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STUDY

## Policy Department Structural and Cohesion Policies

# CONTENT AND QUALITY OF TEACHER EDUCATION ACROSS THE EUROPEAN UNION

CULTURE AND EDUCATION

March 2008

EN





ΕΒΡΟΠΕΪΣΚΙ ΠΑΡΛΑΜΕΝΤ ΠΑΡΛΑΜΕΝΤΟ ΕΥΡΟΠΕΟ ΕΥΡΟΠΣΚΪ ΠΑΡΛΑΜΕΝΤ ΕΥΡΟΠΑ-ΠΑΡΛΑΜΕΝΤΕΤ  
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**Directorate General for Internal Policies of the Union**

**Policy Department B: Structural and Cohesion Policies**

**CULTURE AND EDUCATION**

**CONTENT AND QUALITY OF TEACHER EDUCATION  
ACROSS THE EUROPEAN UNION**

**STUDY**

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**Directorate General for Internal Policies of the Union**

## **Policy Department B: Structural and Cohesion Policies**

### **CULTURE AND EDUCATION**

# **CONTENT AND QUALITY OF TEACHER EDUCATION ACROSS THE EUROPEAN UNION**

## **STUDY**

### **Content:**

This study provides an overview of primary teacher education systems in the EU, highlighting common features and differences and presenting specific information for all Member States. It argues, based on the small amount of research evidence available, that the quality of teacher training has a strong influence on pupils' performance in school.

The authors identify training practices that have been successful in some Member States and warrant being applied in others and provide policy recommendations to MEPs, including on induction and continuous training for teachers.

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## Executive Summary

### The commissioned study

This report was commissioned at the request of the Committee on Culture and Education, the European Parliament, and was produced by a team from the Institute of Education, University of London. It is based on a study of the structure, content and quality of primary teacher education in the public sector across the European Union.

The study consists of three parts with extensive Appendices. Part I provides a general introduction. Part II provides information about teacher education systems in Europe, discusses quality issues and the question of European cooperation. Part III presents some conclusions and recommendations for action. The Appendices provide a brief factual overview of primary teacher education in each of the 27 Member States.

The phase of primary education is regarded as particularly critical by national governments and employers. Great importance is attached to raising the quality of primary teacher education through such interventions as investment in extended training, systematic induction and mentoring, continuing professional development (CPD) opportunities for teachers and rigorous quality assurance procedures.

Many individuals and organisations, including the European Commission, employers, teachers and parents, have voiced concerns about the quality of primary teacher education. Shortfalls relating to teaching skills and professional development have been highlighted in almost all the EU27 countries. Furthermore, additional challenges face teachers in the twenty-first century, including classrooms with children hailing from diverse cultures and possessing differing first languages, ability levels and levels of special needs. Yet there is relatively little systematic coordination between different elements of teacher education within and across Member States.

### Primary teachers in Europe and beyond

Primary school teachers exercise a key role in national EU27 education systems, and an effective primary sector is widely regarded as an essential foundation for successful secondary and post-compulsory education.

The pace of social change and the heightened expectations of schools have broadened and deepened the teacher's role. Furthermore, in contrast with other professions, the teaching profession has a high percentage of older workers. For the future, it seems important that countries inside (and beyond) the EU take further steps to develop teachers' knowledge and skills and to further extend and enhance arrangements for initial teacher education, induction, and professional development.

Those who train as primary school teachers can normally be assumed to feel committed to a teaching career but motivations for entering teaching vary markedly across Europe. However, in certain countries, the teaching profession is not considered prestigious and suffers from retention difficulties or registration for teacher training courses is used as an insurance policy to fall back

upon if applicants fail to find more prestigious employment. In other countries, status is perceived to be higher where teachers have the status of civil servants and is also relatively high in several Scandinavian countries.

There are some striking differences among countries in their approaches to teacher recruitment, teacher education, teachers' pay, employment and working conditions, evaluation and career structures. International analysis provides countries with an opportunity to learn more about themselves by examining their experiences against those of other countries, as well as building up evidence on the impact of different approaches to teacher policy.

Recent OECD research indicates that raising teacher quality is perhaps the policy direction most likely to lead to substantial gains in school performance. Providing greater incentives for mobility and removing unnecessary barriers may have the overall effect of enhancing the quality of teaching in Europe and beyond. The intra-country geographical mobility of teachers has been linked to financial incentives, but levels of teacher mobility between countries are lower for primary-level teachers than for their secondary colleagues. Teacher mobility is most common between countries sharing the same language in close geographical proximity.

### **Primary teacher education**

It is evident that many EU27 national systems of primary teacher education have engaged with the global trend towards frequent and wide-ranging reforms associated with primary education itself. Some broadly common features of European primary teacher education can be identified. Programmes of initial teacher preparation frequently involve some degree of balance between university- or college-based work and a practical, school-based teaching practice component. It is common for national systems to prepare 'all-rounders' to teach in primary schools, rather than subject specialists. European teacher education broadly seems to attach importance to the promotion of national identity and citizenship. There is also a clear European pattern for the total amount of time that should be devoted to instruction or the percentage of that time that should be spent on the language or reading curriculum.

The overall length of initial training (including compulsory induction and probation arrangements) varies from three to five years. There are also substantial variations in certification arrangements, qualification levels, induction and in-service training. For instance, in-service training is compulsory in only 11 Member States and, where this does exist, it generally amounts to less than 20 hours annually, never lasting more than five days per year. Support for teachers in the early stages of their careers, in the form of induction, training and mentoring, is only available in half of the EU27 countries.

### **Quality indicators**

There appear to be four internationally-recognised quality criteria that contribute towards a growing consensus about what constitutes a good teacher education: certification; induction; continuing professional development; quality assurance. Recent research suggests an association between policy investments in the quality of teachers and improvements in student performance.

## Primary teacher education and children's learning outcomes

There is merit in trying to identify the relationship between national primary teacher education models and systemic performance as, for instance, measured by the OECD's PISA and IEA's PIRLS studies. While the PISA and PIRLS performance of countries often fluctuates, some countries have consistently performed at a very high level. This has regularly prompted tentative explanations, one of the most recent and wide-ranging being that by McKinsey & Company (2007) *How the World's Best-Performing School Systems Come Out on Top*. The study examined data from 25 school systems, of which ten were top-performing ones, including Belgium, Finland and the Netherlands from the EU27. Seven other systems, including England, were benchmarked as having a strong improvement trajectory. The McKinsey report concludes that the main driver in variations in student learning at school is the quality of teachers. High-performing school systems, though strikingly different in construct and context, maintain a strong focus on improving instruction because of its direct impact on student achievement. To improve instruction, the high-performing systems do three things: they get the right people to become teachers; they develop these people into effective instructors; they put in place systems and targeted support to ensure that every child is able to benefit from excellent instruction. Acting on these drivers requires rigorous standards and assessments, clear expectations, differentiated support for learners and teachers, and sufficient funding.

In order to recruit and retain high quality teachers, high-performing systems are reported as having common strategies and best practices for attracting strong candidates: marketing and recruitment techniques taken from business to increase the supply of quality applicants; the creation of alternative routes for experienced hires; effective selective mechanisms (with processes for early removal of low-performing teachers soon after appointment) and good starting compensation.

High-performing systems have mechanisms in place that recognise a common set of characteristics that can be identified before entry into teaching: high overall level of literacy and numeracy; strong interpersonal and communication skills; a willingness to learn and motivation to teach. While the McKinsey study raises a range of questions that will require further research, it is maintained in this report that improved communication and the sharing of successful practice offers the prospect of raising the quality of teacher education across the EU27.

## Conclusions and Recommendations

The evidence base that this report draws upon is largely the result of extensive international collaboration that has resulted in an unprecedented number of information banks and strategic initiatives, including the comparison of pupil attainment in reading, science and mathematics. There is a need to extend this cross-national collaboration to address the issues raised in the report, including sharing good practice, discussing cross-national differences and confronting weaknesses.

The Report ends with recommendations in six policy areas:

### **1. *Cross-national differences and Bologna implementation***

The Bologna Process aims to create a European Higher Education Area by 2010. The diversity of national approaches to teacher education across the EU27 underlines a need for more cross-national dialogues with the aim of developing a European mouthpiece to facilitate greater convergence.

- A forum should be created for information exchange on areas of perceived need in primary teacher education, especially in the provision and effectiveness of continuing professional development, an area of particular need.
- The development of a recognised European mouthpiece The development of a recognised European mouthpiece organisation that can represent and speak for the teacher education sector should be encouraged.

### **2. *Good practice in initial teacher education***

The following elements of good practice in initial teacher education warrant extension across the EU27:

- a prepracticum prior to an initial teacher education programme;
- a prepracticum as part of the teacher education programme;
- a period of supervised school teaching experience;
- successful completion of an examination or other assessment arrangements;
- a monitored probationary period;
- a period of induction, supported by mentoring arrangements.

### **3. *Effective practice in recruitment and retention***

The recent Report from McKinsey & Co. (2007) should be widely disseminated across the EU27 and its key findings on high-performing systems should be discussed. These findings relate to:

- getting the right people to become teachers;
- developing these people into effective instructors;
- putting in place systems and targeted support to ensure that every child is able to benefit from excellent instruction.

### **4. *Strategic use of Quality Assurance***

Enhancing the quality and effectiveness of education and training systems in Europe is one of the main Lisbon process goals to be achieved ahead of 2010. The McKinsey & Co. report also noted that the strategic emulation of high-performing systems requires the following:

- rigorous standards and assessments;
- clear expectations;
- differentiated support for learners and teachers;
- sufficient funding.

Quality Assurance procedures in teacher education should themselves be kept under review so as to consider balances between

- Quality Assurance and Quality Enhancement;
- the frequency of evaluations and the implementation of recommendations;
- the effectiveness of Quality Assurance and its impact.

## **5. *Confrontation of systemic weaknesses: Induction***

The problems and challenges faced by novice teachers are global in their scope, including communication with parents, classroom management, student discipline, self-confidence, professional identity and the need for qualified mentors. Yet some countries do not have a rigorous induction system. This is a system weakness that needs to be confronted.

- Formal induction arrangements, underpinned by transparent quality assurance principles, should become an entitlement for new recruits to teaching across the EU27.

## **6. *Increase of teacher mobility***

Where the employment climate is more limited for trained primary teachers, working in another part of the EU may be attractive. However, a recent report for the European Commission indicated that levels of teacher mobility between countries are lower for primary-level teachers than for their secondary colleagues.

- Greater incentives for increased mobility and the further reduction of barriers to this mobility should be considered, perhaps in the form of assistance with re-location, childcare benefits and language learning.



## Abbreviations

<b>BA</b>	Bachelor of Arts
<b>BEd</b>	Bachelor of Education
<b>BPSE</b>	Bachelor Professionnel en Sciences de l'Éducation
<b>CNED</b>	Centre National d'Enseignement à Distance
<b>CPD</b>	Continuing professional development
<b>EC</b>	European Commission
<b>ECDL</b>	European Computer Driving Licence
<b>ECTS</b>	European Credit Transfer System
<b>EPD</b>	Early professional development
<b>EU</b>	European Union
<b>GTCE</b>	General Teaching Council for England
<b>GTCS</b>	General Teaching Council for Scotland
<b>GTP</b>	Graduate Teacher Programme
<b>HBO</b>	Hoger Beroeps Onderwijs
<b>HEI</b>	Higher education institution
<b>HROP</b>	Human Resources Operational Programme
<b>ICT</b>	Information and communications technology
<b>IEA</b>	International Association for the Evaluation of Educational Achievement
<b>INCA</b>	International Review of Curriculum and Assessment
<b>ISCED</b>	International Standard Classification of Education
<b>ISERP</b>	Institut Supérieur d'Études et de Recherches Pédagogiques
<b>ITT</b>	Initial teacher training
<b>IUFM</b>	Institut Universitaire de Formation des Maîtres du Pacifique
<b>LOE</b>	Ley Orgánica de Educación
<b>MA</b>	Master of Arts
<b>MINT</b>	Mentoring in Teacher Education
<b>NAEP</b>	National Assessment of Educational Progress
<b>NARIC</b>	National Academic Recognition Information Centres
<b>NQT</b>	Newly qualified teacher
<b>OECD</b>	Organisation for Economic Co-operation and Development
<b>PGCE</b>	Post Graduate Certificate in Education
<b>PGDE</b>	Post Graduate Diploma in Education
<b>PIRLS</b>	Progress in International Reading Literacy
<b>PISA</b>	Programme for International Student Assessment
<b>RTP</b>	Registered Teacher Programme
<b>QTS</b>	Qualified Teacher Status
<b>SASS</b>	Schools and Staffing Surveys
<b>SCITT</b>	School Centred Initial Teacher Training
<b>SCRIPT</b>	Service de Coordination de la Recherche et de l'Innovation pédagogiques et technologiques
<b>TDA</b>	Training and Development Agency for Schools
<b>TNTEE</b>	Thematic Network on Teacher Education in Europe
<b>UNESCO</b>	United Nations Educational Scientific and Cultural Organisation



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# 1. Introduction

## 1.1. *Teacher education and the Lisbon agenda*

Consistent with the priority accorded to enhancing the quality and effectiveness of European education and training systems by 2010 under the Lisbon process, in August 2007 the European Commission (EC) announced proposals to improve the quality of teacher training in the European Union (EU), stating that high-quality teaching is a prerequisite for high-quality education and training and a powerful determinant of Europe's long-term competitiveness and capacity to create more jobs and growth. In a press release accompanying its Communication, Ján Figel, the European Commissioner for Education, Training, Culture and Youth stated that

*Better teaching and learning are critical for the EU's long-term competitiveness, since a highly educated workforce is a more efficient workforce. I believe we need to ensure that the EU has high-quality teachers if the Member States' education reforms are to be a success. However, there are worrying developments across the EU, with most Member States reporting shortfalls in teachers' skills, and difficulties in updating them.*

Pointing to some of the challenges facing teachers in the twenty-first century, including classrooms with children hailing from diverse cultures and possessing differing first languages, ability levels and levels of special needs, the Commission raised concerns about the absence of systematic coordination between different elements of teacher education within and across Member States. The EC Communication may also be seen as a response to the *Joint Report on Progress Towards the Lisbon Objectives in the Fields of Education and Training* by the Commission and Council (Council of the European Union, 2004). This offered a set of common European principles designed to improve the competences and qualifications of teachers and trainers. Specifically, it called for Member States to go further in developing teachers' pedagogic professional development, reflective practice and research, to promote the status and recognition of the teaching profession and to support the professionalisation of teaching (IP/07/1210, 6 August 2007).

### 1.1.1. **About this report**

In July 2007, at the request of the Committee on Culture and Education, the European Parliament commissioned the Institute of Education, University of London, a preferred consultancy contractor, to deliver a report on Primary Teacher Education in Europe. The team responsible for this report has been led by Roger Beard, Professor of Primary Education at the Institute of Education, University of London.

### 1.1.2. Organisation of the report

The remainder of this report is organised as follows:

- **Part II** is entitled 'Characteristics of European Primary Teacher Education Systems, Quality Issues and Challenges';
- **Part III** presents some conclusions and recommendations;
- **The Appendices** examine the structure and content of primary education in each of the EU27 Member States.

## 2. Characteristics of European primary teacher education systems, quality issues and challenges

### 2.1. *Methodological issues*

This report has followed a three-stage process. First, published and Web-based sources were interrogated, particularly the following: UK NARIC - the National Agency responsible for providing information and expert opinion on vocational, academic and professional skills and qualifications from over 180 countries worldwide and Eurydice.<sup>1</sup> Second, tables summarising primary teacher education by country were drawn up and sent to national experts for checking. The Appendices of this report contains some silences that, ideally, we should have liked to fill. Third, the similarities and differences between the EU27 countries were considered to develop the analysis that is presented in this Part II.

One limitation of conducting what has principally been desk-based research has been the variability of the quantity and richness of data according to country. Broadly, the research team has found it easier to obtain information about Western European national systems than for Eastern European countries. Language and time constraints have determined that we have mainly examined materials available in the English language. We must also report that we encountered some difficulties in obtaining and affirming information for particular countries.

Another possible limitation is that, in the case of some countries, it seems possible that official information about primary teacher education is aspirational, reflecting future national objectives, rather than accurately reflecting reforms that are, as yet, incomplete. In this respect, the advice of national experts – acknowledged at the beginning of this report – has been valuable, though these experts themselves have sometimes offered a picture of primary teacher education that conflict with the officially-presented model. Occasionally, and inevitably, perhaps, the interpretation of one national expert has conflicted with that of another.

#### 2.1.1. Definitions and starting points

For the purposes of this study, the following terms have been defined as follows:

**Primary education** is that period of compulsory schooling defined by the International Standard Classification of Education (ISCED) as Level 1. It generally begins between the ages of 5 and 7 – age 4 in Luxembourg and the United Kingdom (Northern Ireland) – and ends at age 11 or 12. It frequently follows a non-compulsory pre-primary (ISCED 0) stage and precedes the transition to secondary – or lower secondary (ISCED 2) – education. In some EU27 countries, compulsory education is provided in a single structure. In Sweden, children start compulsory education at age seven and there is no formal distinction between primary and secondary education. In Hungary primary children may include those up to age 14, depending on the institution attended (Le Métails, 2003).

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<sup>1</sup> <http://www.naric.org.uk/> and <http://www.eurydice.org>

**Primary teacher education** is used to refer to programmes of preparation, normally involving some combination of time spent in a university or college of education and practical school-based teaching that is required prior to practising as a teacher in primary education. This report also discusses extended teacher education in respect of supporting careers through probation, induction and continuing professional development.

### **2.1.2. Primary teachers in Europe and beyond: mobility, quality, curricula and State control**

Primary school teachers exercise a key role in national EU27 education systems, and an effective primary sector is widely regarded as an essential foundation for successful secondary and post-compulsory education. European primary teachers' classroom work focuses especially upon the teaching of literacy and numeracy, but their position as curriculum subject generalists, rather than specialists, means that national systems make heavy expectations of them. In many countries, the primary teacher will teach not only literacy and numeracy, but also science, history, geography, art, foreign languages, citizenship, religious education and physical education.

Those who train as primary school teachers can normally be assumed to feel committed to a teaching career. But in certain countries – Bulgaria, for example – it has been suggested that individuals sometimes register for teacher training courses as an insurance policy to fall back upon if they fail to find more prestigious employment. Though not a factor to be considered in isolation (see Mitter, 1991, p. 140), the status of teaching is linked to salary levels. For example, in Bulgaria and Poland, the teaching profession is not considered prestigious and suffers from retention difficulties. Status is perceived to be higher in Germany and Spain, where teachers have the status of civil servants, and also relatively high in Austria, Denmark, Finland, Liechtenstein, and Luxembourg and Sweden. In certain other EU27 countries, including France and Sweden, primary-trained teachers sometimes seek an additional qualification to teach in the better-paid secondary sector. The intra-country geographical mobility of teachers in the Czech Republic, Estonia, Finland, France and the Netherlands has been linked to financial incentives, the provision of housing and secondments (GHK, 2006, para 1.4). Where the employment climate is more limited for trained primary teachers, working in another part of the EU may be attractive. In practice, however, a recent report for the European Commission indicated that levels of teacher mobility between countries are lower for primary-level teachers than for their secondary colleagues.

One of the major impediments to the mobility of primary teachers and also, perhaps, for the very few instances of Erasmus students undertaking studies in European teacher education, is linguistic competence. Teacher mobility is most common between countries sharing the same language in close geographical proximity. In Ireland, where proficiency in the Irish language – which is not systematically taught in any other EU27 country – is required, the possibilities for overseas teachers to gain employment are extremely low. Erasmus students in the area of European teacher education are almost unknown (GHK, 2006, paras 1.4, 5.6; Centre for Higher Education Policy Studies, 2006, pp. 41-2).

A recent report from UNESCO (2006) notes there is considerable interest in assessing the 'quality' of teachers across the world. It notes that, while the numerical *sufficiency* of teachers provides the opportunity to reach international goals on education, it is the *effectiveness* of teachers in the

classroom which will deliver UNESCO's *Education for All* promise (UNESCO, 2000). It is widely accepted that quality education produces good learning outcomes, and that the initial training and preparation of teachers contributes to this aim. It is also accepted that some countries face a serious challenge in extending their teaching force to meet the goal of universal primary education.

The Organisation for Economic Co-operation and Development (OECD, 2006) has also made a significant contribution to international thinking through a major international study of policies for attracting, developing and retaining effective teachers in schools. Drawing on the experiences of 25 countries around the world, and using extensive data and research, the OECD analysed the key developments affecting teachers and their work, and has developed policy options for countries to consider. The project focused on teacher policy issues in 25 countries including, from the EU27, Austria; Belgium; Denmark; Finland; France; Germany; Greece; Hungary; Ireland; Italy; the Netherlands; the Slovakia; Spain; Sweden and the United Kingdom. The report confirms that there are some striking differences among countries in their approaches to teacher recruitment, teacher education, teachers' pay, employment and working conditions, evaluation and career structures. International analysis provides countries with an opportunity to learn more about themselves by examining their experiences against those of other countries, as well as building up evidence on the impact of different approaches to teacher policy.

The OECD research indicates that raising teacher quality is perhaps the policy direction most likely to lead to substantial gains in school performance. The report provides many examples of innovative and promising teacher policy developments from around the world. The report notes that a much larger number of new teachers will enter the profession in the next five to ten years than in the past two decades. The entry of substantial numbers of new teachers with up-to-date skills and fresh ideas has the potential to substantially renew the schools. However, if teaching is not perceived as an attractive profession, and teaching does not change in fundamental ways, there is a risk that the quality of schools will decline.

The OECD accepts that a key challenge is to understand the complex range of factors – at the level of society, as well as at the school level – that are giving rise to concerns about the future of teaching. It is important to identify the ways that these factors interact and are potentially open to policy influence. Understanding the operations of the teacher labour market is particularly important. Key aspects include the factors shaping teacher demand and supply, the responsiveness of teachers to incentives, the trade-offs governments face in defining the number of teachers needed, and the mechanisms that assign teachers to schools. Policy responses, it is suggested, are needed at two levels:

- to improve teaching's general status and competitive position in the job market, and broaden sources of teacher supply to include well-qualified people from other careers and former teachers;
- to develop more targeted responses to particular types of teacher shortages, including stronger incentives for teachers with skills that are in short supply, and encouragement and support for teachers to work in challenging schools or difficult locations.

The pace of social change and the heightened expectations of schools have broadened and deepened the teacher's role. For the future, it seems important that countries inside (and beyond) the EU take

further steps to develop teachers' knowledge and skills and to further extend and enhance arrangements for initial teacher education, induction, and professional development. The OECD argues that countries benefit from clear and concise statements or profiles of what teachers are expected to know and be able to do. Such profiles can provide framework to enrich teacher professionalism, extend teacher education and raise the effectiveness of teaching. Teachers should be encouraged and incentivised to review their skills and improve their practice, especially where there are only limited mechanisms for teacher evaluation and accountability. One possible policy option suggested by the OECD is that that teachers might be required to renew their licence to practise once every five to seven years, under a system that rests upon open, fair and transparent evaluation.

There is considerable evidence that some beginning teachers, no matter how well prepared and supported, struggle to perform well or find that the job does not meet their expectations. The OECD suggests that a formal probationary process can provide an opportunity for both new teachers and their employers to assess whether teaching is the right career for them. In some countries the limited mobility of teachers between schools, and between teaching and other occupations, restricts the spread of new ideas and approaches, and results in teachers having few opportunities for diverse career experiences. The lack of mobility may mean that teacher shortages in some regions are paralleled by oversupply in others. Providing greater incentives for mobility and removing unnecessary barriers may have the overall effect of enhancing the quality of teaching in Europe and beyond.

Turning to questions of central control, according to the information available from the 20 EU countries (counting Scotland separately) that participated in the 2006 International Association for the Evaluation of Educational Achievement's *Progress in International Reading Literacy (PIRLS)* study, some 16 countries have a national curriculum, while others, including Germany and Poland, teach state and local curricula (Kennedy et al., 2007). Only five of the EU countries participating in the PIRLS study have compulsory pre-primary school provision. Curriculum development appears to be an ongoing activity in many countries. Nine participating EU PIRLS countries were reported to have a curriculum that was introduced in 2000 or later, while the curriculum in seven countries is undergoing revision. Only six EU PIRLS countries (England, Luxembourg, Slovakia, Slovenia, Spain and Sweden) have a curriculum that has endured ten years or more.

Other variations between EU27 Member States are highlighted in the PIRLS study. For example, there is a clear European pattern for the total amount of time that should be devoted to instruction or the percentage of that time that should be spent on the language or reading curriculum.

### **2.1.3. Primary teacher education: European and international practices and policy**

The Directorate-General for Education and Culture of the European Commission has noted that individual national practices are 'strongly bound and shaped by national context and history'. Primary education and primary teacher education curricula play key roles, more explicit in some countries than others, in shaping and reinforcing a sense of national identity and as agents for globalisation (see Green, 1997). National governments are the principal providers of teacher education courses and the main employers of those who successfully complete these programmes

and it has been observed that national European states exert ‘a strong influence on the structure and content of teacher training’ (Centre for Higher Education Policy Studies, 2006, p. 39).

Globalising forces inform policy and practice in primary teacher education, too. It is evident that many EU27 national systems of primary teacher education have engaged with the global trend towards frequent and wide-ranging reforms associated with primary education itself, as identified by the *International Review of Curriculum and Assessment Frameworks* (INCA) (Le Métails, 2003). The INCA review identifies these trends as

- school governance;
- management;
- organisation;
- content;
- assessment of learning.

Additionally, there is an increasing tendency to refer to performance in international surveys. PIRLS and the Organisation for Economic Co-operation and Development's *Programme for International Student Assessment* (PISA) serve as examples of major international studies where performativity is used to explain or justify national policy changes.

Some broadly common features of European primary teacher education can be identified:

- programmes of initial teacher preparation frequently involve some degree of balance between university- or college-based work and a practical, school-based teaching practice component;
- it is common for national systems to prepare ‘all-rounders’ to teach in primary schools, rather than subject specialists. That said, primary teachers with expert skills – in literacy, numeracy, foreign languages and music, for example – experience additional or alternative training experiences in some countries, sometimes also receiving additional remuneration allowances;
- European teacher education broadly seems to attach importance to the promotion of national identity and citizenship.

It is common for primary teacher education programmes to be offered as three- or four-year undergraduate degrees and/or as a one-year postgraduate programme. In countries where completion of an undergraduate degree leads to the award of qualified primary teacher status, there are several variants. In Ireland, for example, dedicated Bachelor of Education degree programmes located in teacher training colleges may be thought of as ‘teaching degrees’, from the outset preparing students for professional careers in the primary classroom. Certain other countries offering this ‘concurrent model’ of first degree exhibit greater flexibility, with modular options allowing for the possibility of undergraduate students changing their minds about whether they wish to teach and, if not, to exit with an orthodox undergraduate degree. Latvia serves as a country example where Bachelor students wishing to become primary teachers create a pathway to career entry by selecting modules with a pedagogical orientation. Successful completion of the latter type of programme sometimes leads to the award of a Master’s degree, as in the Czech Republic, or to a

postgraduate diploma or certificate, as in Malta and the United Kingdom (Centre for Higher Education Policy Studies, 2006, pp. 40-1).

At an international level, those seeking formal recognitions as primary teachers must complete at least some of the following steps:

- a prepracticum prior to an initial teacher education programme;
- a prepracticum as part of a teacher education programme;
- a period of supervised school teaching practice;
- successful completion of an examination or other assessment arrangements;
- a monitored probationary period;
- a period of induction, supported by mentoring arrangements.

Each of the EU PIRLS 2006 participants – Austria, Belgium (Flemish), Belgium (French), Bulgaria, Denmark, United Kingdom (England), France, Germany, Hungary, Italy, Latvia, Lithuania, Luxembourg, Netherlands, Poland, Romania, United Kingdom (Scotland), Slovakia, Slovenia, Spain and Sweden – reported that colleges or universities trained programme participants to teach all or most subjects, including reading. Only three countries – Belgium, Bulgaria and England – required a prepracticum before entering a teacher education programme, but all except Luxembourg required it as part of the course itself. All except Slovakia additionally required trainees to undertake a period of supervised school experience, and all except Belgium (French) and Poland required trainees to pass a final examination or assessment. Following successful completion of an initial teacher education course, ten of the EU PIRLS 2006 participants require the completion of a probationary period, while six require completion of a mentoring or induction programme, these being Bulgaria, Denmark, United Kingdom (England), Romania, United Kingdom (Scotland) and Spain. Bulgaria and England are the only countries that have all six requirements.

It has been observed that recruitment to, and options within, European primary teacher education courses are variable. In Bulgaria, for example, it has been maintained that teacher education degree courses offer a narrow scope of choice. In Germany, teacher education programmes are intended to be ‘polyvalent’, suited to other labour market options, yet not always so in reality. Estonia, Ireland and the United Kingdom (England) have been instanced as having flexible training models more suited to mature professionals seeking a career change (Centre for Higher Education Policy Studies, 2006, p. 42).

Teacher education is situated at the interface of academic and professional practice. Over many years, this has required sensitivity, though relationships between European teacher education providers and the many unions and associations seem generally to have been cordial. Similarly, teacher education is frequently an arena where the requirements of the state, as the principal employer of teachers, may sometimes be in conflict with the curricular, assessment and quality assurance arrangements of the university or other course provider.

While there are several bodies associated with European teacher education, including the Thematic Network on Teacher Education in Europe (TNTEE) and Mentoring in Teacher Education (MINT),<sup>1</sup>

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<sup>1</sup> <http://tntee.umu.se/> and [http://www.education.soton.ac.uk/research/field\\_projects/?link=project\\_details.php&id=164](http://www.education.soton.ac.uk/research/field_projects/?link=project_details.php&id=164)

no organisation has yet emerged as the cross-national mouthpiece for sector. This may be regarded as an impediment to moving teacher education frameworks in line with the Bologna Process. It has been observed that convergence initiatives are not ‘being monitored systematically or co-ordinated to any significant extent’. On this matter, which is addressed in our conclusions and recommendations, there seems to be ‘a lot of confusion’ (Centre for Higher Education Policy Studies, 2006, p. 40).

#### **2.1.4. Qualification levels and awards in European teacher education**

In 2007 the European Commission reported that while the initial teacher education of primary teachers is at university level – Level 5A as defined by the International Standard Classification of Education (ISCED) – it is positioned at non-university tertiary level (ISCED 5B) in Austria, Belgium, Luxembourg and Romania. The overall length of training (including compulsory induction and probation arrangements) is

- five years in seven Member States (Estonia, Finland, France, Germany, Poland, Slovenia and the United Kingdom);
- four years in 15 countries (Bulgaria, Cyprus, Czech Republic, Denmark, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Malta, Netherlands, Portugal, Slovakia and Romania);
- three years in Austria, Belgium, Luxembourg, Spain and Sweden.

Of the EU PIRLS 2006 participants, all except Latvia, Lithuania and Sweden had a process to license and certify primary grade teachers. Universities or colleges certified teachers in 14 of the EU participating countries and provinces, and in seven it was overseen by the Ministry of Education. Germany and the United Kingdom (Scotland) had national or state licensing boards.

Practices in the EU27 generally reflect the view that the personal requirements to practice as a primary teacher do not simply rest upon the demonstration of academic knowledge and understanding. It is an increasingly common European trend for qualified teacher status to rest upon the student’s demonstration of certain professional skills, as specified by checklists of competencies. For example, Bulgaria, Ireland and the United Kingdom have moved strongly in this direction. By contrast, in Germany only a few teacher training programmes are explicitly competence-based and there is no agreed national set of competencies. France is sometimes criticised on the grounds that admission to teaching is solely based on academic examinations criteria, and not on teaching competencies (Centre for Higher Education Policy Studies, 2006, pp. 41-2).

### 2.1.5. Quality indicators for European primary teacher education

There appear to be four internationally-recognised quality criteria that contribute towards a growing consensus about what constitutes a good teacher education:

- certification;
- induction;
- continuing professional development;
- quality assurance.

#### *Certification*

Those with years of experience in shaping and observing the growth of teaching skills, confidence and professionalism of their supervisees frequently express frustration with the enduring view, held by critics of teacher education in several countries, that ‘good teachers are born and not made’, or that ‘those who cannot teach, teach teachers’. Challenging such prejudices in a scientific way presents difficulties, but a recent influential study on the utility of teacher education (Darling-Hammond et al., 2005) focused on whether certified teachers are, in general, more effective than those who have not met the testing and training requirements for certification. This North American study used a large-scale dataset, covering the period 1995-2002, to associate the characteristics and achievement of teachers from Houston, Texas with information about their certification status, experience and degree levels.

The Houston dataset facilitated an analysis of whether recruits from selective universities who only receive a few weeks of training before they begin teaching are as effective as similarly experienced certified teachers. In a series of regression analyses looking at 4th and 5th grade student achievement gains on six different reading and mathematics tests over a six-year period, the researchers found that certified teachers consistently produced stronger student achievement gains than did uncertified teachers. Teacher effectiveness appeared strongly related to the preparation they have received for teaching.

This study confirms and extends previous findings from an investigation of data from a 50-state survey of policies, state case study analyses, the 1993-94 Schools and Staffing Surveys (SASS), and the National Assessment of Educational Progress (NAEP) in the USA (Darling-Hammond, 1999). These earlier studies examined the ways in which teacher qualifications and other school inputs are related to student achievement. The findings from both the qualitative and quantitative analyses suggest an association between policy investments in the quality of teachers and improvements in student performance. Quantitative analyses indicate that measures of teacher preparation and certification are by far the strongest correlates of student achievement in reading and mathematics, both before and after controlling for student poverty and language status.

Approaches to the inclusion of a practical element in initial teacher education are variable across EU Member States. From the available evidence, it appears that university-level (ISCED 5A) education for primary teachers, normally extending over four years, includes a lower percentage of professional training than non-university courses (ISCED 5B), typically of three years. Minimum

percentages of school-based work are specified in some EU27 countries, but in others this is a matter for the training providers.

### ***Induction***

This is an area where data relating to initial teacher education may be regarded as a 'blind spot' (Buchberger, 1993, 2007). In a recent symposium on *Professional Inductions of Teachers in Europe and Elsewhere*, with contributions from countries across Europe and beyond, it was argued that the problems and challenges faced by novice teachers are global in their scope (Gojkov, 2007, p.7). These include communication with parents, classroom management, student discipline, self-confidence, professional identity and the need for qualified mentors. It is reported that some countries have developed a good system of induction and that, in countries that do not have such a system, there is no lack of supporting evidence but also a lack of political will (Pozarnik, 2007, pp.6-7).

### ***Continuing professional development***

Following on from the August 2007 EC Communication, referred to above, information addressed to the EU stakeholder community (EUBusiness.Com, 6 August 2007) noted that teachers are increasingly called upon to help young people become fully autonomous learners by acquiring key *skills*, rather than memorising *information*: teachers are asked to develop more collaborative and constructive approaches to learning and are expected to be facilitators and classroom managers rather than *ex-cathedra* trainers. These new roles require education in a range of teaching approaches and styles. The communiqué also noted that classrooms now contain a more heterogeneous mix of young people from different backgrounds and with different levels of ability. These changes require teachers not only to acquire new knowledge and skills but also to develop them continuously. To equip the teaching body with skills and competences for its new roles, it is necessary to have both high-quality initial teacher education and a coherent process of continuous professional development, keeping teachers up-to-date with the skills required in the knowledge-based society throughout their careers.

Furthermore, in contrast with other professions, the teaching profession has a high percentage of older workers. The proportion of teachers aged between 45 and 64 is over 40 per cent in many countries while as many as 30 per cent of the teaching population are aged between 50 and 64 years of age in some countries. This has clear implications for teachers' (re)training needs. Studies have found positive relationships between in-service teacher training and student achievement and 'suggest that an in-service training program raised children's achievement [and] suggest that teacher training may provide a less costly means of increasing test scores than reducing class size or adding school hours' (Angrist and Lavy, 2001). These conclusions are based on a training programme to improve the teaching of language skills and mathematics in Jerusalem elementary schools. Progress in student attainment in schools that had a training programme, based on pedagogical methods developed in USA schools, was compared with that of a matched group of students from schools not subject to the intervention. The research findings, from the use of a range of statistical methods, indicated that the in-service training programme significantly raised children's attainment in reading and mathematics.

Our investigations suggest that CPD features in only around half of the EU27 Member States and, even where it is compulsory, participation rates are indeterminable and the requisite number of annual hours to be spent on it is sometimes less than 20. Ambitiously, in the Netherlands, ten per cent of a teacher's annual working hours should be spent on the advancement of professionalism, and teachers report on this in assessment talks with their employers. Taking some other examples from European countries,

- in Greece, in-service training is compulsory for newly qualified teachers;
- in Spain, Poland, Portugal, Slovenia and Bulgaria, in-service training is optional, but clearly linked to career advancement and salary increases;
- in England, teachers are required to undertake five days of CPD per year, sometimes specifically linked to new national initiatives;
- in Hungary, the 1996 Modification of the 1993 Act on Public Education requires teachers to undertake 120 hours of professional development over seven years.

### ***Quality assurance***

As was pointed out in a recent survey by the European Commission, *Quality Assurance in Teacher Education in Europe* (EC, 2006), enhancing the quality and effectiveness of education and training systems in Europe is one of the main Lisbon process goals to be achieved ahead of 2010.

The development of systems for the evaluation and accreditation of the initial and in-service education of teachers has been identified as one of the priorities involved in improving teacher education. In respect of initial and in-service teacher education, it has been reported that, while most of the EU27 countries considered in the survey have an officially implemented system for evaluating initial teacher education, there is great variability of practice. Evaluation procedures are more frequently linked to programme accreditation, re-accreditation or closure. Regulations are too infrequently used to extend practices of professional training, teaching practice and induction in a comprehensive and systematic way. The EC report concludes by raising three main issues for further attention:

- the need for transparency, both in procedures and in the links between quality assurance and strategies for quality enhancement;
- the need to address the balance between the frequency of evaluations and the time required for effective implementation of recommendations for improvement;
- the need to consider the way in which evaluation results are used, especially in the light of what is known, and what is still unclear, about the effectiveness and impact of quality control measures in maintaining and improving the quality of provision.

#### **2.1.6. Primary teacher education and children's learning outcomes**

The international research base for associating high-quality primary teacher education and children's learning outcomes is surprisingly thin. It is to be hoped that this area will merit further investigation, particularly in the light of the research discussed above (Darling-Hammond, 1999; Darling-Hammond et al, 2005).

Data from international performance comparisons also demand more extensive investigation than we have been able to pursue within the constraints of this inquiry. The *Programme for International Student Assessment* (PISA) is a triennial survey of the knowledge and skills of 15-year-olds. It is the product of collaboration between participating countries and economies and draws on leading international expertise to develop valid comparisons across countries and cultures. More than 400,000 students from 57 countries, making up close to 90 per cent of the world economy, took part in PISA 2006. The main focus on this occasion was on science, but the assessment also included reading and mathematics and collected data on student, family and institutional factors that could help to explain differences in performance. Overall, Finland emerged as the leading performer, but it seems problematic to directly attribute PISA outcomes to the relative quality of primary initial teacher education in EU27 member States. A possible focus for further work might be to ‘work backwards’, investigating correlations between secondary-school and primary-school pupil achievement and then to search for an association between overall performativity and the variables influencing primary initial teacher education policy and practice. If feasible, this would demand a large-scale piece of research with robust methodologies.

The outcomes of PIRLS 2006 may be more instructive, particularly as this presents the reading comprehension achievement results for primary school children, aged ten and most commonly in their fourth year of formal schooling. Conducted in 40 countries, PIRLS 2006 was based on a framework, building on forerunner studies in 1991 and 2001, to investigate attainment in two major reading purposes (literary and informative) and a range of four comprehension processes. Perhaps surprisingly, Luxembourg, where initial teacher education is offered at non-university tertiary level (ISCED 5B) was among the five participants with the highest achievement (the others being the Russian Federation, Hong Kong SAR, and the Canadian provinces of Alberta and Ontario). Among the other participating EU27 countries, Italy and Hungary performed strongly, followed by Sweden, Germany, the Netherlands, Belgium (Flemish), Bulgaria, and Denmark. Slovenia, the Slovakia, Italy, Germany, and Hungary all showed significant gains in average reading achievement between 2001 and 2006. Countries with significant decreases in reading achievement since PIRLS 2001 were Lithuania, the Netherlands, Sweden, England and Romania. Overall, despite the intriguing example of Luxembourg, there appears to be no strong correlation between the performance of ten-year olds, the positioning of countries’ initial teacher education on the ISCED scale and the time prominence of professional studies within the training programme. A PISA-PIRLS comparison of national performance is more difficult to accomplish than might be assumed. For example, Finland did not participate in PIRLS 2001 or 2006, though it was the highest-performing country in the 1991 study.

While the PISA and PIRLS performance of countries often fluctuates, some countries have consistently performed at a very high level. This has regularly prompted tentative explanations, one of the most recent and wide ranging being that by McKinsey & Company (2007) *How the World's Best-Performing School Systems Come Out on Top*. The study examined data from 25 school systems, including ten top-performing ones, with Belgium, Finland and the Netherlands from the EU27. Seven other systems, including England, were benchmarked as having a strong improvement trajectory. The McKinsey report concludes that the main driver in variations in student learning at school is the quality of teachers. High-performing school systems, though strikingly different in construct and context, maintain a strong focus on improving instruction because of its direct impact on student achievement. To improve instruction, the high-performing systems do three things:

- they get the right people to become teachers;
- they develop these people into effective instructors;
- they put in place systems and targeted support to ensure that every child is able to benefit from excellent instruction.

Acting on these drivers requires rigorous standards and assessments, clear expectations, differentiated support for learners and teachers, and sufficient funding.

From the investigations of how top-performing systems get the right people to become teachers, McKinsey & Company report that such systems recruit their teachers from the top third of each graduate cohort: the top 5 per cent in South Korea; the top 10 per cent in Finland and the top 30 per cent in Singapore and Hong Kong. In all the systems studied by McKinsey & Company, policy-makers and commentators frequently attributed their success in attracting talented people into teaching (or the lack thereof) to variables seemingly outside the control of policymakers: history, culture and the status of the teaching profession. In order to recruit and retain high quality teachers, high-performing systems are reported as having common strategies and best practices for attracting strong candidates: marketing and recruitment techniques taken from business to increase the supply of quality applicants; the creation of alternative routes for experienced hires; effective selective mechanisms (with processes for early removal of low-performing teachers soon after appointment) and good starting compensation. High-performing systems have mechanisms in place that recognise a common set of characteristics that can be identified before entry into teaching: high overall level of literacy and numeracy; strong interpersonal and communication skills; a willingness to learn and motivation to teach.

### 3. Conclusions and recommendations

#### 3.1. *Conclusions*

The Bologna Process aims to create a European Higher Education Area by 2010, in which students can choose from a wide and transparent range of high-quality courses and benefit from smooth recognition procedures. The desirability (or otherwise) of this objective is not prominent in the stated objectives of EU27 Member States. The diversity of national approaches to teacher education across the EU27 underlines a need for more cross-national dialogues with the aim of developing a European mouthpiece organisation that can represent and speak for the sector. Although the Bologna timescale looks to be unrealistic for teacher education, the emergence of such a voice would represent an advance capable of developing convergence in the longer term. It would also have an opportunity to demonstrate shared understandings of quality in primary teaching, primary teacher education and teacher professionalism.

This report provides a number of indications of how teacher education may be used as a ‘reform instrument’ (Gikopoulos, 1993, p. 55) in bringing about improvements in pupil attainment across Europe. As such, it reflects a wider trend in the use of evidence-based approaches to complex education issues. The evidence base in relation to teacher education has been strengthened by the analysis of large datasets that show that teacher education contributes strongly to teacher effectiveness. Cross-national benchmarking exercises have further added to the evidence base through the identification of factors that are common across high-performing school systems.

The report highlights that, despite the kinds of cross-national collaboration that are drawn upon, there remain substantial differences in initial teacher education and there is a pressing need to share good practice on a large-scale across the EU. Improved communication and the sharing of successful practice offers the prospect of raising the quality of teacher education.

The report also draws attention to the fact that many problems and challenges faced by novice teachers are the same worldwide. Such commonalities also highlight structural weaknesses within school systems. The report highlights that, while some countries have developed good arrangements for induction, other countries that do not have such arrangements and that this aspect of teacher education remains an under-resourced weakness. A formal probationary process also provides an opportunity for both new teachers and their employers to assess whether teaching is the right career for them.

The report also highlights some differences in teacher education between the EU27 countries. Such differences are particularly evident in relation to continuing professional development (CPD). The report affirmed that teachers face substantial global changes that require teachers not only to acquire new knowledge and skills but also to develop them continuously. CPD is compulsory in no more than 15 European countries and regions. While CPD is limited to a certain amount of time each year in most of the countries concerned, teachers may also take part in CPD activities on an entirely voluntary basis.

In some countries the limited mobility of teachers between schools, and between teaching and other occupations, restricts the spread of new ideas and approaches, and results in teachers having few opportunities for diverse career experiences. The lack of mobility may mean that teacher shortages in some regions are paralleled by oversupply in others.

The evidence base that this report draws upon is largely the result of the international collaboration that underpins information banks like Eurydice, initiatives such as INCA and strategic initiatives like PISA and PIRLS that compare pupil attainment in reading, science and mathematics. There is a need to extend this cross-national collaboration to address the issues raised in the report, including sharing good practice, discussing cross-national differences and confronting weaknesses. These issues inform the recommendations below.

### **3.2. Recommendations**

#### **1. Cross-national differences and Bologna implementation**

The Bologna Process aims to create a European Higher Education Area by 2010. The diversity of national approaches to teacher education across the EU27 underlines a need for more cross-national dialogues with the aim of developing a European mouthpiece to facilitate greater convergence.

- A forum should be created for information exchange on areas of perceived need in primary teacher education, especially in the provision and effectiveness of continuing professional development, an area of particular need.
- The development of a recognised European mouthpiece organisation that can represent and speak for the teacher education sector should be encouraged.

#### **2. Good practice in initial teacher education**

The recent PIRLS report (Kennedy et al., 2007) identifies six elements that may be taken as indices of ‘good practice’ in initial teacher education:

- a prepracticum prior to an initial teacher education programme;
- a prepracticum as part of the teacher education programme;
- a period of supervised school teaching experience;
- successful completion of an examination of other assessment arrangements;
- a monitored probationary period;
- a period of induction, supported by mentoring arrangements.

While research does not support the view that these are necessarily the only, or most effective, elements in initial teacher education, they do together provide a helpful framework for international comparison of the kind undertaken in Part II, which highlighted substantial inconsistencies across the EU27. Such disparities, and the fact that only two countries have all six requirements, do not sit easily with current policies to encourage European identity, cross-national collaboration, student exchange and increased teacher mobility. There are strong arguments for extending the above elements of good practice in initial teacher education across the EU27.

### 3. Effective practice in recruitment and retention

The international research base for associating high-quality primary teacher education and children's learning outcomes is surprisingly thin. Data from international performance comparisons also demands more extensive investigation than we have been able to pursue within the constraints of this inquiry. While the PISA and PIRLS performance of countries often fluctuates, some countries have consistently performed at a very high level. This has regularly prompted tentative explanations, one of the most recent and wide-ranging being that by McKinsey and Company (2007). The McKinsey report concludes that the main driver in variations in student learning at school is the quality of teachers. High-performing school systems, though strikingly different in construct and context, maintain a strong focus on improving instruction because of its direct impact on student achievement.

- It is recommended that the McKinsey & Co. report is widely disseminated across the EU27 and its key findings on high-performing systems are discussed. These findings relate to:
- getting the right people to become teachers;
- developing these people into effective instructors;
- putting in place systems and targeted support to ensure that every child is able to benefit from excellent instruction.

### 4. Strategic use of Quality Assurance

Enhancing the quality and effectiveness of education and training systems in Europe is one of the main Lisbon process goals to be achieved ahead of 2010. In respect of initial and in-service teacher education, it has been reported that regulations are used too infrequently for extending practices of professional training, teaching practice and induction. The McKinsey & Co. report also noted that the strategic emulation of high-performing systems requires the following:

- rigorous standards and assessments;
- clear expectations;
- differentiated support for learners and teachers;
- sufficient funding.

Quality Assurance procedures in teacher education should themselves be kept under review so as to consider balances between

- Quality Assurance and Quality Enhancement;
- the frequency of evaluations and the implementation of recommendations;
- the effectiveness of Quality Assurance and its impact.

### 5. Confrontation of systemic weaknesses: Induction

The problems and challenges faced by novice teachers are global in their scope, including communication with parents, classroom management, student discipline, self-confidence, professional identity and the need for qualified mentors. Yet many countries do not have a rigorous induction system. Of the 21 EU PIRLS 2006 participants, only six require completion of a mentoring or induction programme. As was noted earlier in the present report, this area of public

policy provision has been acknowledged as a ‘blind spot’ for nearly two decades and is a systemic weakness that needs to be confronted.

- Formal induction arrangements, underpinned by transparent quality assurance principles, should become an entitlement for new recruits to teaching across the EU27.

## **6. Increase of teacher mobility**

Where the employment climate is more limited for trained primary teachers, working in another part of the EU may be attractive. However, a recent report for the European Commission indicated that levels of teacher mobility between countries are lower for primary-level teachers than for their secondary colleagues.

- Greater incentives for increased mobility and the further reduction of barriers to this mobility should be considered, perhaps in the form of assistance with re-location, childcare benefits and language learning.

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## **Appendix 1 – Structure and content of primary teacher education in the 27 Member States**

### ***Austria***

#### **1. Background**

Austria has nine federal provinces, called Bundesländer or Länder. The responsibilities for the legislation and its implementation is divided between the Federal Government (Bund) and the Länder, where legislation is executed by the Länder parliaments and administrative offices. The Federal Government sets the framework, while detailed legislation is implemented by the Länder parliaments. The Federal Government is responsible for the education system, including the overview of all areas of school management, the development and implementation of curricula in public and private schools, and the legal foundations for payment and retirement of the teaching staff. Since March 2007, the Ministry for Education, Arts and Culture is responsible for Primary education.

The Länder are mainly responsible for the provision of public-sector compulsory education. They support the local communities in establishing and maintaining these schools via school construction funds that are administered by the Länder. Schools enjoy some autonomy in budgetary management and, to some extent, are free to adapt the curriculum to local needs. Provincial school inspectors in each of the nine Austrian Länder are responsible for school inspections and are assisted by district school inspectors for compulsory schools.

German is the official language and language of instruction in Austria, except in regions with a linguistic minority, where primary school instruction is divided between German and either Slovenian, Hungarian, or Croatian in bilingual institutions. As of the school year 2003, teaching a modern foreign language is compulsory in all primary schools starting in Grade 1.

#### **2. Length and structure of primary education**

Primary education is for students six to ten years of age, and takes place in the Grundschule or Volksschule. This is the beginning of compulsory schooling, which lasts for 9 years. [Primary school pupils must have attained six years of age by 1 September in the year of admission. Children who have not yet attained the age of compulsory schooling and will be aged six by 1 March of the next following calendar year may be admitted earlier, if they are sufficiently mature and have the required social skills for attending school.]

Grundschule covers primary level I (preschool and Grades 1 and 2) and primary level II (Grades 3 and 4). In addition to the primary grades offered in Grundschule, Volksschule includes upper-primary Grades 5 to 8, although the upper primary grades are offered at very few locations today.

Primary school compulsory subjects include religion, early science, German, reading, writing, mathematics, music, arts, textile/technical work, exercise and sports, modern foreign language (often English), and road safety (without grading). Reading instruction starts at age 6 with

compulsory schooling. The obligatory national curriculum comprises general instruction for teaching methods and specific instructions for the content of the subject in question. Special consideration is given to children whose first language is not German. The combined instructional time for German, reading, and writing is about 7 hours each week.

General special schools (*Sonderschulen*) are for children six to 15 years old and consist of levels I and II (see above) and an upper cycle. There are specialized branches for children with physical disabilities, children with linguistic disabilities, children with hearing or visual impairments, and children who are severely disabled and maladjusted. Students may attend *Sonderschule* during the entire period of compulsory schooling.

### 3. Key features of Primary Initial Teacher Education

<b>Structure of initial teacher education</b>	As in virtually all European countries, primary teachers are trained in accordance with the concurrent model. Teacher training is now the responsibility of University Colleges of Teacher Education ( <i>Pädagogische Hochschulen</i> ), formerly <i>Pädagogische Institutes</i> . A general teacher education course, leading to a Bachelor's degree (formerly diploma), takes about 3 years to complete. The content of the courses consists of general humanities subjects, the German language, mathematics, music, arts, physical education, and pedagogical and psychological subjects.
<b>Entry requirements, level of qualification and minimum length of initial teacher education for the primary level</b>	Admission to a teacher education programme requires a general higher education entrance qualification, obtained through the upper-secondary school leaving examination (the same as for university admission). Standards differ according to the curricula of University Colleges of Teacher Education. Curricula usually comprise human sciences and mathematics expertise, subject-oriented didactics, practical training and complementary courses. Some University Colleges of Teacher Education select students by their school records and after an initial interview.
<b>Ages/phases qualified to teach</b>	Primary levels I (preschool and Grades 1 and 2) and II (Grades 3 and 4).
<b>Balance of primary teacher education programmes</b>	Practical training in schools is compulsory in every semester. To this end, a comprehensive network of traineeship schools with qualified teachers has been established. Studies include practical pre-service training, during which trainees visit schools, usually once a week, to observe and practise teaching under the supervision of experienced teachers.
<b>Assessment of student teachers</b>	Upon successful completion of their studies, students are awarded a Bachelor's degree (BEd).
<b>Arrangements for post-qualification induction, in-service education, mentoring</b>	There are special departments at the University Colleges of Teacher Education ( <i>Pädagogische Hochschulen</i> ) connected to the Austrian Federal Ministry for Education, the Arts and Culture that provide a wide variety of opportunities to continue professional development of teachers. Since 2001, teachers in compulsory schools must attend 15 hours per year of in-service training.

## **Belgium**

### **1. Background**

In 1830 Belgium became an independent state with a Constitution of its own (1831). Since 1970 this Constitution has been reformed into a federal system. This Federal State has three Communities, each responsible for cultural and personal affairs, including education, within a certain linguistic area: the Flemish Community, the French Community and the German-speaking Community. All three languages are common within the three communities with the mother tongue given precedence.

Freedom of education is a constitutional right and is free for all pupils. There are a significant number of schools under the auspices of the Catholic Church.

### **2. Length and structure of primary education**

School attendance is full-time and compulsory from six to 18 years. Primary education is provided for children aged six to 12 at the end of which pupils receive an elementary education certificate.

Special education is identified as education for children with mental, physical and/or sensorial handicap, grave behavioural and/or emotional problems or serious learning difficulties and is available at both primary and secondary level. Children and adolescents between the ages of 3 and 21 with SEN who are capable of receiving education but for whom mainstream schools are unable to offer suitable provision must have the necessary provision elsewhere. In general, special education is organised in schools that are separate from mainstream schools but often linked (e.g. as a result of physical proximity) to other social and educational institutions for handicapped people. There are also systems supported by legislation to provide integrated provision of special education needs into mainstream where children with a handicap and/or learning difficulties may attend classes in ordinary schools on a permanent or intermittent basis, either part time or full time.

### 3. Key features of Primary Initial Teacher Education

<p><b>Structure of initial teacher education</b></p>	<p>Training is provided for primary teachers in Departments for Teacher Education at University Colleges.</p> <p>Initial teacher education consists of two main components: study of general subjects and professional training, although organisation and content differs slightly for each linguistic sector.</p> <p>Teacher education is organised in the Flemish Community according to the decree of 15 December 2006 and in the French Community according to the decree of 12 December 2000.</p> <p>Since 1990 the French Community offer SEN training courses established by a Decree passed by the Council of the French Community (14 December 1990).</p>
<p><b>Entry requirements, level of qualification and minimum length of initial teacher education for the primary level</b></p>	<p>Entry requirements – Diploma received after full-time compulsory secondary education</p> <p>Level of qualification awarded – Bachelor of Education: primary education.</p> <p>Length of initial teacher education – 180 ECTS credits (approx 3 years full-time).</p>
<p><b>Ages/phases qualified to teach</b></p>	<p>Primary phase six to 12 years</p>
<p><b>Balance of primary teacher education programmes</b></p>	<p>Flemish community – 45 ECTS credits. Institutions are free to organize the school experience in their own way. Generally, periods of work placement increases as the study programme advances. Final work placement is 60 credits i.e. 9 weeks.</p> <p>French community – organized by decree – 780 hours</p>
<p><b>Assessment of student teachers</b></p>	<p>No information</p>
<p><b>Arrangements for post-qualification induction, in-service education, mentoring</b></p>	<p>Flemish Community – INSET is provided by different institutions. Programmes may vary from one-day sessions to programmes worth 60 ECTS credits. Each primary school has an INSET policy and government provides some funding.</p> <p>There has been a recent increase in the need for INSET resulting from educational reforms and societal demands such as diverse ethnic groups, drugs, increased harassment of pupils/teachers, ICT and new technology training.</p> <p>Participation in INSET and CPD does not lead to any advantages relating to salary or career development and there is no legal obligation at present for teachers to do so, although there are changes afoot, particularly in the French Community.</p> <p>French Community – INSET is largely determined by the demands of teachers and schools with similar content to that above.</p> <p>Some colleges serving both communities offer courses leading to certificates, e.g. in special educational needs. Since 1990, the French Community training courses for special education have been offered. These training courses were established by a Decree passed by the Council of the French Community (14 December 1990). Subsequent measures will establish the required qualifications and functions in special education.</p>

## **Bulgaria**

### **1. Background**

As early as 1880, teachers were required to gain qualification certificates demonstrating successful examination results in both subject knowledge and pedagogy. Unqualified teachers were only permitted to work temporarily. Teachers attended compulsory seminars run by Regional Education Inspectors and pedagogic courses run by National Education Directorates.

Experience and assessment marks decided the grade that a teacher would be assigned to with the most experienced being first grade teachers, third grade being the domain of the beginner teacher. 1944 marked the beginning of pre-university institute training of primary school teachers and after 1970, numbers of university trained teachers rose markedly and, following the opening of specialist elementary and pre-school pedagogic provision for teacher training, overall teacher numbers increased.

### **2. Length and structure of primary education**

Primary schooling is from ages seven to ten, following one compulsory year of pre-primary schooling. The first four grades of basic education (*osnovno obrazovanie*) are provided in the basic school (*osnovno uchilishte*). Grades 5-8 are covered by the pre-secondary school. Children can attend state-owned, municipal and private schools.

The curriculum for Grades 1 to 4 includes the following eight compulsory subjects: Bulgarian language, mathematics, Bulgarian history and geography, natural science, fine art, music, handicrafts and physical training.

### 3. Key features of Primary Initial Teacher Education

<b>Structure of initial teacher education</b>	Primary initial teacher education occurs at university level (ISCED 5A), most commonly via university Bachelor or Master's course, but also via certificate, diploma and postgraduate routes. Prior to the introduction of the Higher Education Act (1995) there were 'semi-higher institutions' offering non-university programmes for teacher training. These are being phased out to become university colleges.
<b>Entry requirements, level of qualification and minimum length of initial teacher education for the primary level</b>	University applicants must hold a high-school diploma. Higher education course providers may additionally set their own entry requirements.  Bachelor's and Master's degree-level teaching qualifications respectively require a minimum of four or five years of training. There are also certificate and diploma pathways to qualified primary teacher status.
<b>Ages/phases qualified to teach</b>	Ages seven to ten
<b>Balance of primary teacher education programmes</b>	Theoretical components include pedagogy (minimum 60 hours), psychology (45 hours), audio-visual and information technology in education (15 hours), methodology of teaching (60 hours).  Students must observe a minimum of 30 hours of teaching and must themselves undertake a minimum of 45 hours of supervised practical teaching. The diploma pathway requires a minimum of 75 contact hours.
<b>Assessment of student teachers</b>	For diploma students, the practical examination is based upon the presentation and defence of a teaching exercise/lesson developed by the student before a state examination commission.
<b>Arrangements for post-qualification induction, in-service education, mentoring</b>	In-service training is optional, but clearly linked to career advancement and salary increases.

## **Cyprus**

### **1. Background**

Cyprus is going through a period of regeneration within its government and fostering a new and independent identity to break free from the effects of a complicated and often troubled colonial past. The European Union is a powerful force and influence in an advisory and economic capacity to help further this process and education is a very important element within it.

Foundations for formal primary education were established during the period of British colonial rule from 1878 to 1959 developing over time to centralised control. Primary education before 1930 was simple, offering basic skills and knowledge with influences from Greece and Italy. Reflecting the changing political situation, Greek models were rejected in favour of those from Palestine, New Zealand and Ceylon (Eurybase 2006/07). The 1960 Constitution established the ‘Greek and Turkish Communal Chambers’ who became responsible for all educational, cultural and teaching matters, resulting in the provision of free and compulsory education for all from 1962. Teaching has high status and is one of the most sought after professions.

### **2. Length and structure of primary education**

Six to 12 years

Lower primary 6 – 9 (Grades 1, 2 and 3)

Upper primary ten to 12 (Grades 4, 5 and 6)

Changes in the length and structure of the school day are currently under review. Children attend school from 07.45 – 12.25 although there is a growing trend to finish at 13.05. Some schools, under the guidance of academic and policy stakeholders are experimenting with offering optional all day provision (from 13.05 – 16.00). The number of all day schools has increased from 25 in 2000/02 to 148 in 2005-06.

Subjects are taught as separate disciplines with fixed teaching hours. There are 35 teaching periods in a week. A strong emphasis is placed on Modern Greek throughout the primary phase (14 teaching periods during the first three grades reducing to ten teaching periods at grade 6). Mathematics is the next priority (seven periods in Grades 1, 2 and 3 and six periods in Grades 4, 5 and 6). Although the priorities remain, the number of teaching periods devoted to the above subjects alters in small schools where only 6 teachers and under are employed.

### 3. Key features of Primary Initial Teacher Education

<p><b>Structure of initial teacher education</b></p>	<p>The course consists of 3 parts  a) compulsory – 90 credit hours (66.7%)  b) elective – 33 credit hours (24.4%)  c) general educational courses – 1 credit hours (8.9%).</p> <p>The course covers history of education, pedagogy, educational psychology, child development and sociology. Students choose a specialism during the 4th year from the following – language, mathematics, sciences, special education and psychology. Students are required to complete 6 credit hours studying another language.</p> <p>All universities in Greece and Cyprus, where the majority of teachers study, have enriched the curricula with subjects related to citizenship, despite the fact that citizenship education is not taught as such.</p>
<p><b>Entry requirements, level of qualification and minimum length of initial teacher education for the primary level</b></p>	<p>Entry requirement: a secondary school diploma is mandatory for university entrance. There are centrally administered university exams.</p> <p>Level of qualification: BA in Elementary Education</p> <p>Minimum length of ITE: four years. Students must complete a minimum of 135 credit hours.</p>
<p><b>Ages/phases qualified to teach</b></p>	<p>Six to 12 years</p>
<p><b>Balance of primary teacher education programmes</b></p>	<p>There are two periods of school experience during the second year amounting to just under half of the total course time.</p> <p>The course is heavily weighted towards pedagogical issues compared to subject knowledge during the first year, although language studies, including the teaching of reading, is introduced. The second year includes mathematics, science, DT and ICT; the third year includes mathematics, ICT, science, geography, art, music, physical education and religious education (Christian).</p> <p>Further opportunities for studying subjects at a deeper level are available as electives as is also Greek language and literature.</p>
<p><b>Assessment of student teachers</b></p>	<p>All students must complete a minimum of 135 credit hours to qualify.</p>
<p><b>Arrangements for post-qualification induction, in-service education, mentoring</b></p>	<p>In-service training is not compulsory. Teachers can participate voluntarily in the seminars offered by the Pedagogical Institute of Cyprus, which is responsible for in-service teacher training. The seminars vary in content and cover, for example, multiculturalism and education, citizenship education and practice, democracy and human rights and the European dimension of education.</p>

## Czech Republic

### 1. Background

Formerly part of Czechoslovakia, where demands for university-level teacher education were first asserted strongly in the late-nineteenth century by G.A. Lindner, Professor of Pedagogy at Charles University, Prague, the Czech Republic is a new European state, in existence since 1993.

### 2. Length and structure of primary education

Primary schooling extends from age six, when children enter a *základní škola*. At age ten, some pupils transfer to a secondary school (*gymnasium*), while others complete their lower secondary education (to age 15) at the *základní škola*.

### 3. Key features of Primary Initial Teacher Education

<b>Structure of initial teacher education</b>	Primary initial teacher education occurs at university level (ISCED 5A). Teachers are trained over a four-year period in university faculties of education, leading to the award of a Master's degree. Some primary teachers specialise in music education.
<b>Entry requirements, level of qualification and minimum length of initial teacher education for the primary level</b>	Specialist <i>Magister</i> (Master's) programmes are normally taught over four years, although specialist primary music teachers may spend up to six years in a conservatory. Entrants must possess the school leaver's matriculation examination. Universities may also set their own additional entrance requirements, which may include psychological and other tests, such as in the Czech language.
<b>Ages/phases qualified to teach</b>	Ages six to 11
<b>Balance of primary teacher education programmes</b>	Initial teacher education students experience a variety of lectures, seminars and workshops in general educational theory and psychology. Students can specialise in music, the visual arts, physical education, health education and foreign languages, according to their interests and the capacities of the relevant departments. The study programme includes teaching practice at schools.
<b>Assessment of student teachers</b>	Unknown
<b>Arrangements for post-qualification induction, in-service education, mentoring</b>	Special courses are available for in-school specialists in educational psychology and in teaching gifted pupils.



## Denmark

### 1. Background

After the State took over the governance of education from the Roman Catholic Church in 1536, the first educational legislation was enacted with a requirement for school provision in all provincial boroughs although in terms of what was available for the general population, this took the form of previously established ‘writing’ schools that had been created in response to the demands of trade and crafts in earlier years. Over the next century, the influences of Fredrik IV and the religious movement of pietism and then Rousseau’s educational ideas changed schooling in Denmark, meaning that, by the second half of the century, there was schooling available for all children. Education acts of 1814 established municipal primary schools and independent schools for children in rural areas all over Denmark.

Following social and economic difficulties caused by an agricultural crisis and the Napoleonic wars, the curriculum was simplified. This eventually provoked parents to demand change and Christen Kold created parent controlled schools. Growing urbanisation and modernisation of agriculture brought new acts and expansion to the curriculum and a new bridging middle school which was used by large numbers of children to provide a ‘stepping stone’ to upper secondary education.

In 1990, more power was divested to head teachers of schools in terms of governance over administration and school boards were created with a high proportion of parents being represented. The 1994 act placed emphasis upon differentiated teaching and offering opportunities for development of the talents of individuals. 2003 brought a new act that aimed to strengthen subject knowledge and skill of children and specific national targets for attainment

### 2. Length and structure of primary education

No distinction is made between primary and lower secondary education in the Danish education system. The Education Act of 1975 was implemented in 1976. The Act introduced a system of nine years of comprehensive school (*grundskole*) and a voluntary tenth year (Class 10). The present system of primary and lower secondary education was implemented in 1994, in accordance with the *Folkeskole Act* of 1993. All children between the age of seven and 16 must receive education. However, provided a certain minimum standard is obtained, it is a matter of choice for the parents whether the education is received in the publicly provided municipal school, or in a private school or at home.

The State school in Denmark is the municipal *folkeskole*. Following the optional pre-school year attended by almost all children, the *folkeskole* comprises compulsory education in Years 1 to 9 and an optional tenth year (chosen by approximately 60% in 1997-98). The teaching takes its point of departure in the individual student's abilities and wishes. Students are taught in classes, and they remain together throughout the entire period of compulsory school.

The Ministry of Education lays down general curricular aims and optional guidelines. There are no prescribed textbooks.

According to the *Folkeskole Act*, the school must provide the children with both subject-specific qualifications and prepare them broadly for their role as citizens in a democratic society. There is close cooperation between the school and the parents.

### 3. Key features of Primary Initial Teacher Education

<b>Structure of initial teacher education</b>	Teacher education programmes are of 4 years duration and the student has to specialise in 4 main subjects, one of which has to be Danish and/or mathematics. Teachers are only to teach those subjects they have had as main subjects in their study programme as opposed to before, when it was common for teachers to teach subjects that were not their main subjects. The programme includes teaching practice at a school for a total of 24 weeks, the organisation of which is decided by the individual institution.
<b>Entry requirements, level of qualification and minimum length of initial teacher education for the primary level</b>	Admission is dependent upon passing one of the qualifying examinations at upper secondary level.  The qualification is of four years' duration.  As there has been a downturn in applications for training for <i>Folkeskole</i> teachers, a credit transfer programme has been developed whereby graduates and bachelors in one or two of the subjects taught during teacher education are able to qualify full or part-time without those subjects.
<b>Ages/phases qualified to teach</b>	In theory, a teacher's certificate qualifies the graduate teacher to teach all subjects to all forms (1st-10th forms). However, in practice, the teacher is generally considered competent to teach the 1st to 10th forms in the four main subjects taken. Generally, the authorities responsible for the appointment of teachers (i.e. the municipalities, including the school board and the head teacher of the individual school) take the final decision with regard to the question of competence.
<b>Balance of primary teacher education programmes</b>	The programme includes theory of education, psychology, general didactics, school and society (70%), religious studies and philosophy (20%), teaching practice (60%), thesis (15%)  Curricula emphasise the teaching of Danish or mathematics and three further main subjects (each 55%) must be chosen by the student. The four main subjects must be chosen so that at least two of the following three areas are represented: humanities, natural sciences and practical-aesthetic subjects. In theory, a teacher's certificate qualifies the graduate teacher to teach all subjects to all forms (1st-10th forms). However, in practice the teacher is generally considered competent to teach the 1st to 10th forms in the four main subjects taken. In practice, the authorities responsible for the appointment of teachers (i.e. the municipalities, including the school board and the head teacher of the individual school) take the final decision with regard to the question of competence.  Citizenship education is included as a compulsory element of Initial Teacher education.  In recent years some <i>folkeskoles</i> have created 'Europe classes' which focus upon European affairs including languages, history and social conditions.
<b>Assessment of student teachers</b>	The programme includes teaching practice at a school for a total of 24 weeks, the organisation of which is decided by the individual institution.
<b>Arrangements for post-qualification induction, in-service education, mentoring</b>	There is no probationary period. In-service training is optional, not obligatory in terms of career advancement and salary increases. Training for the most part is provided by the Danish University of Education.

## ***Estonia***

### **1. Background**

Estonia has a population of 1.4 million people and is an independent and sovereign democratic republic. The capital of Estonia is Tallinn, with a population of 398,434. The ethnic divisions are Estonian 67.9%, Russian 25.6%, Ukrainian 2.1%, Belo Russian 1.3%, Finnish 0.9% and others, 2.2%. The religious denominations are Lutheran, Russian Orthodox, Baptist and others. The main languages are Estonian (official) and Russian.

Education in Estonia is supervised by the State and is compulsory and free of charge in state and municipal general education schools. In order to make education accessible, the state and local governments must maintain the requisite number of schools and other educational institutions. Private schools may also be established and maintained within the legal requirements.

Estonian higher education is currently under reform - there are, therefore a number of different models of ITE operating as the older models disappear and newer ones take hold. Currently, two universities – Tallin and Tartu – together with their colleges and institutions of education provide ITE subject to general guidelines established by the Ministry of Education (Framework Guidelines for Teacher Education, 2000).

### **2. Length and structure of primary education**

Pre-primary ages six to seven (compulsory)

Primary seven to 13 (compulsory)

### 3. Key features of Primary Initial Teacher Education

<p><b>Structure of initial teacher education</b></p>	<p>Teachers are trained in universities or in applied higher education institutions. According to the new system, teacher training is organized as a three- or four-year Bachelor's study plus one or two year Master's study or as an integrated five-year Bachelor's and Master's study. There also exists a possibility to take a 1-year training course after graduating from general courses.</p> <p>The introduction of the new system started in academic year 2002-033 and several different programs are still running concurrently, although most are now using the four-year model.</p> <p>Training programmes in schools (on-the-job) systems have been in place since 2003-044 and take one year to complete.</p>
<p><b>Entry requirements, level of qualification and minimum length of initial teacher education for the primary level</b></p>	<p>Secondary school credentials are required for teacher education entry and there is a state entrance examination.</p> <p>Graduates are awarded a diploma or a diploma and an 'old' Bachelor's degree depending on the programme (<i>diplomiõpe</i> or <i>bakalaureuseõpe</i>). Once the transition period is over a Master's degree (<i>magistrikraad</i>) will be the necessary qualification for teaching in primary schools. A Bachelor's degree will suffice for teaching in pre-primary.</p> <p>Four years is the most common course length but models exist that can take between one and six years.</p>
<p><b>Ages/phases qualified to teach</b></p>	<p>Bachelors degree required to teach children ages six to seven years (pre-primary)</p> <p>Master's degree required to teach those aged seven to 13 (Primary and Special Education)</p>
<p><b>Balance of primary teacher education programmes</b></p>	<p>Practice schools are used and mentoring systems encouraged. One observation period is followed by two or three teaching practice periods.</p> <p>The training consists of three parts</p> <ul style="list-style-type: none"> <li>• general studies – development of the teacher's overall cultural, communicative and social skills</li> <li>• special studies – subject knowledge, factors that affect learning</li> <li>• education studies which include psychology, pedagogy and practical training.</li> </ul> <p>This includes</p> <ul style="list-style-type: none"> <li>- working with diverse ethnic groups and creating 'multi-cultural learning' environments</li> <li>- classroom and behaviour management</li> <li>- collaborative methods and team building.</li> </ul> <p>Training is given for special education although teachers who wish to teach in special schools must acquire the Master's degree in Special Education.</p>
<p><b>Assessment of student teachers</b></p>	<p>Students are assessed according to these competences –planning and management, co-operation, creation of the learning environment, provision of knowledge about learning, communication, analysis and assessment of learner's development and the learning process, professional development and self-analysis.</p>
<p><b>Arrangements for post-qualification induction, in-service education, mentoring</b></p>	<p>Induction arrangements, initiated in 2004, apply for one year.</p> <p>Teachers are obliged to undertake at least 160 hours professional in-service training during a five year period. INSET has a high priority – legislation demands that 3% of teacher's salary is used to fund INSET and most schools supply INSET plans. CPD opportunities are offered in schools and also universities and institutes of education – the quality is monitored and evaluated by the Ministry of Education and Research.</p>

## ***Finland***

### **1. Background**

Initial teacher education was transferred to universities in the Finnish educational system through the Teacher Education Law in 1971 with the basic qualification upgraded to a Master's degree for both primary and secondary teachers. A fairly strict core curriculum was set up then by the Ministry of Education to standardize quality and content that continued throughout the 1980s. This measure unified the universities but disadvantaged ITE as too inflexible.

The latest legislation in 1995 provides a looser framework for universities to plan their own programmes but developments have been restricted by budget cuts and accountability criteria that emphasise doctoral degrees, research and international involvement and publications. In addition, the business world has become an important funding source for universities and technical departments have found it easy to attract sponsors from this source while the education sector has not.

There have been a number of national evaluations on various aspects of the educational system during the last ten years with several noteworthy positive outcomes. Primary teacher education is one of the most popular study options and succeeds in recruiting high quality applicants. Competition is therefore high and selective with only 10–15% of applicants accepted for the courses. There is a high commitment to the profession.

### **2. Length and structure of primary education**

There is an integrated school system, compulsory from age seven.

### 3. Key features of Primary Initial Teacher Education

<p><b>Structure of initial teacher education</b></p>	<p>Initial Teacher Education is University based, with a similar basic structure of teacher education in all universities, although local adaptations may lead to some diversity.</p>
<p><b>Entry requirements, level of qualification and minimum length of initial teacher education for the primary level</b></p>	<p>Course entry arrangements are highly competitive, with only 10-15% of applicants accepted for training. The selection process takes into account the results of a matriculation examination and accumulated school results and favours those with experience of working with children. Selection also involves an examination, an assessed activity where social interaction and communication skills are observed, and a personal interview.</p> <p>Employment with a kindergarten or pre-school requires a BA in educational science (three years). Those teaching Primary Grades 1- 6 require an MA in educational science (four or five years). Many pre-school teachers have MAs.</p>
<p><b>Ages/phases qualified to teach</b></p>	<p>There is an integrated school system.</p>
<p><b>Balance of primary teacher education programmes</b></p>	<p>Practice teaching is begun as early as possible, with visits to practice schools to become familiar with the routines and activities of these institutions. Interaction between practice and studies of educational theory and pedagogical content knowledge is emphasized throughout the course. Practice teaching takes place during each study year and study period and is organized in special practice schools (often linked to an education faculty) as well as in regular schools.</p> <p>The training aims at achieving a balanced development of the personality of each teacher, a process in which his or her pedagogical thinking plays an essential role. This overall purpose is based on the study of education as a main subject that is composed of three large content areas: the theory of education, pedagogical content knowledge, and subject didactics and practice.</p> <p>General studies in the field of education deal with an introduction to the development of educational ideas, with their philosophical, historical, and societal aspects, and with an introduction to the methodology of research, both through quantitative and qualitative approaches. The basis of research-based thinking is imparted through general studies of education. At this level, courses in the philosophy of education, educational psychology, the sociology of education, and foundations of the instructional process (didactics) are central courses. Courses in information and communication technology are also included.</p> <p>An example of course of the Master's programme from the University of Jyvaskyla:          Language and communication studies 25 credits          Basic studies in education* 25          Intermediate studies in education* 35          Advanced studies in education** 80          Multidisciplinary school subject studies 60          Minor subject studies 60          Optional courses 15.</p> <p>* Including 12 credits Teaching Practice          ** Including 16 credits Teaching Practice          Studies in education include 60 credits of studies in pedagogical studies for teachers, which are compulsory by law.</p>
<p><b>Assessment of student teachers</b></p>	<p>Assessment is done by the supervising teacher.</p>

**Arrangements for post-qualification induction, in-service education, mentoring**

There is no probationary time; when the student has achieved the Master's degree, he/she is qualified.

The aim is to support individual professional development, with principal responsibility resting with the municipalities which organise courses with state support. Many kinds of in-service teacher education are offered by universities and colleges. Teachers' trade unions as well as many subject teachers' associations regularly organise courses.

Systematic in-service teacher education, however, does not exist. Teachers in comprehensive and upper secondary schools have some yearly mandatory in-service training days, but no long-term courses available for all teachers exist. Traditionally, teachers have been eager to participate, on a voluntary basis, in courses offered by summer universities and the Open University. INSET in bilingual education has been available in certain Finnish universities since 1991. The most important of these courses at the Universities of Jyväskylä and Vaasa who offer 27-30 credits. A range of programmes has been on offer since 1990, from small-scale seminars to extensive programmes of one year.



## France

### 1. Background

The Guizot law of 1833 made it compulsory for communities with over 500 residents to provide and pay for both primary schooling and teachers for boys. *Ecole Normales* were established within which to train the teachers. Since this time there have been many reform initiatives.

### 2. Length and structure of primary education

Primary education covers five years from age six to 11 and is divided into two cycles, the first including study of French, living together, mathematics, discovering the world, foreign or regional language, art, physical education, reading and writing. Next, students study French language, literature and humanities, literature, foreign or regional language, history and geography, collective life, scientific education, mathematics, experimental sciences and technology, artistic education, music, visual arts and physical education.

### 3. Key features of Primary Initial Teacher Education

#### Structure of initial teacher education

Teacher qualifications can be undertaken at Bachelor and Master's degree level. Several higher education institutions offer programmes with a duration of at least four years for the Bachelor's degree and at least five years for the Master's. Prior to the introduction of the Higher Education Act (1995) there were also the so called 'semi-higher institutions' offering non-university programmes for teacher training. A significant number of these institutions have now been turned into colleges.

In 1997, state requirements for obtaining the professional teaching qualifications were developed. A diploma of completed higher-level education can be obtained after successfully passing the theoretically and practically-oriented state examinations. The practical examination is based upon the presentation and defence of a teaching exercise/lesson developed by the student before a state examination commission.

The final qualifications can be the Bachelor's/Master's degree diploma or a certificate for the professional qualification of teacher. After obtaining their university degree (at least Bachelor's) students are entitled to practise within the teaching profession at the respective level: pre-school, primary, lower and upper secondary.

In addition, professional teaching qualifications can also be obtained by graduating from a university and passing supplementary examinations in pedagogy, psychology and methodology of teaching. For those who cannot participate in an Institut Universitaire de Formation des Maîtres du Pacifique (IUFM) training programme to become first or second-level teachers, the Centre National d'Enseignement à Distance (CNED) (national long distance education centre) offers training programmes in the majority of disciplines for all types of recruitment exams. It offers special preparatory courses for the recruitment tests for all categories of teachers for the national education system.

<b>Entry requirements, level of qualification and minimum length of initial teacher education for the primary level</b>	<p>Teachers are required to complete a two-year course at IUFM. The entry requirement for the course is the Licence degree and a competitive examination.</p> <p>Degree- <i>Professeur des écoles</i>.</p>
<b>Ages/phases qualified to teach</b>	<p>First Level (Primary)</p>
<b>Balance of primary teacher education programmes</b>	<p>During the two years spent in an IUFM, trainees have 500 hours of practical training (equivalent to 18-19 weeks) and 1000 to 1200 hours of study in the IUFM. The practical session of the course is divided into four parts: introductory placement; observation placement; several assisted placements; sole responsibility placement.</p> <p>Trainee primary school teachers undertake three, three-week sole responsibility in-school placements, each in a different class. If possible, the three placements should each take place in a different stage of primary education.</p> <p>Roughly one third of the two years' study is devoted to work experience (preparation, analysis and practical in-school placement); the other two-thirds are dedicated to subject training.</p>
<b>Assessment of student teachers</b>	<p>The second-year curriculum, which is evaluated for the award of the certificate, is divided into three parts:</p> <ol style="list-style-type: none"> <li>1. a long practical training period (eight weeks) carried out in a class;</li> <li>2. a vocational paper on a situation encountered in real life; and</li> <li>3. more in-depth pursuit of theoretical training.</li> </ol> <p>The institution has an internal committee review the candidates' previous work and traineeship reports and renders an opinion on the validation of the second year. The lists and individual applications are transmitted to the <i>recteur</i> of the <i>académie</i>, who convenes panels made up of members predominantly from outside the IUFM. The panels deliberate on the IUFM's nominations and can, if they deem necessary, verify the capacities of the <i>Professeurs des écoles</i>-in-training (with visit and interview). The <i>recteur</i> of the <i>académie</i> then issues a degree conferring the title of <i>Professeur des écoles</i>.</p>
<b>Arrangements for post-qualification induction, in-service education, mentoring</b>	<p>There is a one-year probationary period. Primary schools and institutions receiving new permanent teachers organise their pedagogical support. The idea is to create an environment to support the trainee or new permanent teacher as they assume their duties for the first time, and facilitate the implementation of all aspects of their disciplinary, didactic and pedagogical skills. The idea is also to educate each trainee teacher in their civil servant duties by making them aware of their role as an adult of reference for pupils and of the ethical aspects of the profession they have chosen. Schools and institutions receiving trainee teachers or new permanent teachers must: carry out a training process in partnership with the university and integrated teachers' training institute; give teachers the answers to their professional queries and provide the expected information with regard to the objectives assigned to the training placements; promote teachers' involvement in team work and pedagogical consultation, meetings with parents and the various partners. When a teacher seeks training for the purpose of personal advancement and receives approval from the <i>recteur</i>, the training takes place, in priority, outside of the required teaching hours and may qualify for an indemnity. The training is taken into account in the context of the teacher's career management.</p>

## Germany

### 1. Background

The agreements on the 'Reform of the structure of study in teacher training' (reached by the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in 1995), and the framework agreements on training and examinations for the six types of teaching careers (reached by the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in 1994, 1995 and 1997), stipulate set minimum standards for the specialist and educational science components of teacher training, in the form of standard periods of study (*Regelstudienzeiten*) and hours of attendance per week during a semester.

### 2. Length and structure of primary education

Compulsory education in Germany starts at the age of six and lasts around 12 or 13 years, consisting of nine years of full-time education (10 in some *Länder*) and three years of, at least, part-time education.

Compulsory education is organised in three phases [including]: 6 to 10 years (6 to 12 years in the *Länder* of Berlin and Brandenburg). The curriculum includes, in most *Länder*: German, mathematics, *Sachunterricht* (interdisciplinary subject providing an introduction to economics, social studies, history, geography, science and technology), art, sport, music and, increasingly, a modern foreign language from Year 3 (ages eight to nine).

### 3. Key features of Primary Initial Teacher Education

<p><b>Structure of initial teacher education</b></p>	<p>Teacher training courses are provided in universities and other higher education establishments and are usually divided into two stages, a seven-semester course of higher education, followed by a period of practical teacher training. The first period of training includes: a specialist component including subject-related pedagogy and the study of at least two subjects or subject areas; an educational science component with compulsory study of educational theory and psychology; plus a choice of additional study areas (e.g. philosophy, social sciences/politics and theology); teaching practice, sometimes of several weeks' duration and accompanying courses of study.</p> <p>In addition, teacher training also covers some issues concerning special education. Practical teacher-training, in the form of a preparatory service, takes place in teacher training institutes and training schools.</p>
<p><b>Entry requirements, level of qualification and minimum length of initial teacher education for the primary level</b></p>	<p>The basic entry requirement for teacher training courses is the higher education entrance qualification (<i>Hochschulreife</i>), which is acquired after attending school for 12 or 13 years and passing the <i>Abitur</i> examination. It can also be attained in other ways in specific cases, for example by adults who successfully complete a course of evening classes or, in certain cases, following the successful completion of a non-university course of training in the tertiary sector. A pass in the First State Examination (<i>Erste Staatsprüfung</i>) is the requirement for admission to the preparatory service (<i>Vorbereitungsdienst</i>). In order to meet short-term demands in understaffed subjects a <i>Diplom</i> or a <i>Magister</i> examination can replace the First State Examination.</p>

<b>Ages/phases qualified to teach</b>	Teaching career type 1 allows teaching careers at the <i>Grundschule</i> or primary level. Teaching career type 2 allows general teaching careers at primary level and all or individual lower secondary level school types.
<b>Balance of primary teacher education programmes</b>	All teaching careers studies at a university or equivalent institution of higher education are followed by <i>Vorbereitungsdienst</i> (preparatory service) as the second stage of teacher training. Generally lasting two years, and with the particular emphasis depending on the <i>Land</i> and the type of teaching career, it involves sitting in on lessons, guided and independent teaching at training schools and studies in educational theory and subject-related didactics/pedagogy at teacher training institutes ( <i>Studienseminare</i> ) which reappraise and consolidate experience gained through practical training. Some <i>Länder</i> plan to reduce the duration of preparatory service from two years to 18 months by, for example, awarding credits for semesters of practical teacher training or other courses in teaching practice. Training for teaching career type 1 incorporates study of an elective or specialised subject as well as primary school pedagogy. Alternatively, future primary school teachers may study areas of learning or one or several subjects, if subject-related elements of pedagogy are incorporated in their course. Options and specialisations vary from <i>Land</i> to <i>Land</i> .
<b>Assessment of student teachers</b>	The curricular content of courses depends on the level and type of education for which the trainee teacher is preparing. At the end of the higher education course, trainee teachers take the First State Examination, which entitles those who succeed to progress to the practical stage. Practical teacher training concludes with the Second State Examination, which is the pre-requisite for employment as a teacher, although successful completion does not guarantee a teaching position.
<b>Arrangements for post-qualification induction, in-service education, mentoring</b>	Following successful completion of the <i>Vorbereitungsdienst</i> (preparatory service), newly-qualified teachers can apply for permanent employment at public-sector schools. Salaried teachers have a six-month probationary period. A system of support for the induction period for newly qualified teachers is being established, including types of in-service training particularly suited to the needs of newly qualified teachers.

## Greece

### 1. Background

The 1975 Constitution set a new general framework of educational policy that was introduced in 1976. Reforms included the establishing of the demotic language as the language of instruction. Emphasis was placed on modernizing curricula, drafting new textbooks and improving the administration and monitoring of education. Reforms in the 1980's included adoption of single-accent writing system in the Greek language; four-year Pedagogical Departments being established at universities to replace the two-year Pedagogical Academies. The instruction of a foreign language was introduced at primary school level and music, gymnastics and art were taught by specialised staff. Special needs education was arranged for students with special needs and large-scale and compulsory further education was established for teachers.

The administration of schools is the responsibility of The Ministry of Education and Religious Affairs. Some activities and specific fields of competence are performed by decentralized public agencies, overseen by the Ministry of Education, such as: the Pedagogical Institute, responsible for the scientific research and examination of issues related to primary and secondary education; the School Buildings Organisation, responsible for the design, construction, equipping and layout of buildings to be used for primary (and secondary) Education; the School Book Publishing Organisation, responsible for publishing and distributing the books and publications of all kinds that are required to meet the needs of education at all levels; and the Organisation for the Further Education of Teachers.

### 2. Length and structure of primary education

Attendance at Primary Education (*Dimotiko*) lasts for six years and children are admitted at the age of six. Along with the regular kindergartens (*Nipiagogeia*) and the *Dimotika*, all-day primary schools are in operation, with an extended timetable and an enriched Curriculum.

In the context of the 'Innovative Action Flexible Area' of the timetable of the Primary School (2 hours a week), teachers are encouraged to develop issues regarding European identity, as well as multiculturalism, globalisation and environmental protection and are supported to this end with relevant educational material.

### 3. Key features of Primary Initial Teacher Education

<b>Structure of initial teacher education</b>	Initial education is offered by Universities (Faculty of Primary Education) and it lasts four years, leading to a BA in Education. The concurrent model is used.
<b>Entry requirements, level of qualification and minimum length of initial teacher education for the primary level</b>	A degree in primary school education is required from the Pedagogical Department of a University or an equivalent degree from an Institution abroad. In the latter case, a secondary-school certificate is required from either a Greek six-grade secondary school ( <i>gymnasio</i> ) or an upper secondary school ( <i>lykeio</i> ), or certification of full knowledge and comfortable use of the Greek language and knowledge of Greek history which is granted after sitting successfully for examinations. The initial training of primary teachers lasts 4 years for all specialities.
<b>Ages/phases qualified to teach</b>	The BA in Education holders can teach from Grades 1 to 6.
<b>Balance of primary teacher education programmes</b>	Time spent on professional training inside initial training varies between universities. Students at Athens University spend one day per week in school during the first two years of their studies. During the third year they observe school teachers. During the fourth year they teach themselves initially one or two hours per week and later one day per week. At the end of the 8th semester they teach for a whole week and they submit a reflective journal concerning their one week teaching. Pedagogy, educational psychology and didactics cover about 50% of the time and the other 50% by subject matter and general education courses.
<b>Assessment of student teachers</b>	The Pedagogical Departments for Primary Education grant degrees that provide their holders with the possibility of participating in an examination held by the Supreme Employee Selection Board and being registered in a chart of provisional supplementary teachers so as to be employed as primary school teaching staff.
<b>Arrangements for post-qualification induction, in-service education, mentoring</b>	Short-term compulsory or mandatory training programmes are applied for the duration of a half- or full term, aiming at informing the newly-appointed or already-serving teachers on the developments of science and new teaching and assessment methods, along with improving their ability to meet the requirements of the ever-changing conditions of education and to efficiently apply their task. Primary school teachers who are graduates of Pedagogical Academies and Kindergarten Teachers' Academies, in addition to further education, receive extra training at the <i>Marasleio</i> Primary School Teachers' Institute which offers a two-year programme of studies.

## ***Hungary***

### **1. Background**

The education system in Hungary is essentially based on an 8 + 4 system, that is, eight years of education in the *general school* (students aged six to 14), followed by four years of upper secondary education (aged 14 to 18+). Some students do, however, leave *general school* at age ten or 12 to move on to secondary education.

There is no higher education institution which provides for all branches of teacher training. Until integration of institutions in 2000, colleges were named according to their main specialism as pre-primary teacher (*óvodapedagógus*) training, primary school teacher (*tanító*) training or school teacher (*tanár*) training colleges. Universities, on the other hand, have always pursued teacher training alongside their other activities. At present, there are only a few higher education institutions with names containing reference to a teacher training specialism.

### **2. Length and structure of primary education**

The Framework Curriculum states that the following subjects should be taught: Years 1 to 4 (ages six to ten): Hungarian language and literature (which may include teaching of one of the official minority languages in Hungary), foreign language, mathematics, music, drawing and visual culture, technology and ways of living, and physical education and sports.

Years 5 to 8 (ages ten to 11) [and up to 14]: Hungarian language and literature (which may include teaching of one of the official minority languages in Hungary), history and citizenship/civic knowledge, foreign languages, mathematics, information technology, nature (only taught in Years 5 and 6, ages ten to 12), singing and music, drawing and visual culture, technology and lifestyle, and physical education and sports.

### 3. Key features of Primary Initial Teacher Education

<b>Structure of initial teacher education</b>	The duration of training was formerly three years. This was raised to four years in 1995 primarily because of the introduction of specific subject training to permit qualified primary level teachers to teach in grades 5 and 6 in addition. At present, 16 institutions of higher education are licensed to run primary school teacher ( <i>tanító</i> ) training degree programmes, nine of which are state-financed institutions or faculties, four are denominational primary school teacher training institutions, one is run by a foundation (for training conductive primary school teachers for students with special needs), while two are former school teacher training institutions, now colleges with multiple faculties. Students are also trained at pre-school and primary school teacher training colleges (now faculties), in certain school teacher training colleges and, in addition, teachers of religion and theology are also trained in denominational institutions.
<b>Entry requirements, level of qualification and minimum length of initial teacher education for the primary level</b>	The criteria for admission to initial teacher training include: performance at upper secondary level; the successful completion of a tertiary education entrance examination; and the successful completion of an examination for admission to teacher training. Prior to the entrance examinations, several institutions offering training for pre-primary teachers, primary school teachers and special education teachers, as well as all institutions offering training for school teachers, require skills or aptitude testing, failure of which generally precludes admission.
<b>Ages/phases qualified to teach</b>	The term 'school teacher' ( <i>tanár</i> ) refers to two groups of professionals. The first group of teachers teach children in grade 5 to grade 8 in single structure primary education in practice. However, in principle, they are qualified to teach up to grade 10 (up to age 16) by a college-level degree. The second group teach Grades 9 to 12 (up to age 18) in secondary schools, leading to the secondary school leaving examination. However, they are, in principle, qualified to teach from grade 5 to grade 12, as they hold a university-level degree. The second group teach general education and also participate in vocational training by teaching one or more subjects according to their initial subject specialisation.
<b>Balance of primary teacher education programmes</b>	In teacher training programmes, the qualification requirements for any given degree programme are determined by the qualification requirements issued for the sector applicable to the field of study, and the 'Decree on the Requirements of Teacher Qualifications'. According to this government decree, all teaching degree programmes must include a minimum of 600 lessons on pedagogy/psychology. The decrees issued regarding teacher training qualification requirements include the proportions of theoretical and practical training. The Decree also stipulates a minimum training time of six semesters in simultaneous training, and four semesters in supplementary training.
<b>Assessment of student teachers</b>	Decrees issued regarding teacher training qualification requirements include the main requirements of testing and assessment. Since 2002, these can be expressed in credits.
<b>Arrangements for post-qualification induction, in-service education, mentoring</b>	There has recently been increasing interest in introducing an induction phase to facilitate the transition to the teaching profession. In 2001, educational policymakers unveiled a 'Teachers' career model', which outlined the induction of beginning teachers to be conducted by so-called 'mentor teachers' in educational institutions. The status of mentor teacher was intended to raise the prestige of existing teachers. This 'Teachers' career model' was, however, removed from the agenda by the new government, elected in 2003.

## Ireland

### 1. Background

Initial teacher education for primary teachers may be traced back to the establishment of national schools in the 1830s. By 1922, when the island of Ireland was divided, teaching colleges were providing two-year training courses in single-sex, denominational institutions. During the 1970s the teaching profession became an all graduate one, with a mixture of concurrent and consecutive initial teacher education programmes.

### 2. Length and structure of primary education

Primary schooling extends from ages five to 12. The principal provider of schooling is the Catholic Church, but all schools must abide by government curricula. They can attend the state system of national schools or private primary schools. Teaching of the Irish language is a compulsory feature of the curriculum.

### 3. Key features of Primary Initial Teacher Education

<b>Structure of initial teacher education</b>	Primary initial teacher education occurs at university level (ISCED 5A) in five teacher training colleges.
<b>Entry requirements, level of qualification and minimum length of initial teacher education for the primary level</b>	One of the entry criteria for primary school teacher training in Ireland is a good proficiency in the Irish language. This also applies to most overseas students. Teacher education programmes draw entrants from the top 25% of Leaving Certificate students proceeding to third level education. This has been a key factor in sustaining the very high qualification levels of student teachers entering the profession. In recent years, the number of BEd graduates qualifying with an honours grade in teaching practice has been increasing significantly and has ranged from 60% to 85%. Primary school teachers complete a three-year programme, leading to a Bachelor of Education (BEd) degree, at one of the five teacher training colleges. In addition, an 18-month Postgraduate diploma is available in four of the teacher training colleges. There is also one example of a part-time, online diploma course.
<b>Ages/phases qualified to teach</b>	Five to 12
<b>Balance of primary teacher education programmes</b>	The theoretical component of BEd courses emphasises professional studies and the foundations disciplines of education and professional studies, although there is an ongoing debate about the relevance of such components. Working with teachers and children in school is an integral part of the BEd course. Over three years students spend an average of 17 weeks on teaching practice, which varies from college to college. In contrast to the most European countries, the teaching practice partnership arrangements between schools and teacher education colleges in Ireland are voluntary. All students are expected to evaluate and reflect on their teaching experience in schools.
<b>Assessment of student teachers</b>	Students receive summative and formative feedback in both oral and written form. The written forms identify students' strengths, areas for improvement and strategies for the implementation of recommendations made. College supervisors perform a dual role on teaching practice – namely, to advise and assess. Tutors regularly complete assessment/evaluation forms for both and also determine the final mark/grade for teaching practice.
<b>Arrangements for post-qualification induction, in-service education, mentoring</b>	Since the 1990s the continuing professional development of teachers in Ireland has received sustained attention. An expanded and strengthened in-career development programme was made possible through the assistance of the Human Resources Operational Programme (HROP) of the European Union under the National Development Plan. Over £35m was allocated for the six years 1994-1999.



## Italy

### 1. Background

Although curriculum content is prescribed at national level, teachers decide on teaching methods. Classes are currently taught by a group of two or three teachers specializing in language, mathematics and science and social sciences. This model offers a broader level of expertise and teaching styles to pupils and supports the aim of the government to encourage creativity and critical awareness. However, teams of teachers must meet regularly to plan and evaluate the effectiveness of each programme and thus is costly in both time and money.

### 2. Length and structure of primary education

Primary (*Scuola elementare*) 6-11 years

### 3. Key features of Primary Initial Teacher Education

<b>Structure of initial teacher education</b>	University degree, compulsory for both pre-primary (3-6 years) and primary (6-11 years). Training takes place at universities. The training model for pre-primary and primary teachers is the same for the first two years of a four-year degree course with a common two-year period which then branches for a further two years with either an emphasis on pre-primary or primary. Thus students opt for one or the other at the end of the second year of study.
<b>Entry requirements, level of qualification and minimum length of initial teacher education for the primary level</b>	Entry requirement: <i>Diploma di superamento dell'esame di Stato</i> (issued on successful completion of the upper secondary school leaving examination) is needed to enroll or taking a University or Institution entrance examination. The number of places is decided annually by the Government and access is regulated by an admissions test if applications outnumber the available posts.  Level of qualification: two final qualifications are awarded – a diploma indicating the type of degree and the final mark – a certificate comprising a list of examinations passed and the related marks.  The diploma is required for admission to the competitive examinations for teaching positions at primary school level. A reform that provides the abolition of competition examinations is going to be implemented.  Minimum length of ITE: four years full-time.
<b>Ages/phases qualified to teach</b>	Primary phase (ages six to 11 years).
<b>Balance of primary teacher education programmes</b>	20-25% school experience. Universities are free to decide the content of the courses within boundaries set by national guidelines. In the absence of a National Curriculum there is no determined amount of time for training in specific curriculum areas, although the national guidance has established formative credits (European Credit Transfer System – ECTS) expressed in percentages for each module or domain of study. These are: 35% Curriculum knowledge 30% Pedagogy 20 - 25% School experience – this amounts to between 180 - 200 hours each semester and includes planning and evaluation of lessons and performance.

	<p>10% Workshop activities (didactical simulations, projects) 5% Individual university decisions</p> <p>There are no compulsory courses devoted to inclusion, cultural diversity or special needs issues, although they are addressed within the other modules.</p> <p>Students who wish to teach children with special needs, including those with physical disabilities, opt for an additional course of 400 hours. This course is provided by the university and is totally optional. Those who acquire this additional qualification are then able to work as specialized or support teachers (not as mainstream teachers) in regular classrooms as special schools have almost disappeared completely.</p>
<p><b>Assessment of student teachers</b></p>	<p>At the end of the degree course students are assessed on their course work and performance in schools. A written dissertation is submitted to the university examination board where it is discussed and assessed. The examination board is made up of tutors from the university and university teachers.</p> <p>The National Guidelines identify 12 competences (<i>obiettivi formativi</i>). These are not statutory and very general and so consequently each university is allowed to modify or integrate them according to their own interpretations.</p>
<p><b>Arrangements for post-qualification induction, in-service education, mentoring</b></p>	<p>Once a permanent position is obtained, new teachers must complete a trial/probationary period for one school year, during which they are required to attend and participate in 40 hours outside ordinary teaching time. In accordance with the National Labour Contract (2003), the probationary year should offer particular opportunities to improve technological skills and knowledge of foreign languages.</p> <p>New teachers are also expected to attend seminars and refresher courses to keep up-to-date. Other subjects dealt with during this period include counselling, SEN and health education. Since 2003/03 the 40 hours has been organised as 25 hours on-line and 15 hours of seminars.</p> <p>The head teacher is responsible for appointing mentors for new teachers during their first year. At the end of the first year, each new teacher writes a report on the training and teaching experiences, which is discussed with a Committee provided by every school (Committee for the evaluation of teacher service). No formal certificate is issued following this assessment. In-service and continuous professional development courses are available but not compulsory.</p>

## **Latvia**

### **1. Background**

In 1940 Latvia was occupied and incorporated into the Soviet Union. Its educational system was thus adapted to the Soviet model. Higher education used to be 4-5 years in duration and led to a diploma in a given specialty. In line with the tradition of Soviet centralism, the programmes followed a strict and uniform model. One of the first Laws adopted upon the restoration of independence was the Law on Education (1991). It introduced a number of substantial changes. The Law provided autonomy to institutions of higher education, introduced Bachelor's and Master's level as well as professional study programmes instead of the 4-5 year diploma studies. These changes also affected initial teacher training. Until 1994 initial teacher training could be acquired at the University of Latvia or pedagogic higher educational institutions, teachers' institutes.

### **2. Length and structure of primary education**

From 2002, it became compulsory to attend pre-school education at ages five and six. Basic education (*pamatizglitiba*) begins at age seven and lasts a total of nine years. This period is divided into two stages: four years of primary (*sakumskola*) and five years of lower secondary school (*pamatskola*). The nine years of basic education are compulsory and are uniform throughout the country. Subjects taught at primary school include: Latvian, mathematics, physical education, music, visual art, handicrafts and nature, English language (from Grade 3). Later the following subjects are introduced: history, geography, biology, physics, chemistry, ethics, home economics, health sciences, economics, civics, a second foreign language.

### 3. Key features of Primary Initial Teacher Education

<p><b>Structure of initial teacher education</b></p>	<p>Institutions responsible for initial teacher training are the following: higher education institutions, the Ministry of Education and science and the Education State Inspection School teachers in Latvia are trained at university tertiary level in accordance with the consecutive or the concurrent model. There are two groups of programmes academic programmes and professional programmes.</p> <p>Academic higher education is divided into two stages: a Bachelor's degree is awarded after the first stage; a Master's degree after the second stage. Bachelor's degree programmes in Latvia last 3 or 4 years. Master's degree programmes usually last two years, and the Master's degree gives access to doctoral studies.</p>
<p><b>Entry requirements, level of qualification and minimum length of initial teacher education for the primary level</b></p>	<p>Although the main access requirement is holding a general secondary education certificate (with marks in subjects relevant to the programme), the training institution, depending on the course or area of specialisation, establishes methods of selection and has the right to state additional admission requirements. Recently, practical selection procedures to state-financed study places are based on the results of centralised examinations passed at the end of secondary education, but may also include competitive entrance examinations and (or) a ranking according to the marks in a secondary education certificate. The latter can be accompanied by an interview. There are no requirements relating to the place of residence or age. Thus, access to initial teacher training in the case of the concurrent model does not differ from access to other university level courses or areas of specialization.</p>
<p><b>Ages/phases qualified to teach</b></p>	<p>Teachers of the first stage of basic education (Classes 1 to 4) receive a teacher qualification in the respective level of education, and are entitled to teach most subjects.</p>
<p><b>Balance of primary teacher education programmes</b></p>	<p>The actual structure of the pedagogical element of training varies widely from institution to institution.</p>
<p><b>Assessment of student teachers</b></p>	<p>In Latvia, a student acquires teacher qualification and is entitled to work as a teacher immediately after the completion of the initial training programme. There is no other transition period required in order to become fully-qualified for the teaching profession.</p>
<p><b>Arrangements for post-qualification induction, in-service education, mentoring</b></p>	<p>There is no support system to assist teachers in the light of excessive workloads or in dealing with particular pupil needs. It is likely that a system of teaching assistants will be introduced. Schools have admitted the necessity for support for teachers working with heterogeneous groups of pupils and try to have two teachers working in so-called 'correction' classes. Also, in order to facilitate teachers' work, the first three years' classes usually are divided in halves for mathematics and language classes. Later, this division is preserved only in foreign language classes. However, the classes can be divided only if the number of learners exceeds 25.</p>

## Lithuania

### 1. Background

Lithuania is a young country that came into being only in 1990. Since that time, the structure of the Lithuanian education system has been defined by various legislative measures, but teacher-training arrangements are widely regarded as weak. While strengths have been identified in the Lithuanian higher education system, it has also been suggested that the country's universities tend naturally to be conservative, slow to change, and slow to engage in dialogue with schools.

### 2. Length and structure of primary education

The primary education curriculum, taught to children aged six to 11, comprises the teaching of the Lithuanian and foreign languages, moral, ethical and religious education, the social and natural sciences, mathematics, the arts, technical education and health education.

### 3. Key features of Primary Initial Teacher Education

<b>Structure of initial teacher education</b>	Primary initial teacher education occurs at university level (ISCED 5A) in three universities and other pedagogical colleges.
<b>Entry requirements, level of qualification and minimum length of initial teacher education for the primary level</b>	Primary teachers receive professional and practical training through college ( <i>Aukštesnioji mokykla</i> ) or university courses. Studies last for three or four years respectively.
<b>Ages/phases qualified to teach</b>	Six to 11
<b>Balance of primary teacher education programmes</b>	Unknown
<b>Assessment of student teachers</b>	Unknown
<b>Arrangements for post-qualification induction, in-service education, mentoring</b>	In-service education for teachers is a stated priority for the coming years.



## **Luxembourg**

### **1. Background**

The *Institut Supérieur d'Études et de Recherches Pédagogiques* (ISERP), the higher institute for pedagogical study and research, was founded under the Act of 6th September, 1983. It replaced the *Institut Pédagogique*, founded in 1958, which ran a two-year higher education course to train pre-secondary school teachers and which in turn replaced the *Ecole normale*, the latter offering a four-year course of training leading to a qualification at the level of the secondary school leaving certificate. The Institute dispensed training for pre-school and primary school teachers, in conjunction with the *Centre universitaire de Luxembourg* (the Luxembourg centre for higher education), in the form of a three-year course of higher education leading to the *certificat d'études pédagogiques* (certificate of pedagogical studies). In 2003, the ISERP became part of the University of Luxembourg, which was founded by the Law of 12th August, 2003.

### **2. Length and structure of primary education**

Education is compulsory from age four until 15, the first two years being pre-school. Primary education covers the first six years of school study. Children study 28 lessons per week, with the curriculum including: Luxembourgish (Lëtzeburgesch; German; French; mathematics; the study of the local environment, elementary science and technology (grade 1-4); geography, natural science, history (grades 5 and 6); music; drawing and craft; physical education; religious education/moral education.

### 3. Key features of Primary Initial Teacher Education

<b>Structure of initial teacher education</b>	Teachers at preschool and primary level complete a four-year training course at the Faculty of Language and Literature, Humanities, Arts and Education of the University of Luxembourg after completing secondary school. The programme culminates in the award of a Bachelor's degree in Educational Sciences with a particular focus on learning and teaching. This degree is replacing the <i>Certificat d'études pédagogiques</i> – delivered from 1983 to 2003 by the former <i>Institut Supérieur d'Études et de Recherches Pédagogiques</i> – and from 2003 to 2008 by the University of Luxembourg.
<b>Entry requirements, level of qualification and minimum length of initial teacher education for the primary level</b>	Applicants are required to hold a national or international secondary school leaving certificate. Foreign certificates are recognised when they meet the higher education criteria of Luxembourg. As the programme accepts only about 130 students per academic year, applicants are required to pass a written admission test in the scientific languages of the programme, i.e. German, French, English, and also in <i>Lëtzeburesch</i> , the country's national language.
<b>Ages/phases qualified to teach</b>	The programme provides qualifications for teaching in preschool (four- to six-year-old children), in primary school (six-to 12-year-old children), in preparatory classes of the technical secondary school (12-15 year old pupils) and in institutions for children with special needs.
<b>Balance of primary teacher education programmes</b>	The <i>Bachelor Professionnel en Sciences de l'Éducation</i> (BPSE) programme attempts to closely interrelate academic activities at the campus with field activities at local schools. Internship is seen both as a resource for constructing concepts and as a context for developing teaching practices and professional competences. Fieldwork (research, pedagogical projects and practice) is a recurring part of the semester units and starts as early as semester one. During internship, the student is focusing on children's learning processes in context which are to be documented for later thorough analysis. In addition, the responsibilities for pedagogical activities will be gradually increased, in cooperation with the individual mentors and tutors.
<b>Assessment of student teachers</b>	Students completing the BPSE course are awarded the Bachelor's degree in Educational Sciences. The diploma does not automatically qualify one for a position as a primary education teacher or a pre-school education teacher in the Grand-Duchy of Luxembourg, but gives access to the competitive examination for the profession of primary or pre-school teacher in Luxembourg. With regards to the job vacancies in the Luxembourg school system, this examination intends to select a certain number of future teachers from all the applicants coming from universities in Luxembourg and abroad.
<b>Arrangements for post-qualification induction, in-service education, mentoring</b>	An initial appointment is valid for a period of one year, prior to subsequent indefinite extension. This appointment is provisional and must be for two consecutive years. Teachers have access to in-service training co-ordinated by the <i>Service de Coordination de la Recherche et de l'Innovation pédagogiques et technologiques</i> (SCRIPT).

## **Malta**

### **1. Background**

The Maltese education system has closely followed the British model, because of the historical links between the two countries. In 1964 the Maltese Islands became an Independent Archipelago and this political change has led to a series of reforms in the Maltese Education system. Over the last ten years several major measures and reforms have been introduced, a key element has been the promotion of decentralization in order to encourage decision making at more local levels to meet more local needs. One of the main recent initiatives has involved the restructuring of the state and primary sectors; as part of the decentralizing process, schools are being encouraged to develop networks to pool and share ideas and experiences as well as facilities and services. Each network will consist ideally of two secondary schools, one for boys and another for girls, and a number of feeder primary schools.

### **2. Length and structure of primary education**

Primary education lasts for six years, covering the ages of five to 11 years and is compulsory. There are three main forms of educational provision available: children can attend State, Church or Independent schools. Education in State schools is free of charge, Church schools accept donations and Independent schools charge fees. All schools offer a bilingual curriculum in Maltese and English.

The maximum class size in a Maltese primary classroom is thirty pupils; in state schools, students are generally grouped according to age in the first four years of primary education, during the last two years they are streamed on the basis of examination results. There is no streaming in Church or Independent schools. Formal assessment of students is introduced in the fourth year of primary school. Children with special educational needs are educated within mainstream schools wherever possible; children with special needs who are not integrated into the mainstream attend special schools with a strong emphasis on inclusive practice.

### 3. Key features of Primary Initial Teacher Education

<p><b>Structure of initial teacher education</b></p>	<p>There are two routes that lead to qualification as a teacher in Malta, both provided by the Faculty of Education at the University of Malta.</p> <ol style="list-style-type: none"> <li>1. A four year BEd (Hons) degree course, separated into either a primary or secondary track.</li> <li>2. A one year Post Graduate Certificate in Education (PGCE) course which is open to graduates of other degree courses but this is a route open only for students who want to work in a secondary school. There is no PGCE leading to Primary teaching.</li> </ol>
<p><b>Entry requirements, level of qualification and minimum length of initial teacher education for the primary level</b></p>	<p>The course is a four-year Bachelor of Education Honours degree.</p> <p>Students are required to pass a Maltese and an English proficiency test to enrol on the BEd Primary course. All students must be competent in computer applications, possessing a European Computer Driving Licence (ECDL) prior to the start of the course.</p>
<p><b>Ages/phases qualified to teach</b></p>	<p>All ages from five to 11 years.</p>
<p><b>Balance of primary teacher education programmes</b></p>	<p>Teachers are trained to be general primary teachers, although for subjects such as ICT, Physical Education, Science, Art, Drama and Music, specialist teachers provide support in the classroom.</p> <p>Subject content is not developed beyond the level students have at entry, but during the course the focus is on the pedagogy of the eight subjects which are compulsory in the primary schools – Religious education, Mathematics, English, Maltese, Science, Social Studies, Expressive Arts and Physical Education.</p> <p>The course can be split into three main areas:</p> <ul style="list-style-type: none"> <li>• Educational theory aims to generate a commitment to teaching as a professional activity based on an understanding of the needs of the individual, of different social groups, their aspirations, cultures, and values, and on an awareness of the function of education in society.</li> <li>• The general pedagogy area provides students with basic knowledge and skills necessary for teaching in primary schools.</li> <li>• School experience and teaching practice provide students with the opportunity to relate theoretical work carried out at the University with practical experiences in the classroom. There are 32 credits for school experience out of a total of 240 on the course.</li> </ul>
<p><b>Assessment of student teachers</b></p>	<p>Teachers are given a teacher's warrant after two teaching years (previously one teaching year); the award of this is subject to confirmation upon a number of visits/inspections by Education Officers.</p>
<p><b>Arrangements for post-qualification induction, in-service education, mentoring</b></p>	<p>The lack of a formal induction period for new teachers is a recognised issue in Malta but a structured system of in-service professional development for all staff is in place. In-service training is allocated three days each year, to be taken at the beginning or end of the school year. Since 2001/02, three annual two hour sessions after school have also been introduced.</p>

## **Netherlands**

### **1. Background**

Traditions of Dutch teacher training extend back to the early-nineteenth century, with many college originally linked to the Protestant or Roman Catholic churches. Such colleges were upgraded to pedagogical academies in 1968. Until the implementation of the 1981 Primary Education Act in 1985, there were two separate forms of teacher training for this phase: courses for nursery teachers (4- to 6-year-olds) and primary school teacher training at the *Pedagogische Academie* (6- to 12-year-olds). The integration of the previously separate nursery and primary schools within new-style primary schools has been reflected in the integration of these two courses in a single primary school teacher training course at higher vocational/professional education level.

### **2. Length and structure of primary education**

Compulsory areas of learning within primary education (*primair onderwijs*), which extends from ages five to 12, include sensory co-ordination and physical exercise, Dutch, arithmetic and mathematics, English, a number of factual subjects, including geography, history, science, social studies, religious and ideological movements, expressive activities, social and life skills and healthy living. Schools are free to decide how much time is spent on the various areas of the curriculum.

### 3. Key features of Primary Initial Teacher Education

<p><b>Structure of initial teacher education</b></p>	<p>Primary school teacher training courses are higher professional education or <i>Hoger Beroeps Onderwijs</i> (HBO) courses offered in those HBO institutions and colleges providing primary teacher training. Courses are funded by central government. Over 30 HBO institutions provide primary school teacher training courses (2003), some at several different locations. Some 25,000 students are enrolled on these courses.</p> <p>There are full-time, part-time and dual (i.e. work-study) HBO courses leading to a primary school teaching qualification. All courses currently have a study load of 240 credits (equivalent to four years' full-time study). However, students may be given exemptions on the basis of previous educational qualifications or skills acquired elsewhere, so that, in practice, institutions can now offer, shorter tailor-made as well as standard courses.</p>
<p><b>Entry requirements, level of qualification and minimum length of initial teacher education for the primary level</b></p>	<p>Candidates seeking admission to a HBO primary teacher training course must usually have either a <i>hoger algemeen voortgezet onderwijs</i> (HAVO) senior general secondary education certificate, a <i>voorbereidend wetenschappelijk onderwijs</i> (VWO) pre-university education certificate, or a <i>middelbaar beroepsonderwijs</i> (MBO) secondary vocational education certificate. (The MBO certificate is currently being replaced by the SBO.) Applicants aged 21 or over without the required qualifications may also be admitted after passing a <i>viva voce</i> (oral) entrance examination. There are no government-imposed restrictions on the number of places (<i>numerus fixus</i>).</p>
<p><b>Ages/phases qualified to teach</b></p>	<p>A qualified primary school teacher can teach all subjects in all year groups at primary level (four to 12-year-olds), except physical education. This they are only qualified to teach in Years 1 and 2. Primary level schools can also appoint specialist teachers with a secondary school teaching qualification in sensory coordination and physical education, art, music, handicrafts, dance, drama, English, or Frisian or other minority languages.</p>
<p><b>Balance of primary teacher education programmes</b></p>	<p>There are no statutory regulations relating to the curriculum. In practice, around a quarter of the entire course is devoted to periods of teaching practice, beginning in the first year. Teaching practice takes place mainly in primary and special schools</p>
<p><b>Assessment of student teachers</b></p>	<p>To complete the primary teacher training course, students must obtain 240 credits and pass the examinations. Those completing the course receive a certificate of higher professional education. This usually details the course attended, the examinations taken and the teaching qualification obtained.</p>
<p><b>Arrangements for post-qualification induction, in-service education, mentoring</b></p>	<p>Probationary periods in the Netherlands are discretionary. There are no specific training programmes for qualified beginning teachers. However, the Inspectorate of Education recently stated that, in the year 2000, primary schools offered more support to beginning teachers than they had in 1993 and that this support was provided in a more methodical way. About 80 per cent of beginning primary school teachers received support in one way or another. The Education Sector Employment Board is currently researching the possibilities for using teachers on early retirement as mentors for beginning teachers.</p>

## **Poland**

### **1. Background**

The overwhelming majority of the population are native Poles and predominantly Roman Catholic. (Roman Catholic 95%; Eastern Orthodox, Protestant and other 5%). Significant ethnic minority groups are mostly from Eastern Europe e.g. Lithuania, Belorussia, Ukraine, Slovenia and Slovakia.

Polish education has been undergoing major restructuring since the early 1990s. The collapse of Communism has led to some complexity in the system. There have been a large number of Education Acts and other supporting legislation introduced over the last 15 years designed to standardize ITE provision with subsequent changes for its providers.

In order to standardize ITE provision an accreditation system has been in place since January 2004 in compliance with the Regulation of the Minister of National Education and Sport of 20<sup>th</sup> December, 2003 on accrediting facilities of further education for teachers (*Journal of Laws*, 227, 2248).

### **2. Length and structure of primary education**

Primary 7 – 13 (compulsory)

Primary children are organised in year grades 1 – 6, that are divided into two stages. Stage 1 Grades 1- 3 (seven- to nine-year olds). In Stage 1, the class teacher teaches all subjects.

Stage 2 Grades 4 - 6 (10 – 13 year olds). Teaching at this stage is organized into separate subjects - Polish language, history and civics, a modern foreign language, mathematics, natural science, music, art, technology, computer science, physical education and religion/ethics). In addition to these subjects, the following cross-curricular themes are also offered: health education; ecological/environmental education; media studies; education for society (citizenship); education for family life; cultural heritage of the region; patriotic and civic education

A certificate is awarded on completion of the primary phase – *Swiadcetwo Ukonczenia Szkoły Podstawowej*.

### 3. Key features of Primary Initial Teacher Education

<b>Structure of initial teacher education</b>	Since 1990, initial teacher education has been a 3-year course provided by either teacher colleges controlled by local authorities who award a certificate of completion ( <i>Dyplom Ukonczenia</i> ) or teacher education faculties in universities who award <i>Licencjat</i> degrees.
<b>Entry requirements, level of qualification and minimum length of initial teacher education for the primary level</b>	<p>Entry requirements Secondary school credentials; University/institution entrance examination, qualifying tests and/or interviews; Prize winners of national competitions (<i>olimpiada</i>).</p> <p>The number of students is decided by each Institute.</p> <p>4.3% of pre-primary school teachers have only secondary education experience (left over before the 1990s reforms); 53.6% of pre-school teachers have Masters degrees; 99.3% of the primary teaching profession is female.</p> <p>Level of qualification Teachers may have one of the following: - 3 year training college, resulting in a diploma (<i>Licencjat</i>); - <i>Licencjat</i> with extra 2 years study for a Master's degree (<i>Magister</i>) (ISCED 5A (BA or MA)); - diploma from former two-year training colleges (phased out during 1990s) or from teacher training colleges (these last three years and finish with a diploma) (ISCED 5B).</p> <p>Minimum length of ITE: 3 years.</p>
<b>Ages/phases qualified to teach</b>	Six to seven (pre-primary) Seven to 13 (primary)
<b>Balance of primary teacher education programmes</b>	<p>Since 2004 teachers are trained as specialists in two subjects (instead of one before this date), as well as pedagogical training. Acquisition of computing skills and one foreign language is also obligatory. Apart from obligatory core courses, there are also specialised and optional courses to suit individual needs. Each course is awarded ECTS credits and students must collect a minimum of 60 credits to move on to the next year of study. Teacher training consists of training in subject matter (biology, mathematics, etc.) and pedagogical training (teaching methods, psychology, sociology).</p> <p>The total amount of time allocated for pedagogical training is 540 hours, broken up as follows – Philosophy – 75 hours Psychology – 90 hours Sociology – 90 hours Concepts and educational systems – 75 hours History of education, educational theory, social factors affecting learning – 210 hours.</p> <p>Students must also meet the required standards for teaching, both general subjects and an additional specialism. ICT and voice training is also included.</p> <p>School experience is 180 hours.</p> <p>Warsaw university is the only place currently providing training in SEN.</p> <p>Special education is receiving attention with the creation of new facilities in special and mainstream schools.</p>

	<p>Romany (Gypsy) children are also being targeted as a group needing attention. Most Gypsy children in the primary sector are currently helped by special Gypsy education assistants and support teachers; this has improved their attendance significantly. However, such children tend not to continue their education into the secondary level.</p>
<b>Assessment of student teachers</b>	<p>The State Accreditation Commission (<i>Państwowa Komisja Akredytacyjna</i>), was established in January 2002 on the basis of the September 1990 Act on Schools of Higher Education and is the legal higher education body responsible for the improvement of teaching quality.</p> <p>The Commission is responsible to the Minister of Education and is concerned with monitoring and moderating programmes of study provided in higher education institutions. It is also involved with the assessment of teaching quality, including the training of teachers and teaching conditions. The Commission co-operates with national and international organisations, which are involved in teaching quality assessment and accreditation matters.</p>
<b>Arrangements for post-qualification induction, in-service education, mentoring</b>	<p>The probationary period lasts 3 years and 9 months:</p> <p>First year – appointed as a <i>contract</i> teacher;</p> <p>Next phase (2 years and 9 months) – promoted to <i>appointed</i> teacher;</p> <p>Final phase – promotion to <i>chartered</i> teacher.</p>



## **Portugal**

### **1. Background**

Since 1998/88, compulsory schooling is 9 years, with a minimum school leaving age of 15. Schooling covers *ensino básico*, upper secondary education and higher education. Pupils who successfully complete their *ensino básico* have the right to a diploma and proceed with their studies in upper secondary education. Once *ensino básico* is completed, the pupil has a choice: further studies through any of the different tracks offered by upper secondary education, or entry into the labour market.

### **2. Length and structure of primary education**

*Ensino básico* is 6 years, with a compulsory 4 years of *ensino primário* followed by one of two new paths: complementary *ensino primário* (5th and 6th classes) or the preparatory cycle of upper secondary education, lasting 2 years. Students are taught by a single teacher, who may however be assisted by others in specific areas (English, music, physical education and sports). Curricular activities: a total of 25 hours a week, of which eight hours are for Portuguese language, seven hours for mathematics and five hours for physical and social environment studies. Half of these five hours are for the experimental science teaching. A national curriculum for compulsory school education was published by the Ministry of Education in 2001.

### 3. Key features of Primary Initial Teacher Education

<b>Structure of initial teacher education</b>	As in virtually all European countries, primary teachers are trained in accordance with the concurrent model. In 1977, colleges of higher education were created to replace teacher training schools. These colleges became part of higher education, awarding first degrees to new teachers of the first two cycles of <i>ensino básico</i> and to pre-school teachers.
<b>Entry requirements, level of qualification and minimum length of initial teacher education for the primary level</b>	Admission to the teaching profession [for <i>ensino básico</i> ] is by national tender. The basic requirements for admission to the tender include Portuguese nationality or nationality of a country with access to civil service employment in Portugal.
<b>Ages/phases qualified to teach</b>	First Cycle basic education pupils are taught by a single teacher who may be assisted by others in specialist areas: English, music, physical education and sports. Basic Education First Cycle teachers are trained to be generalists.
<b>Balance of primary teacher education programmes</b>	Teachers of the First Cycle of <i>ensino básico</i> , spend from 20% to 25% of the total timetable on teaching practice, while 15% to 20% of the time is spent on the educational sciences. Training courses for 1st , 2nd and 3rd cycle teachers of <i>ensino básico</i> vary from 8 to 10 semesters. The pedagogic-didactic training component is greater in the training of the First Cycle teachers of <i>ensino básico</i> . The theory and practice of teacher training together should not exceed 60% of the total timetable, and should be balanced with the cultural training component.
<b>Assessment of student teachers</b>	The assessment scheme is controlled by the appropriate body in each college, according to the teaching autonomy enjoyed by college of higher education.
<b>Arrangements for post-qualification induction, in-service education, mentoring</b>	<p>In the current legal scheme for on-going teacher training, trainers are:</p> <ul style="list-style-type: none"> <li>• Colleges of higher education equipped for teacher training, training in the education sciences and speciality sciences;</li> <li>• The training centres of associations of schools;</li> <li>• The training centres of non-profit making professional or scientific associations, who can have a relevant impact in providing on-going teacher training.</li> </ul> <p>Education central and regional administration services may promote training courses in areas considered to be important for developing the education system.</p>

## Romania

### 1. Background

The last two decades have witnessed a period of considerable change in Romanian education; the revolution of 1989 has led to a process of ongoing reform, the outcomes of which have included the restructuring of school networks and the creation of a more standardized curriculum and examination system. A particular emphasis has been given to the development of rural schools, as well as to technical, vocational and higher education across the country. In 2005-06 the Department for Preschool and Primary School Pedagogy was established which has responsibility for both the initial and in-service training of teachers. A key initiative in teacher education has been to ensure that all teacher training now takes place at higher education institute level with the introduction of a new degree that specialises in both primary and pre-school education. There has also been a strategic focus on the development of uniform national standards for teacher training over recent years.

### 2. Length and structure of primary education

Compulsory schooling in Romania is split into three main phases; primary, lower secondary and upper secondary. Primary education covers schooling between the ages of six and ten years. The starting age for compulsory education was lowered from seven to six years in 2003-04 making the total length of compulsory schooling 10 years. The average class size in primary schools of 19 pupils is low in comparison with other European countries and has significantly decreased over the last five years (Mullis et al., 2007, p.188). A high percentage (91%) of children stay with the same classroom teacher for four or more years although specialist teachers may teach some subjects, such as music and physical education. Children with identified special needs have, until recently, attended separate schools that were structured in a similar way to mainstream schools although a policy of inclusion was introduced in 2001-02.

### 3. Key features of Primary Initial Teacher Education

#### Structure of initial teacher education

Until 1990 it was possible to train to teach primary and pre-primary aged children at a pedagogical high school, attended between the ages of 14 and 19 years old. This system has been gradually phased out and pedagogical high schools are being closed.

Initial teacher education is now provided by universities offering a three year degree course in General Education.

Students studying a first degree in a subject other than education also have the option of taking two education modules as part of their degree course, successful completion of the first module leading to a partial certification for the teaching profession and entitles the holder to work temporarily as a teacher until he/she gets 'on the job confirmation'. Completion of both modules leads to a 'certificate of completion' that qualifies the recipient to teach.

<p><b>Entry requirements, level of qualification and minimum length of initial teacher education for the primary level</b></p>	<p>All primary teachers are now trained at university level. A General Education degree course that covers both primary and pre-primary education has been introduced, the course lasts for two years for students who have attended pedagogical high school and for three years for all other students. The course for most students is divided into 6 semesters that are worth a total of 180 ECTS credits.</p>
<p><b>Ages/phases qualified to teach</b></p>	<p>The 'General Education' degree course allows graduates to teach from pre-primary through to the Grade VIII in lower secondary school.</p> <p>Teachers who qualified through the pedagogical high school route are qualified to teach children in Grades I to IV.</p>
<p><b>Balance of primary teacher education programmes</b></p>	<p>Practical, school based training makes up 30% of initial teacher education. A designated mentor is identified in a partnership school who is responsible for 5 -10 students. A new emphasis has been given to the communication component of the course, with importance attached to group work in class and teamwork with colleagues (Manolescu, 2006, p.86).</p> <p>The General Education degree is split into a broad mix of professional and pedagogical components, with optional specialisms in subjects such as intercultural education, school-family partnerships and the sociology of education.</p> <p>Students of subjects other than education can take two modules as part of their university degree course that lead to the award of a certificate to teach. Each module is worth thirty credits, the first has an emphasis on pedagogical theory and methodology, as well as practical teaching in schools, the second has an emphasis on curricular issues, classroom management, counselling and guidance, and ICT in education.</p>
<p><b>Assessment of student teachers</b></p>	<p>There is a final examination at the end of the degree course ; a practical test is also included. Each component is assessed through a written and/or oral examination. Quality control depends on the policy of the institution that provides the training.</p> <p>The strategic planning of the Ministry for Education and Research includes the development of national standards for the teaching profession, for beginning teachers as well for more experienced ones, in order to identify general and particular skills of teachers at different stages in their career.</p>
<p><b>Arrangements for post-qualification induction, in-service education, mentoring</b></p>	<p>New teachers have a two year induction period which is formally evaluated through an 'on the job' examination, this examination can be attempted a maximum of three times over a five year period.</p> <p>Teaching staff must follow a total of 90 professional credits of in-service training over a period of five years; this is delivered from teacher resource centres, university colleges and teacher training departments in universities.</p>

## **Slovakia**

### **1. Background**

There has been an ongoing process of political and social reform taking place in Slovakia since the transformation of 1989. As a result, there have been major changes in the education system over the last two decades. The transformation has related to all levels and areas of education, with a focus on decentralisation and differentiation. In 2000 a new national programme of education was approved and the most recent reforms (2006-7) have included plans to assist children from more disadvantaged circumstances as well as those with special needs. Primary schools are managed by the Ministry of Education in matters of education and training. The official language of instruction is Slovakian and, in certain regions, the language of minorities (Hungarian, Ukrainian and German) is used. Instruction in the minority languages is provided in separate schools but there are also institutions that carry out lessons in both Slovakian and minority languages.

### **2. Length and structure of primary education**

Compulsory schooling starts at the age of six years and lasts ten years, although this may be lengthened to eleven years in the light of recent proposals. Primary education is split into two stages, the first made up of Grades 1 to 4, covering ages six to ten years; the second made up of grades 5 to 9, covering ages 11 to 15 years. The second stage corresponds more closely to 'lower secondary' school in other European countries. In this summary 'primary' refers to teachers of Grades 1 to 4. Primary teachers are generalists, responsible for teaching all subjects, although foreign languages, physical education and art may be taught by a specialist teacher. One teacher may guide a class for four years or may specialise in one grade of primary education (usually Grade 1).

Most children with special educational needs currently attend special schools. Integration of a child with special educational needs into the system of special education requires recommendation from the appropriate authority and parental consent. The structure of special education in these schools is very similar to that of mainstream education.

### 3. Key features of Primary Initial Teacher Education

<b>Structure of initial teacher education</b>	Teachers of primary education train at a faculty of education; there are seven faculties of education in Slovakia, each belonging to a university (ISCED 5A).
<b>Entry requirements, level of qualification and minimum length of initial teacher education for the primary level</b>	Applicants for teacher training courses must have obtained the school-leaving certificate and are required to sit entrance examinations. Teacher training for primary education is made up of two stages: a Bachelor's degree, followed by a Master's degree. The total length of study is five years. On completion of Bachelor's and Master's study, the graduate may obtain a Doctor's degree through <i>examina rigorosa</i> .
<b>Ages/phases qualified to teach</b>	Grades 1 to 4, the first stage of primary education.
<b>Balance of primary teacher education programmes</b>	The Ministry of Education has outlined that teacher training must include a balance of professional and pedagogical competence. Professional competence is defined as a set of professional knowledge, skills and habits acquired by study at school. Pedagogical competence is defined as knowledge in pedagogy, psychology, didactics and skills necessary for performing educational activities. The exact make up of the teacher education programme is developed by individual faculties of education. In general, the development of professional knowledge makes up roughly 70% of the course, 30% of the time is spent on school placements.
<b>Assessment of student teachers</b>	The Master's degree in teaching is completed by the defence of a thesis, the State final examinations and the issue of a university diploma showing the study programme pursued.
<b>Arrangements for post-qualification induction, in-service education, mentoring</b>	Some experienced teachers at each school are appointed to act as mentors to the newly qualified teachers. These mentors provide help to the beginner teachers in various ways – through help with preparation of teaching materials, observations, assessment and provision of feedback.

## **Slovenia**

### **1. Background**

Up to 1987, primary teachers' education consisted of two-year diploma programmes. Teachers were required to gain qualification certificates demonstrating successful examination results in both subject knowledge and pedagogy. Unqualified teachers were only permitted to work temporarily. In that year a new school law was issued and primary school teachers were required to graduate from the four-year university programme entitled 'Primary Education'. Ever since, the training of primary teachers has involved four-year university programmes, the same as their secondary school counterparts. Primary education students are required to study pedagogical, educational and methodological university subjects, as well as completing teaching practice in primary schools. In order to graduate, they have to write a graduate thesis which should contain theoretical and research dimensions about some specific teaching and learning issue at the primary school level.

In-service teacher training has been provided by faculties of education and The National Institute of Education of the Republic of Slovenia.

### **2. Length and structure of primary education**

A new primary school curriculum, introduced in 2006, includes more emphasis on learning and process orientation, with less focus on content and more on developing cognitive and social skills ; new features such as descriptive assessment in the first cycle ; earlier foreign language learning (from age nine) and a wider choice of subjects.

In general, children in Slovenia attend state-owned schools. One private (Catholic) school was established in 2007 and there is one Waldorf school which has been running for more than a decade. The curriculum for Years 1 to 6 (which are the grades that the primary school teachers may teach at) includes the following compulsory subjects: Slovene language, mathematics, natural and social science, fine arts, music, handicrafts, physical education, and one foreign language (from age nine).

### 3. Key features of Primary Initial Teacher Education

<b>Structure of initial teacher education</b>	Primary initial teacher education is a university-based (ISCED 5A), four-year course. Prior to the introduction of the Higher Education Act (1987), primary school teacher education consisted of two-year diploma programme and these programmes were offered by teacher training colleges. The latter were phased out and became faculties, bearing equal status with other faculties of the university.
<b>Entry requirements, level of qualification and minimum length of initial teacher education for the primary level</b>	<p>All primary education students have to successfully complete the <i>Matura</i> examination which is an external secondary school-leaving examination consisting of five subjects (mother tongue, mathematics, foreign language and two optional subjects). In case of too many applicants, the results of the Matura examination and the results from secondary school certificates are taken into account.</p> <p>The minimum length of initial teacher education for the primary level is 4 years and most students need an extra year to finalise their graduate thesis. At the moment, there are no other pathways to obtain primary teacher education status (unless one transfers from the pre-school education programme or other educational programmes but is obliged to take a number of examinations prior to enrolment into the programme).</p>
<b>Ages/phases qualified to teach</b>	Ages six to 11
<b>Balance of primary teacher education programmes</b>	In the four-year study programme, primary education students have 1320 contact hours of lectures, 975 hours of practical workshops activities, 885 hours seminars and 195 hours of teaching practice.
<b>Assessment of student teachers</b>	Student teachers are assessed throughout their studies by taking written and oral exams, seminar papers and portfolios. They have to observe a number of lessons in primary schools, write their observations, and then their own lesson plans and are finally assessed teaching the whole lesson/s by a methodology teacher and/or by a mentor teacher.
<b>Arrangements for post-qualification induction, in-service education, mentoring</b>	<p>After graduation, novice teachers may start their practicum year which usually lasts for 12 months. The novice teachers spend this time at a certain school and are assigned a mentor teacher who is responsible for their work and finally for their teaching abilities. The practicum year ends with an external test examination which tests the candidate's knowledge of school legislation and mother tongue.</p> <p>In-service training is optional, but clearly linked to career advancement and salary increases. It is provided by different educational institutions, the most popular being the National Institute of Education and faculties of education.</p>

## **Spain**

### **1. Background**

Spain has undergone a lengthy process of decentralisation as a result of which the 17 Autonomous Communities are responsible for education, under the coordination of the Ministry of Education at national level. A new Act on Education, the *Ley Orgánica de Educación* (LOE) was passed in May 2006 with amendments passed in April 2007. The new Education Act addresses the need to ‘simplify and clarify regulations’ with three basic principles, a focus on quality and equity in education; an understanding of the need for all sectors in the educational community to cooperate in order to achieve learning success and thirdly, a firm commitment to the EU common educational aims in the process of convergence of education and training systems.

The LOE has stated that in terms of primary education, special emphasis should be laid on diversity among pupils and the prevention of learning difficulties, noting action must be taken as soon as these are detected. A further aspect introduced in the Education Act is the establishment of a procedure for diagnostic assessment of the basic attainment of pupils on completion of the second stage of primary education (at the age of ten).

### **2. Length and structure of primary education**

Compulsory education in Spain begins at the age of six years and lasts for ten years; it is divided into two levels: primary and lower secondary education. Primary education covers six academic years, usually from six to twelve years of age and is divided into three cycles of two years duration each. The first cycle is from six to eight years old; the second from ages eight to ten and the third from ten to 12 years. Where possible, the same class teacher is assigned to a class for each stage, teaching most areas of the curriculum, except for music, physical education and foreign languages, which are taught by specialist teachers. The class teacher makes the final decision on the progression of each pupil, this is automatic within the same stage of primary education but progression from one stage to the next is contingent upon the pupils meeting the curricular aims for that particular stage. A pupil may repeat a year only once throughout the primary level. Support is put in place to help children who have had difficulties in one stage catch up in the next and special attention is paid in primary education to detect learning difficulties to prevent failure in school at a later stage. Pupils with special needs are educated alongside their peers in mainstream schools. Only when their needs cannot be reasonably met in mainstream schools do they attend special education schools or classes. In the 2006-07 school year, only 0.4 % of all pupils attended special schools.

### 3. Key features of Primary Initial Teacher Education

<b>Structure of initial teacher education</b>	Teacher training for primary education is provided by teacher training colleges, in <i>escuelas universitarias</i> , in education faculties, and in the university teacher training centres attached to these faculties.
<b>Entry requirements, level of qualification and minimum length of initial teacher education for the primary level</b>	The qualification is regarded as first cycle university training (diploma level). The expected length of the course is three years. As a result of the Bologna process, some changes may be made to the current diploma ( <i>Maestro</i> ) course which qualifies future primary teachers. These changes may involve broadening the content and scope of training for this level by the introduction of a degree course. The length, subjects and methodology for such a course are currently being researched.
<b>Ages phases qualified to teach</b>	Maestros qualified to teach in primary education may teach all general subjects for this phase. Music, physical education and foreign languages, however, may only be taught by Maestros qualified in these specialisms.
<b>Balance of primary teacher education programmes</b>	In a move that is directed to encouraging innovation and local development, 40% of the teacher preparation programme is covered by national regulations and the remainder is left to local universities to determine. Teacher training in <i>escuelas universitarias</i> consists of a first cycle, which lasts for three years, leading to the certificate of Maestro.  The overall course load must be at least 180 credits and class time can range from 20 to 30 hours each week, including practical lessons.  Regulations establish that initial teacher training instruction provided by <i>escuelas universitarias</i> should consist of a series of subjects related to the subjects taught in <i>educación infantil</i> and primary education, and to psycho-pedagogical issues. The core curriculum usually includes: the psycho-pedagogical basis for special education; general education theory; organisation of educational establishments; psychology of education and of school age development; sociology of education; contemporary education theory and institutions; new technologies applied to education; teaching practice - minimum duration, 320 hours.
<b>Assessment of student teachers</b>	Student evaluation at the university level is the responsibility of the respective university department and staff.
<b>Arrangements for post-qualification induction, in-service education, mentoring</b>	The induction period for a teacher starts once a student has passed the state examinations, or <i>oposiciones</i> . Induction lasts for one academic year, during which candidates are 'teachers in training' at a centre of education. During the induction period, beginning teachers are tutored by other civil servants designated for this purpose by 'Qualifying Committees'. Once they have passed this stage, candidates become permanent civil servants.  In service training is a right/obligation for all teachers. The new Education Act plans to step up in-service teacher training in the academic and methodological areas, as well as in all aspects related to organization, coordination, guidance, tutoring and attention to diversity.

## Sweden

### 1. Background

The Swedish school system is a goal based system with a high degree of local autonomy. The Government has the overall responsibility for education and sets the framework for education at all levels, including teacher education, but the municipalities are responsible for providing and operating schools at primary, secondary and adult education level. A major review of initial teacher education took place in the late 1990s and a new training programme was proposed as a result which was implemented in 2001. Important areas that the review committee considered included the integration of teacher education more fully within university structures, the creation of closer links to the changing work of teachers and a reconsideration of the administrative set up of the system to bring it more in line with the processes of deregulation, decentralization and strengthening of local autonomy.

### 2. Length and structure of primary education

Children start compulsory education at the age of six or seven for a period of nine years. Primary education takes place in the same institution (*Grundskolan*) as lower secondary education and there is not a clear division between the two phases. The average class size for 4<sup>th</sup> grade students is 23 (PIRLS 2006) and in the first three years of education the class teacher normally teaches all subjects except in some cases music, physical education and health. In classes 4-5, specialist teachers have responsibility for languages, mathematics and art and craft. In classes 6-7, all teachers are specialists who teach two or three subjects.

Provision for children with special educational needs is a current topic of debate, generally referring to pupils with a physical disability attend mainstream schools. Pupils with severe learning disabilities receive separate education at compulsory and upper secondary level (*särskola*); sometimes they are integrated into classes in the compulsory school system. In 2005 less than 0.02 % of all pupils in compulsory and upper secondary school were separately educated.

### 3. Key features of Primary Initial Teacher Education

<p><b>Structure of initial teacher education</b></p>	<p>Following the review of teacher education, a single teaching degree has replaced eight of the previous eleven teaching degrees. The new structure ensures that all future teachers have a common basic competence, combined with a chosen specialisation in particular subjects/subject areas and/or age groups.</p> <p>Teacher Education is offered at 25 of the 38 universities/university colleges in Sweden and student teachers comprise roughly 10 percent of the total number of university students.</p> <p>A school based/ distant learning training programme has also been introduced (<i>Särskild Lärarutbildning</i>).</p>
<p><b>Entry requirements, level of qualification and minimum length of initial teacher education for the primary level</b></p>	<p>All teacher education for primary teachers in Sweden has taken place within the university/university college system since 1977.</p> <p>The integrated teaching degree is a training program that lasts two and a half years for specialists in the first years of compulsory school and three years for specialists in the higher levels of compulsory school. 140-180 credits are required for teaching in compulsory school.</p>
<p><b>Ages/phases qualified to teach</b></p>	<p>Decisions to appoint staff are made at a local level according to the needs of the school and the individual candidate.</p>
<p><b>Balance of primary teacher education programmes</b></p>	<p>The Swedish system of higher education is managed by goals set up by the Government in the Higher Education Ordinance. The objectives of the teaching degree determine the content and standards of teacher education. In the decentralised Swedish system, it is the responsibility of each institution of higher education to design its own course so that these objectives are reached. The teacher education reform is intended to allow the student considerable flexibility in choosing specific fields and specializations and this has helped to make the teaching degree more attractive to students.</p> <p>The new teaching degree consists of three areas:</p> <ul style="list-style-type: none"> <li>• A 'general education area' (<i>Allmänt utbildningsområde</i>) worth 60 credits; this area encompasses common central areas of knowledge like socialisation and development, teaching/learning, special needs education, Information and Communication Technology (ICT), and issues relating to the common national values of the Swedish society and schools.</li> <li>• An 'orientation area' (<i>Inriktning</i>) worth 40 credits, 10 of which are gained from practical experience in educational settings ; this area may correspond to school subjects, themes or inter-disciplinary issues of relevance for the age groups and school forms chosen by the student. A teaching degree may contain several of these 40 credit modules.</li> <li>• A 'specialisation area' (<i>Specialisering</i>) worth at least 20 credits which has the aim to deepen, broaden, supplement or provide new approaches to the knowledge previously acquired by the student.</li> </ul> <p>The new degree course has a strong emphasis on the links between academic research and teacher training, with new partnerships being developed between faculties of education and other university departments. To meet the requirements of the changing role of teachers and to understand the new methods being used in schools, the school-based practical component of teacher education has been given more weight than previously. Work in partner schools is regarded as a model for lasting relations between schools and teacher education. All teacher training includes supervised teaching practice which is equivalent to one term's full time study and is worth up to 30 credit points.</p>

<p><b>Assessment of student teachers</b></p>	<p>The new programme of training established outcome standards for initial teacher education, although these are not as detailed as in some countries such as England, France and Germany.</p> <p>The National Agency for Higher Education is responsible for maintaining standards, by monitoring quality assessment at regular intervals. The Agency can withdraw the institution's right to award the degree if the institution of higher education does not meet the standards required for teacher education.</p>
<p><b>Arrangements for post-qualification induction, in-service education, mentoring</b></p>	<p>A selection of the courses provided in the new education degree are also available to teachers already in the profession, strengthening the relations between pre-service and in-service teacher education.</p> <p>A newly qualified teacher is employed on probation for one year in a school before obtaining a permanent position, with the expectation that an experienced mentor will be identified within the school to support the induction period.</p> <p>The Government expects every school to have a plan for the continuing professional development of its teachers. The central authorities channel resources to the municipalities for special professional development initiatives, via the Swedish National Agency for School Improvement which started its operations in March 2003.</p>



## **United Kingdom (England, Wales and Northern Ireland)**

### **1. Background**

British and Irish state involvement in teacher education mirrors its control of schools and dates from the nineteenth century. One-year postgraduate teacher education programmes, principally for secondary school teachers, were once the province of the universities, while two-year primary school initial teacher education was conducted in teacher training colleges, leading to the award of a certificate. From the 1960s teaching moved to become an all-graduate profession, accelerated by the introduction of three- and four-year Bachelor of Education degrees. Former training colleges are now mostly universities and all initial teacher education – concurrent undergraduate and consecutive postgraduate training – is at ISCED Level 5A. Wales and Northern Ireland present variants to the English model, but are very close. In England and Wales, employment-based training and flexible routes are increasingly common.

### **2. Length and structure of primary education**

In England and Wales primary education is common from age four, but compulsory from five. It consists of a reception year (aged four to five) followed by two years in Key Stage 1 (ages five to seven) and four years in Key Stage 2 (ages seven to 11). Prior to the reception class, children frequently have nursery experience. In Northern Ireland children begin primary school at age four.

### **3. Key features of Primary Initial Teacher Education**

<b>Structure of initial teacher education</b>	Primary initial teacher education occurs at university level (ISCED 5A). Undergraduate and postgraduate routes are available. Various school-centred and school-led training programmes operate, notably in England.
<b>Entry requirements, level of qualification and minimum length of initial teacher education for the primary level</b>	Higher education institutions, including universities, are the main providers of teacher education courses, subject to regulation and inspection from various national bodies of the three countries. Undergraduate, postgraduate and school-based pathways lead to qualified teacher status (QTS).  The concurrent model has traditionally been the most common route for primary school teachers. In England, however, the number of students on primary postgraduate (consecutive) courses of initial teacher training courses now exceeds those on undergraduate (concurrent) programmes.
<b>Ages/phases qualified to teach</b>	All candidates leaving with a qualification as a primary teacher are allowed to teach children between ages three and 11.
<b>Balance of primary teacher education programmes</b>	The amount of time spent training in schools depends on the route into teaching and the phase of teaching. Undergraduate trainees (the concurrent route) spend 24 weeks during three-year courses, or 32 weeks during four-year courses. On a postgraduate programme (the consecutive route), trainees can expect to spend 18 weeks in schools for primary school teaching, and 24 weeks for secondary and Key Stage 2/3 training. On an employment-based course, trainees can expect to spend the majority of their time in schools. As previously stated, ITT providers must take individuals' training needs into account, and trainees with significant prior experience may need shorter school-based experiences on their programmes. It is possible for a very experienced trainee, for example, to undergo an assessment-only route whereby he/she may spend as little as six weeks in school being assessed against the QTS standards.

The content of training courses and the minimum period of practical and teaching experience in schools are specified in broad terms by the Government. In England and Wales, institutions are accredited by the Training and Development Agency for Schools (TDA) or the Higher Education Funding Council for Wales. The detailed organisation of training courses is decided by the individual institution.

In England there is no curriculum as such for teacher training, but standards are specified and exemplified that must be demonstrated by a trainee teacher in order for Qualified Teacher Status (QTS) to be awarded and the requirements for the provision of initial teacher training (ITT) by providers. The standards for the award of QTS are outcome statements that set out what a trainee teacher must know, understand and be able to do to be awarded QTS. They are organised in three interrelated sections which describe the criteria for the award. The standards apply to all trainee teachers whatever route they take to QTS.

The requirements do not specify how training should be organised or run, but allow providers of initial teacher training autonomy and flexibility in the design and delivery of training provision, to enable them to respond to an individual trainee teacher's needs. The requirements are organised in four sections:

- trainee entry requirements;
- training and assessment;
- management of the ITT partnership
- quality assurance.

While there are, of course, many commonalities in provision offered, the principle of tailoring provision to take account of individual training needs is an important one. It is for the individual teacher training provider to determine the exact content of provision.

In England, providers of ITT that meet criteria set by the Secretary of State are accredited by the TDA to offer programmes which led to the award of QTS. Providers of ITT include higher education institutions (HEIs) and school centred initial teacher trainers (SCITTs). Providers have responsibility for course planning and management and for the recruitment, selection, training and assessment of students. Through their partnerships with HEIs, schools are also involved in planning ITT courses and recruiting candidates, and in teaching and assessing trainees.

ITT programmes are often, though not exclusively, delivered through academic programmes such as the PGCE, BA, BEd or similar. These might include elements that address, for example, trainees' management of classes of children, planning lessons, setting learning objectives, teaching children of differing abilities, and/or using ICT in teaching and managing behaviour effectively. Trainee teachers also spend time in real classes during periods of school experience. To begin with, they might watch and learn from experienced classroom teachers.

Gradually, as they develop confidence and skills, they may be introduced to managing larger groups of children. Then they might teach full classes under the supervision of their school-based tutor. If trainee teachers are on a school-based training scheme, such as School-Centred Initial Teacher Training (SCITT), the Graduate Teacher Programme (GTP) or the Registered Teacher Programme (RTP), they learn to teach 'on the job' with the support of experienced teachers. They may also have theoretical training covering similar areas that HEI-based courses address.

	<p>Information and communications technology (ICT) forms an important part of many aspects of teachers' work in schools and, in order to be awarded QTS, trainee teachers in England are required to demonstrate that they know how to use ICT effectively, both to teach their subject and to support their wider professional role, for example to complete students' records of progress and to prepare resources for students.</p>
<p><b>Assessment of student teachers</b></p>	<p>University based courses are assessed according to criteria laid down within each Institution alongside the assessment of trainees against the Standards. In addition, since May 2002, all trainees in England have been required to pass skills tests in numeracy, literacy and ICT. Computerised tests in numeracy and literacy were introduced in February 2001 and tests in ICT skills began in September 2001. All trainees are required to pass these skills tests before they can obtain QTS, register with the General Teaching Council for England (GTCE) and begin their induction period. The tests, which cover the core skills that teachers need to fulfil their wider professional role in schools, rather than the subject knowledge required for teaching, must be taken by all new entrants into the teaching profession regardless of the training route followed. A teacher trainee who has satisfied all the specified standards required of a person who seeks to become a qualified teacher, except that he/she has yet to pass the skills tests, may be employed as an unqualified teacher for an aggregate period of five years (or longer, if approved by the Secretary of State).</p>
<p><b>Arrangements for post-qualification induction, in-service education, mentoring</b></p>	<p>After gaining QTS, all newly qualified teachers (NQTs) undergo a year of induction. This gives them an entitlement to professional development while they work towards the induction standards they must meet by the end of the induction year. They must also continue to demonstrate that they are meeting the QTS standards.</p> <p>Arrangements for newly qualified teachers ('beginning teachers' in Northern Ireland) to undertake an induction period at the start of their careers are in place in England, Wales and Northern Ireland. In Wales and Northern Ireland, this is followed by a structured programme of early professional development. Additionally since September 2004, following successful completion of the statutory induction period, all teachers in Wales have been entitled to a programme for Early Professional Development (EPD) during their second and third years of teaching. During this time teachers and their mentors are expected to reflect on their progress and develop an action plan that supports their EPD.</p>



## United Kingdom (Scotland)

### 1. Background

Efforts to introduce universal education in Scotland originated in the sixteenth century, with the state taking over from the churches many functions of control over schooling in the 1870s and 1880s.

### 2. Length and structure of primary education

Primary schooling is compulsory from age five, though children most commonly enter a reception class one year earlier. The pupils proceed to secondary school at age 12, one year later than the orthodox pattern in other parts of the United Kingdom.

Scotland does not have a prescribed national curriculum. Schools are expected to follow the relevant parts of the 5-14 national guidelines, which include citizenship, but flexible approaches are favoured.

### 3. Key features of Primary Initial Teacher Education

<b>Structure of initial teacher education</b>	Primary initial teacher education occurs at university level (ISCED 5A). Undergraduate and postgraduate routes are available.
<b>Entry requirements, level of qualification and minimum length of initial teacher education for the primary level</b>	<p>BEd candidates are expected to hold school-level qualifications including passes in English (Higher level) and mathematics (Standard grade). There is a minimum entry age of 17 to BEd courses. Entry to the one-year PGDE (Professional Graduate Diploma in Education) course requires the candidate to hold a degree of a UK university, or one of an equivalent standard from an overseas institution. Candidates must also have passes in English (Higher level) and mathematics (Standard grade).</p> <p>The most common pathway to a primary teaching qualification is through successful completion of a four-year undergraduate Bachelor of Education (BEd) programmes, offered by seven teacher education institutions. Those holding a university degree may take a one-year university course leading to a primary PGDE award.</p>
<b>Ages/phases qualified to teach</b>	Ages three to 12
<b>Balance of primary teacher education programmes</b>	There are three major elements in the BEd course: professional studies, curriculum studies, and school placement experience. Thirty weeks are spent in school experience, which provides a focus for the whole course. It offers an opportunity to observe children and teachers; to practice different teaching styles; to develop the attributes of a primary teacher; and to gain some experience of the operation of a school as a whole. The professional studies element includes the study of teaching methods (planning, delivery, assessment of pupils and self-evaluation), of the educational and social contexts of nursery and primary schools, of child development and of the nature of the learning processes of children aged three to 12. Students can choose particular areas for special study (e.g., music, computing, modern foreign languages, early education, or additional support needs). At present, students are strongly encouraged to choose a modern foreign language.

	<p>The PGDE course contains the same three closely inter-related elements: school experience, professional studies and curricular studies. As in the 4-year BEd course, the school experience element provides the focus for the training. The professional studies part of the course forms a single, coherent programme, which, because of the constraints of time, has to include the essential theoretical basis of the practice of teaching. The principal aim of curricular studies, constrained also by time, is to ensure an ability to plan, implement and evaluate teaching programmes in each area, with perhaps special attention to the expressive arts, as many post-graduate students have little experience of these during their degree courses.</p> <p>All primary teachers in training are given some experience in the pre-school education environment, as it is not possible to train as a nursery teacher without first holding a teaching qualification.</p>
<p><b>Assessment of student teachers</b></p>	<p>Student teachers are assessed by university staff in cooperation with the supervising teachers in school placements. In recent years schools have been encouraged to play a greater part in this assessment. There is also for each course an external examiner with good practical experience of the relevant stage of schooling, who considers samples of the assessments made by the university staff. Assessment of other elements of the course is by written examination or, as is becoming more common, by submission of project work undertaken by the student. Additionally, the award of a teaching qualification requires a recommendation from the Principal of the university or the head of the education faculty or department to the effect that the student is a suitable person to become a teacher. On the award of a teaching qualification, teachers are entitled to register with the General Teaching Council for Scotland (GTCS).</p>
<p><b>Arrangements for post-qualification induction, in-service education, mentoring</b></p>	<p>Full registration with the GTCS follows a period of probation and assessment. Probationary service can take up to four terms (270 days) to complete. Teachers must complete their probationary service within 3-5 years of qualifying.</p>

## Appendix 2

### **The Institute Of Education, University Of London**

Founded in 1902, the Institute of Education, University of London, is a world-class centre of excellence for research, teacher training, higher degrees and consultancy in education and education-related areas of social science. Its consultancy clients include schools, colleges, charities, broadcasters, public and private sector organisations, government departments and bodies and international agencies.

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