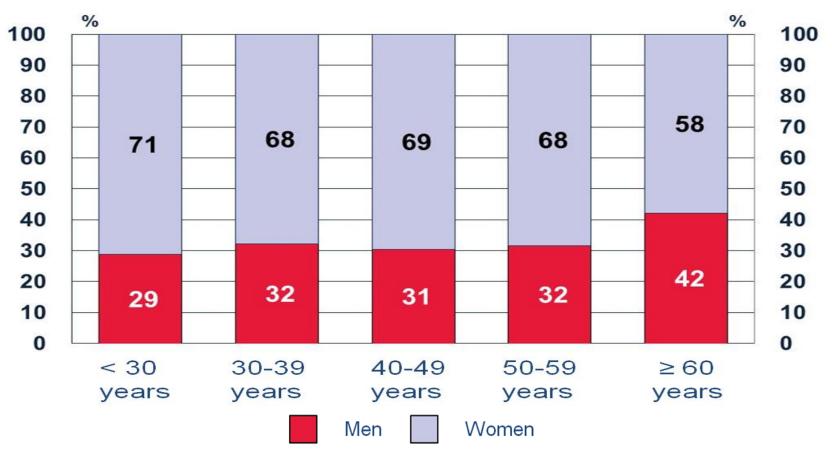
Source: Eurydice, on the basis of Eurostat/UOE data [as of April 2015]







Proportion by age group of men and women teachers in lower secondary education (ISCED 2), EU level, 2013

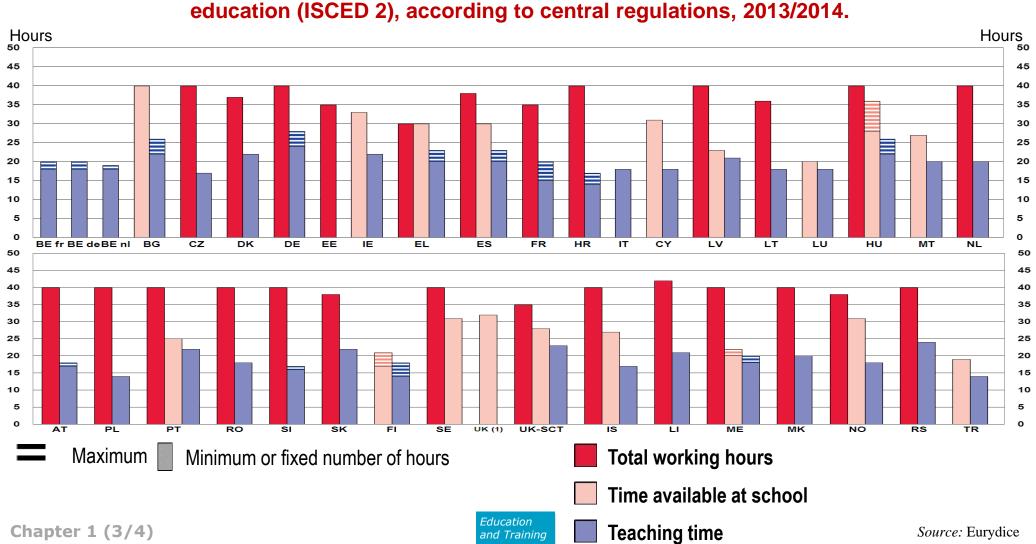


Source: Eurydice, on the basis of Eurostat/UOE data [as of April 2015]





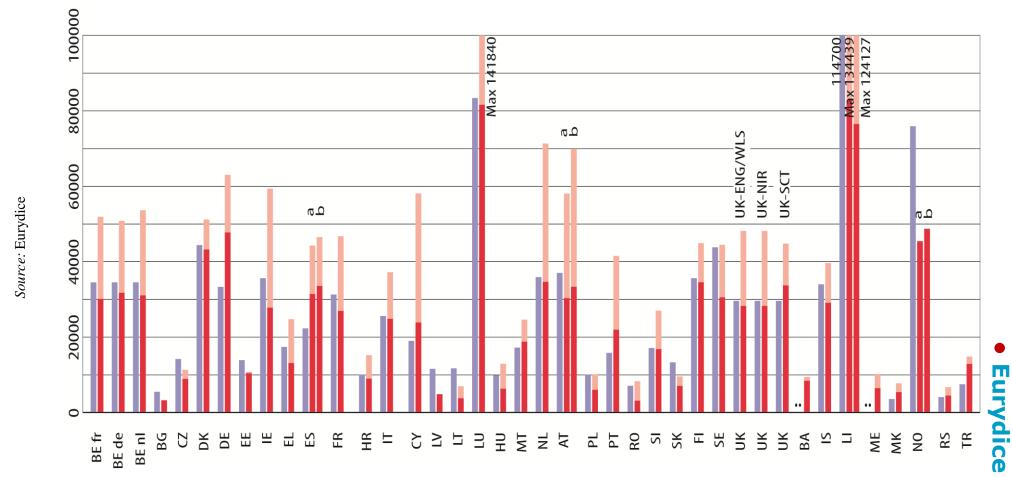
Official definitions of weekly workload (in hours) of full-time teachers in general lower secondary education (ISCED 2), according to central regulations, 2013/2014.



Demographics and working conditions



Minimum and maximum basic gross annual statutory salary of full-time fully qualified teachers in general lower secondary education (ISCED 2), in relation to GDP per capita, 2014/15



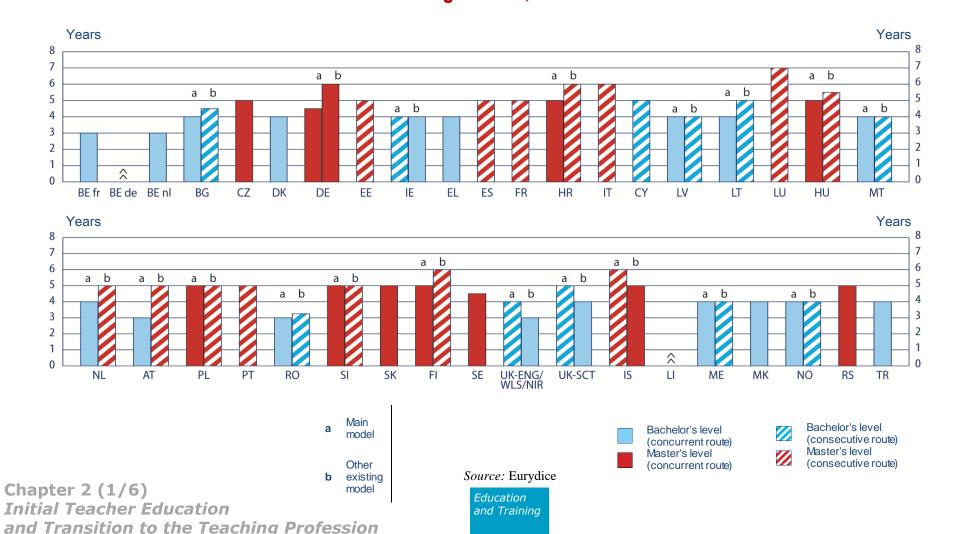
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2.Initial Teacher Education and transition to the profession



Minimum level and total duration of ITE for working in lower secondary education (ISCED 2), according to central regulations, 2013/14

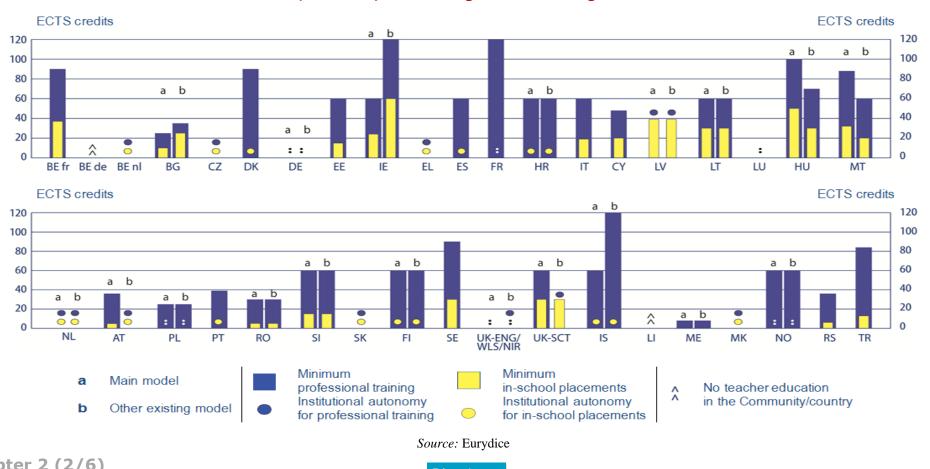


Eurydice





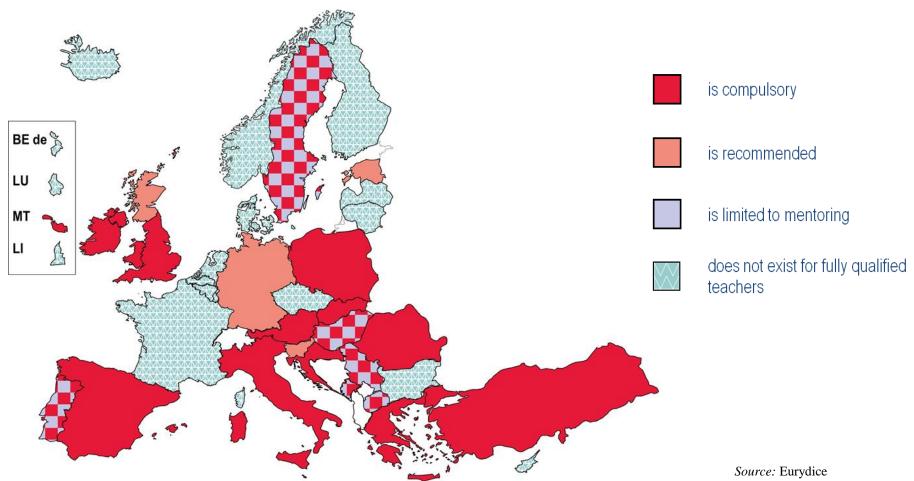
Minimum length of professional training (including in-school placements) for working in general lower secondary education (ISCED 2) according to central regulations, 2013/14







Status of the induction phase for fully qualified first-time teachers in lower secondary education (ISCED 2), according to central regulations, 2013/14

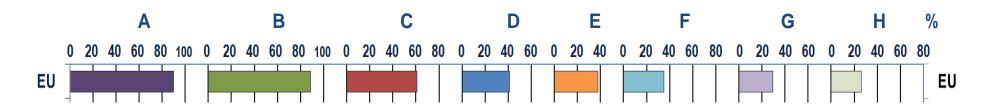


Chapter 2 (3/6)
Initial Teacher Education
and Transition to the Teaching Profession

Education and Training



Proportion of teachers in lower secondary education (ISCED 2) who can access certain types of activity within induction programmes, as reported by school heads, 2013



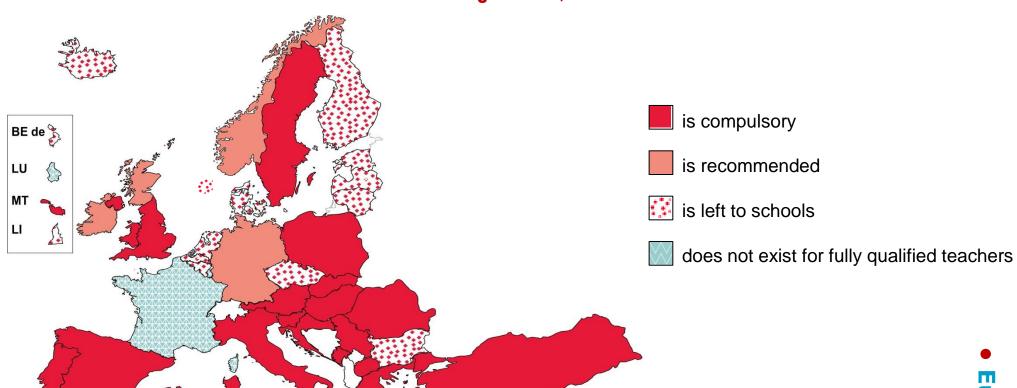
- A Mentoring
- C Courses/seminars
- E Networking/virtual communities
- G Collaboration with other schools

- B Scheduled meetings with the school head and/or colleagues
- D Team teaching
- F Peer review
- H Diaries/journals

Source: Eurydice, on the basis of TALIS 2013



Mentoring support for fully qualified first-time teachers in lower secondary education (ISCED 2), according to central regulations, 2013/14



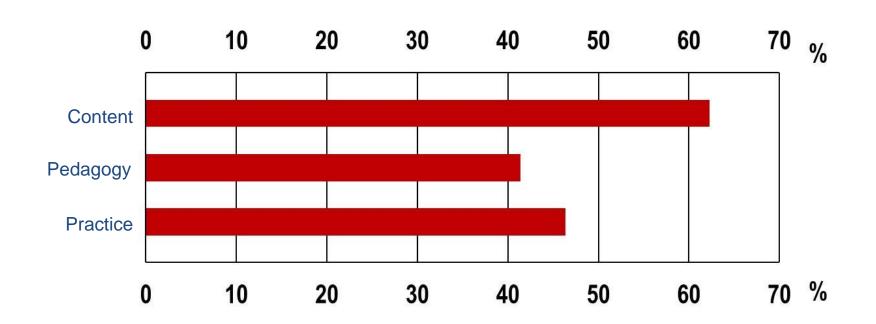
Source: Eurydice







The feeling of preparedness among teachers in lower secondary education (ISCED 2) among those having completed ITE, EU level, 2013



Source: Eurydice, on the basis of TALIS 2013











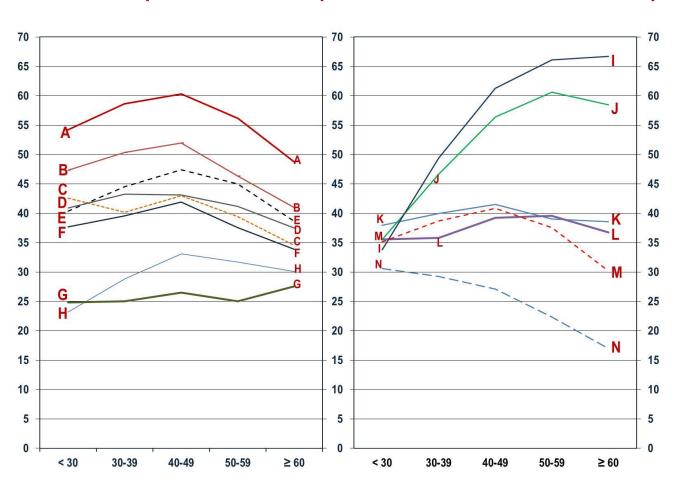
Proportion of teachers in lower secondary education (ISCED 2) expressing moderate and high professional development need levels, in relation to 14 topics, EU level, 2013

Knowledge of the curriculum School management and administration Knowledge and understanding of my subject field(s) Teaching in a multicultural or multilingual setting Approaches to developing cross-occupational competencies for future work or future studies Pedagogical competencies in teaching my subject field(s) Student evaluation and assessment practice Student behaviour and classroom management Student career guidance and counselling Teaching cross-curricular skills Approaches to individualised learning New technologies in the workplace ICT (information and communication technology) skills for teaching Chapter 3 (1/10) Teaching students with special needs **Continuing Professional Development**

Moderate need High need Source: Eurydice, on the basis of TALIS 2013 **Eurydice**



Proportion of teachers by age group in lower secondary education (ISCED 2) expressing moderate and high professional development need levels, in relation to 14 topics, EU level, 2013



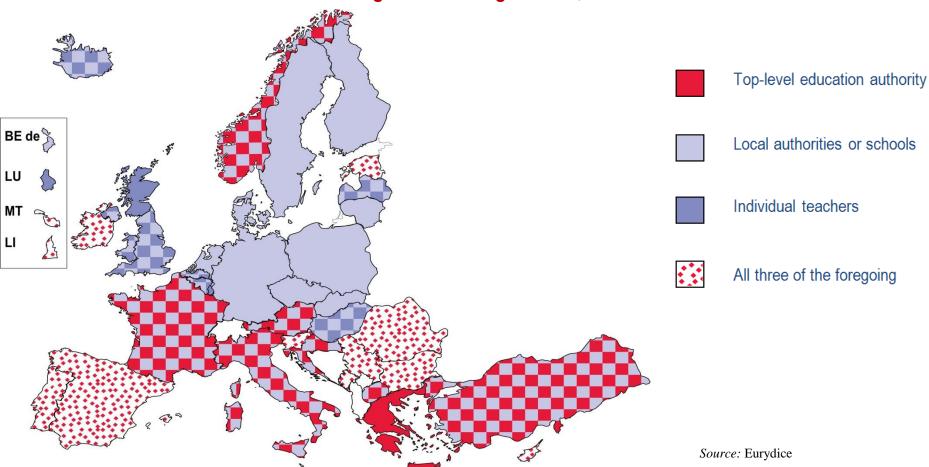
- Teaching students with special needs
- Approaches to B individualised learning
- Student behaviour
 C and classroom
 management
 - Student career
- D guidance and counselling
- E Teaching crosscurricular skills
 - Pedagogical
- F competencies in teaching my subject field(s)
- G Know ledge of the curriculum

- Know ledge and
- H understanding of my subject field(s)
- ICT (information and communication technology) skills for teaching
- New technologies in the workplace
- Student evaluation and assessment practice
- Teaching in a multicultural or multilingual setting
- Approaches to developing cross-occupational competencies for future work or future studies
- N School management and administration





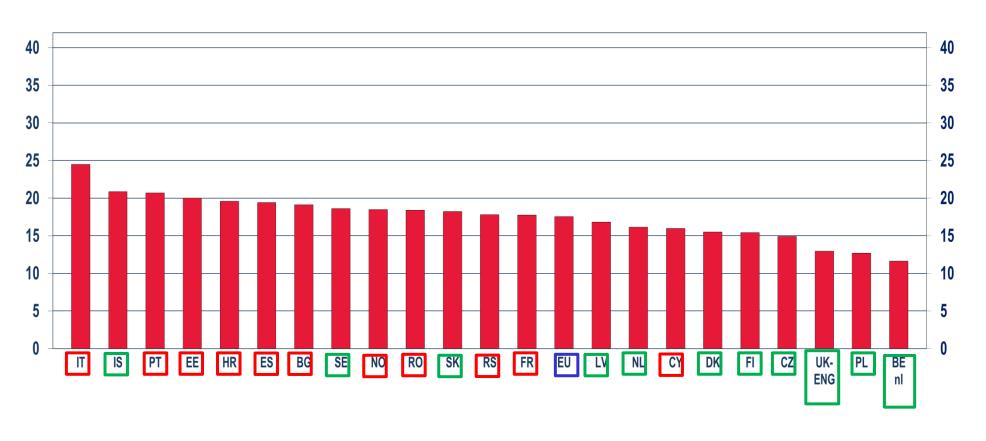
Players who determine CPD needs and training plans for teachers in lower secondary education (ISCED 2), according to central regulations, 2013/14







Scale of overall needs in professional development, as expressed by teachers in lower secondary education (ISCED 2), 2013



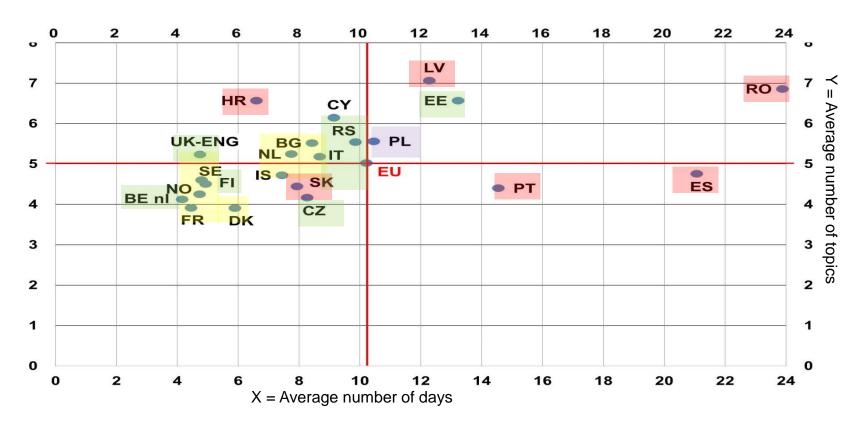


Status of CPD for teachers in general lower secondary education (ISCED 2), according to central regulations, 2013/14



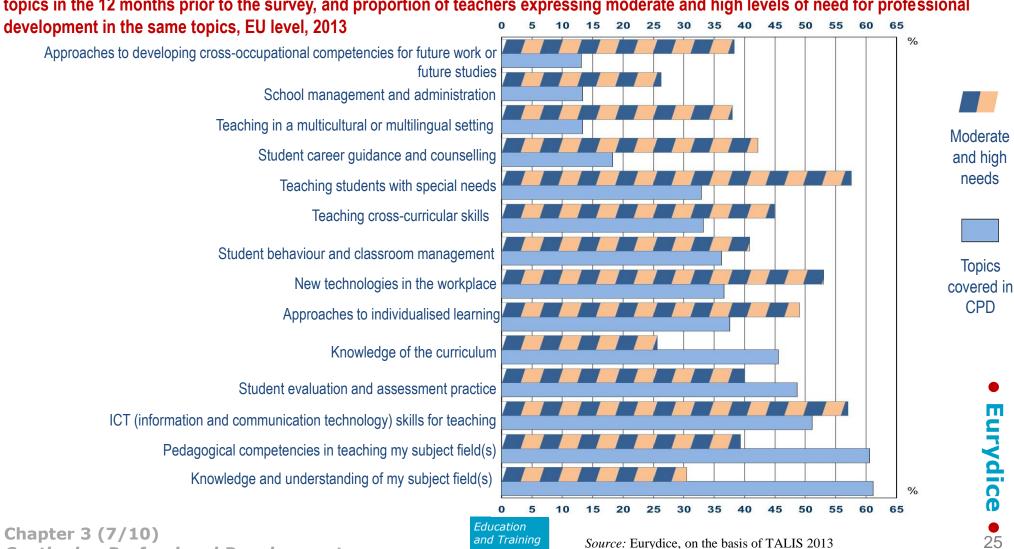


Participation of teachers in lower secondary education (ISCED 2) calculated with reference to the average number of topics covered by professional development activities and the mean number of days spent on such activities during the 12 months prior to the survey, 2013





Proportion of teachers in lower secondary education (ISCED 2) declaring that their professional development activities covered specific topics in the 12 months prior to the survey, and proportion of teachers expressing moderate and high levels of need for professional







Supporting measures to help teachers meet the costs of CPD in general lower secondary education (ISCED 2), according to central regulations, 2013/14

Free courses offered (provider costs covered)

Schools are subsidised by the public authorities for providing CPD

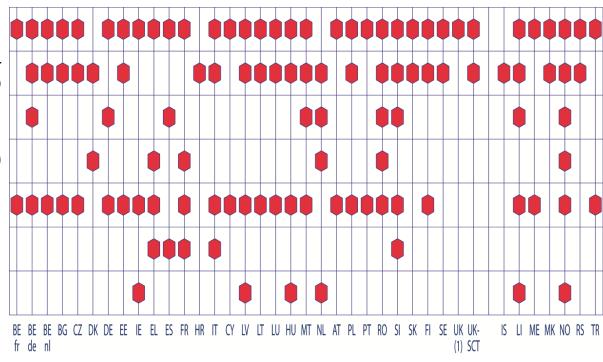
Teachers apply for funding from public authorities

One-off financial allowances paid to teachers(lump sum)

Travel expenses of teachers are covered

Teachers get paid study leave

Schools receive funding from public authorities to cover the costs of replacing teachers



Source: Eurydice





Proportion of teachers in lower secondary education (ISCED 2) who have followed different types of professional development activities in the 12 month previous to the survey, EU level, 2013

Observation visits to business premises, public organisations, non-

In-service training courses in business premises, public organisations, non-governmental organisations

Observation visits to other schools

Qualification programmes

Mentoring and/or peer observation and coaching, as part of a formal school arrangement

Participation in a network of teachers formed specifically for the professional development of teachers

Education conferences or seminars

Individual or collaborative research on a topic of interest to you professionally

Course/workshops



10 15 20 25 30 35 40 45 50 55 60 65 70

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Source: Eurydice, on the basis of TALIS 2013

9.4

11.5

14.2

17.1

28.7

29.6

32.4

34.8

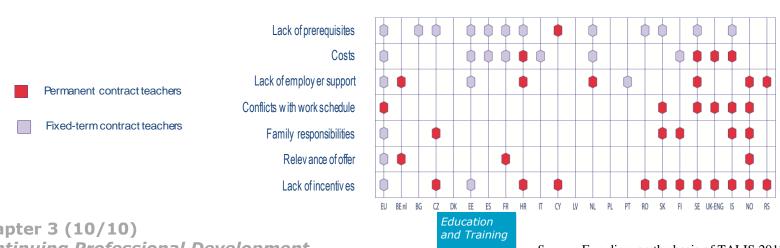
65.0



The predictive value of gender in determining the impact of barriers to participation in professional development activities by teachers in lower secondary education (ISCED 2), 2013



The predictive value of employment status in determining the impact of barriers to participation in professional development activities by teachers in lower secondary education (ISCED 2), 2013





5.Attractiveness of the Teaching Profession





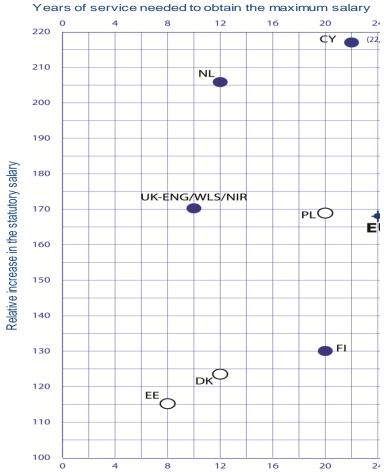
Attractiveness

- Teachers believe society values their profession lower than society does in reality
- The profession has the same social prestige as other highly valued professions (highly skilled and intellectually demanding)
- Job satisfaction and perception of value of the profession are positively influenced by meaningful feedback and appraisal, collaborative practices, and teacher-student relation

Source: Eurydice



Relation between the relative increase in statutory salaries in general lower education (ISCED 2), the length of service needed for teachers to earn the maximum salary, and their perception of how society values their profession, 2013/14



Years of service needed to obtain the maximum salary



Perception of value above EU average



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Montenegro

the former Yugoslav Republic of Macedonia

Norway

Serbia

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Network in 2015

Latvia

(under Ministries' responsibility)

Belgium (BE fr, BE de, BE nl)

Turkey

Cyprus

Italy

Bulgaria

Croatia

France

Spain

Greece

Ireland

Estonia

Germany

Denmark'

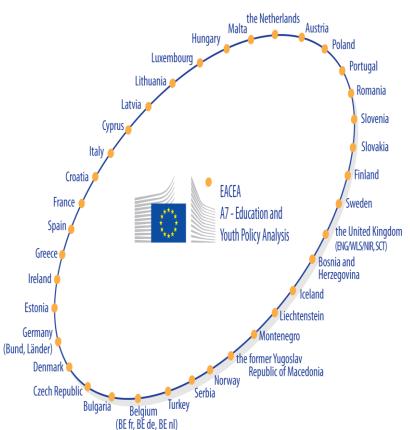
Czech Republic

(Bund, Länder)





Eurydice national units provide normative and qualitative information (laws, decrees, regulations and recommendations)

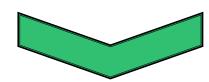












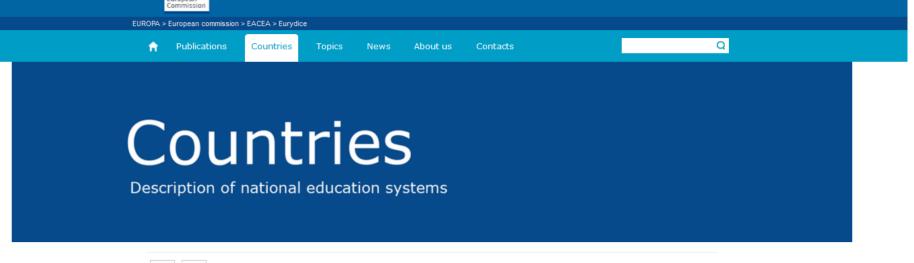
Descriptive, comparable information on European education systems and policies Comparative analyses on various topics

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http://www.ec.europa.eu/eurydice





LAST MODIFIED ON 23 APRIL 2015, AT 09:42.

Here you can consult the pages of the 41 national units based in 37 countries participating in the Erasmus+ programme (28 Member States, Bosnia and Herzegovina, the Former Yugoslav Republic of Macedonia, Iceland, Liechtenstein, Montenegro, Norway, Serbia, Switzerland and Turkey).

Please click on the country names below. You can also browse by chapter. This section was previously known as **Eurypedia**.

National units are responsible for the drafting of their education system descriptions and the content of all 14 chapters.

Browse by country	Brows	se by chapter
- Austria		L uxembourg
Belgium (Flemish Community) Belgium (French Community) Belgium (German-Speaking Community)		Former Yougoslav Republic of Macedonia
		Montenegro
		■ Bulgaria
Croatia		₩ Norway

Updates	Popular	
Cyprus: (19:52, 22 A	•	nood Education and Care
		rms in Vocational Education earning (23:02, 21 April 2015)
Malta:N		rms in School Education
	Early Childh	nood and School Education

Eurydice



Browse by country

Browse by chapter

- 1. Political, Social and Economic Background and Trends
- 2. Organisation and Governance
- 3. Funding in Education
- 4. Early Childhood Education and Care
- 5. Primary Education
- 6. Secondary and post-Secondary non-Tertiary Education
- 7. Higher Education
- 8. Adult Education and Training
- 9. Teachers and Education Staff
- Management and Other Education Staff
- 11. Quality Assurance
- 12. Educational Support and Guidance
- 13. Mobility and Internationalisation
- 14. Ongoing Reforms and Policy Developments

14 thematic chapters

Browse by country Browse by chapter Austria Luxemboura Belgium (Flemish Community) Former Yougoslav Republic of Macedonia Belgium (French Community) Malta Belgium (German-Speaking Community) Montenegro Bosnia and Herzegovina Netherlands Bulgaria Morway Croatia Poland Cyprus Portugal Czech Republic Romania Denmark Serbia Estonia . Slovakia Finland Slovenia France Snain Germany Sweden Greece Switzerland Hungary Turkey Iceland United Kingdom (England) Ireland United Kingdom (Northern Ireland) Italy United Kingdom (Scotland) Latvia United Kingdom (Wales)

I jechtenstein Lithuania

Updates Popular

- Turkey: Assessment in Vocational Upper Secondary Education (28 October 2015)
- Turkey:Organisational Variations and Alternative Structures in Early Childhood Education and Care (28 October 2015)
- Turkey: Early Childhood Education and Care (28 October 2015)
- Turkey: Organisation of Private Education (28 October
- Turkey: Fundamental Principles and National Policies (28 October 2015)
- Turkey: Political and Economic Situation (28 October
- Turkey: Other Dimensions of Internationalisation in Higher Education (28 October 2015)
- España: Atención a la diversidad en la Educación Superior (27 October 2015)
- España: Atención al alumnado procedente de entornos en situación de desventaja social en Educación Infantil, Primaria y Secundaria (27 October 2015)
- España: Atención a las Necesidades Educativas Especiales del alumnado en centros específicos de Educación Especial (27 October 2015)





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in Europe 2012/13

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in Full-time Compulsory Edu Eurydice - Facts and Fig National Student Fee Support Systems

> Teachers' and School Heads' Salaries and Allowances in Europe, 2012/13

> > **Eurydice Facts & Figures**



Structure and main features of **European education systems**

School and academic calendars

Structure of European education systems

Teacher and School Heads Salaries

Student fees and support systems in Higher Education





This RSA Animate was adapted from the RSA by Sir Ken Robinson, world-

education and creativity expert and recipient of the...



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Topics

Focus on: What makes a good teacher?

Publications

Date of publication: 7 September 2015

'Most great learning happens in groups. Collaboration is the stuff of growth' – Sir Ken Robinson Ph.D. Teachers are considered, rightly, the most important element within schools influencing student learning. In other very site takes a good teacher to make a good learner. But what makes a good teacher? Undoubtedly vocational words: it takes a good teacher to make a good learner. But what makes a good teacher to make a good learner. words: it takes a good teacher to make a good learner. But what makes a good teacher? Undoubtedly vocational abilities, personal characteristics, and individual attitudes are part of the picture. However, this is also true for many other professions. **Eurydice Network** http//ec.europa.eu/eurydice

other professions.

Linked in.

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