

Teaching Careers in Europe: Access, Progression and Support

Eurydice report

Ania Bourgeois

EACEA A7: Education and Youth Policy Analysis

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Education and Training



About the report

- Primary and general secondary education (ISCED 1-3) – Public schools
- 43 European education systems
- Official regulations and recommendations on aspects that can affect teaching careers
- Comparative analysis based on 49 indicators





Content of the report

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1.Career structures
2.Teacher competence
frameworks (TCF)
3.Use of TCF

1.Forward planning and main challenges in teacher supply and demand

5.Teacher appraisal

2.Entry to the profession and teacher mobility

4.Career **Development**

3.Induction,
Professional
Development and
Support





Main challenges in teacher supply and demand reported by education systems. Primary and/or general secondary education (ISCED 1-3), 2016/17









Ageing teacher population

8 High drop-out rates from the profession

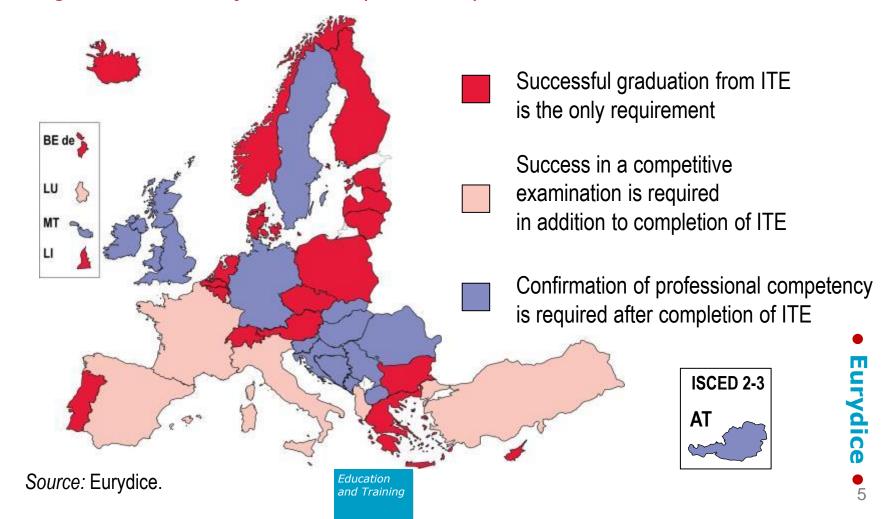
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High drop-out rates from ITE



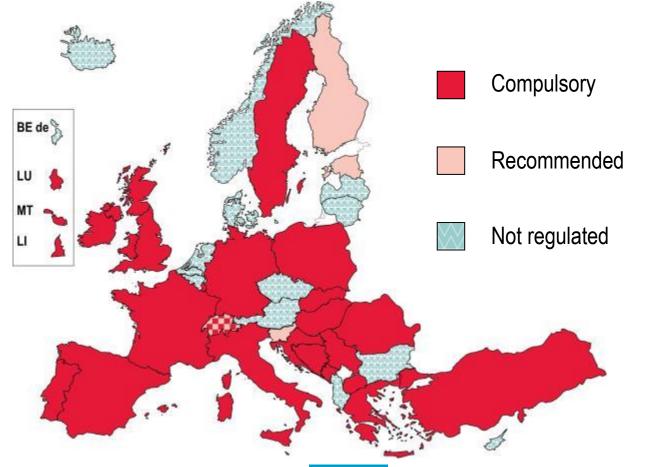


Official requirements for becoming a fully qualified teacher in primary and general secondary education (ISCED 1-3), 2016/17





Status of induction programmes in primary and general secondary education (ISCED 1-3) according to top-level authority regulations, 2016/17



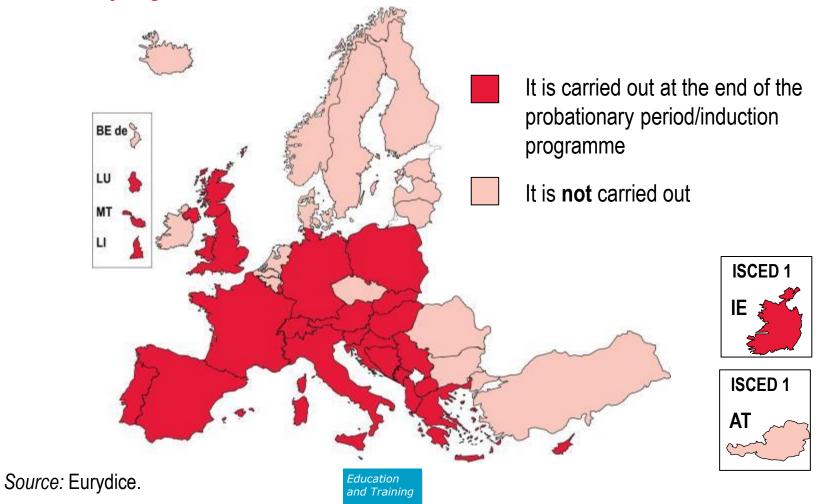
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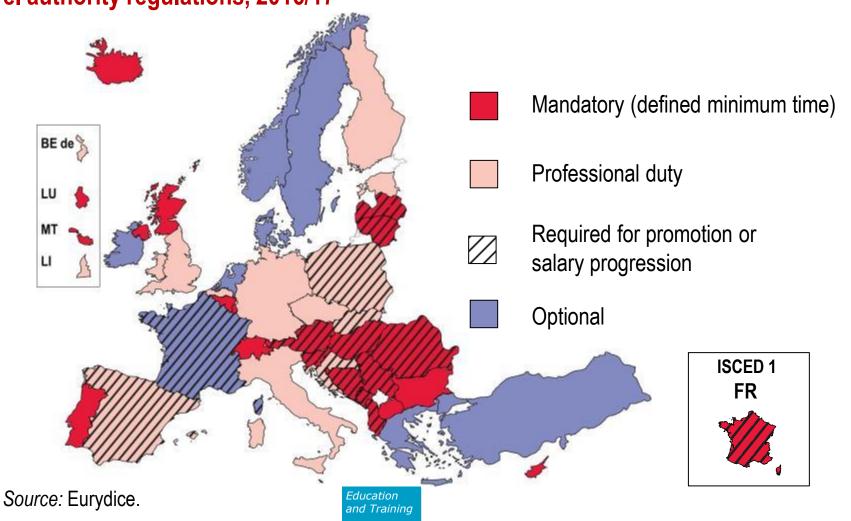
Appraisal for new teachers in primary and general secondary education (ISCED 1-3) according to top-level authority regulations, 2016/17

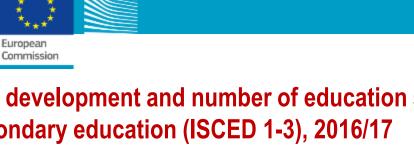


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Status of CPD for teachers in primary and general secondary education (ISCED 1-3) according to top-level authority regulations, 2016/17





Some aspects of continuing professional development and number of education systems providing them. Primary and general secondary education (ISCED 1-3), 2016/17



Linked to promotion or salary progression



22

Mandatory participation



Schools involved in defining needs and priorities

Source: Eurydice.



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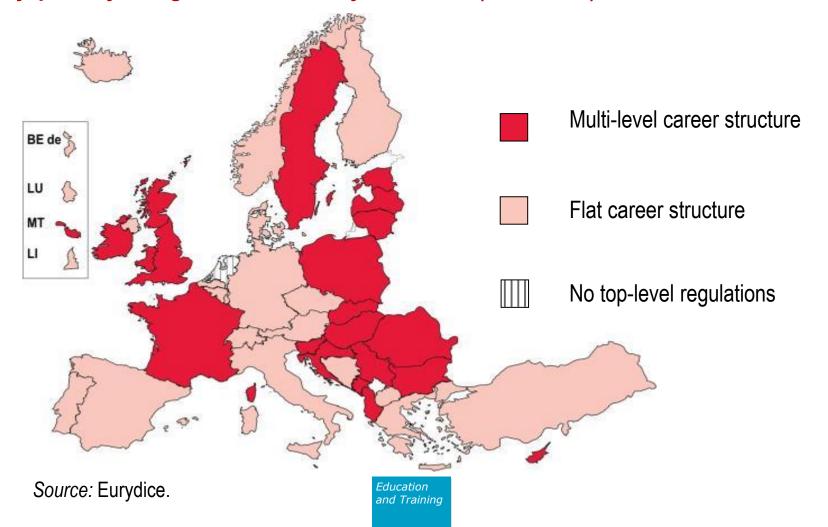
During working hours



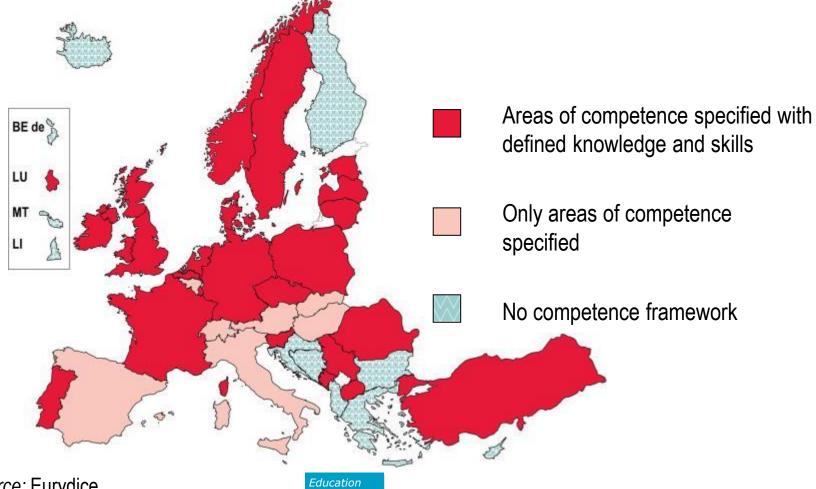




Types of career structure for fully qualified teachers as defined by top-level education authority, primary and general secondary education (ISCED 1-3), 2016/17



Level of detail provided in teacher competence frameworks issued by top-level education authority, primary and general secondary education (ISCED 1-3), 2016/17

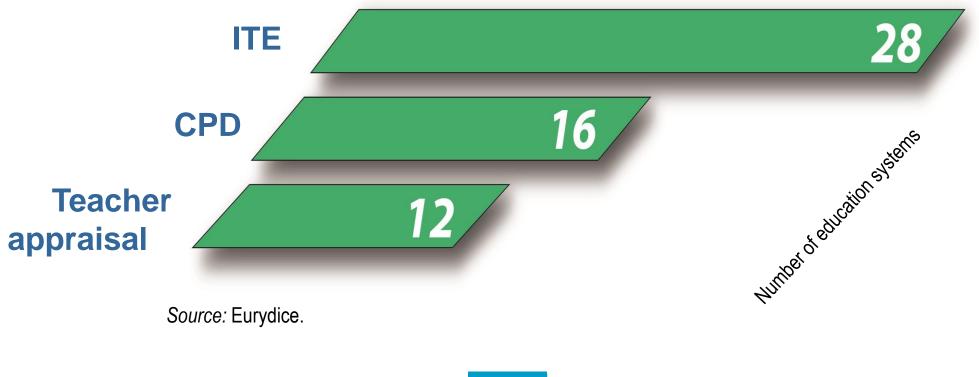


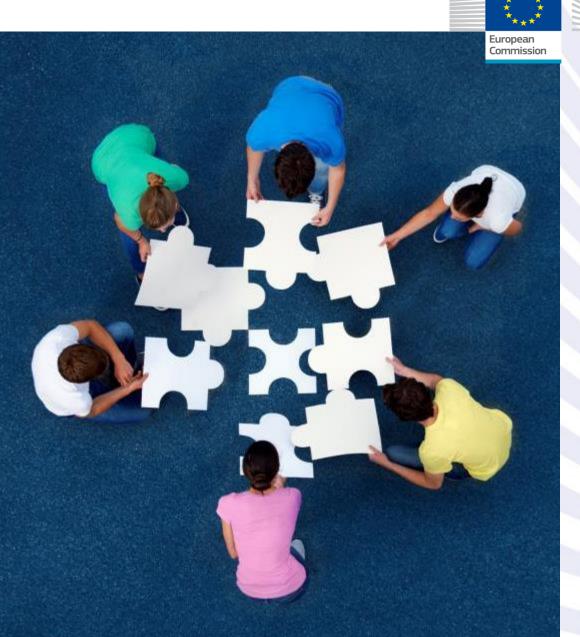
Source: Eurydice.

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Different uses of the teacher competence frameworks issued by top-level authorities, primary and general secondary education (ISCED 1-3), 2016/17





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