



European
Commission

What is Eurydice

The Eurydice Network provides information on and analyses of European education systems and policies. It consists of 40 national units based in all 36 countries participating in the EU's Lifelong Learning programme and is coordinated and managed by the EU Education, Audiovisual and Culture Executive Agency in Brussels, which drafts its publications and databases.

Eurydice Highlights

Key Data on Teachers and School Leaders in Europe



Key Data on Teachers and School Leaders in Europe is a new product in the Eurydice key data series that maps the state of play of the teaching profession in 32 countries (EU Member States, Croatia, Iceland, Liechtenstein, Norway and Turkey). The report provides a comprehensive picture of the professional development and working conditions of teachers and school heads in Europe, thereby illustrating factual strengths and weaknesses. It can therefore serve to promote and to improve the quality of teaching, which has become one of the key objectives of the European Commission's Strategic Framework for Education and Training ('ET 2020').

More specifically, the report presents information for teachers in pre-primary, primary and general lower and upper secondary education. It examines different stages of a teacher's career from initial education to entrance into the profession and professional development up until retirement. School leadership is addressed in terms of conditions of access to the position of school head, forms of distributed leadership and the main required activities of the leadership role. The report also addresses characteristics and conditions of teachers and school leaders, including age, gender, working hours, salaries, as well as information about their daily working lives such as student teacher ratios.

Key Data on Teachers and School Leaders in Europe combines statistical data and qualitative information organised around 62 indicators derived from primary data supplied by the Eurydice Network, Eurostat and evidence from the international surveys TALIS 2008, PISA 2009 and TIMSS 2011.

This leaflet provides a glance of some of the report's key findings.

The full study

Key Data on Teachers and School Leaders in Europe can be found in English on the Eurydice website

http://eacea.ec.europa.eu/education/eurydice/key_data_en.php

Printed copies of the report

are available upon request at:
eacea-eurydice@ec.europa.eu

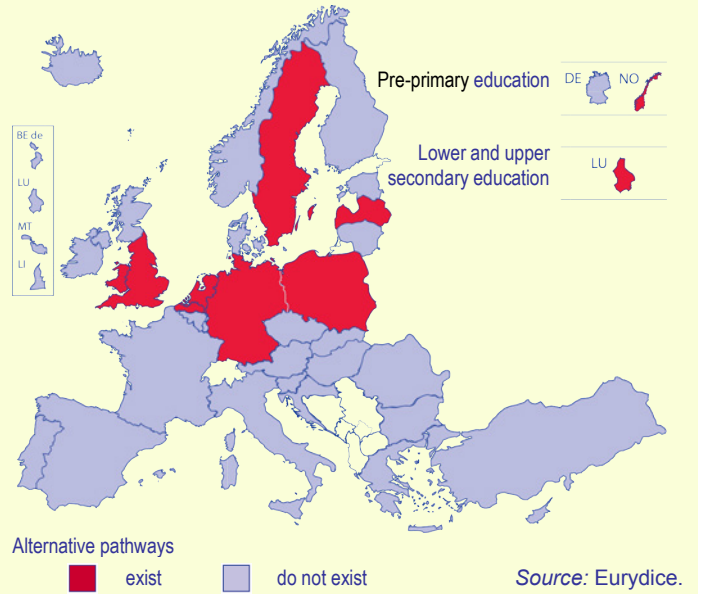
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Initial teacher education generally requires a 4-year bachelor degree

In Europe, students who are aspiring teachers generally have to study between four and five years. The prevailing qualification for primary and lower secondary teachers is the bachelor degree. This holds equally true for those wanting to teach at pre-primary level, with the exception of students in the Czech Republic, Germany, Malta, Austria and Slovakia, where a qualification at upper or post-secondary level suffices. Only those students who want to qualify to teach at upper secondary level have to study up to a master degree level in the majority of countries. Alternative pathways to becoming a qualified teacher, such as employment-based short programmes for career changers, are not very widespread in European countries.

Alternative pathways into teaching. Pre-primary, primary and general (lower and upper) secondary education, 2011/12



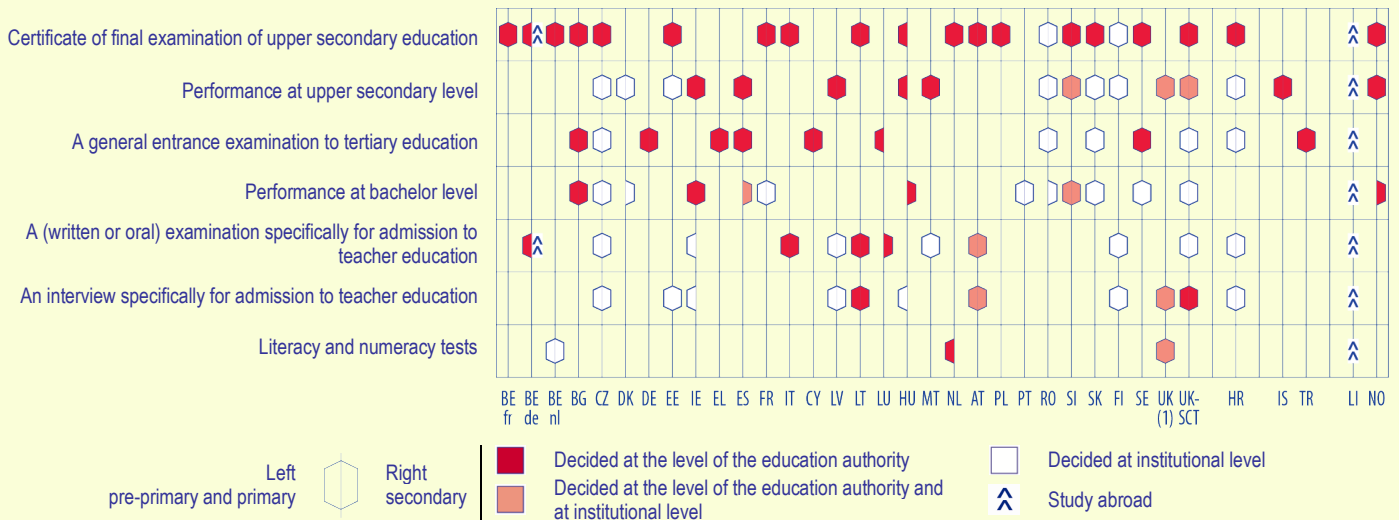
Few countries have specific requirements for admission to initial teacher education

Across Europe, admission to initial teacher education seems to be governed by general admission requirements for entry into higher or tertiary education rather than by specific selection criteria or admission examinations specifically for teacher education. Only a third of all European countries have specific selection methods in place, such as aptitude tests or interviews about the candidate's motivation for becoming a teacher.

In many countries, admission requirements are regulated at education authority level. In other countries,

institutions are free to introduce additional admissions criteria over and above central minimum requirements. Only in Denmark, Portugal, Romania, Slovakia and Finland is selection exclusively determined at institutional level. In Finland, for example, the entrance examination for generalist (class) teachers includes a written examination and an aptitude test. Cooperation between different universities on student admissions has intensified over recent years in order to ensure that the entry requirements for teacher education programmes are more consistent.

Selection methods/criteria for access to initial teacher education. Pre-primary, primary and general (lower and upper secondary) education, 2011/12

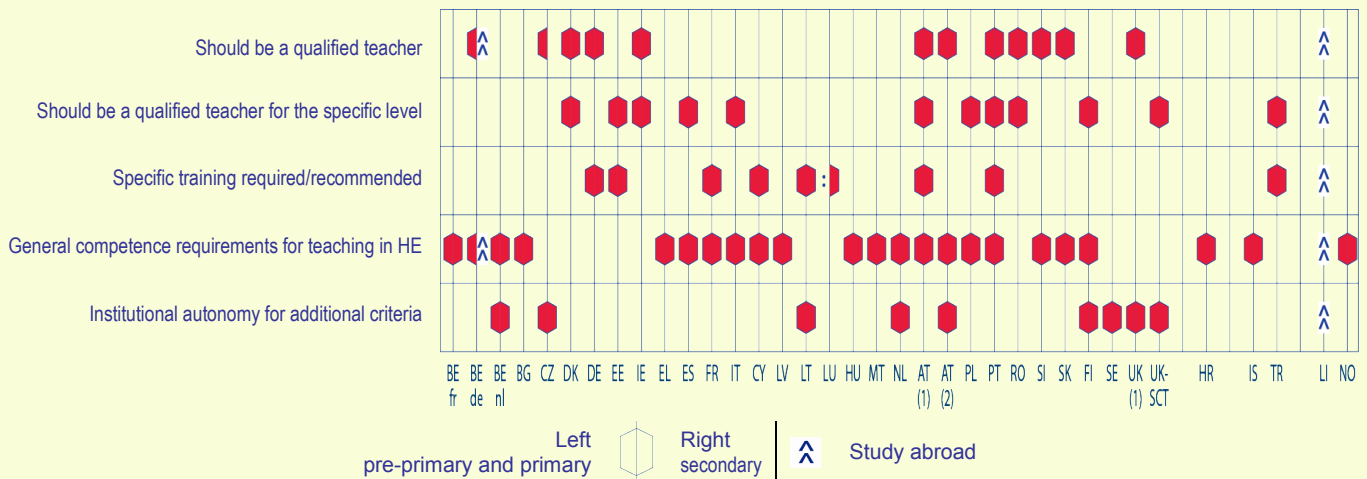


Teacher educators' qualifications do not differ from those of other academic teaching staff

While teacher educators in Europe have a variety of profiles, the set of requirements to become a teacher educator are generally no different from those established for other teaching staff in higher education. Only in half of European countries, teacher educators

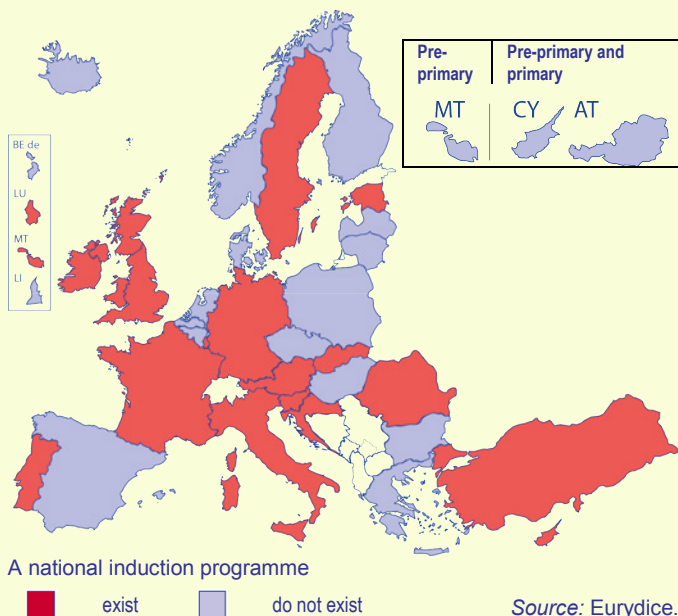
must have a teaching qualification themselves. This condition depends, however, in certain cases on the educational level for which educators prepare their students.

Qualification requirements for teacher educators, preparing students to become teachers for pre-primary, primary and general (lower and upper) secondary education, 2011/12



Source: Eurydice.

National induction programmes for beginning teachers at pre-primary, primary and general (lower and upper) secondary education, 2011/12



Source: Eurydice.

Half of Europe still has no induction programmes for new teachers

New teachers are bound to meet challenges in the early years of their career and therefore frequently need initial support. Structured induction programmes, designed to offer additional training and personalised help and advice for beginning teachers are now in place and mandatory in 17 countries or regions (Germany, Estonia, Ireland, France, Italy, Cyprus, Luxembourg, Malta, Austria, Portugal, Romania, Slovenia, Slovakia, Sweden, the United Kingdom, Croatia and Turkey). Although these programmes differ in organisation, with some providing individual support and others focusing on training, they all aim at helping newcomers adjust to the profession and reduce the likelihood that teachers will leave their profession early.

Teachers are employed on a contractual basis rather than holding career civil servant positions

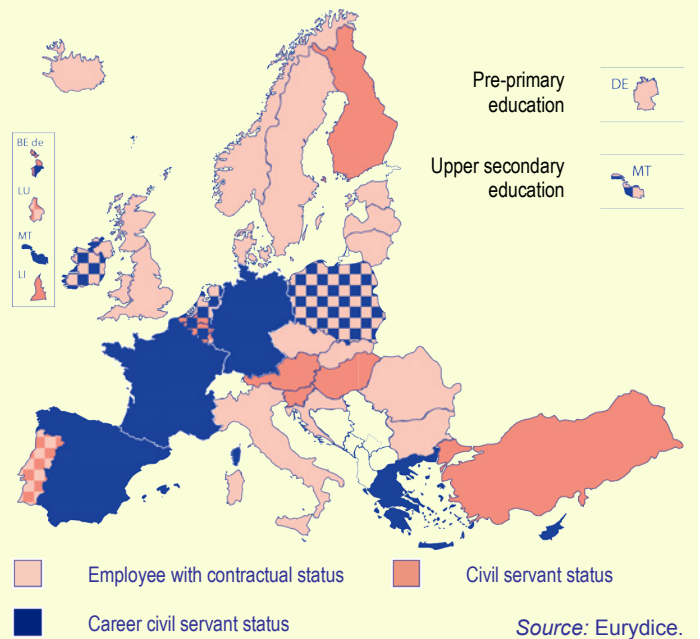
Many teachers in Europe are nowadays employed on a contractual basis. Although many countries also offer a civil servant status to their teachers, few offer the status of career civil servants with employment for life as the only employment option. This option exists as the sole form of employment only in Spain, Greece, France, Cyprus, Malta and Germany. Although overall most teachers in participating European countries have permanent contracts after a certain number of years, in some countries, employment contracts remain on a fixed-term basis. In some cases, even very experienced teachers work under a fixed-term contract.

Moreover, teachers seem to be more and more recruited via open recruitment directly by their employers, meaning by schools or local education authorities. Few countries use competitive examinations as their only recruitment method.

The higher the education level, the fewer women teachers there are

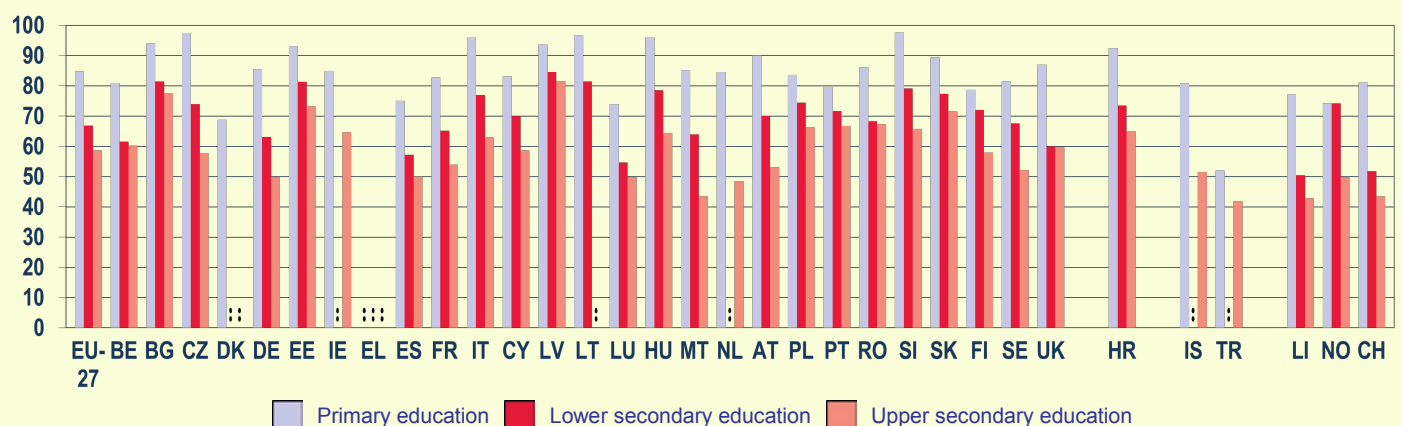
In the EU, teachers represent approximately 2.1 % of the active population, which amounts to approximately 5 million teachers altogether. Within the profession, gender imbalances are quite striking, with a significantly higher share of women teachers at lower education levels. In fact, in all European countries, primary teachers are predominantly women. Proportions vary between 52 % of women teachers in Turkey, 68 % in Denmark to over 95 % in the Czech Republic, Italy, Lithuania, Hungary and Slovenia.

Types of employment status available to teachers in pre-primary, primary and general (lower and upper) secondary education, 2011/12



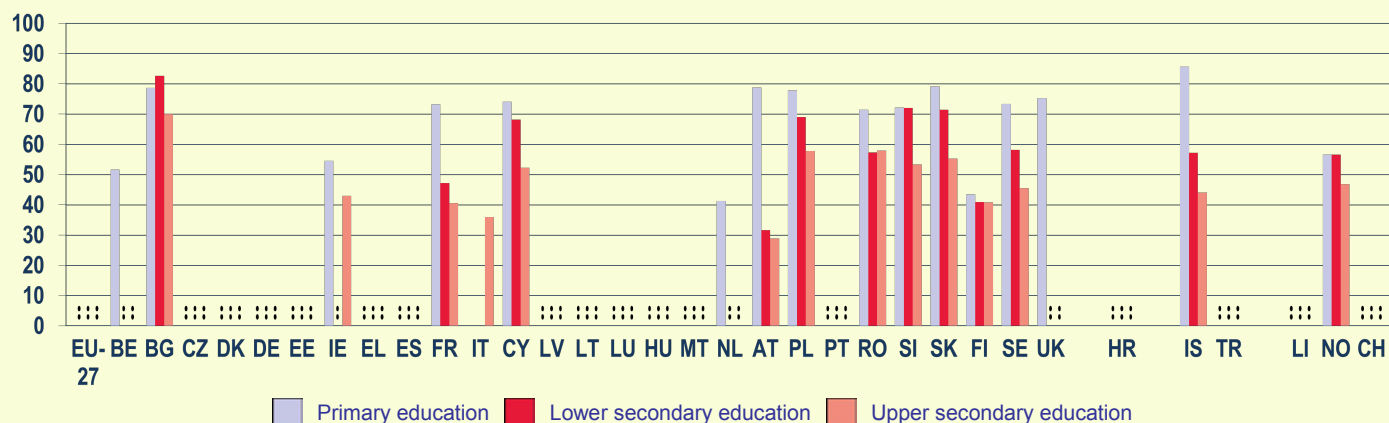
At upper secondary level, however, female representation decreases rapidly. Especially in the Czech Republic, Germany, Austria, Finland, Sweden and Norway, female representation decreases strongly. The highest reduction can be seen in Malta where female representation drops from 85.2 % in primary education to 43 % at upper secondary level. Likewise, management and school head positions in countries for which data is available are mainly occupied by men at secondary level.

Percentage of FEMALE TEACHERS in primary and secondary education, public and private sectors combined, 2010



Source: Eurostat.

Percentage of FEMALE SCHOOL HEADS in primary and secondary education, public and private sectors combined, 2010



Source: Eurostat.

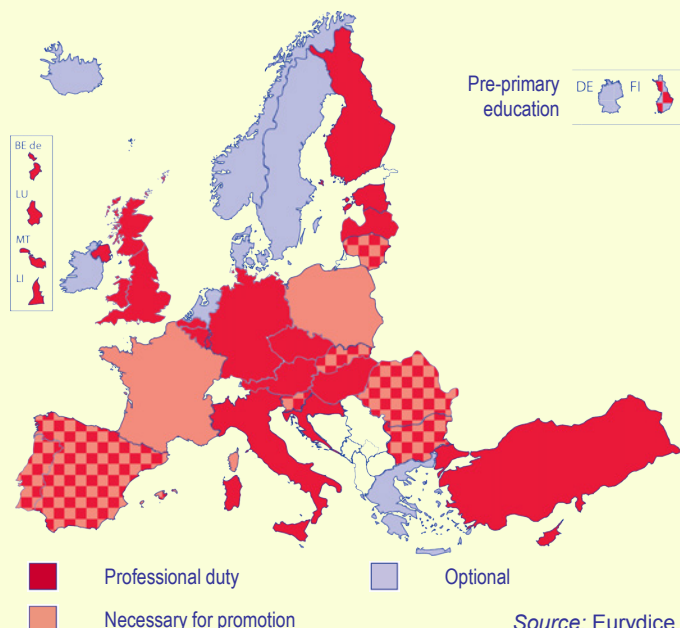
Teachers' agreed working hours are similar to those of other professions

Teachers in Europe at all education levels are contractually bound to work at least 35-40 hours per week. Minimum contractual teaching hours, however, vary considerably across European countries, ranging from 12 hours per week in Bulgaria and Croatia at primary level to as much as 36 hours in Iceland during pre-primary education. While most countries and systems have fixed overall working hours or set hours during which teachers must be present at school,

very few define work time solely by setting the number of teaching hours (French and German-speaking Communities of Belgium, and Liechtenstein).

Overall working time for teachers includes the set minimum number of hours spent in class, the amount of time spent at school for meetings etc., and the number of working hours spent on preparation and marking.

Status of continuing professional development for teachers in pre-primary, primary and general (lower and upper) secondary education, 2011/12



Source: Eurydice.

Schools are often obliged to provide professional development plans for their teaching staff

The majority of countries consider continuing professional development (CPD) a professional duty for teachers. Moreover, in some countries, participation in CPD is a necessary component for teachers to obtain a promotion in terms of career advancement and salary increase.

This is the case in Bulgaria, Spain, Lithuania, Portugal, Romania, Slovenia and Slovakia. In many European countries, schools are obliged to have a CPD development plan for the whole school staff. However, less than a third oblige individual teachers to have a personal plan.

Minimum basic salaries of teachers are often lower than a country's per capita GDP (Gross Domestic Product)

In the majority of countries, minimum basic gross teacher salaries in primary and lower secondary education are lower than a country's per capita GDP. At upper secondary education, teachers' minimum statutory salaries are still lower, but represent almost 90 % of per capita GDP. As a general trend, countries which have relatively low minimum salaries at primary level also have the lowest statutory wages in upper secondary education.

Allowances that are added to the basic salary can considerably increase the basic salary of a teacher. The most frequently encountered allowances in European countries are attributed for additional

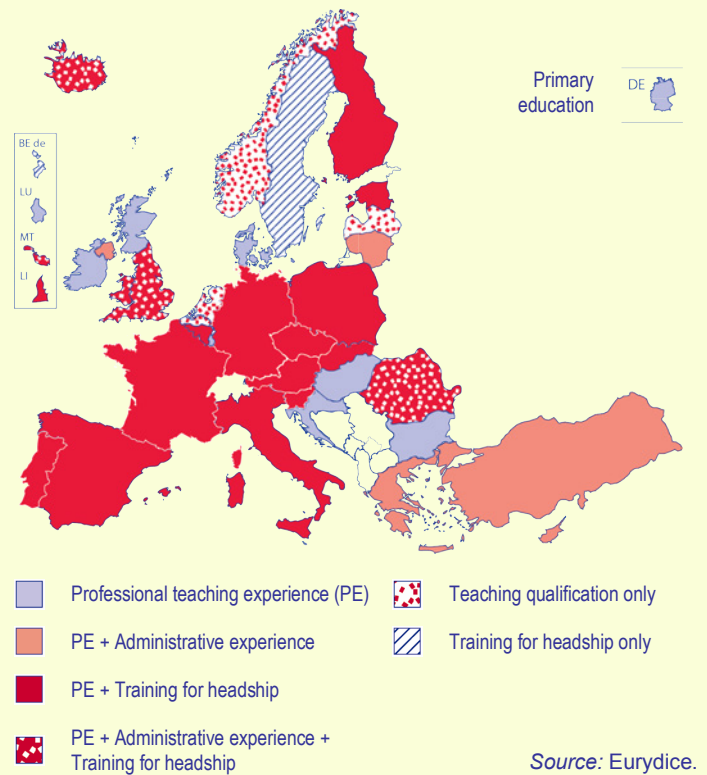
responsibilities such as participation in school management or for working overtime. Only half of the examined countries grant allowances to teachers based on positive teaching performance or student results.

In Europe, the maximum gross salary for senior teachers is generally twice as high as the minimum salary for newcomers. However, in some countries, it may take teachers up to 30 years to earn the maximum salary.

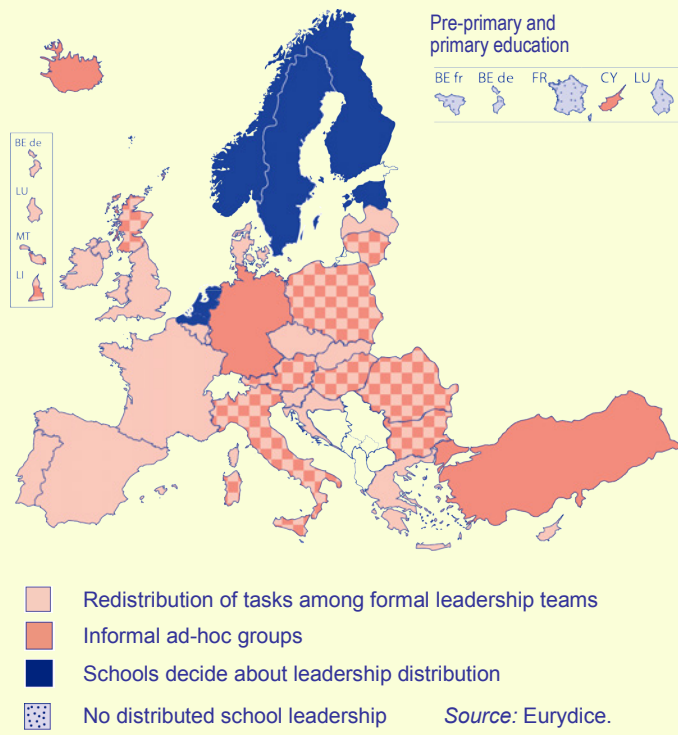
Becoming a school head requires specific additional training in many countries

The basic condition for a teacher to advance to the position of school head is generally a five year teaching experience. Most countries, however, apply one or more additional conditions: future school heads must have either administrative experience or have received special training for headship. Specific training programmes for school heads exist almost everywhere, also in countries where such training is not required as a pre-requisite for employment. Moreover, school heads often have the professional duty to participate in CPD activities throughout their career.

Professional experience and headship training officially required to be a school head, from pre-primary to upper secondary education, 2011/12



Forms of distributed school leadership promoted by the top level education authority from pre-primary to upper secondary education, 2011/12



School leadership is often shared among formal leadership teams

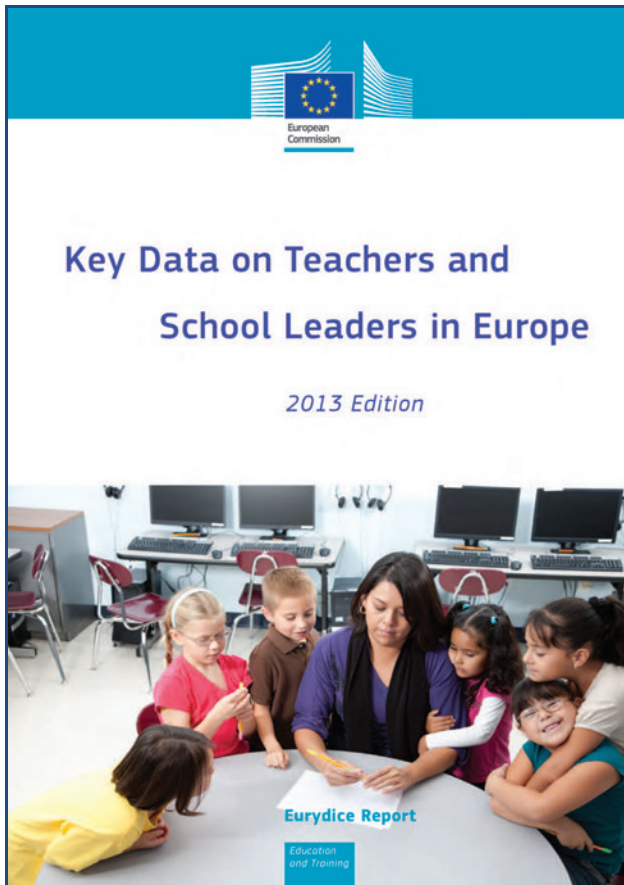
In most countries, school leadership is shared among formal leadership teams. In most cases, this means that one or several deputy school heads and sometimes an administrative assistant or accountant support the work of the school head. The appointment of a deputy school head generally depends on the size of the school and the complexity of the organisation. Innovative approaches to school leadership, such as the distribution of leadership tasks among teachers or through the creation of informal ad-hoc leadership groups, are rather rare.

Please note

Distributed school leadership refers to a team approach to leadership, where authority to lead does not reside only in one person, but can be distributed among different people within and beyond the school. School leadership can encompass people occupying various roles and functions such as school heads, deputy and assistant school heads, leadership teams, school governing boards and school-level staff involved in leadership tasks.



Innovative approaches to school leadership are still rare in Europe



Full study

http://eacea.ec.europa.eu/education/eurydice/key_data_en.php/151EN.pdf

Printed copies of the report

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- **Key Data on Education in Europe – 2012 edition**
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- **Key Data on Teaching Languages at Schools in Europe 2012**
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- **Teachers' and School Heads' Salaries and Allowances in Europe, 2011/12**
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