

The Teaching Profession in Europe

*Practices, Perceptions,
and Policies*

Eurydice Report



This presentation

- *Sources and Methodology*
- *Scope*
- *Content*
- *Eurydice*



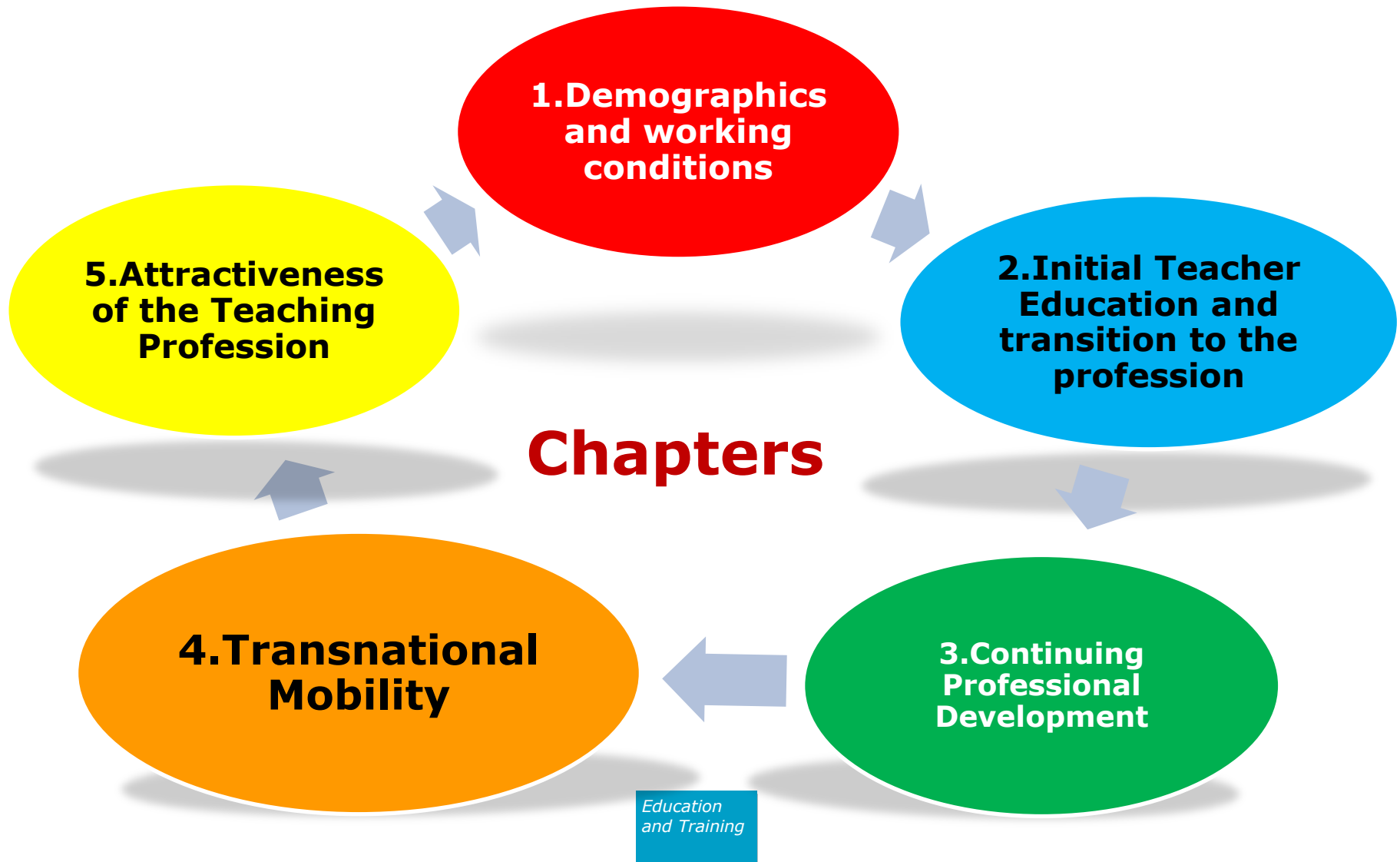
Sources and Methodology

- TALIS 2013
- Eurydice
- Eurostat



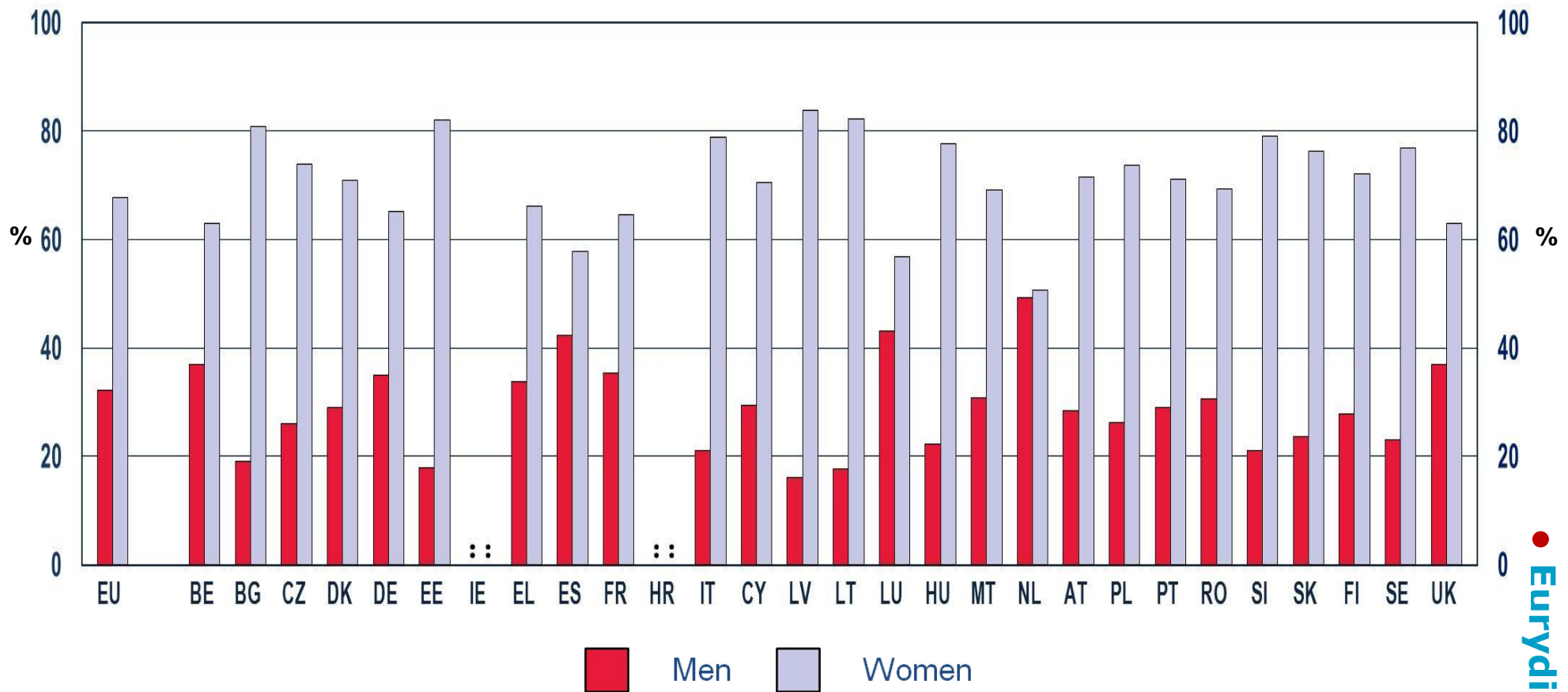
Scope

- **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**



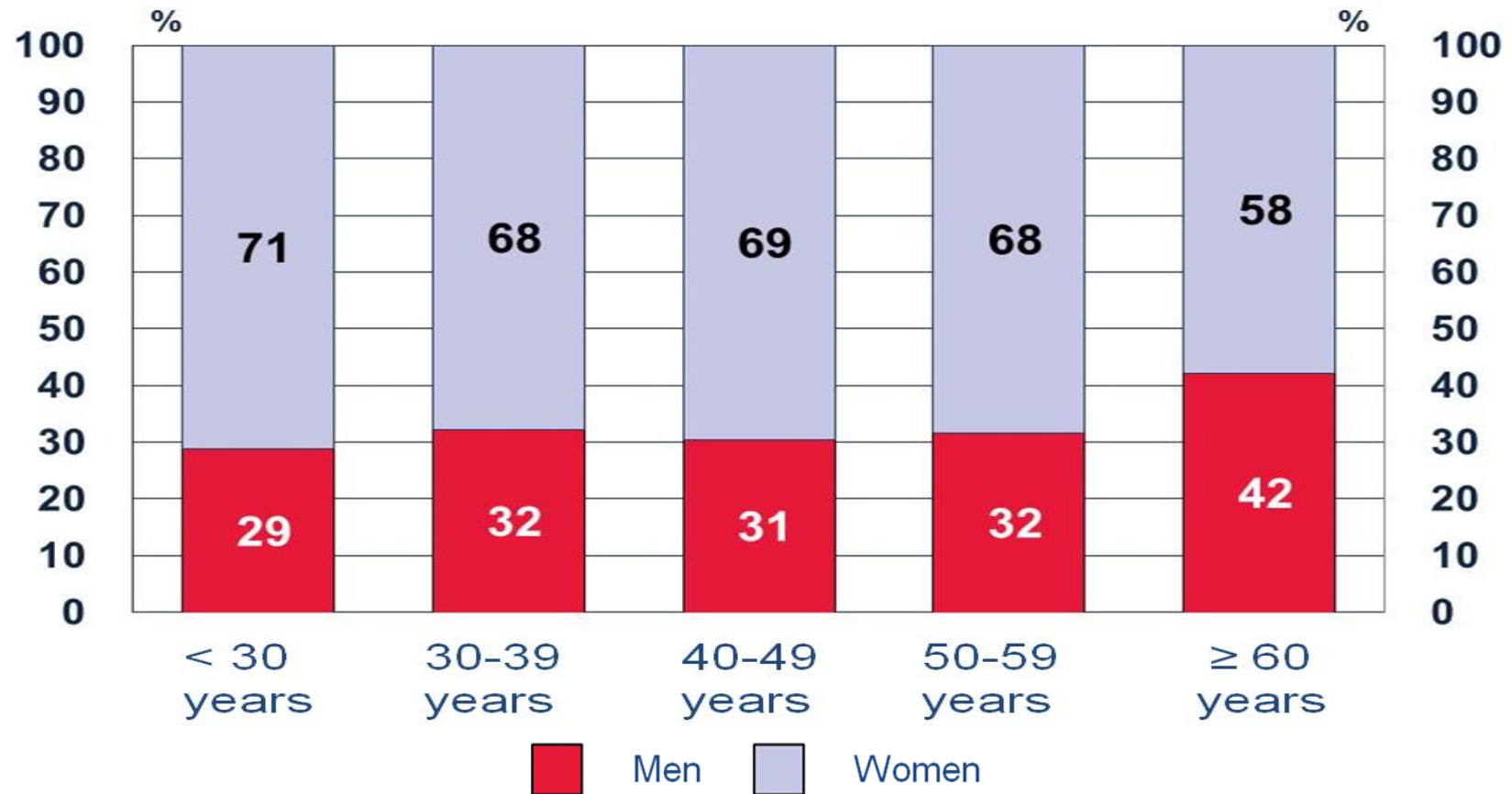
1. Demographics and working conditions

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



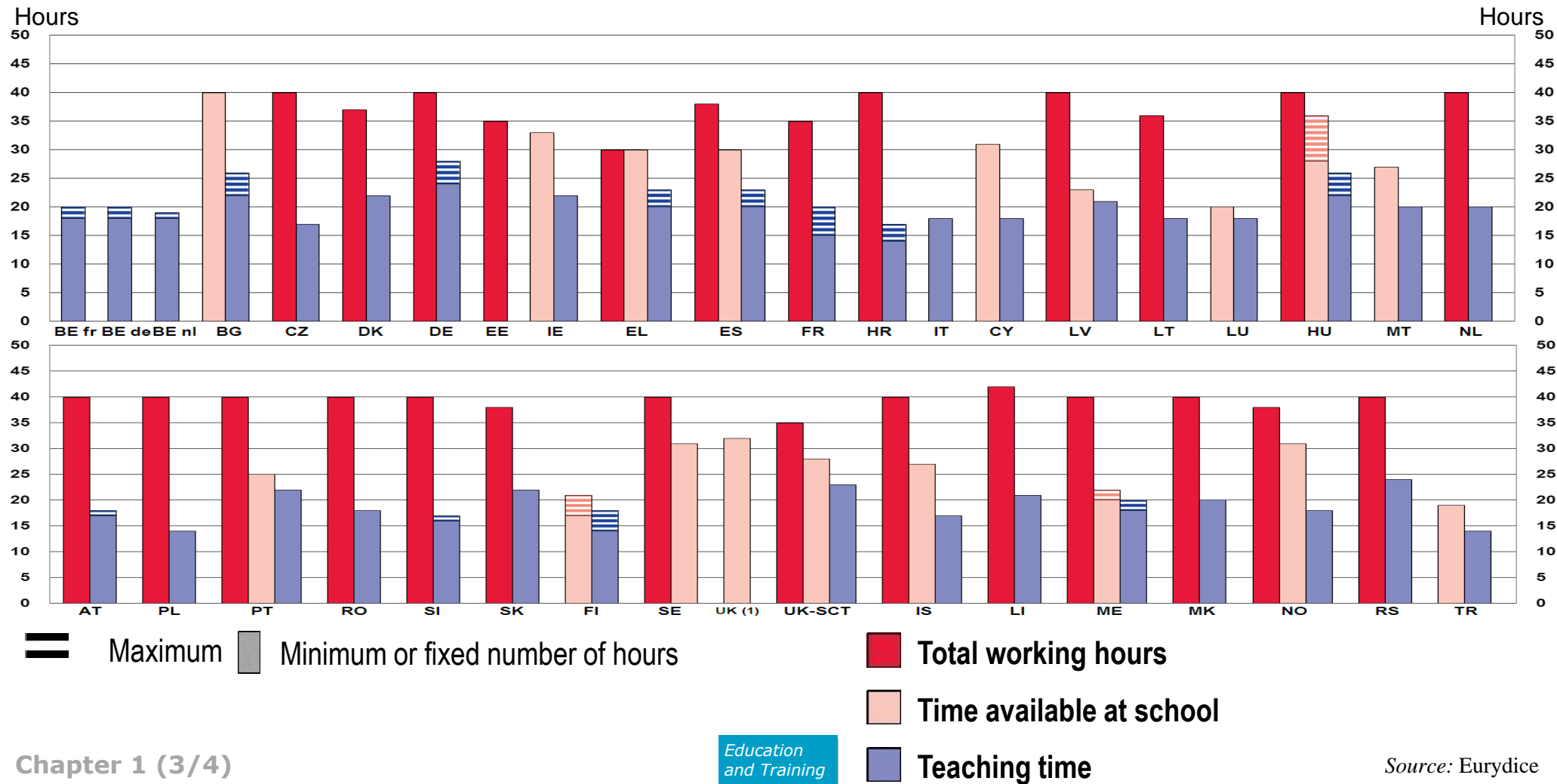
Source: Eurydice, on the basis of Eurostat/UOE data [as of April 2015]

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

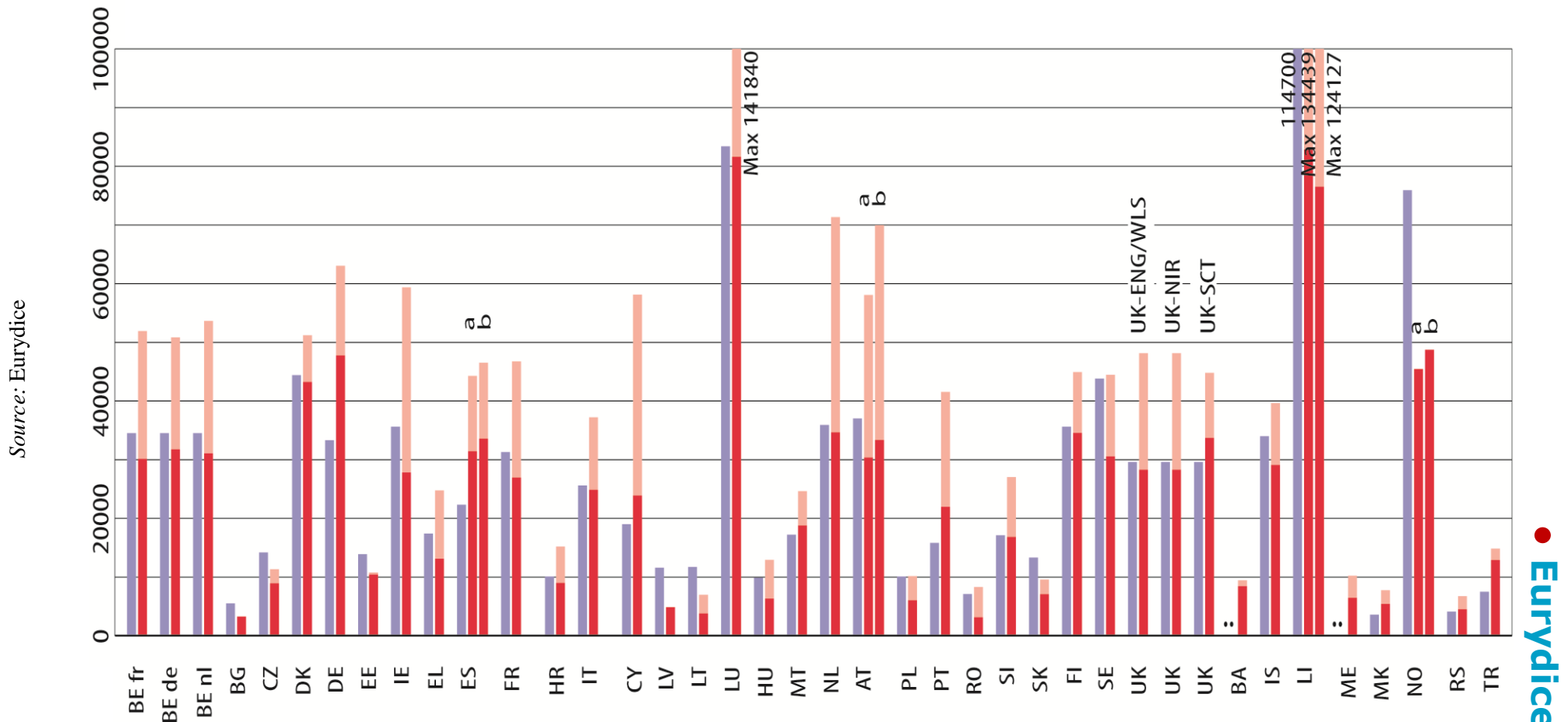


Source: Eurydice, on the basis of Eurostat/UOE data [as of April 2015]

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

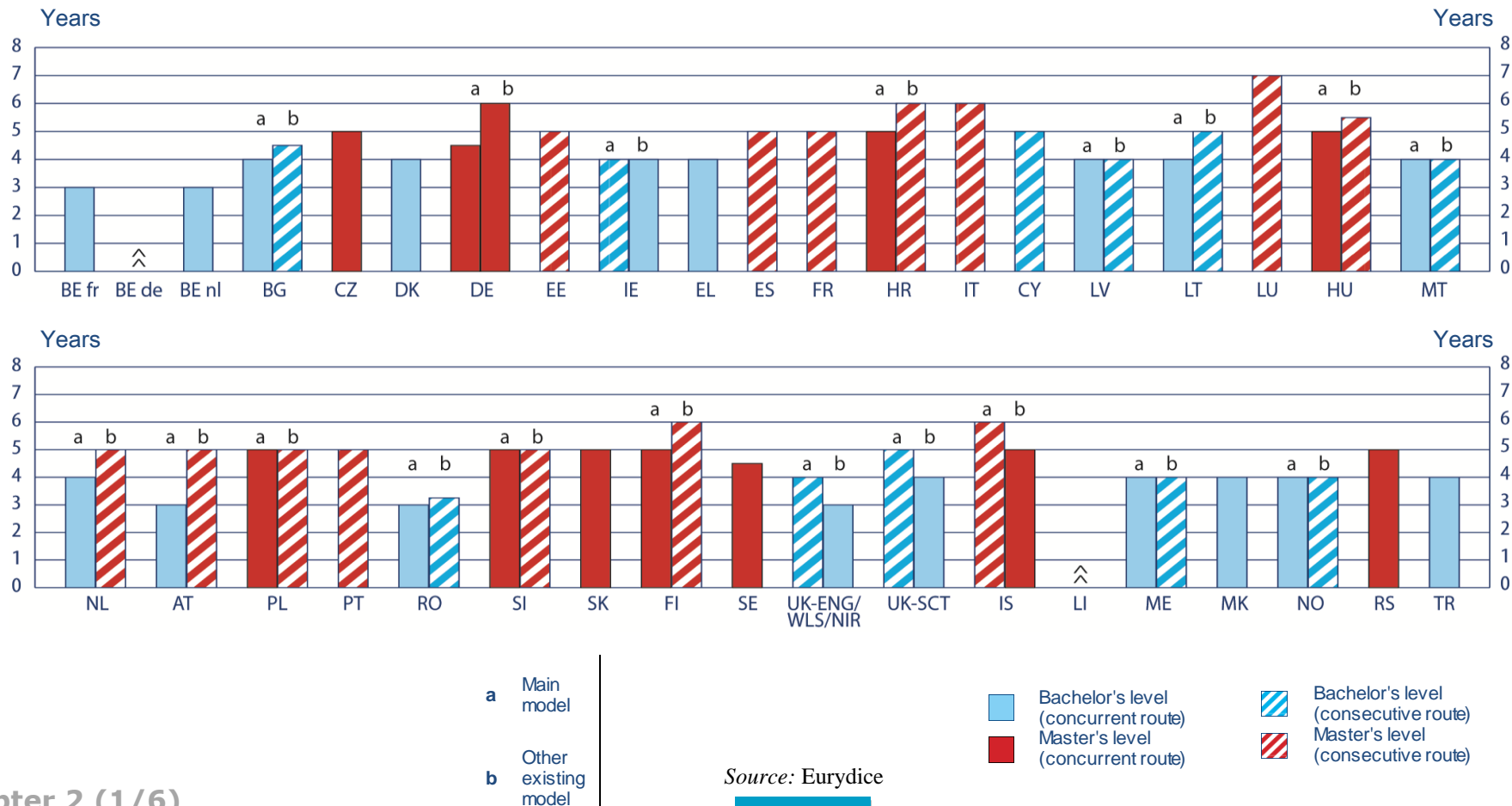


Minimum and maximum basic gross annual statutory salary of full-time fully qualified teachers in general lower secondary education (ISCED 2), in relation to GDP per capita, 2014/15



2.Initial Teacher Education and transition to the profession

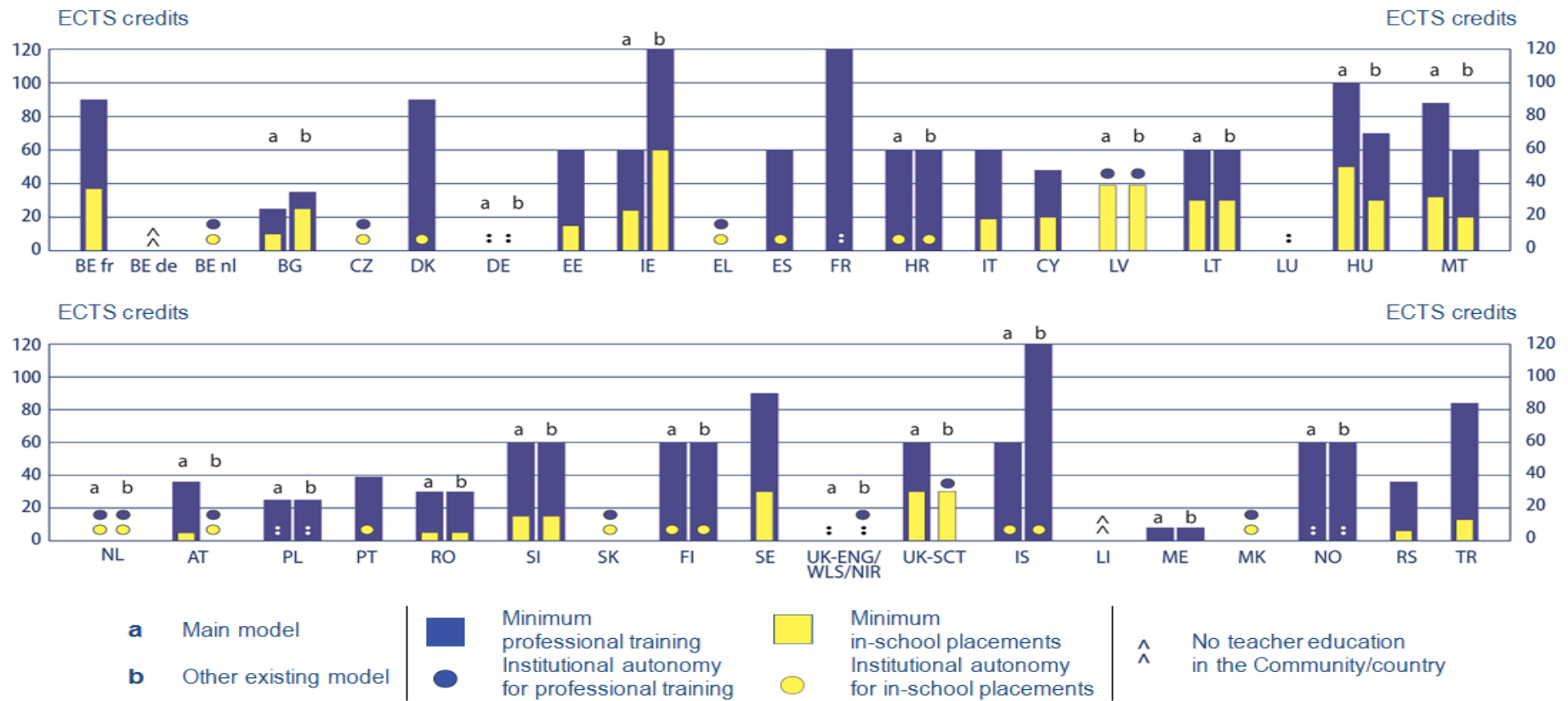
Minimum level and total duration of ITE for working in lower secondary education (ISCED 2), according to central regulations, 2013/14



Source: Eurydice

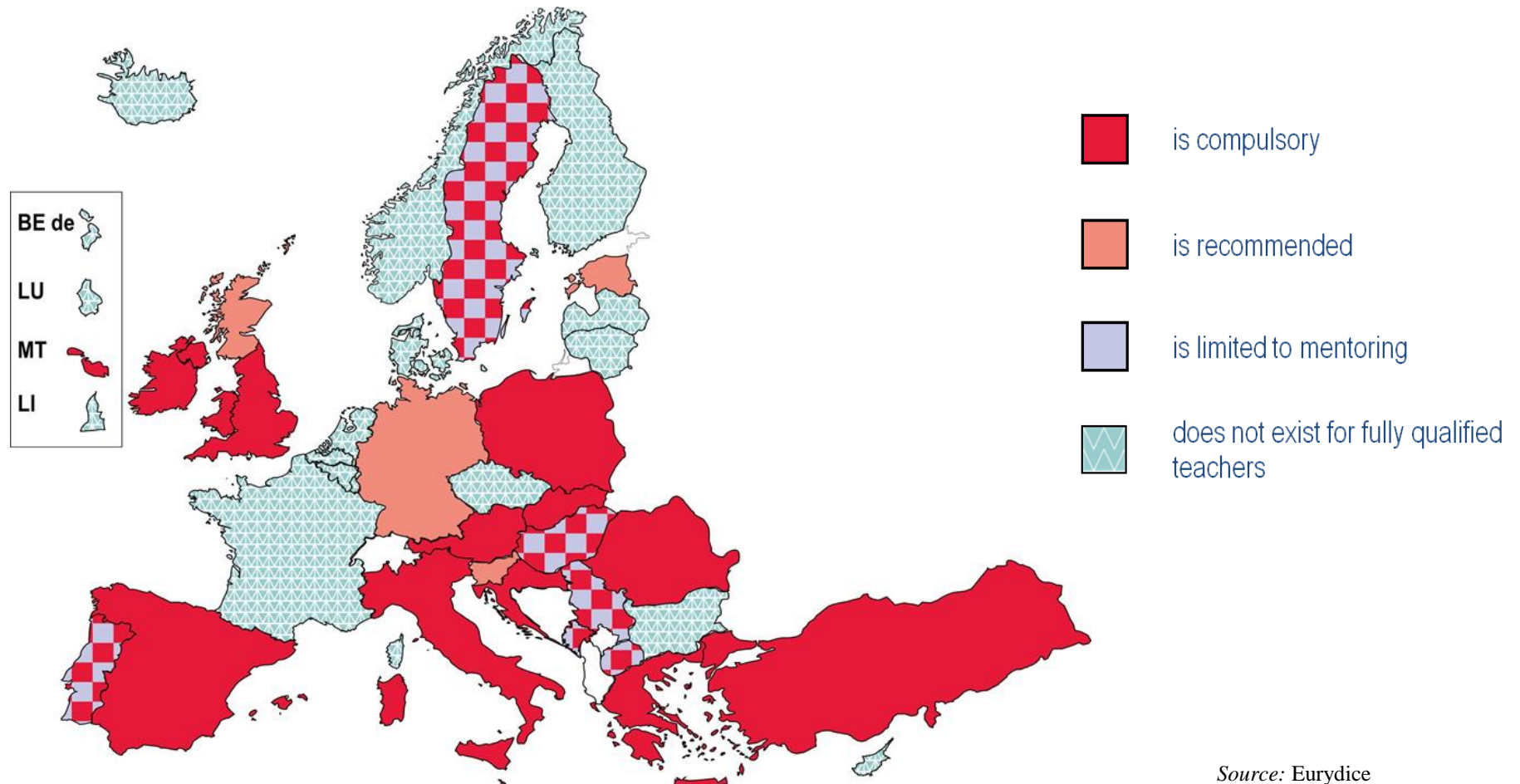
Education
and Training

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



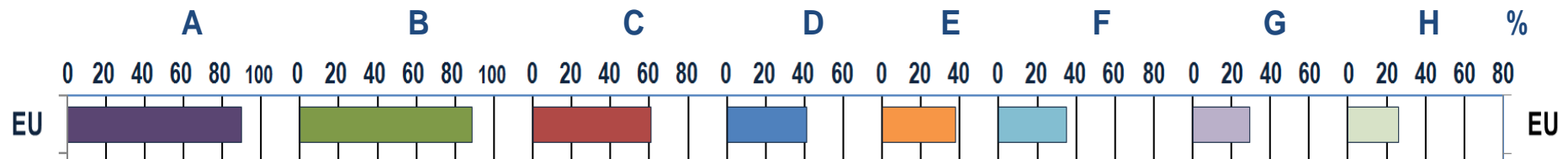
Source: Eurydice

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



Source: Eurydice

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

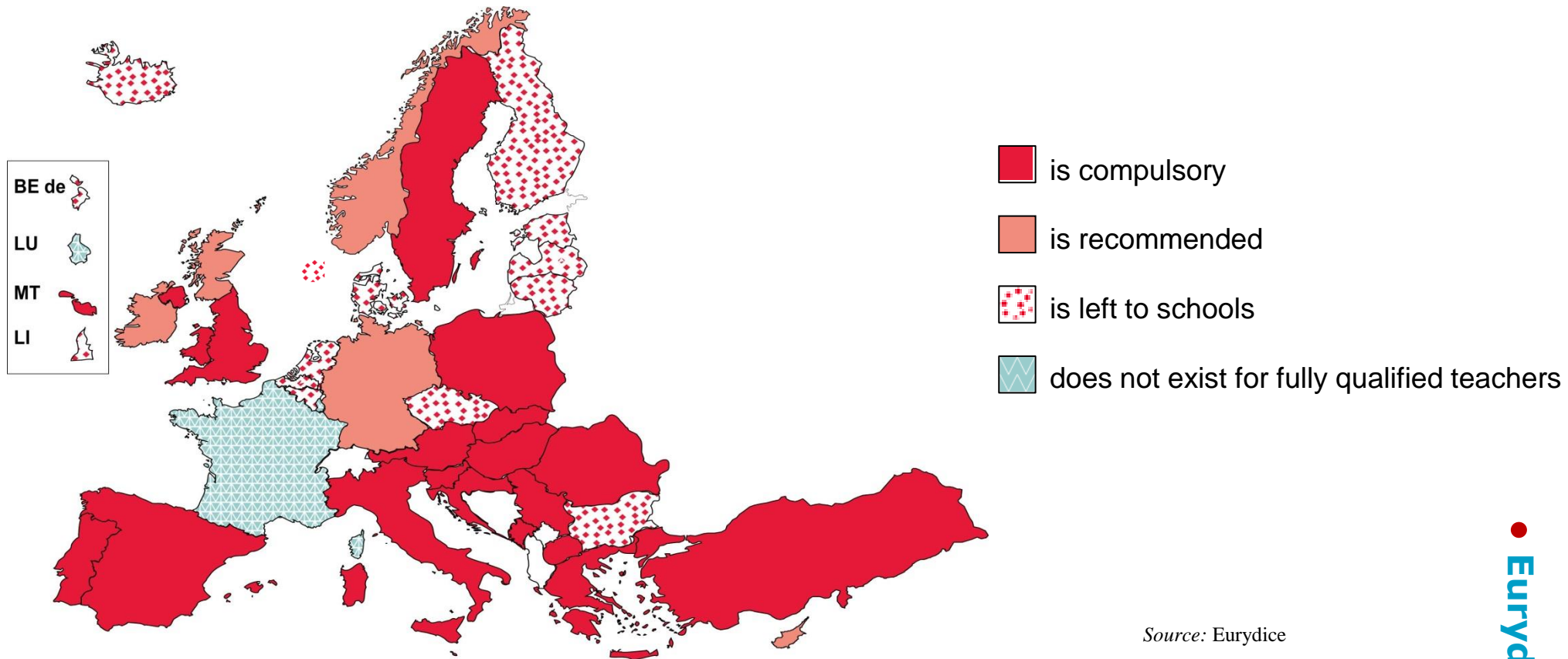
D Team teaching

F Peer review

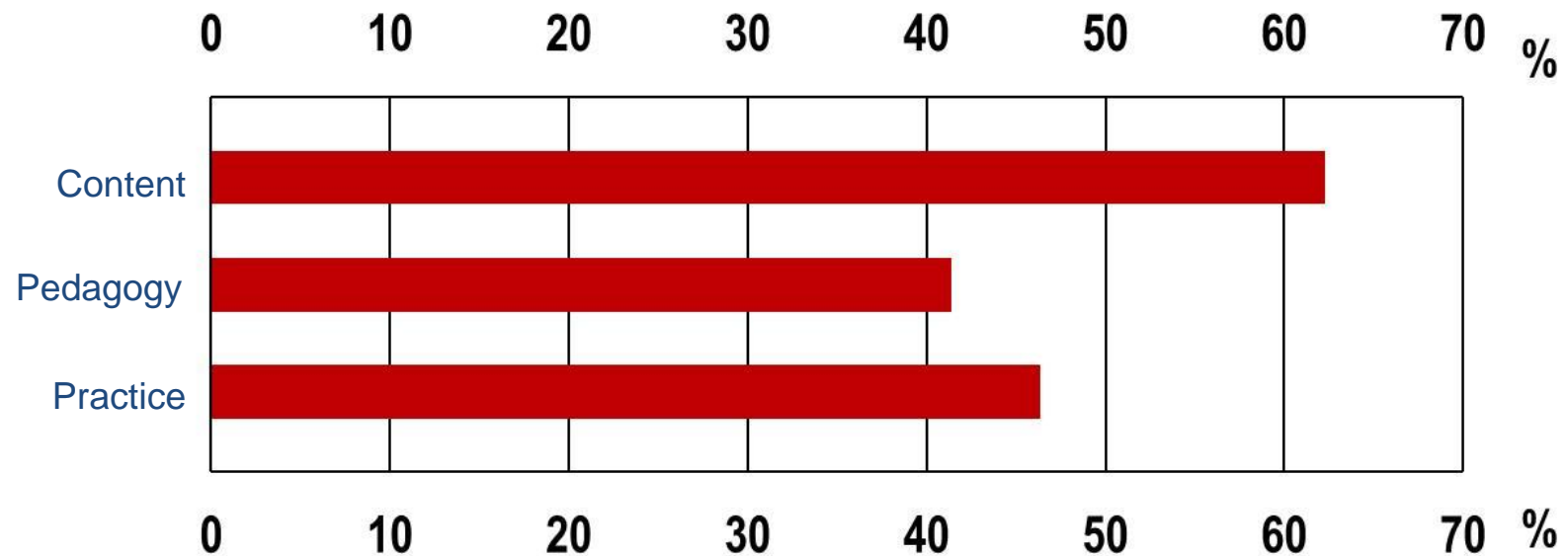
H Diaries/journals

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



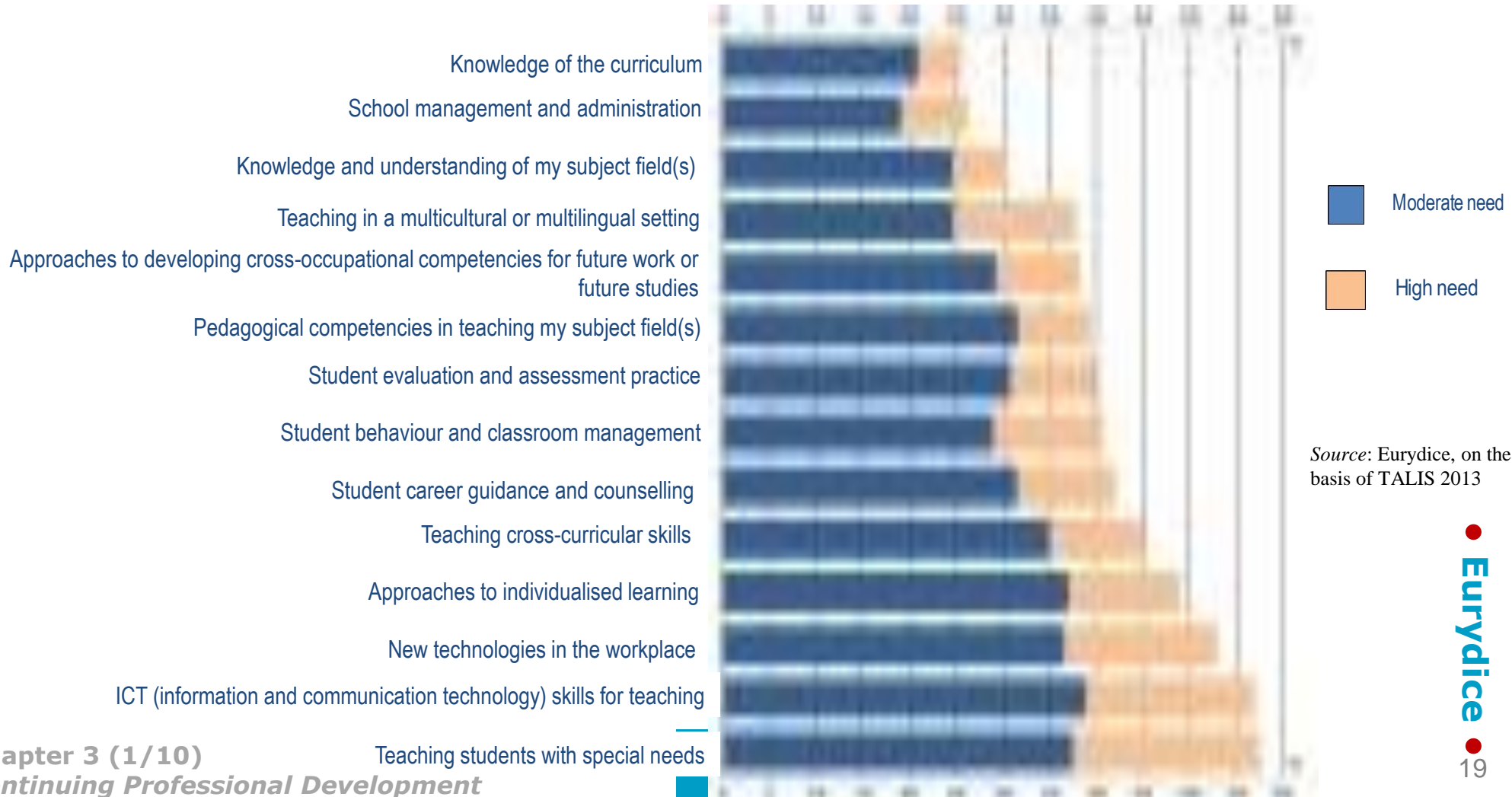
The feeling of preparedness among teachers in lower secondary education (ISCED 2) among those having completed ITE, EU level, 2013



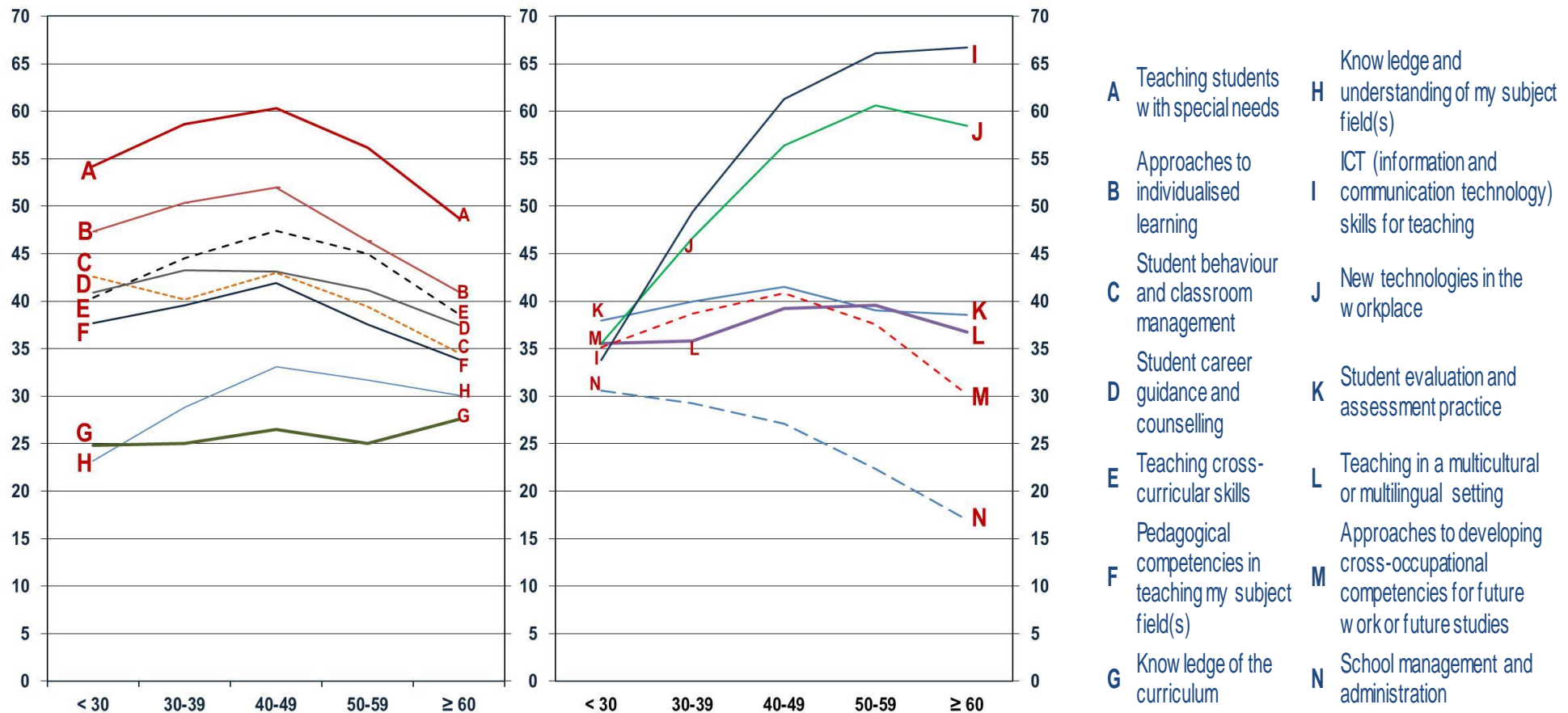
Source: Eurydice, on the basis of TALIS 2013

3. Continuing Professional Development

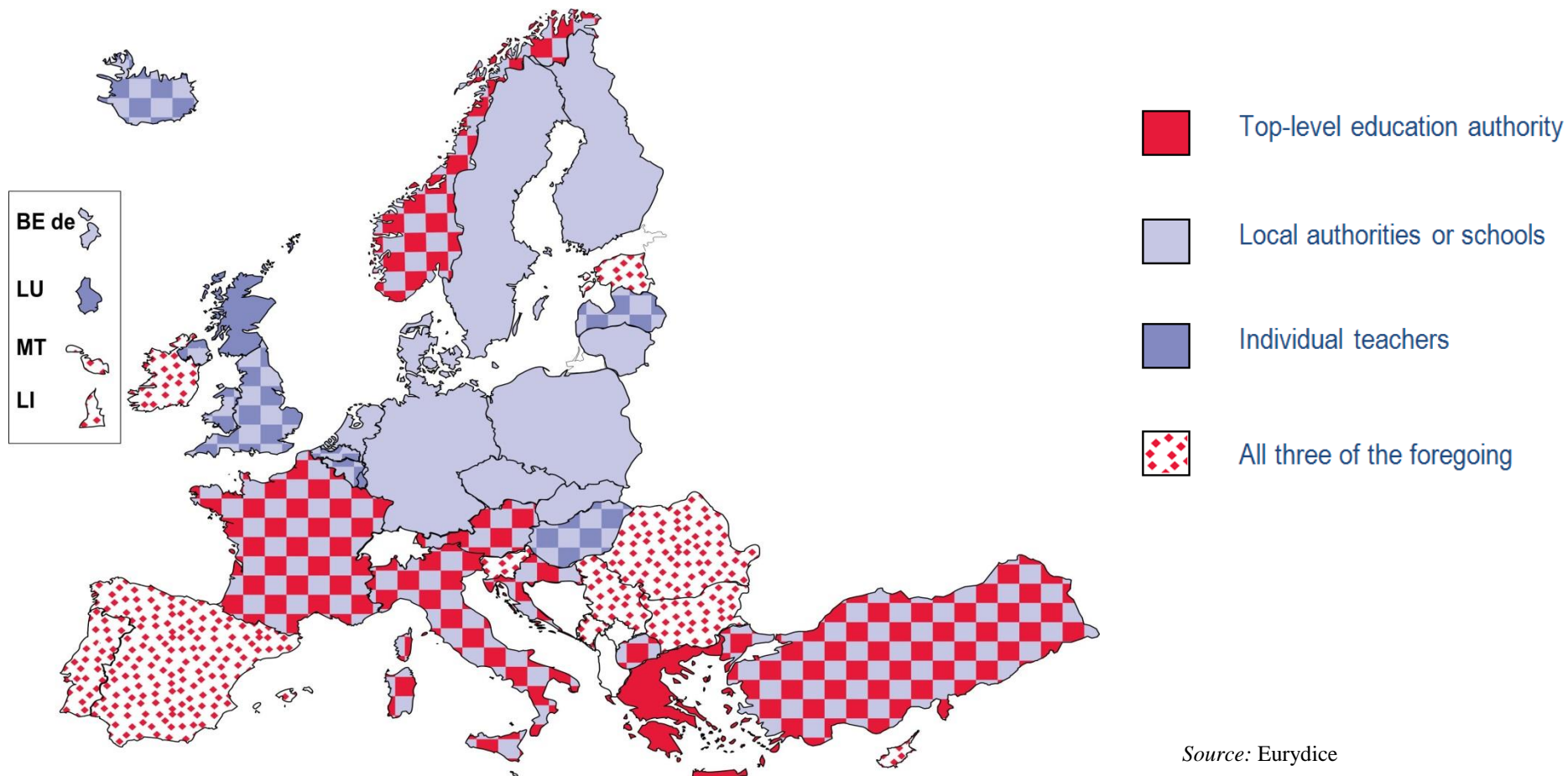
Proportion of teachers in lower secondary education (ISCED 2) expressing moderate and high professional development need levels, in relation to 14 topics, EU level, 2013



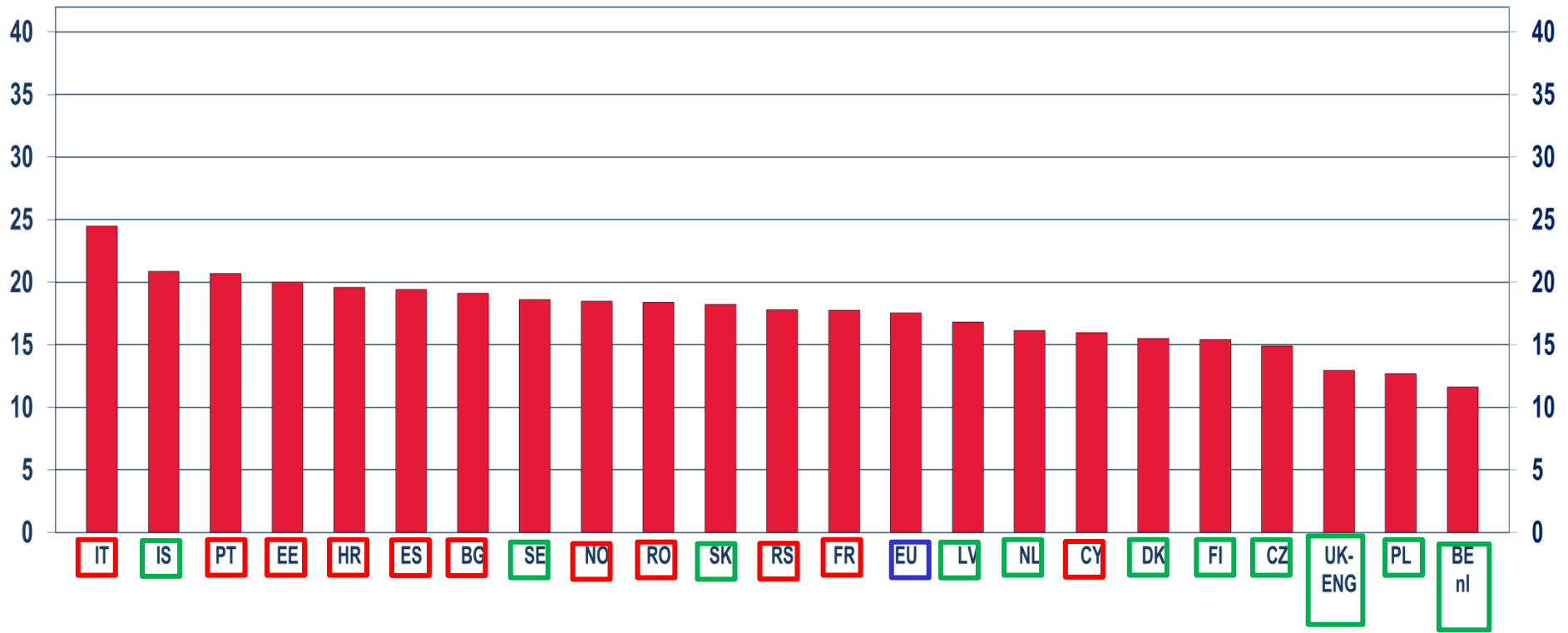
Proportion of teachers by age group in lower secondary education (ISCED 2) expressing moderate and high professional development need levels, in relation to 14 topics, EU level, 2013



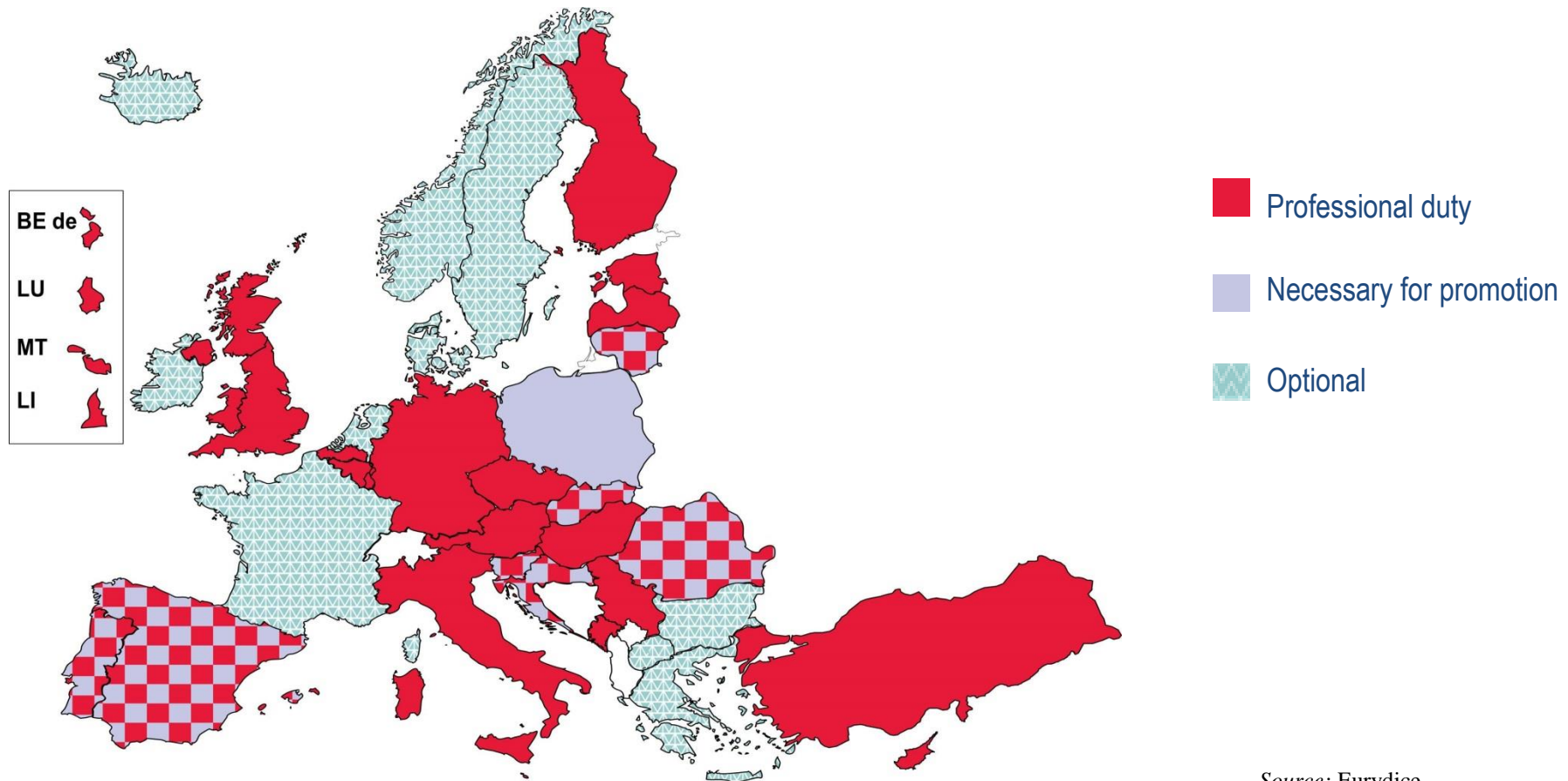
Players who determine CPD needs and training plans for teachers in lower secondary education (ISCED 2), according to central regulations, 2013/14



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

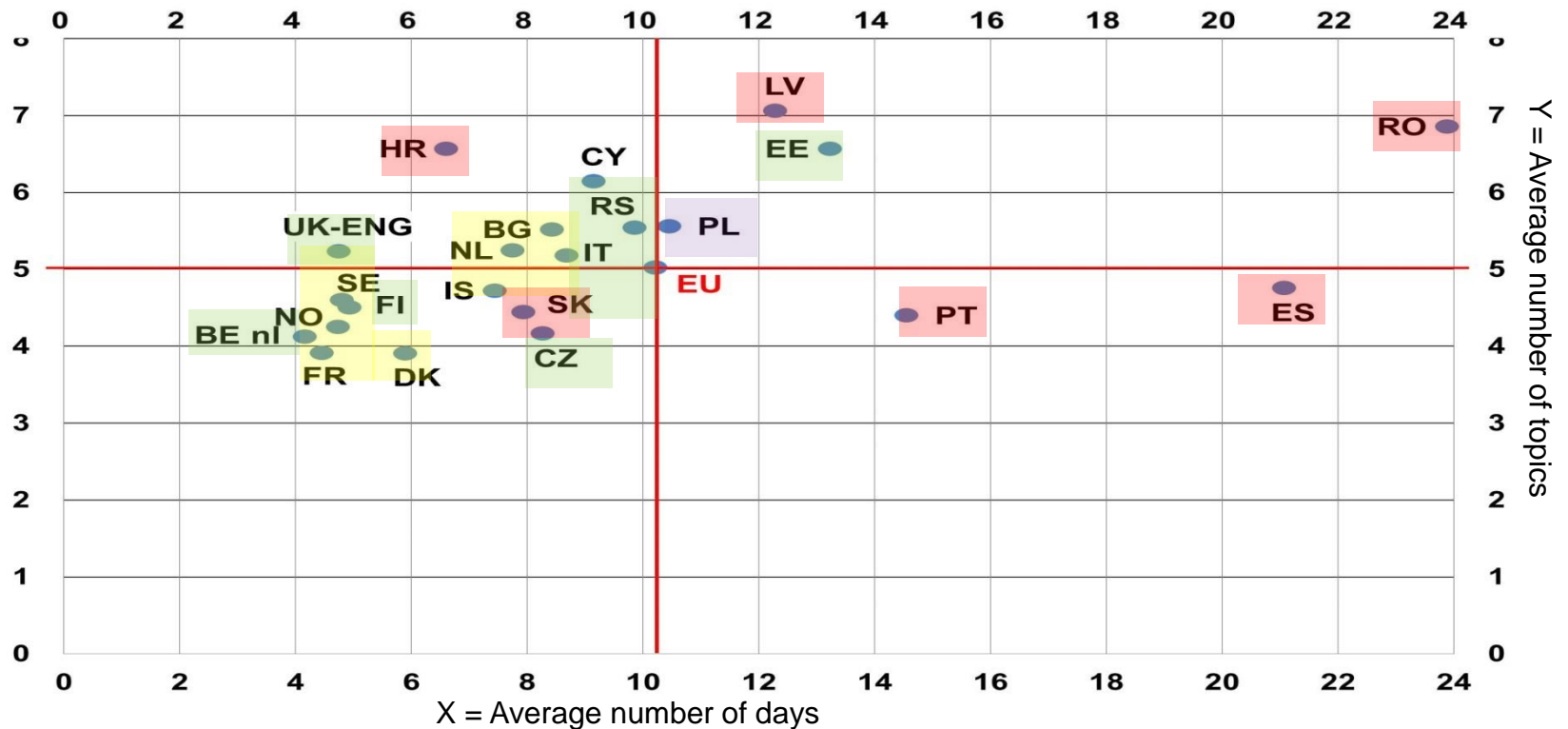


Status of CPD for teachers in general lower secondary education (ISCED 2), according to central regulations, 2013/14

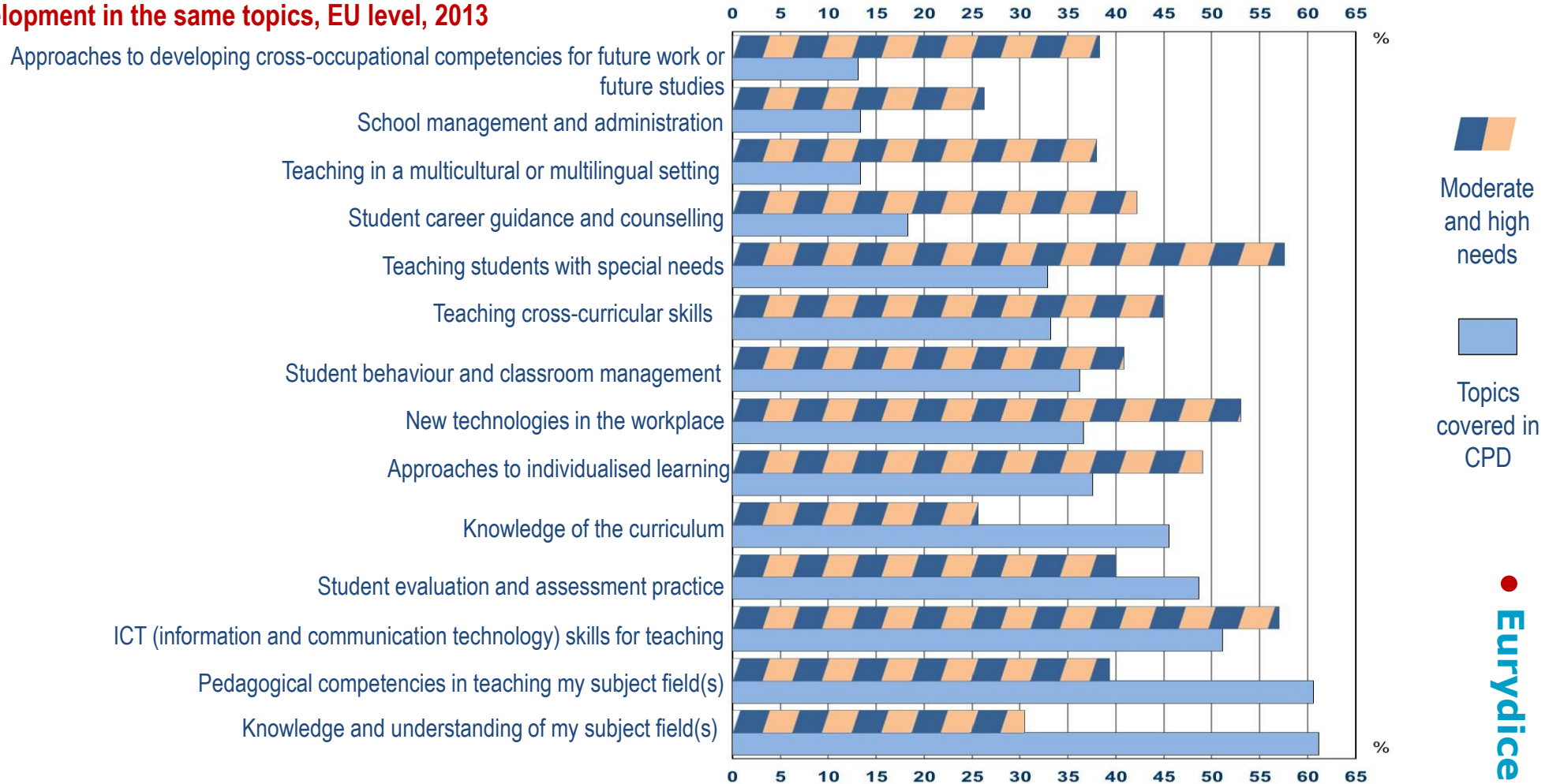


Source: Eurydice

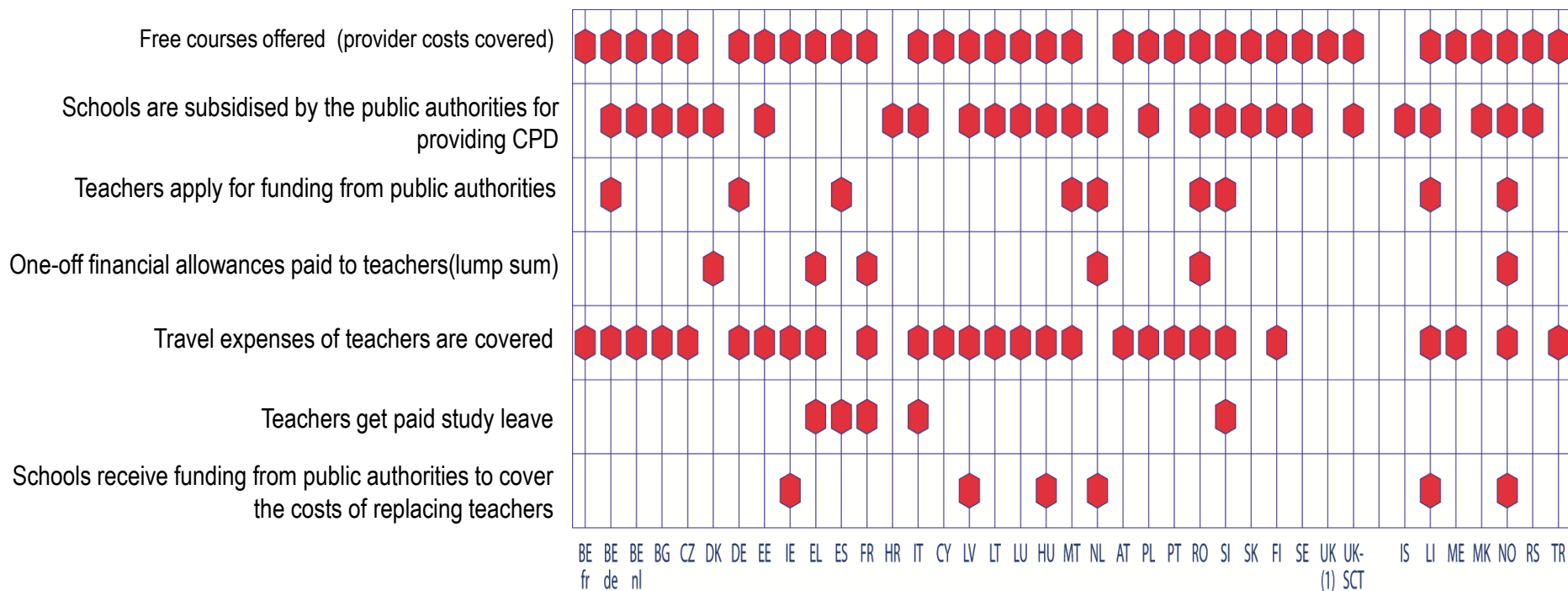
Participation of teachers in lower secondary education (ISCED 2) calculated with reference to the average number of topics covered by professional development activities and the mean number of days spent on such activities during the 12 months prior to the survey, 2013



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 development in the same topics, EU level, 2013

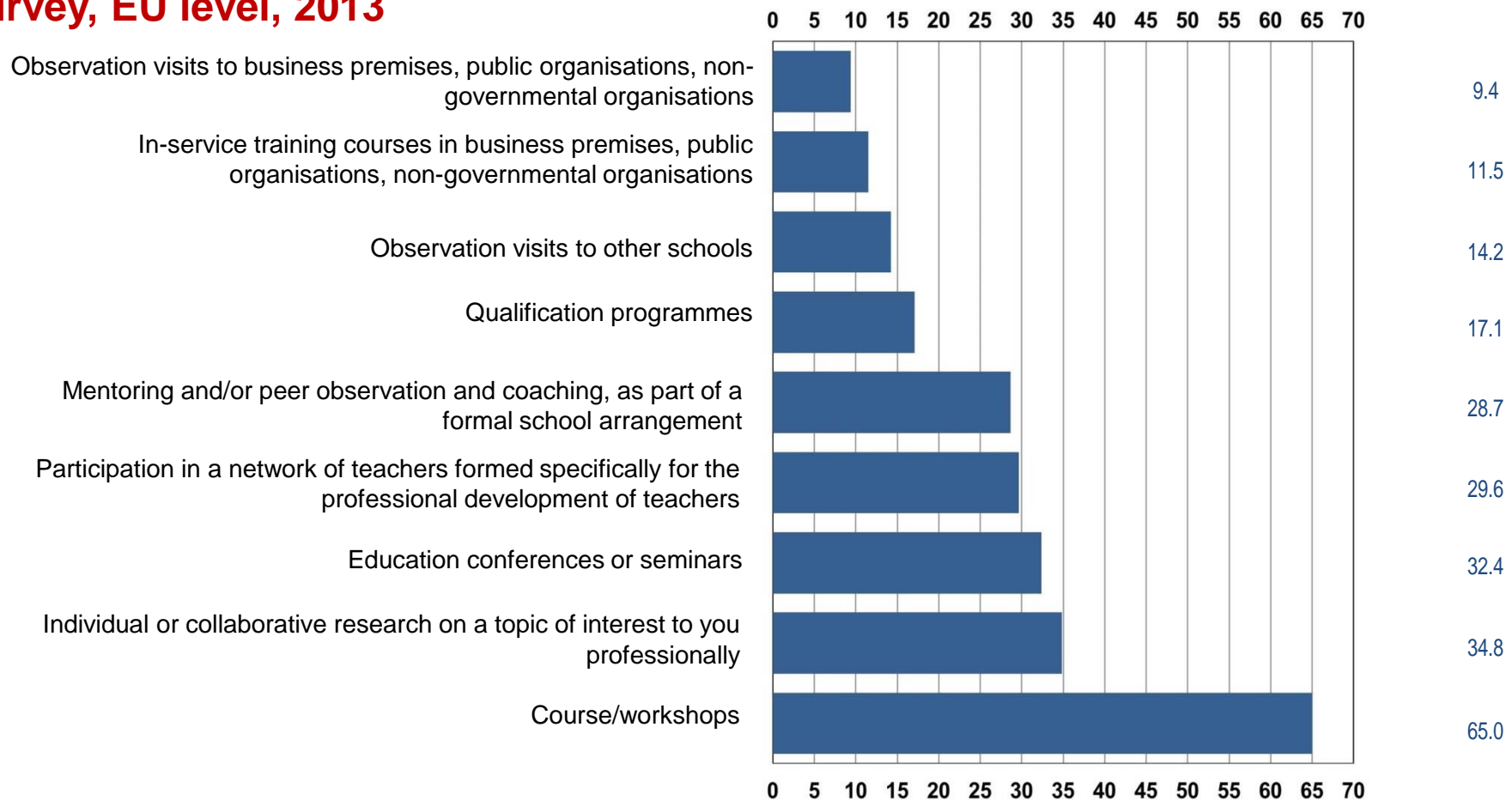


**Supporting measures to help teachers meet the costs of CPD in general lower secondary education (ISCED 2),
according to central regulations, 2013/14**

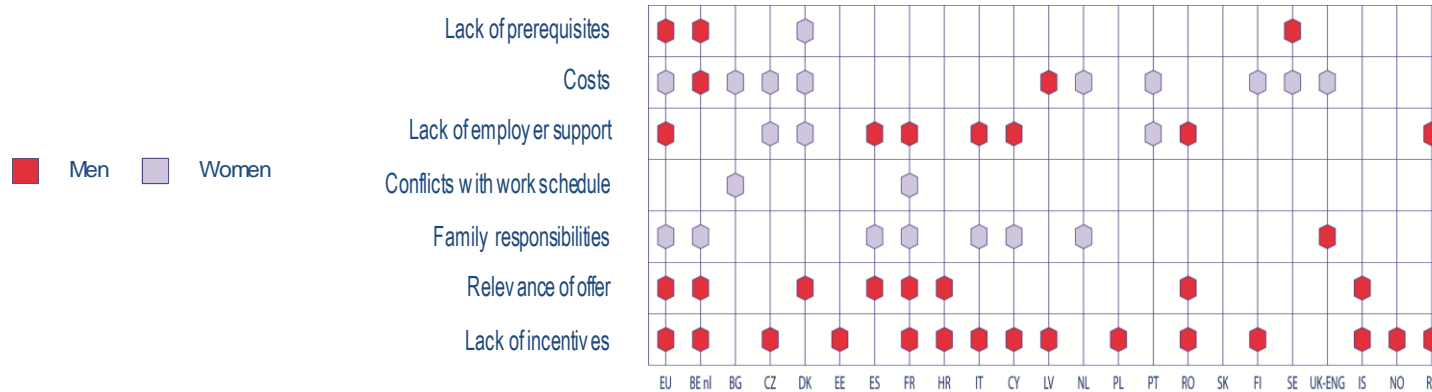


Source: Eurydice

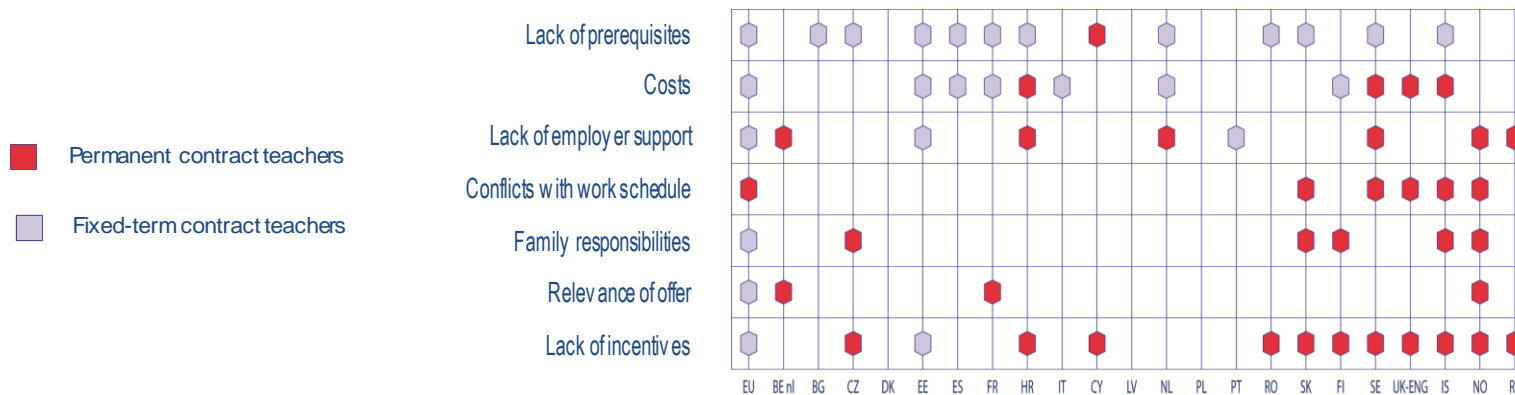
Proportion of teachers in lower secondary education (ISCED 2) who have followed different types of professional development activities in the 12 month previous to the survey, EU level, 2013



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



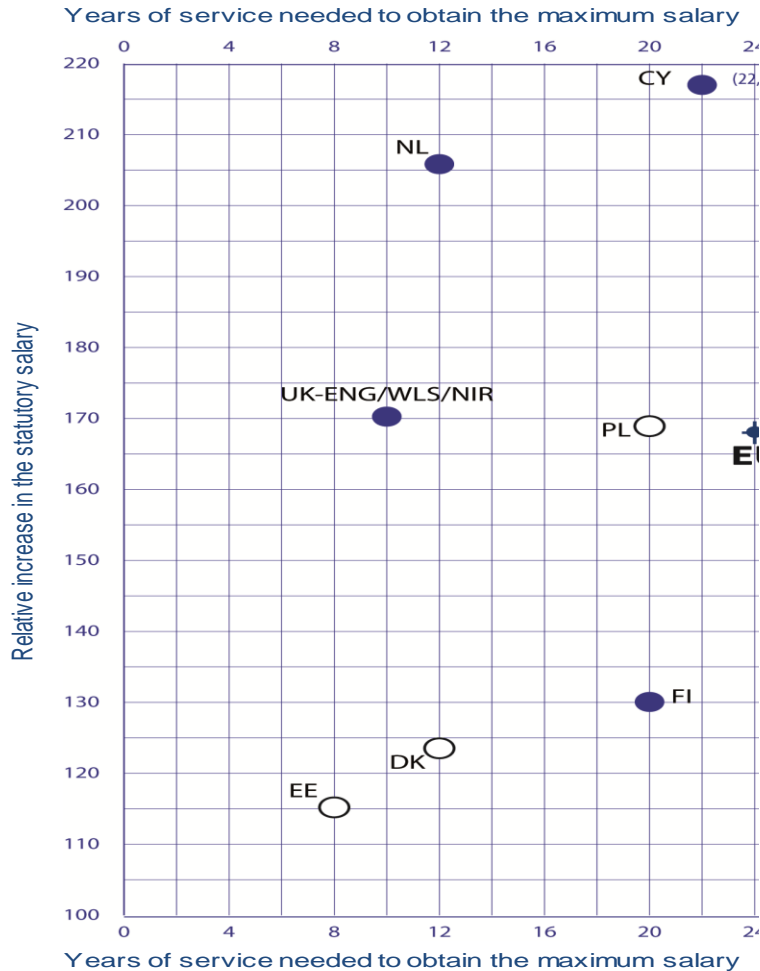
5. Attractiveness of the Teaching Profession

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

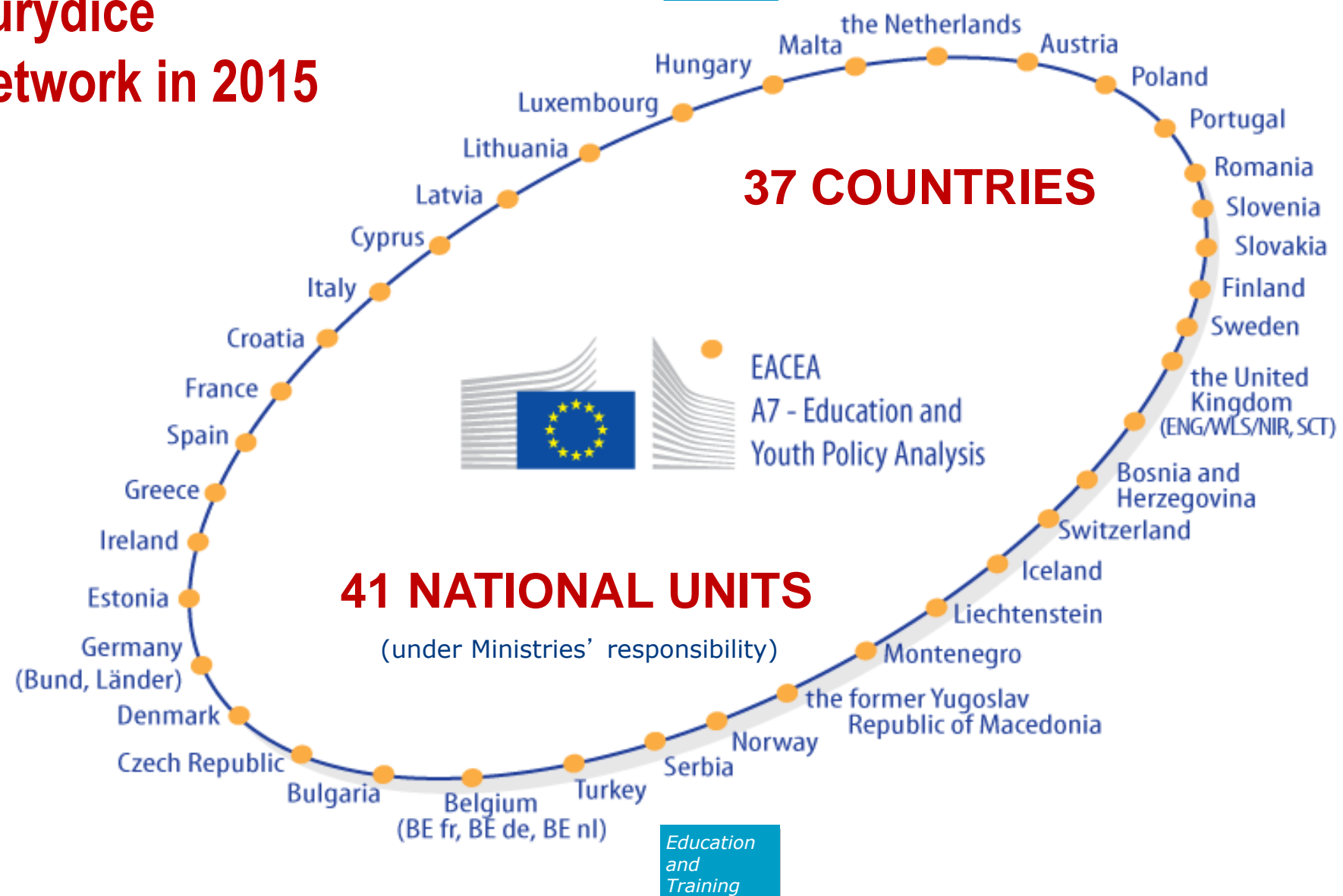
Relation between the relative increase in statutory salaries in general lower education (ISCED 2), the length of service needed for teachers to earn the maximum salary, and their perception of how society values their profession, 2013/14



- Perception of value above EU average
- Perception of value below EU average

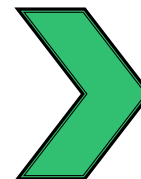
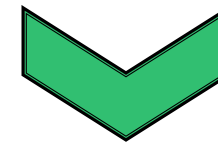
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Eurydice Network in 2015

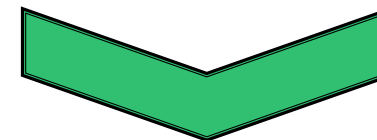




European
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EACEA
A7 - Education and
Youth Policy Analysis

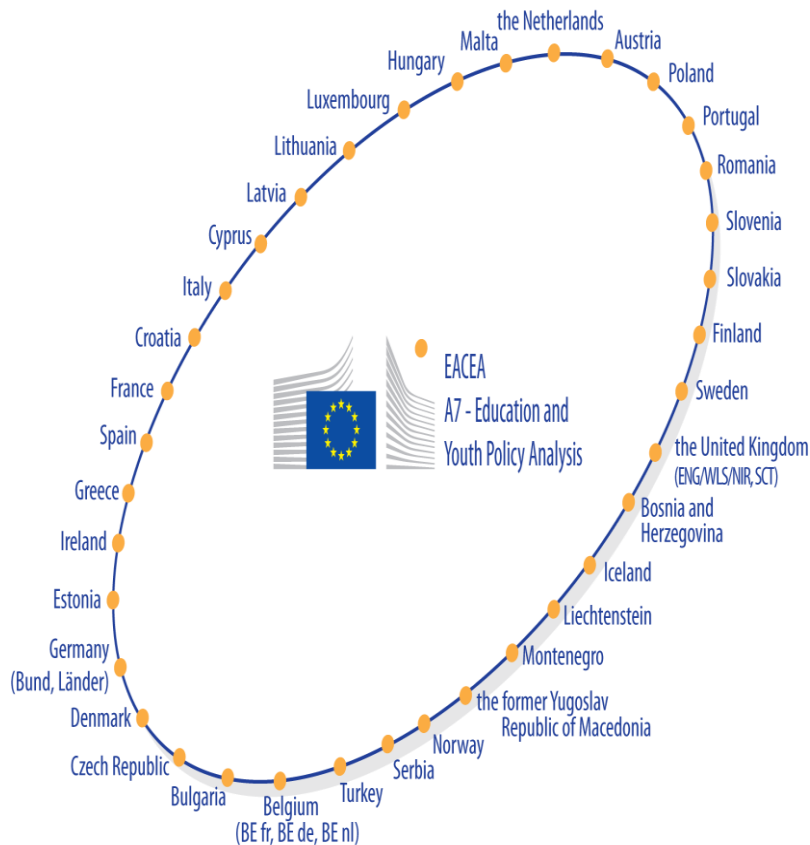


Descriptive, comparable information on
European education systems and policies
Comparative analyses on various topics

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





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Countries

Description of national education systems



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

Browse by chapter

Austria

Belgium (Flemish Community)

Belgium (French Community)

Belgium (German-Speaking Community)

Bulgaria

Croatia

Luxembourg

Former Yugoslav Republic of Macedonia

Malta

Montenegro

Netherlands

Norway

Updates

Popular

Cyprus:Early Childhood Education and Care (19:52, 22 April 2015)

Malta:National Reforms in Vocational Education and Training and Adult Learning (23:02, 21 April 2015)

Malta:National Reforms in School Education (22:56, 21 April 2015)

Cyprus:Early Childhood and School Education Funding (22:11, 21 April 2015)

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14 thematic chapters


Browse by country


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 Austria	 Luxembourg
 Belgium (Flemish Community)	 Former Yugoslav Republic of Macedonia
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 Bulgaria	 Norway
 Croatia	 Poland
 Cyprus	 Portugal
 Czech Republic	 Romania
 Denmark	 Serbia
 Estonia	 Slovakia
 Finland	 Slovenia
 France	 Spain
 Germany	 Sweden
 Greece	 Switzerland
 Hungary	 Turkey
 Iceland	 United Kingdom (England)
 Ireland	 United Kingdom (Northern Ireland)
 Italy	 United Kingdom (Scotland)
 Latvia	 United Kingdom (Wales)
 Liechtenstein	
 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 2015)


 Turkey:Fundamental Principles and National Policies (28 October 2015)

 Turkey:Political and Economic Situation (28 October 2015)

 Turkey:Other Dimensions of Internationalisation in Higher Education (28 October 2015)

 España:Atención a la diversidad en la Educación Superior (27 October 2015)

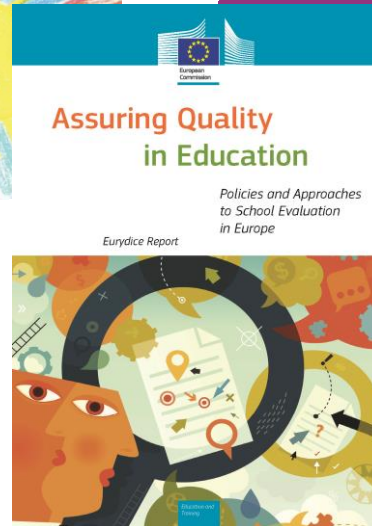
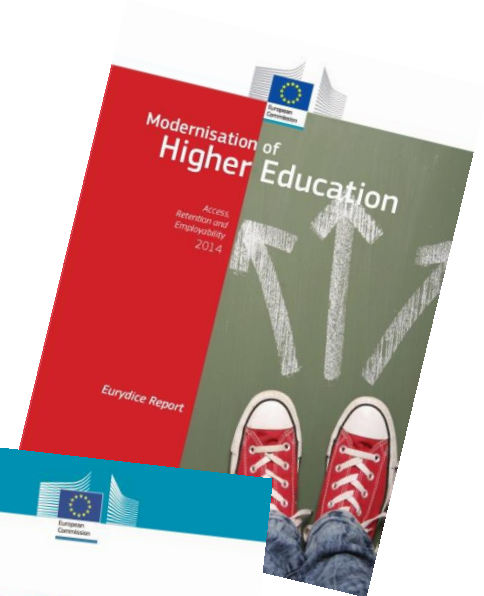
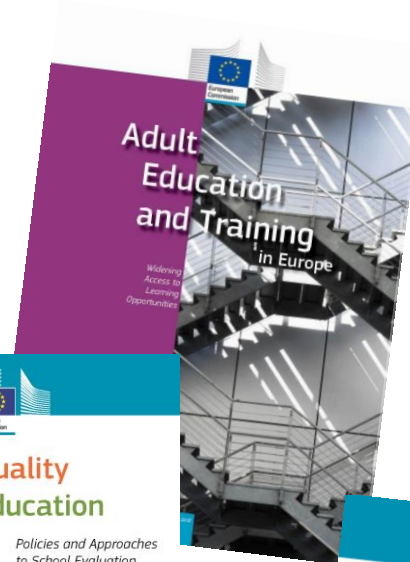
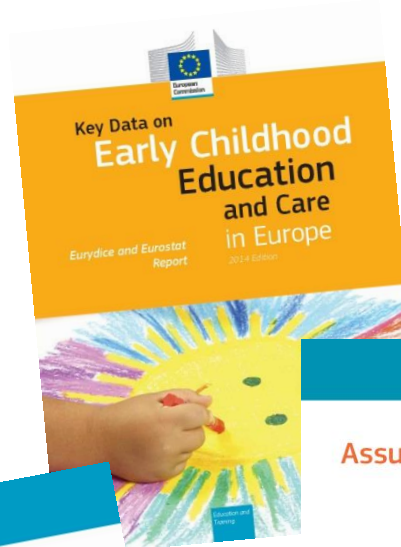
 España:Atención al alumnado procedente de entornos en situación de desventaja social en Educación Infantil, Primaria y Secundaria (27 October 2015)

 España:Atención a las Necesidades Educativas Especiales del alumnado en centros específicos de Educación Especial (27 October 2015)

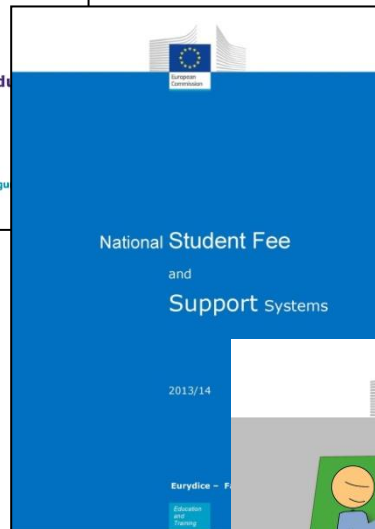
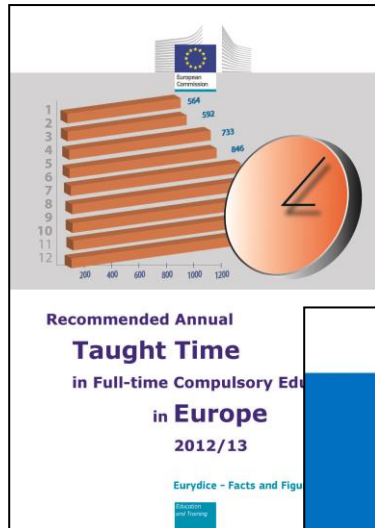
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Facts and Figures



Structure and main features of European education systems

School and academic calendars

Structure of European education systems

Teacher and School Heads Salaries

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Focus on: What makes a good teacher?
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 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.

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