



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 II)

6. Formal training is agreed upon but does not always meet the needs of teachers. In almost all countries, in-service training is a collaborative effort between national education authorities (usually ministries of education), local education authorities or schools, and teachers. The education systems of Luxembourg and Scotland are the only ones where the training plan is basically the responsibility of the teachers, even if it is discussed and agreed upon with the line manager. However, in the TALIS Report, teachers complain that the range of professional development activities they find in their respective countries does not meet their real needs, even though Continuing Professional Development is compulsory in most of them. For example, activities related to subject or curriculum topics are more prevalent. At the same time, more than 57 % of teachers express a high or moderate need for improvement in "teaching students with special educational needs", but only 33 % have been able to access training activities in this area.



7. Training in ICT and new digital media should be included. The European Commission recommends that Member States promote effective teaching and learning with digital media so that teachers and their trainers can acquire sufficient digital competence to teach pupils to use digital resources wisely and safely and learn to manage personal learning processes better.

8. Feedback and evaluation are considered essential. The European Commission's Developing Teachers' Competences report states that teachers must receive feedback on their teaching practice to plan their training and professional development more effectively. The report stresses that European countries "need systematic programmes to assess the training needs of their teachers and provide them with relevant, individualised training". It adds that to be more effective, professional teacher education should be based on "an assessment of teachers' specific learning needs" and response to their professional performance. TALIS data reveal that more than 13% of European teachers have never been evaluated, and Italy and Spain are the countries where teachers undergo the fewest evaluations and checks.





9. Collaboration and sharing of experience contribute to better teaching practice. The European Commission's research on Developing Teachers' Competences and Strengthening Teaching in Europe (http://ec.europa.eu/education/library/policy/teaching-profession-practices_en.pdf) states that the most effective teacher education is collaborative teacher education, as it contributes to improved teacher performance, classroom attitude and confidence, which in turn benefits student learning and behaviour. Moreover, teachers who share experiences and knowledge improve their job satisfaction and perception of the profession. Hence, the Commission recommends interdisciplinary and collaborative approaches, "the development of teacher networks", and the "creation of physical and virtual spaces" where teachers can collaborate and promote a participatory school community.



10. New training possibilities are emerging. While more traditional teacher education formats such as courses, workshops, research and conferences are prevalent, new and exciting initiatives are emerging from which European education systems can benefit. Among others, the European Commission points to mentoring, school visits, teacher networks and peer learning, made possible, among other factors, by the spread of new technologies in schools. For example, on teacher networks, the Eurydice report The Teaching Profession in Europe notes that they "offer more collaborative and peer-supported CPD activities, which are less structured, bottom-up and can be supported by ICT". According to TALIS, in Estonia, Iceland and Romania, more than 50 % of teachers report having participated in a 'teacher network set up specifically for teacher professional development', while in Croatia the percentage is 62.6%.