



Supporting the Public Services Sector
for Establishing and Promoting EWCs

Ten keys to in-service teacher training in Europe that you may want to know about (Part I)

The teaching profession requires a demanding and thorough preparation, which should not be neglected and does not end with graduation and entry into the world of work. Updating teachers is essential to offer quality education that meets students' needs and prepares them for the future. And in this constant updating, continuous training is essential. But how is this challenge faced in other countries? Is teacher training compulsory, how is it carried out, what kind of preparation do teachers demand, and what do they want to improve? We have compiled some very interesting data to give you an insight into the key aspects of in-service teacher education in Europe and to take note of the direction in which teacher preparation should be heading.

IN-SERVICE TRAINING IN EUROPEAN COUNTRIES

1. Teacher education is one of the pillars of the European strategy for improving the quality of education. Under the term Continuing Professional Development (CPD), the European Council for Education, Youth, Culture and Sport considers that high-quality teacher education is essential to ensure that teachers "acquire and maintain the relevant competencies required for the effective performance of their work in today's classrooms". Therefore, it considers very important that Continuing Professional Development in various countries is updated in response to changes in the world of teaching and learning.



2. Teacher education is considered a professional obligation in 28 European education systems. In most European countries, this obligation is enshrined in legislation, and in some, it is reflected in teachers' employment contracts or collective agreements. In Bulgaria, Lithuania, Portugal, Romania, Slovakia, Slovenia, Spain and Spain, in-service teacher education is both an obligation and a prerequisite for professional promotion and access to salary increases.

3. In some European countries, training is a requirement for continuing to teach. In countries such as Austria or Bulgaria, participation in a minimum number of training activities is a requirement for remaining in the teaching profession and/or maintaining professional status. Others, such as Finland, Luxembourg, Hungary, Malta, Portugal and Romania, set a minimum number of hours teachers are obliged to spend on in-service training courses annually or over a longer period. In Hungary, teachers must attend 120 hours of training every seven years, Malta provides three two-hour sessions per year, and in Luxembourg, teachers must spend 8 hours on training. In Finland, one of the world's most highly rated education systems, teachers are obliged and entitled to spend 1-5 days a year on training at full salary. Moreover, in the Nordic country, teachers themselves, schools and the administration attach great importance to training, research, evaluation and participation in specific studies on education to improve their teachers' teaching practice and skills.





4. Even in countries that are not compulsory, in-service training is highly valued and essential for promotion. In 18 European education systems, participation in in-service teacher education is linked to promotion or a system of progression to higher professional levels. More directly, in nine education systems, teachers do not have the option of career progression if they do not attend specific training activities. Although it is not explicitly required for career progression, participation in training activities remains a significant merit and is positively assessed in teacher appraisal.



5. European teachers are prepared in their subjects but require training in teaching methods. According to the Eurydice report The teaching profession in Europe (June 2015), more than 50 % of lower secondary teachers feel prepared to teach their subject but express moderate or high Continuing Professional Development (CPD) needs in the following topics: teaching pupils with special needs, ICT skills for teaching and new technologies in the workplace. Other topics in which they require training are approaches to individualised learning, the teaching of transversal skills and vocational guidance and counselling for students.