



# *Enhancing sustainable democratic culture at schools*

COUNCIL OF EUROPE  
TRAINING PROGRAMME  
FOR EDUCATION PROFESSIONALS

Enhancing sustainable democratic culture at schools:  
Empowering teachers through mentoring and action research processes  
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***Teacher Training Practices in Europe:  
Summaries prepared by the participants***



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## 1. Aspects of initial and in-service training for teachers in Croatia

*Jasna Kraljić-Cmrk*

There are two main providers of initial teacher education in Croatia: teacher education faculties which educate teachers for pre-primary and lower primary school levels, and teachers' faculties which educate subject teachers in academic disciplines. Where educational sciences and teaching methodologies are not part of a study programme, graduates have to obtain additional education and training in order to become a teacher.

Novice teachers are obliged to undergo a one-year induction period supervised by a teacher mentor. The school prepares an internship programme, appoints a teacher mentor and provides professional-pedagogical, methodological and all other necessary support. After the induction period, the teacher takes the State Certification Exam in order to become a fully qualified and certified teacher, ready for independent work.

All teachers have the right and obligation for permanent professional training and advancement through programmes approved by the Ministry of Education. This refers to individual and organized training in his/her subject and in the field of pedagogy, didactics, educational psychology, methodology, informational-communicational technology, counseling, management, education policy and other fields relevant for a teacher's efficient and high quality performance.

The Education and Teacher Training Agency is the institution responsible for the provision of professional and advisory support in the area of general education as well as organizing and implementing in-service training, organizing license examinations, lesson observation and teacher evaluation.

The Agency programmes are delivered by Agency senior advisers (SA) or by a network of experienced teachers, called county coordinators, who are trained and supported by SA to offer training events at the regional level. County coordinators organize county council meetings for teachers from within the same educational field where teachers have the opportunity to co-operate and exchange experiences and examples of good practice. Besides the Agency and the higher education institutions, several non-governmental organizations and other professional associations provide various forms of in-service teacher training.

At the beginning of every school year, teachers are obliged to fill in their individual plans for continuing professional development. These plans are divided into the following sections: individual development where the teacher independently tailors professional development activities that best suit his/her interests and needs; collective in-house development that covers seminars, workshops and lectures at the level of the school, for example at the council of teachers; and collective external development organized by the Agency at both state and county level.

Teachers are obliged to collect certificates of attendance that are one of the requirements when qualifying for promotion in the title of teacher mentor and teacher advisor, the two advancement levels currently available.

Peer coaching has so far been present voluntarily leaving each teacher to decide upon his/her engagement, which is recognized by credits necessary for promotion. Peer learning and collaboration have been acknowledged as an important tool and as such strongly encouraged and supported by the Agency.

The preparation of a new teacher training strategy is currently in progress that will be the basis of a modern system of in-service teacher training.

## 2. Initial and in-service education for teachers in Greece

*Marina Palla, School Advisor of Mathematics,  
North Aegean Region, Greece*

Initial education for pre-primary, primary and secondary education teachers of all fields of specialization lasts four years. Pre-Primary and primary education teacher training mostly involves teaching/methodology oriented courses in the classroom as well as various case-based teaching methods. There are also sampling tutorials allowing students to attend lessons in actual classroom conditions.

Regarding candidate secondary education teachers, their majority comes from the pedagogical schools. There, apart from studying, they receive pedagogical training, which enables them to participate in the contest of the Supreme Council for Civil Personnel Selection (ASEP) for secondary education teachers.

In Pre-Primary, Primary and Secondary Education the following measures are applied:

During their service, teachers may require help either in terms of technical-material infrastructure or in terms of scientific and pedagogical guidance. As regards technical-material help, besides traditional support methods, new technologies such as computers, the internet, specific application programmes in certain courses /teaching subjects etc, are additionally provided.

**School Advisors**, in cooperation with Primary and Secondary Education officials, help teachers execute their work. School Advisors are responsible for providing scientific and pedagogical guidance and support to teachers within the corresponding regional Directorate of Education; they encourage every research effort in the field of education and participate in the evaluation of the educational work of both teachers and schools within their area.

It is the School Advisors' task to cooperate with teachers in their field of specialization and with school Headmasters aiming at a smooth and unobstructed course of the pedagogical and teaching procedure. In parallel, it is the Headmaster's duty to provide help to the teachers of the school unit they are running. In addition, teachers are provided with support through various forms of training.

The educational work of **Regional Training Centers (PEKs)** involves modern methods and techniques such as lectures and seminars in modern institutes.

Objectives of the PEKs are the briefing of teachers:

- in the developments in sciences and technology
- in the new instructive methodologies, in the strategies and in the new instructive models
- in the changes of attitudes and behaviors
- in the interpersonal relations in the benefit of scientific knowledge in cognitive objects of Environmental education, Education of health, European dimension in the education, Applications of Computers, Theatrical education, Sociological subjects, Psych pedagogic research, Confrontation of children with training difficulties and offence behavior

Training programmes on **New Information and Communication Technologies** are currently being carried out at two levels.

- A-Level Teacher Training in ICT: it refers to training teachers in basic ICT skills
- B-Level Teacher Training in ICT: it refers to training teachers in the educational use and application of ICT in the classroom



### 3. Aspects of initial and in service education for teachers in Greece

*Thalia Hadzigiannoglou, School Advisor*

Nursery and primary school teachers complete a four-year university degree in the university departments of education. Teachers in general secondary education complete a four-year university degree according to their field of study.

All teachers need to take specific exams, conducted by ASEP, an organization responsible for the design and holding of exams for the selection of teaching staff, to be appointed in schools. Those who succeed in these exams attend a training program, before schools start in September. The program is designed and implemented by PEK, which are state training centers. The courses offered at PEK focus on pedagogy and teaching methodology and attendance is obligatory for beginner teachers. PEK may sometimes offer in-service training programs for experienced teachers. These courses focus on a specialized subject, such as “Developing creativity in schools” and attendance is optional.

School advisors are primarily involved in teacher training. They design and implement training sessions in various fields, such as pedagogy, instructional methodology, psychology etc. They also conduct training seminars in the instructional methodology of their field of studies. The training takes place the last two hours (12.00-14.00) of the school time schedule and the attendance is obligatory. School advisors can also organize training sessions in the afternoon or evening and attendance is optional. It is possible for school advisors to invite specialists in a specific field to lecture or provide workshops to teachers.

Each school advisor is responsible for the pedagogical guidance of all teachers in a number of schools. Within his/her duties is the in-service training of teachers in general pedagogical issues, supervision of project work in high schools and participation in teacher meetings, upon teacher or principal request.

Besides the school advisor, other administrative entities can conduct teacher training programs in specific fields, such as the National Center for Public Administration (EKDDA). EKDDA is the national strategic agent for the development of the Human Resources of the Public Administration and Local Government. It is a Public Entity supervised by the Minister of Administrative Reform and E-Governance. Its main mission is the improvement of the functioning and effectiveness of public services and public agents through research on the documentation and through consulting support, the upgrading of the PA's HR through life-long learning and through certified training on knowledge and skills.. This mission is realized through a series of targeted actions and initiatives that are implemented by the National School of Public Administration and Local Government (ESDDA), the Institute of Training (INEP) with its decentralized annex in Thessaloniki (PINEPTH), and by its Documentation and Innovations Unit (Motek). Such programs aim at training Public Sector's employees (not just teachers) through specifically designed certified programs.

Other training programs are provided by the EOPPEP (National Organization for the Certification of Qualifications and Vocational Guidance), an all-encompassing statutory body investing on better quality and more efficient & reliable lifelong learning services in Greece. EOPPEP has derived from the amalgamation of three national bodies, all under the supervision of the same Ministry: the National Centre for the Accreditation of Lifelong Learning Providers (EKEPIS), the National Organization for the Certification of Qualifications (EOPP) & the National Centre for Vocational Guidance (EKEP). EOPPEP provides training programs in adult education.

Finally, The Institute of Educational Policy (IEP), established in 2011 with Public Law 3966 (Government Gazette A' 118/24-05-2011), is a Private Legal Entity supervised by the Minister of Education and Religious Affairs.

IEP operates for the benefit of public interest as an executive scientific body which supports the Ministry of Education and Religious Affairs, with main aim the scientific research and study of the issues related to primary and secondary education, the transition from secondary to tertiary education, as well as the on-going scientific and technical support for the design and implementation of educational policy issues. Among its duties is the organization of teacher training programs in Greece.

## 4. Education for teachers in Italy

*Stefania Ruberto*

I would like to start from the picture that you can find in the Italian MIUR web site. These smiling children look very smart, but unfortunately in Italy teachers are not so smiling and enthusiastic: they are older and older, they can't use a computer neither speak a foreign language fluently, they can't understand that modern children are really different from the pupils you could find at school in the past. And this is true from pre-primary school to secondary school.



The first problem for Italian school has always been the teachers' initial education that is the lack of a curriculum which can give them the fundamental competences in teaching: they don't know anything about pedagogy, psychology or about the right techniques to work with teenagers.

I became a teacher winning a national competition, but I had never studied to become a teacher! Fortunately in my career I have met both bad and good colleagues from whom I have tried to take the positive teaching to improve myself and the bad examples to keep in mind how a primary good teacher shouldn't behave! Of course I studied and I am still studying really hard to get all that competences that are necessary to do a good job. I attended a lot of courses, the last one was about teaching English to dyslexic students.

Nowadays things are different: in 2010 the Educational National Department (MIUR) issued a New School Regulation for new teachers. It is based on some important points.

During his/her initial education a teacher must get some cross curricular competences:

- you must be able to speak English (B2 Level);
- you must be able to use a personal computer;
- you need a University degree even to teach at pre-primary and at primary school ( in the past it was compulsory only for secondary school teachers);
- you must know how to behave with and how to teach to disabled pupils ( at all school levels).

The main important novelty is the apprenticeship for all teachers: while studying at University and before going to work they must attend an apprenticeship at school, working with real students and facing real problems and thinking about real problem-solving solutions. The Government Issue is an innovation especially for secondary school teachers: now they must attend a 475 hours apprenticeship at school and 75 out of 475 hours must be dedicated to disabled pupils.

Of course all the teachers have a tutor to refer to.

As concerns the in service education, it is so important that in the Teachers national Contract (2005/2006) from article 63 to article 76 they underline the necessity for teachers to attend courses and their right to have days off to do it. But these courses are different from one school to another.

## 5. Teacher training - basic and specialist teacher training in Estonia

*Eliina Tirgo*

Initial teacher education is provided by universities and professional higher education institutions. Vocational teachers and teachers of pre-primary schools are trained at the first level of higher education, teachers of basic schools and upper secondary schools, in second cycle. Primary school teachers are trained according to the integrated curricula of Bachelor's and Master's study, others are trained in three-year Bachelor's study which is followed by the two-year Master's study. The diploma and certificate awarded provide evidence of teaching qualifications.

Since 2004, graduates from the initial teacher education may pass the induction period lasting one school year. During this time the prospective teachers receive support from their tutors and universities.

Teacher training includes three components:

- ☐ general education studies;
- ☐ study related to specific subject(s);
- ☐ Professional study (education science, psychology, didactic and practical training).

The variety of methods used in teacher education programs include lectures, team teaching, guided inquiry, lessons with video-feedback, mentoring, blended learning and e-learning, etc. The remarkable impact on teacher education for inclusion has harmony of observation, basic and main school practice.

### **In-service training**

The framework requirements of teacher's training establish the obligation for teachers to pass a minimum 160 hours of professional training during every five-year period; for vocational teachers – a minimum two months of professional training during every three-year period. The precondition of getting occupational grade of senior teacher and teacher-methodologist is also passing 160 hour in-service training during last five-year period.

The Estonian Teacher Education Strategy <http://www.hm.ee/index.php?0511796>



## 6. Aspects of initial and in-service education for teachers in France along with the practices developed at a formal level used to encourage teacher collaboration and on-going professional development

*Virginie Prugnaud*

French teachers have always had difficulties to collaborate and work in groups for many reasons, the first one being that they lack time. However, the mentalities have been evolving over the last years on different levels so that teacher collaboration is becoming more and more frequent. The initial education for teachers has been changing over the last years in France. Indeed, because of the changes in the government, the training of teachers has evolved for the best or for the worst. The training depends on the region where they start working as teachers. In my region – Limousin - teachers currently have two classes for the first two months so that they have two free days every week to go on training. They work with tutors on their lessons, how to improve their methods and their ways of teaching. Then, they get all their classes until the end of the school year. The week before getting them, they attend their substitutes' lessons so that the transition is made more easily: the 'future' teachers become acquainted with their new pupils, their behaviours and know what and how they worked during that period.

Another example of teaching collaboration is the right to go on training period. Throughout their careers, French teachers have a right to go on training periods of one or two days to work with other colleagues on a specific topic. For instance, English teachers may work on written comprehension, exchange ideas and build a lesson together. These days – which can go up to six days a year - teachers are released from their classes and therefore, have time to work in collaboration with colleagues they seldom meet. A new way of teaching collaboration has also been emerging for the last few years: working in groups based on skills. More and more high school teachers use this way of teaching. They make three groups of students from two classes every three months. The groups are based on the pupils' levels in a specific skill. Throughout the year, they work on three major skills: written comprehension, written expression and oral comprehension - oral expression being worked the whole year. The final task is the same for the three groups but the documents and the way they are exploited depend on the level of the groups. The levels are based on the CECRL: A2, A2+ and B1 for example. The teachers work together, exchange ideas to find the most efficient way to teach according to their pupils' levels and try to make them reach the same goal. Both the pupils and the teachers benefit from this way of working. First of all, the teaching methods are adapted to groups of students with the same level so that they can progress and get more self-confident. Besides, if they get bored or are ill-at-ease in a group, they are allowed to change and become part of another group so that they can evolve regarding their levels, which is very rewarding for them. As for teachers, it enables them to update their working methods, to have heterogeneous and motivated classes and to adapt more easily to their pupils. Yet, there are some drawbacks; working in groups also demands a lot of time and teachers' obligations have not changed, thus increasing work and letting them less and less time to innovate.

To conclude, teaching collaboration and on-going professional development are closely linked, teaching collaboration probably being the best way to improve teaching methods. However, in France, this way of working is still scarcely used as it means changing its own way of working and spending more time working even if it means working differently. Mentalities have to evolve to make it consider as a way to progress and to get closer to students' needs.

## 7. Teacher training in Latvia

Victoria Bulavkina

1. *How are teachers trained in your country (refer to teachers of various levels-primary/secondary education)?*

Usually teachers of all levels are prepared at Pedagogical Universities with very academic studies and subjects. A lot of theory and insights on the history of pedagogy, different teaching methods and approaches are usually taught. Future teachers do have some practice at schools during the last years at universities for a month. But remembering my studies it was like “do it” without being told how to do it-I think one is very lucky to have a good, charismatic model tutor/teacher to copy/adapt/try on. That works best during the first years.

2. *How are novice teachers supported during their early years in the profession (induction phase)?*



It depends on the school where they start working, which mostly mean on the people who work there and administration (again, human factor!) as well. During the last 10 years mentoring has become popular. Although it is pretty the same: mentors who help novice teachers are the ones who would help them without being a mentor, and the opposite: the one who is indifferent to novice teachers' issues they are not a helping hand even being a mentor officially. 15 years ago we did not have mentors in our school (we do have them now, mostly officially). It took me 2 years to get to

know teachers in my English department who are only 4 people. They just never spoke to me but watching how “successfully” I keep my chin above the water. Novice teachers are rather told what they did wrong instead of being advised on how not to. It is quite important to have the biggest and the best support from colleagues during the first years of teaching when the teacher's personality is being formed-it depends on these very difficult days to what extent a person will be into teaching.

3. *What opportunities do teachers in your own country have for collaboration (in terms of peer-coaching/collaborative development of courses/action research)?*

Unfortunately peer-coaching/collaborative activities hardly ever take place in my country. Although teacher development courses are quite possible they almost all are focused on methodology or ready to use ideas/activities. The latter is highly appreciated and popular among the teachers as they help to interest and motivate students and make lessons more involving. Very few courses or workshops deal with class management and almost none of them consider such a factor as peer coaching. We keep complaining about same teaching issues for years at the coffee table instead of doing something about it in a team.

Some years ago we had so called Methods groups where teachers of one subject of one region would come together and decide on different activities in the frame of the



subject within the region: subject Olympiads, competition, visits to school with some “open doors lessons” etc. Thus we had a wonderful opportunity to see our colleagues teaching and discuss the lessons. The only minus of that was the fact that the lessons were very demonstrative with the elements of theatre and were really rather praised than discussed. Unfortunately, to the biggest disappointment of all the teachers, during the crisis 4 years ago the methods groups were cancelled and the only connection between teachers in regions disappeared as well.

## 8. Initial Education and Continuing Professional Development for Teachers Working in Early Childhood and School Education in Latvia

*Tija Zirina*

### Initial teacher training

School teachers in Latvia are trained at tertiary level. There are two groups of programmes providing teacher training, academic and professional; thus initial teacher training is provided in the following programmes:

- second level professional higher education study programmes (integrated bachelor programme),
- academic study programmes in pedagogy followed by professional higher education study programme,
- first level professional higher education study programmes (short-cycle higher education study programmes for ECEC teachers mostly).

All teachers to be qualified to work in a school must undergo study programmes leading not only to higher pedagogical education but also to a teacher qualification in the respective level of education. Besides, most programmes prepare teachers of certain subjects. Thus, completion of a certain kind of programme entitles to teach the respective subject at the respective level of education. There are exemptions – early childhood teachers and primary school teachers (classes 1-4) receive a teacher qualification in the respective level of education, and are entitled to teach most of subjects.

### Continuing professional development (CPD)

Continuing professional development (CPD) is compulsory in Latvia for teachers at all education levels. Teachers themselves are responsible for acquiring the mandatory in-service training, acquiring CPD programmes of at least 36 hours in three years period.

In 2013, the Cabinet of Ministers approved the [Regulation on Requirements for Necessary Education and Professional Qualifications, and Procedures of Pedagogues' Professional Development](#).

A teacher has to plan CPD activities in cooperation with the head of the school. A teacher who is engaged in certified private practice activity has bear responsibility on planning of his or her CPD activities. In Latvia CPD programmes are divided in type A and type B programmes.

Following institutions are authorised to develop and implement CPD programmes of type A:

- education institutions;
- teachers' professional NGOs;
- institutions subordinated to the ministries.

**Type A programme** may consist of modules and a teacher can form the training of modules from different programmes. Amount of a module is at least six hours, both including theoretical and practical parts. There are five modules involved to develop:

- general competences of teacher
- education content and didactics
- management of education process
- teacher's self-development
- teacher's experience (participation in conferences, seminars, master classes etc.)

**Type B programme** acquisition entitles a teacher to teach any other subject or to work in other education level. It also gives teaching rights for a person without the higher pedagogical education.

Training amount of type B programme is at least 72 hours. Developers and implementers of B type programmes are initial teacher training institutions. The programmes have to be coordinated with the Ministry of Education and Science.

Teacher receives a certificate after acquisition of the A and B type programme. Teacher has the right to use 30 calendar days during a 3-year period for professional development, including improvement of competences, with basic salary being retained.

Source:

[https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Category:Teacher Education](https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Category:Teacher_Education)



## 9. Aspects of Initial and In-Service Education for Teachers in Malta

*Jurgen Azzopardi B.Ed.(Hons.)*

### Overview of Educational System in Malta

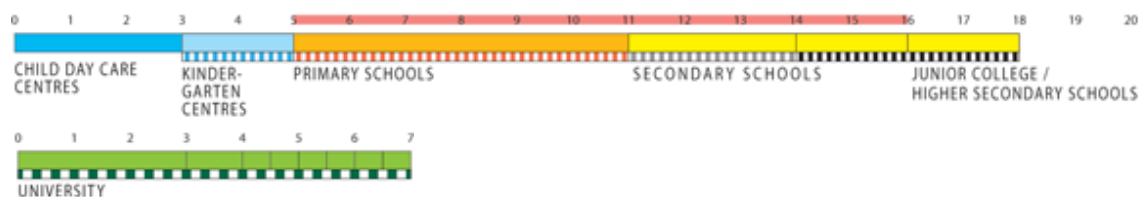


The Ministry for Education and Employment is responsible for education in Malta. It provides free education to all from kindergarten to tertiary education in public schools. The Government also subsidises Church schools which do not charge tuition fees and gives tax rebates to parents sending their children to private schools.

Compulsory education covers the ages 5 to 16 years and is divided into two main cycles; primary education (5 – 11 years) and secondary education (11 – 16 years). (Refer to diagram below). Following compulsory education students can choose to follow either a general education or a vocational education path.

Tertiary education is provided at the University of Malta and at the Malta College of Arts, Science and Technology (MCAST), the latter specialising in vocational degrees.

EURYPEDIA (2013a)



### Teacher Training and Teacher Education

#### Pre-Service Training

The prospective teacher must first choose the level to teach; whether it is at Kindergarten level (Early Childhood Education and Care), Primary level, or Secondary level. Any person willing to teach in one of these levels should read for a *Bachelor's degree in Education* B.Ed.(Hons.) with the **University of Malta** (Faculty of Education), being the sole teacher training institute in Malta.

All B.Ed.(Hons.) programmes are offered as four-year full-time course of studies. Two key components of all the B.Ed.(Hons.) programmes are the hands-on school experiences in every year of the programme and a dissertation in the final year of the programme.

Another route to teach in secondary level is to pursue a post-graduate certificate in education (PGCE) programme with the University of Malta. Eligibility for the PGCE assumes a first degree in a study-area which is taught in local secondary schools. This programme consists of instruction on methodology, issues on education, and practical work in schools.



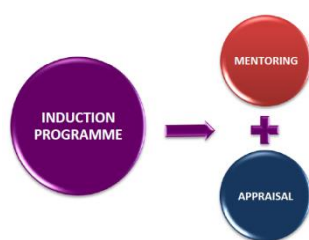
UNIVERSITY OF MALTA  
L-Università ta' Malta

Pre-service training as offered by the University of Malta:

Route	Programme	Duration
Early Childhood Education and Care	B.Ed.(Hons.)	4 years (full-time)
Primary Education		
Secondary Education	P.G.C.E.	1 year (full-time)

University of Malta (2013)

### Initial Teacher Training



During the first two years of their careers, Newly Qualified Teachers (NQTs) follow an induction and mentoring programme. This was recently introduced after being piloted in 2010-2011. NQTs benefit from the structured support by more experienced and specifically trained peers as they face new roles, challenges and responsibilities.

#### *The Induction Programme*

NQTs will be deemed to have fulfilled their induction requirements and will be eligible for confirmation in the public service, and for the permanent warrant, once they fulfil the following five (5) obligations:

- attend the three-day Induction Seminar;
- receive and/or participate in mentoring classroom observation visits;
- participate in meetings with their Teacher Mentor;
- attend the final Evaluative Seminar;
- compile their first-year and second-year Performance Management and Professional Development Plan (PMPDP).

QAD (2013)

### In-Service Education

Teachers in public schools (under the **Ministry for Education and Employment**) must participate in three different types of continuing professional development programmes; the PDS, the SDP, and INSET.

*Professional Development Sessions (PDS)*: All school-based teaching staff must participate in three PDS of two hours each, after school hours, spread over the scholastic year. The College Principal or Head of School or the teaching staff has the opportunity to choose the theme of their PDS and attendance is remunerated.

*School Development Plan (SDP)*: Each school is assigned one afternoon per term, during school hours, to organise an SDP session. School-based teaching staff is also required to take part in a one day-long SDP session devoted to the audit, review and formulation of the School Development Plan.

*In-Service Training (INSET)*: Teachers, if called upon to do so, also attend in-service training (INSET) held over three days in July or in September. Such courses are held every year but teachers may also opt to attend voluntary courses organised by the Education Directorates.

EURYPEDIA (2013b), MUT(2010)



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### Further information:

*Ministry for Education and Employment website:*  
[www.education.gov.mt/education](http://www.education.gov.mt/education)

*University of Malta website:*  
[www.um.edu.mt](http://www.um.edu.mt)

*The official tourism site for Malta, Gozo, and Comino:*  
[www.visitmalta.com](http://www.visitmalta.com)

## 10. Teacher Education in Slovenia

*Nataša Sever*

The teaching profession in Slovenia is a regulated profession. The regulated qualification is obtained through the combination of pre-service education, practical training for independent work and further education and training. All teachers are required to complete a four-year university study programme. Teachers must also pass the State Teacher Certificate Examination, since it is a condition for carrying out pedagogical work defined by law.

The education of primary school teachers takes place in three faculties of education (in Ljubljana, Maribor and in Koper), while education of subject teachers is also undertaken at other higher education institutions (such as the Faculty of Arts, the Biotechnical Faculty, etc.) According to the Bologna reform of study programmes, the students have to complete a second-cycle study programme to attain a Master degree (300 ECTS) to be able to enter the teaching profession. Pre-school teachers have to complete the first cycle of higher professional studies programme (180 ECTS).

Initial teacher training can be obtained through:

- a) a higher education study programme in one or two subjects of teaching leading to the professional title of professor of one or two subjects
- b) a higher education study programme, which imparts the necessary knowledge about the subject of teaching or the field of education but does not provide the necessary professional contents for acquiring the required teaching skills; a candidate must therefore complete a non degree (credential) teaching training programme, amounting 60 ECTS.

Practical qualification is obtained during the induction period in kindergartens and schools. The induction period lasts 10 months. The State Teacher Certification Examination is a component of the induction period and is carried out during induction. The aim of this period is to qualify the graduates to perform independent work tasks. Thus, the inductee's tasks are also independent preparation and execution of at least 30 teaching demonstrations in the class, taught by the mentor. During the induction period, the novice teacher gets 70% of the basic wage and the corresponding supplements.

The Examination consists of:

- a written assignment for professional workers who do not execute direct educational work (librarians, school counsellors, etc.)
- Oral examination for all professional workers that includes:
  - a) The constitution of the Republic of Slovenia and the European Union and their legal systems
  - b) Legislation in the area of education
  - c) Slovenian written language

The teaching profession in Slovenia is identified as a highly professional vocation that demands continuous, life-long supplementing and development of competencies. This awareness is built into the legislation, regulating the area of education, especially the Rules on In-service Training of Educational Professionals. Teachers can participate in in-service training programmes such as thematic conferences, study groups, professional staff networks, programmes of IT literacy and other professional programmes. The programmes are carried out by different universities and other institutions: the National Education Institute, the Slovenian Institute for Adult Education, the Institute for Vocational Education, the National Examination Centre, the National School of Leadership in Education etc. The Ministry of Education can finance these programmes entirely or in a very large amount.

## 11. Teacher Training in Romania

*Florentina Margarit*

In Romania, in-service teacher training is a right, which primarily takes the form of advanced training and professional conversion.

Teachers in school education progress in their career when they pass the examinations for **teacher confirmation** and **teaching degrees II and I**.

The award of the **teacher confirmation** means the recognition of minimal accepted competences of a person who has chosen the teaching career. The teacher confirmation examination is obligatory after 2 years since the completion of the minimum induction provided by law. The tests of the teacher confirmation examination consist of two special inspections as well as written and oral tests (subject methodology, pedagogy and elements of the psychology of education)

The award of the **teaching degree II** means that the teacher gained a plus of professionalization, confirmed by their results at tests. In order to register for taking this examination the applicants must meet the conditions of at least 4 years since their teacher confirmation, and at least the descriptor “good” at the annual evaluations and the school inspections in the last 2 years before registering for taking the examination.

The tests of the examination for the award of the teaching degree II consist of: a special inspection, preceded by at least two current school inspections, and written and oral tests in the subject of specialization and its didactics, pedagogy and elements of the psychology of education.

The award of the **teaching degree I** means that the teacher attained a high level of professional maturity and expertise. In order to register for taking the examination for the teaching degree I, the applicants must meet the conditions of at least 4 years since the award of the teaching degree II, and at least the descriptor “very good” at the annual evaluations, the current inspection and the school inspections in the last 2 years before registering for taking the examination.

The tests of the examination for the award of the teaching degree I consist of: two current inspections, an admission examination, writing a methodological-scientific paper with guidance from a scientific coordinator, a special inspection, and the presentation of the methodological-scientific paper.

The **in-service training courses** ensure teachers’ professional development and are included in the assessment/equivalence system based on transferable professional credits, where teachers have to obtain 90 credits in a 5-year period.

Members of the teaching staff, as well as of management, guidance and control staff in school education participate, once in 5 years, in a training programme.

In order to respond to this condition, teachers in school education must accumulate a minimum of 90 professional transferable credits every 5 years. These credits can be obtained through:

- a) One type regards the itinerary of the *professional development* of one’s teaching career. Achieving these didactic degrees is equivalent to an in-service training programme
- b) participation every 5 years in a training programme, with 30-90 credits and accredited by the National School Teacher Training Centre.



## 12. Teacher training in Catalonia

*Mar Escamilla*

We have three learning paths:

- Support the **educational projects** of schools to improve educational outcomes and processes.  
In this one we study skills curriculum, coexistence, tutorial and guidance function, resources and strategies in order to improve special needs, but also director's skills, how coordinate center for learning network...
- Improving the **professional skills of teachers** for teaching and improving too professional skills of other staff assigned to schools.  
Here we have support new teachers and in the other hand training and update methodological, scientific, technical and educational for experienced teachers.
- Improving the **professional skills of trainers and educational services**.  
Finally we have training for teachers training and for professionals of educational services.

All this training can come from two different ways:

- Training sponsored and recognized by the Education Department
- Training organized by the Education Department
  - Centralized
  - Territorially
  - Decentralized

Educational services normally works in the last two, and inside them we can find

- Counselling
- Internal training center
- Workshop
- Course
- Seminary
- Workgroup
- Conference, roundtable, meeting teaching, sharing experiences...
- Training stay in business
- Training stay abroad

All these activities can take three ways:

- Onsite
- Semipresential
- Virtual learning

At the end of the process we always do an evaluation in order to know if training is relevant to teachers and if they can apply in their diary work all the knowledge.

At this time we are working in a project called "Promote reading". It's a territorially initiative promote for the Education Department that involves primary and secondary centers that have to improve lecture results.

“Promote reading” focuses in explicit reading activities and in lecture’s learning from student’s perspective. Good readers use unconsciously a lot of strategies in order to decoding readings. Teacher has to explicit these strategies by modeling and later has to leave pupils experience strategy modeled by him. At this time students learn from other students and teacher listens to them and promote that they be able to explicit the way they need in order to internalize the strategy learned.

Sequence activity of this kind is:

- Connection
- Teacher modeling
- Reading in pairs
- Silent reading
- Sharing whit the other students how to explicit strategy
- Self-evaluation
- Creating classroom reference

This last reference is very important to generalize learned strategy.

### 13. The Norwegian higher education system and teacher education

*Rune Andersen*

The Norwegian higher education system is binary, with universities and specialized institutions at university level forming one track and university colleges the other. Historically there was a division of labour between these two types of institutions; at a university students could take a general bachelors degree (liberal arts education) or professional education (medicine, law etc), while university colleges taught short-cycle professional degrees such as nursing, engineering and teaching. However, in recent years this division has become blurred, as some university colleges have become universities.

There are several educational tracks in Norway that qualify students to work as a school teacher, and general teacher training programs are offered within universities and at university colleges. However, traditionally most teachers have received training at university colleges. All types of teacher education are regulated under the national curriculum. In total, general teacher education is offered at 21 institutions, including two universities and two private colleges in addition to university colleges. Due to changes in admission criteria, the number of students admitted to a general teacher training program declined, from 3 048 students in 2004 to 2 013 in 2007. In 2007 there were 7 662 students registered in the general teacher training program.

Practice is an integrated part of all the subjects in the education. The scope of the teaching practice is 100 full days spread over all four years; 60 days during the first two years of study, and 40 days during the last two years of study. The teaching practice is closely linked to Pedagogy and Pupil-Related Skills and the school subjects. The practice courses have a clear progression and are linked to the different parts of the school's activities. The teaching practice takes place at selected partner schools.

The transition from teacher education to the teaching profession is often regarded by beginning teachers as demanding and critical. International research shows that the first years in the teaching profession are important for whether the beginning teacher will remain in the profession and for their subsequent professional development. New teachers experience a demanding working environment and a lack of organized support in the start of their professional career. The school's organizational climate can have a greater significance for the beginning teacher's feeling of mastery than their teacher training. Colleagues who support the beginning teacher during the first year of work via mentoring schemes can thus appear to have a very significant role in determining the extent to which the beginning teacher feels that they master their first years of practice

## 14. Who is taught by whom in Poland?

Renata Matsili

### 1. Pre-school Education

- duration minimum 1 year (5 or 6 years old child)
- teacher is graduate with a degree in pre-school education (1<sup>st</sup> cycle studies – *bachelor's degree* or 2<sup>nd</sup> cycle studies – *master's degree*).



### 2. Primary School

- duration 6 years (pupil starts at the age of 6 or 7)
- during the first three years pupil are taught mostly by one teacher

who is graduate with a degree in special kind of pedagogy (1<sup>st</sup> cycle studies – *licencjat* or 2<sup>nd</sup> cycle studies – *magister*).

- during the following three years pupil learns many subjects
- teacher is graduate with a degree in certain subject (2<sup>nd</sup> cycle studies ) and as a teacher (pedagogy course)
- pupil will end with competence test

### 3. Junior High School

- duration 3 years (student starts at the age of 13)
- teacher is graduate with a degree in certain subject (2<sup>nd</sup> cycle studies ) and as a teacher (pedagogy course)
- student will end with end-of-school exam

### 4. High School, Vocational High School or Vocational School

- student starts at the age of 16
- High School ( 3-years), Vocational High School (4-years), Vocational School (2-years)
- teacher is graduate with a degree in certain subject (2<sup>nd</sup> cycle studies ) and as a teacher (pedagogy course)
- High School and Vocational High School student may end with *Matura* exam

### 5. Post Secondary Schooling

- for graduate from High School
- teacher is graduate with a degree in certain subject (2<sup>nd</sup> cycle studies ) and as a teacher (pedagogy course)

### 6. Universities and Post –Graduated Schools

- For student who passed *Matura* exam
- teacher (PhD degree, professor)

Requirements in the area of teachers' qualities in Poland are set in two basic acts as the scope of education law: the Act on the Education System (1991) and the Teacher's Charter (1982), and the ordinance on the Program Base of preschool education in the various types of schools (2002).

All teachers must have a background in pedagogy. The Teacher's Charter gives the precise stages of the teacher's professional career. There are four steps on this ladder. The teacher starts work in school as a student teacher and depending on his professional achievements his career become: a contract teacher, an appointed teacher and a qualified teacher. Teachers should constantly be involved in raising their qualifications (post-graduate studies, courses, teachers' webs of collaboration).

## 15. Teacher Training in Bulgaria

*Gabriela Mitkova Nikolova*

According to the Rules for the implementation of the Education Act teachers have the right and the duty to enhance their qualification and competences. But there is no officially estimated compulsory number of hours or credits for qualification per school year.

There are two types of in – service training:

(1) Trainings which after exams lead to a certificate for a level of professional qualification. These trainings are provided by the university departments – three in the country (in Sofia, Varna, Stara Zagora). The levels of professional qualification are 5 (1 is the highest). Teachers that have acquired a certain level of qualification receive additional money to their monthly salaries. But the certificate for qualification level doesn't lead automatically to any other privileges. The normative regulation of these five levels is since 1995 and is not updated. Still this path of professional development is very popular among the teachers.

(2) Trainings that are aimed to provide methodological support, new ideas, improving competences etc. These trainings are provided from diverse range of providers which are not obliged to be certified or to pass some accreditation procedure. They could be universities, the departments for teachers' qualification, NGO, companies, private persons. Attendance of those training forms doesn't lead to special certification.

In addition to that system of self-improving, since 2009 there is a system of professional promotion. Four teaching positions and requirements for them were established and the career development is defined as an opportunity to acquire higher position. These positions are: (1) teacher without any working experience; (2) teacher; (3) senior teacher; (4) chief (or major) teacher. Positions in the school management are not part of that line.

For the third and fourth positions 10 years teaching experience is required. Master degree is required only for the highest position. These positions differ in the established minimum of the salary. Every superior position has a mentoring role to the previous position – senior teacher is a mentor to the teachers; chief teacher is mentor to the teachers and senior teachers.

Financing of the teachers in - service training is provided from the budget of the schools. Schools authorities are obliged to allocate for qualification 0, 8 % from the total amount of the budget for the salaries for a year. Usually this fund is used to pay fees for the participation of the teachers in the second kind of trainings, for travel and per diem expenses for conferences, contests, trainings etc. This is so called external trainings, which are offered and organized by external organizations. The schools used to organized internal trainings too – school conference, demonstrative lessons, team building activities, invitation of trainers etc.