Teachers as lifelong learners-
Continuing Professional Development
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CONFERENCE
Teachers and Trainers at the heart of innovation and VET reforms
Thessaloniki, 23 & 24 FEBRUARY 2009
What do we produce?

4 types of products:

1. Descriptions/overviews of national education systems – e.g. National summary sheets and the Eurybase database
2. **Comparative studies** of wide-ranging topical issues in European education, such as school autonomy, the integration of immigrant children, arts and cultural education, or higher education governance.
3. **Indicators** – e.g. **Key Data on Education in Europe** and the subject-based Key Data series on higher education, language teaching, and information and communication technology
4. **Reference materials** – e.g. **Glossaries** and the Thesaurus for Education Systems in Europe (TESE)
LEVELS OF AUTONOMY AND RESPONSIBILITIES OF TEACHERS

Comparative study published summer 2008
• 30 countries of the Eurydice network
• ISCED 1 and ISCED 2
• Public sector
• School year 2006/07
MAIN AREAS COVERED

• Historical overview of education policies that placed new responsibilities for teachers

• Autonomy of teachers in educational matters

• Working time and duties

• CPD : Requirements and opportunities

• Teachers’ participation in reforms

• Accountability and incentives
Figure 4.1: Status of continuing professional development for teachers, ISCED 1 and 2, 2006/07

- Professional duty
- Optional, but necessary for promotion
- Optional

Source: Eurydice.
Minimum annual time (in hours) that teachers have to spend on continuing professional development, ISCED 1 and 2, 2006/07

**ISCED 1 and 2**

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**No time indications**

BE nl, BG, DE, CZ, IE, FR, LU, NL, SK, SE, IS, LI
• What are the consequences of teachers’ participation in CPD activities?
Figure 4.4: Incentives for participation by teachers in continuing professional development activities, ISCED 1 and 2, 2006/07

Promotions

Salary increases

No incentives

Source: Eurydice.