



Promotion and Implementation of the ESSDE Work Programme on the Theme: Supporting Teachers, Trainers and School Leaders



Presentation by ICF International

Rome Roundtable meeting

14 November 2017

Overview of this presentation

- **Focus of ESSDE work programme**
- **Previous activities in this area**
- **Emphasis on strong initial and continuous education for teachers, trainers and school leaders in the wider European agenda**
- **Good practice experience**

Focus of the 2016-2017 ESSDE Work Programme

- **‘Discuss how we as social partners can contribute to enhancing the professional profile of teachers, trainers and school leaders by improving effective initial education, early career support and focus on continuous professional learning and development’ (EFEE/ETUCE work programme).**
- **Target is to**

Reach common understanding



Update knowledge

Encourage peer learning

Previous ESSDE activities in this area

■ Joint declarations/statements/publications on

- Joint Declaration on School Leadership (2015)
- Joint Declaration on early career researchers (2015)
- Professional Qualifications Directive (2012-2013)
- Joint Recommendations on Recruitment and Retention in the Sector (2012-2013)
- Professional autonomy, accountability and efficient leadership (2015)
- Supporting early career researchers in Higher Education in Europe (2015)

■ Projects on

- *Supporting early career researchers in Higher Education in Europe (2014)*
- *Recruitment and retention in the sector (2012-2013)*
- *The development of the teaching profession in times of economic crisis (2012-2013)*
- *European Policy Network on School Leadership (2012-2013)*

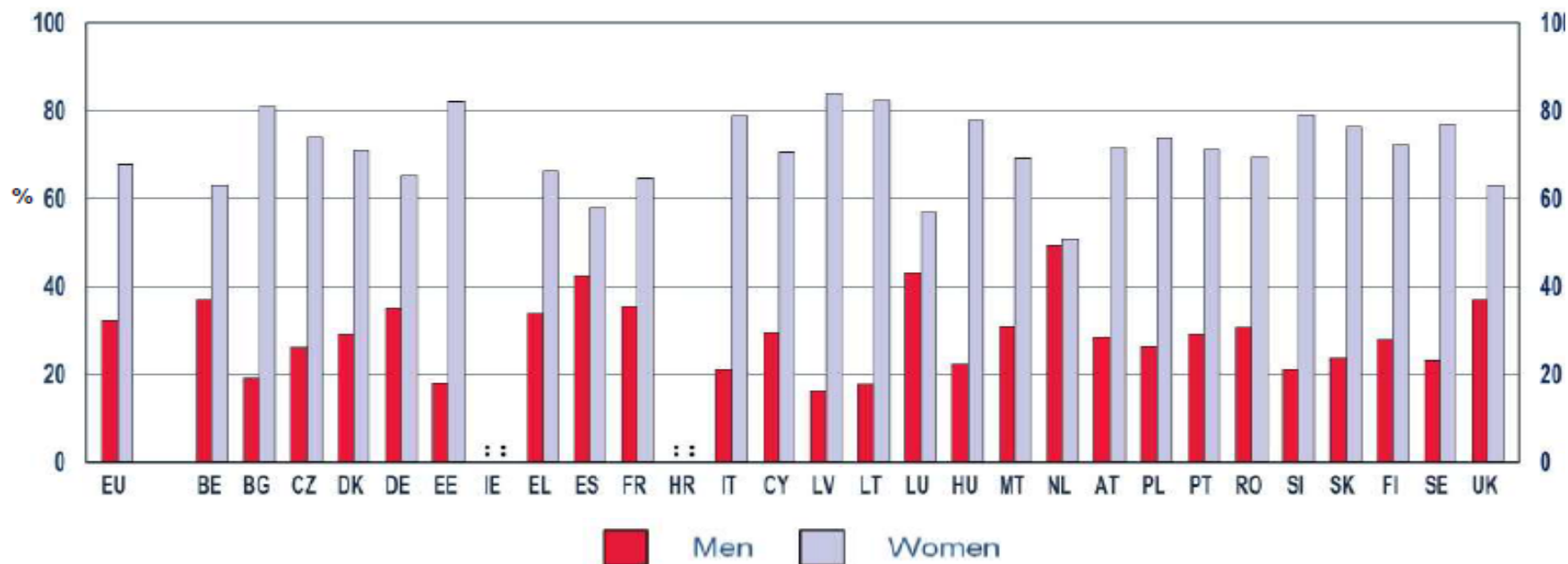
The wider European agenda – a snapshot

- **Acknowledgement that teachers are vital for young people to develop their talents and acquire the knowledge and skills they need in a rapidly changing world.**
- **Continued teacher education is therefore vital. Challenges of good initial and continuous professional development is vital for all countries (irrespective of the framework for educating teachers). Priorities include:**
 - strong initial education/support and mentoring for young teachers/trainers
 - promoting continuous and coherent professional development for teachers throughout their careers
 - regular opportunities for all teachers to update their skills and qualifications
 - need for transnational exchange of experience
 - ensuring teaching is an attractive and fulfilling profession with good career prospects.
- **The European Commission's 2013 Education and Training Monitor Report Found that continuing professional development is considered a professional duty in all Member States, but is only linked to promotion in 8 of these countries**

The wider context for the teaching profession (1)

- New requirements due to technological, societal and accountability changes
- Demographic change: only one third of teachers in the EU are below the age of 40, majority are women – with some significant differences between countries

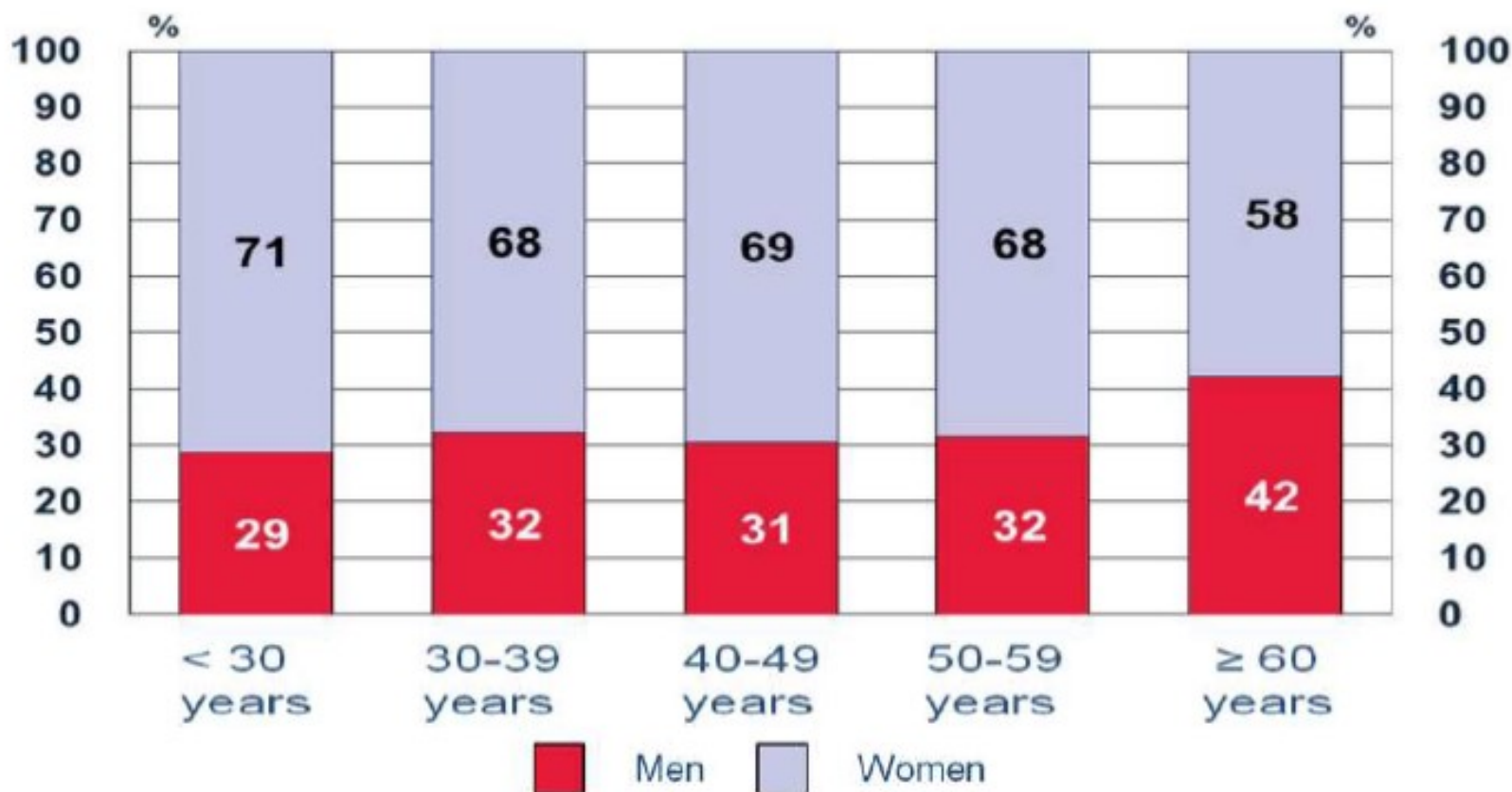
Proportion of teachers by gender in lower secondary education (ISCED 2), 2013



Source: Eurydice, on the basis of Eurostat/UOE data [as of April 2015]

The wider context for the teaching profession (2)

Proportion by age group of men and women teachers in lower secondary education (ISCED 2), EU level

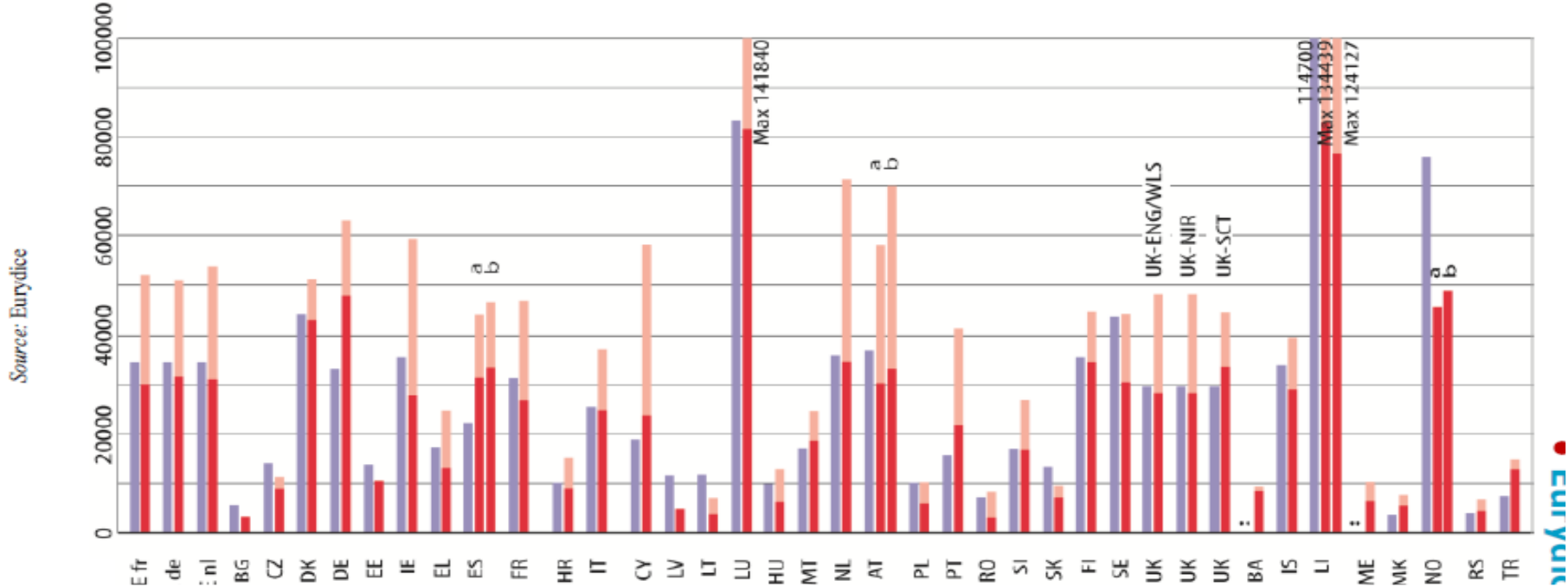


Source: Eurydice, on the basis of Eurostat/UOE data [as of April 2015]

The wider context for the teaching profession (3)

- Working conditions differ significantly between countries (e.g. in terms of contractual status; overall and breakdown of working hours, retirement age and salary – all factors which can affect the attractiveness of the profession

Minimum and maximum basic gross annual statutory salary of full-time fully qualified teachers in general lower secondary education (ISCED 2), in relation to GDP per capita, 2014/15



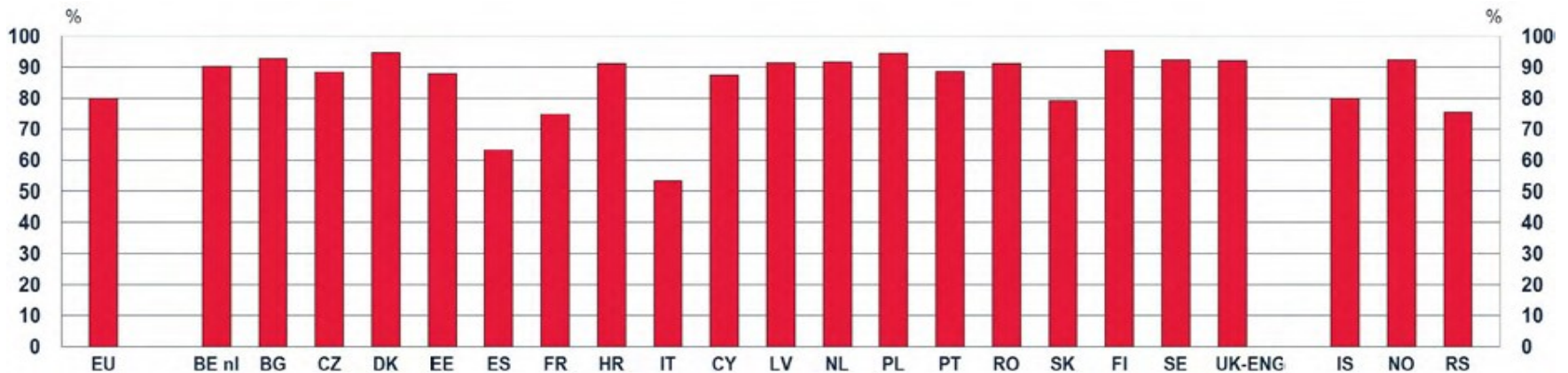
Key priorities: Good selection processes and strong initial education, support and mentoring for young teachers (1)

■ In its 2012 Communication ‘Rethinking Education’ the Commission emphasised the importance of combatting the loss of talent early on in a teaching career by

— Ensuring adequate selection, recruitment and retention policies

- There are differences in the requirements for entry to the teaching profession as well as in relation to the duration and shape of initial teacher training (and therefore the level of qualification achieved following ITE)
- Different schemes are also in place for mid-career entry to the teaching profession

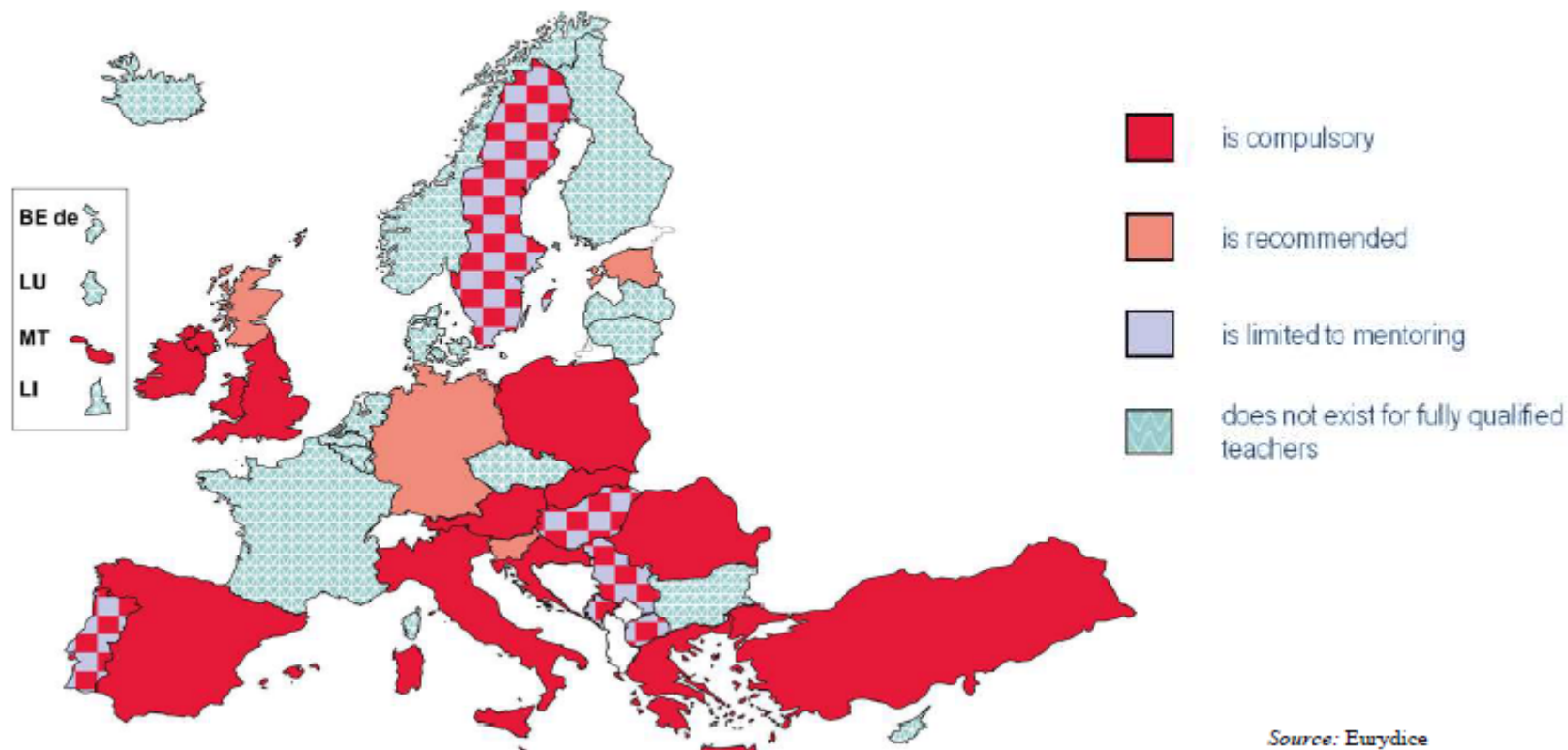
Proportion of teachers in lower secondary education who have completed ITE including teaching content, theory and practice (2013; source TALIS 2013)



Key priorities: Good selection processes and strong initial education, support and mentoring for young teachers (2)

- Provision of early career support and mentoring can influence the level of drop out from the profession as well as quality of teaching

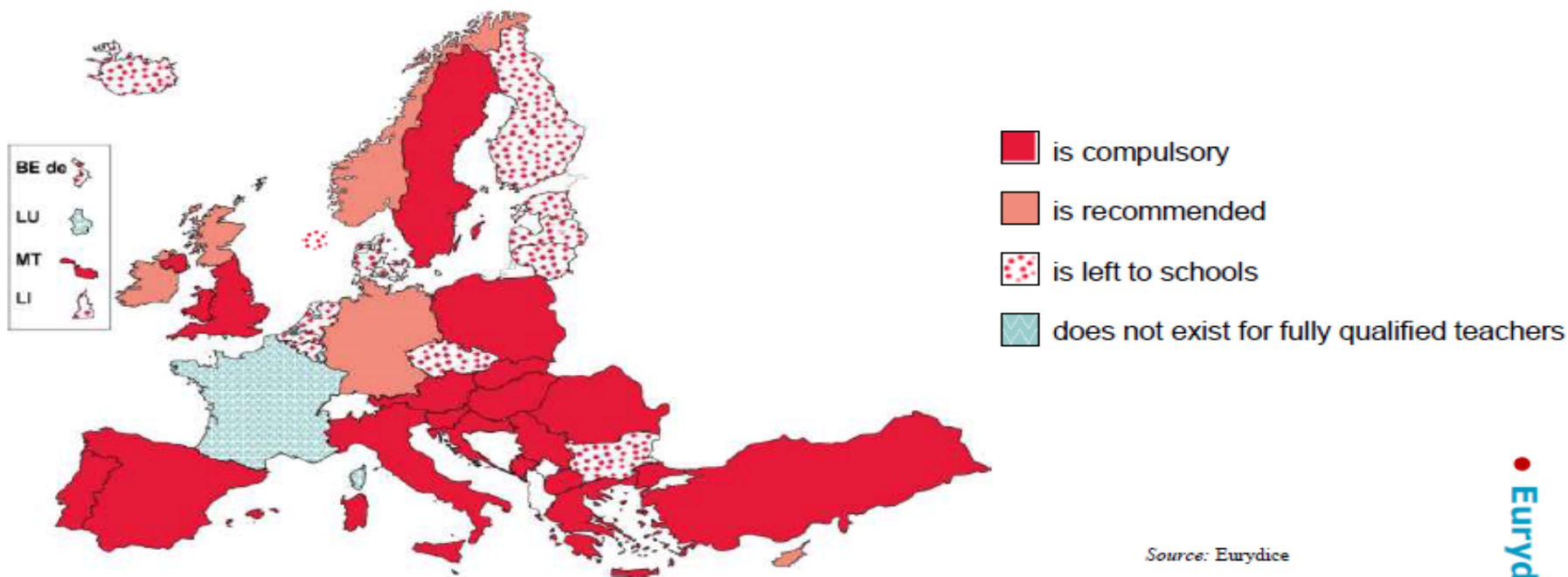
Status of the induction phase for fully qualified first-time teachers in lower secondary education (ISCED 2), according to central regulations, 2013/14



Key priorities: Good selection processes and strong initial education, support and mentoring for young teachers (3)

- Level of preparedness felt by early career teachers tends to be highest in terms of content and lowest for practice. It is higher for those having completed ITE

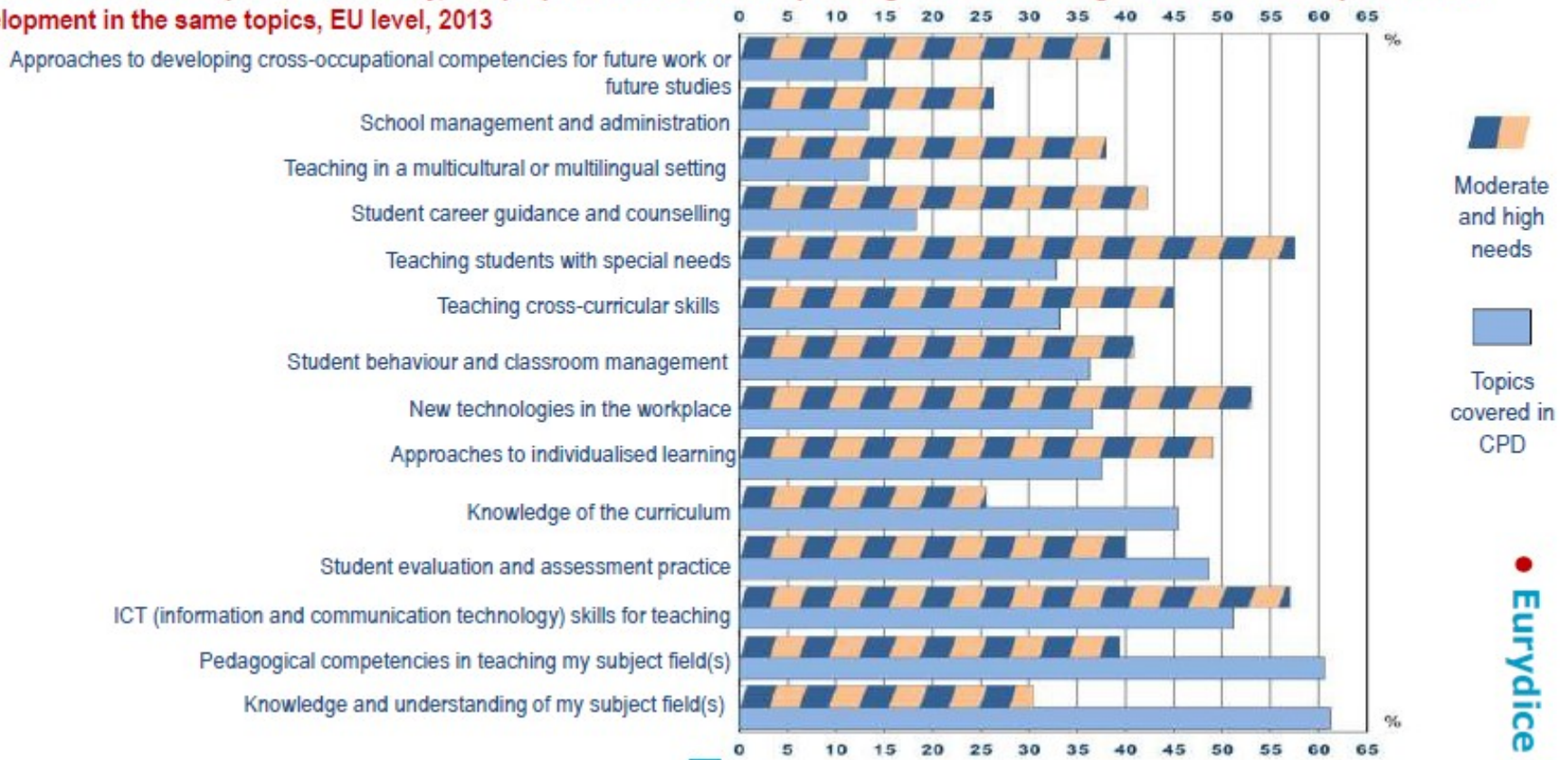
Mentoring support for fully qualified first-time teachers in lower secondary education (ISCED 2), according to central regulations, 2013/14



Key priorities: Promoting CPD (1)

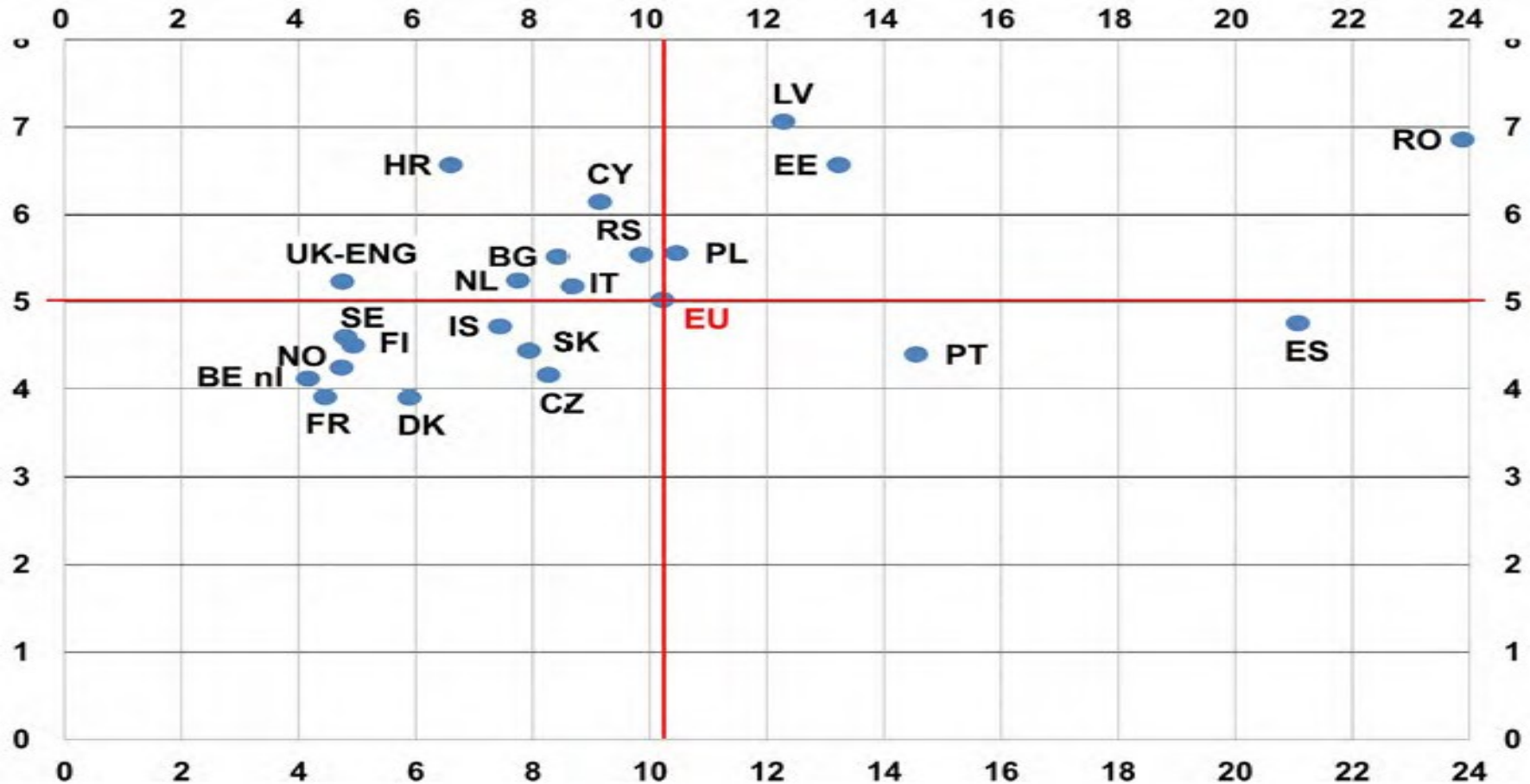
- Scale of needs expressed tends to be moderate – above average in IT
- The match between the needs expressed by teachers for CPD and the content of the ongoing development offer could be improved

Proportion of teachers in lower secondary education (ISCED 2) declaring that their professional development activities covered specific topics in the 12 months prior to the survey, and proportion of teachers expressing moderate and high levels of need for professional development in the same topics, EU level, 2013



Key priorities: Promoting CPD (2)

- Number of days and topics offered for CPD varies by country (y axis average number of topics, x axis average number of days)



The wider European agenda – some relevant documents

European institutions have focused on the subject of teacher/training/school leader development in recent years: here are some examples

▪ **European Commission**

- Communication on School Development and excellent teaching for a great start in life (2017)
- Policy documents: Education and Training 2020 (2009); A new Skills Agenda for Europe (2016)
- Education and training 2020 European Working Group ‘Professional Development of Teachers’ (2010-2013)
- Communication on improving the quality of teacher education (2007)

▪ **European Commission/Eurydice**

- The teaching profession in Europe: Practices, perceptions and policies (2015)

▪ **CEDEFOP**

- Work programme theme on teachers’ and trainers professional development
 - Thematic perspectives on teachers and trainers professional development (2015)
 - Professional development for VET teachers and trainers (2016)

▪ **European Parliament**

- EP Resolution on improving the quality of teacher education (2008)
- Teaching teachers: Primary teacher training in Europe (2014)

Communication on school development and excellent teaching for a great start in life (2017)

Communication covers a broad range of issues; in relation to the development of teaching careers it proposes that the Commission will:

- Offer **policy guidance on the careers and professional development of teachers and school leaders** by reinforcing peer learning under Education and Training 2020 through a series of expert seminars and linking it to the European sectoral social dialogue in education

It also emphasises the importance of:

- Improving selection processes into the career
- Pay and contractual status for the attractiveness of the profession
- Giving more attention to ITE and CPD
- Support during early career
- Encourage learning between high performing teachers
- Supporting school leadership

Teacher development on the wider policy agenda: what should the priorities be?

- **Which of these items should be prioritised and on which of these issues have there been significant activities in Italy?**
 - Strong initial education/support and mentoring for young teachers/trainers
 - promoting continuous and coherent professional development for teachers throughout their careers
 - regular opportunities for all teachers to update their skills and qualifications
 - need for transnational exchange of experience
 - ensuring teaching is an attractive and fulfilling profession with good career prospects
 - Others?

Thank you!

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