



ETUCE Policy Paper

‘Teacher Education in Europe’

**CEDEFOP “Teachers and Trainers” conference
Thessaloniki, 23 February 2009**

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- ‘Teacher education is the bedrock of the education system’
- ‘A high quality teacher education is essential for:
 - the quality of education at all levels
 - the attractiveness, the high status, good working conditions and decent salaries for the teaching profession itself’
- OECD: « Teacher quality is the single most important factor influencing pupils’ performance »

Initial teacher education

- Initial teacher education at Master's level
 - In-depth qualifications in all relevant subjects, including in pedagogical practice
 - Be research based, have high academic standards and at the same time be rooted in the everyday reality of schools
 - Include a significant research component in the final phase of initial teacher education – foster reflective practitioners
 - Give teachers the competence to exert a high degree of professional autonomy

Initial...2

- Have the right combination between theory and pedagogical practice, and the right combination between teaching practice as a subject at the teacher education institution and teaching practice arranged as separate periods in schools
- Encourage teachers' mobility between different levels of the education sector, provided that adequate re-qualification is acquired.

Teacher educators

- **Teacher Educators – more attention should be paid to their role and profile:**
 - **Recruitment and retention:** demographical trends show many will retire
 - **Qualifications:** Master's degree or a Doctoral degree, and should possess practical experience of classroom teaching
 - **Working conditions:** teacher/student ratio; local, national and European networks; mobility opportunities
 - **Opportunities for professional development:** both time and financing

Attractiveness

- **Recruitment and Retention of teachers:**
- A need to attract 1 million teachers in the next 10 years
- Problems of attraction (59% said yes, 43 said no (AT, CY, EL, ES, FI, FR, HU, IE, LI, LV, PL, PT)).
- Reasons for problems of attracting candidates: low salaries, low status, bad reputation, bad publicity (PISA), limited career possibilities, poor working conditions, unemployment within certain subjects (ETUCE survey 2006)

Raising teachers status

- Raising the status of teachers by:
 - Strengthening/preserving the teachers' professional autonomy
 - Increasing the confidence in the teaching profession
 - Securing that the authorities responsible for education have the necessary competences
 - Diffusing the positive stories about the teaching profession
 - Ensuring proper working conditions and high salary standards for teachers

CPD

Continuous Professional Development

- Quality CPD should be an integral part of professional life, not a 'bolt-on extra'.
- Sufficient time should be provided to teachers to have guaranteed professional development
- Each part must recognise their responsibility: teachers must recognise the importance of acquiring new knowledge; authorities/employers must ensure that CPD is an entitlement for teachers;
- CPD is to be covered financially by the employers; no financial costs must fall on individual teachers as a result of a need to undertake CPD.
- The experience and knowledge gained through CPD should be officially acknowledged and given appropriate credit, according to content and level

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However...

....improving access to and funding of CPD must not be done at the expense of lowering the quality and funding of initial teacher education.

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Induction fase

Mentors

ECE

VET

Special needs teachers

Council of Education Ministers' Conclusions:

The Ministers « agree to promote that teachers during initial teacher education should acquire a range of competences, namely to:

- teach transversal competences; create a safe and attractive school environment;
- teach effectively in heterogeneous classes of pupils from diverse social and cultural backgrounds and with a wide range of abilities and needs;
- work in close collaboration with colleagues, parents and the wider community;
- develop new knowledge and be innovative through engagement in reflective practice and research;
- become autonomous learners in their own career-long professional development. «