



**DESK RESEARCH REPORT ON  
GOOD PRACTICES  
FROM PRACTITIONER AND PARENT  
PERSPECTIVE**



Programme co-funded by the  
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Desk Research Report on  
Good Practices from Practitioner  
and Parent Perspective

European Education  
Policy Network

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## INTRODUCTION

*The aim of the current research paper is to offer a basis for policy development and implementation at different governance levels as well as for informing the work of the European Commission (EC) on teacher and school leader careers for inclusive quality education in all European Union Member States from the point of view of practicing teachers, school leaders and active parents.*

It has been developed by members of the European Education Policy Network (EEPN) project partnership identifying and sharing inspiring and innovative practices at different stages of teacher and school leader careers, an analysis of these practices and drawing conclusions.

The current paper, together with similar research carried out in the field of policy advice and implementation, current education research and the most relevant EC funded projects, is feeding into the work of EEPN to formulate and promote policy recommendations in the field of teacher and school leader careers as well as to the future work of EEPN until 2022.

### Research question

The inspiring practices presented in the last main section of the current desk research report are aiming at offering answers to the overarching question EEPN is working on: how to make teacher and school leader careers more attractive in different European countries. When doing the desk research for the current report, we were trying to analyse practices from various European countries and from different phases of teaching careers considering how effectively the examples address the most important issues school systems are facing in connection to teachers to support answers to the overarching research question from the perspective of practitioners and parents.

## CONCEPTUAL FRAMEWORK

According to European Council Recommendations 2018/C 195/01, Member States are to “support educational staff and teaching in order to enable educational staff to promote common values and deliver inclusive education, through

- measures to empower educational staff helping them convey common values, and promote active citizenship while transmitting a sense of belonging and responding to the diverse needs of learners; and
- promoting initial and continued education, exchanges and peer learning and peer counselling activities as well as guidance and mentoring for educational staff.”

European education policy recommendations are to be implemented in the framework of the EU2020 headline targets that are assessed in each EU Member State within the European Semester Process. Two of the headline targets are directly related to education: reducing early school leaving and increasing participation at tertiary education. At the same time, some others are indirectly related to education: reducing poverty and social exclusion, and increasing employment.

While teachers have been identified as key actors in achieving the EU targets and goals, experience and statistics show that there are several aspect of teacher career paths that need to be addresses to overcome the main challenges in relation to attracting and attaining teachers to be able to make them a reality.

The current desk research is looking into solutions successfully addressing the following main challenges: teacher and school leader shortage, leaving the profession early, demotivation, burn-out,



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low social status, inadequate salaries, professional development needs and supporting daily work, maintaining and increasing quality and inclusion in education. All these appeared essential for teachers' and school leaders' inspiring professional career paths from the perspective of practitioners and teachers.

### Career stages and conditions framing the current document

Based on various research and policy papers (EACEA, 2015; Eurydice, 2018; Fantilli, 2009; IBF, 2013; Menon, 2012; Valencic, 2014) the following crucial aspects have been identified for providing a framework for the current desk research to examine teachers' and school leaders inspiring professional career paths from the perspective of themselves and parents:

- Induction phase of teacher careers
- Recruitment and mobility of teachers
- Professional support in early and later career stages
- Pathways to school leader positions
- Career path systems
- Appraisal systems and practices
- Salary systems and social status measures

## RESEARCH DESIGN, METHODS AND MATERIAL

The current research is a result of a mix of internal and external desk research. For internal desk research, partners in the EEPN network provided descriptions of inspiring practices from their own fields and countries. Some of the material provided was only available in the form of internet links, and thus the internal desk research was directly linked with the external one: internet search for more practices for comparison, as well as analysis of existing EU documentation in the field.

The choice of practices analysed for the current research was based on the recommendations of EEPN project partners rather than on the research into the effectiveness or impact of the practices. In some cases, information available was limited to popular texts and/or legislation.

When designing the research, the above listed crucial aspects were taken into consideration. An effort was made to choose inspiring practices in all fields and with different scopes (local, regional, national). The guiding principle at analysing the practices was to explore which main challenges were addressed by the given practice and how it was delivered.

During the collection phase, an effort was made to find and analyse practices that are directly linked to parents. Unfortunately, parents have a very limited impact on teacher and school head carriers. There are only four EU countries (plus Norway) where parents are consulted in career-related questions, but their role is perceived mostly formal by parent representatives (Salamon-Haider, 2015.) Thus, the parents' perspective is reflected in this desk research in the form of the opinions of parents via Stichting International Parents Alliance (an associated partner of EEPN) on the presented practices being inspiring for parents.

Our scope was limited, thus the choice of practices analysed does not indicate that they are to be considered 'the best', but rather as an inspiring collection.



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## RESULTS

In our search for aspects essential for teachers' and school leaders' inspiring professional career paths from the perspective of practitioners and parents to address the challenges of teacher and school leader shortage, leaving the profession early, demotivation, burn-out, low social status, inadequate salaries, professional development needs and supporting daily work, maintaining and increasing quality and inclusion in education, we identified the following ones.

### Induction phase of teacher careers

Research shows that novice teachers mostly face problems in classroom management and discipline strategies, differentiation of instruction for different groups of pupils, knowledge assessment, and in the relationships with parents (Avalos & Aylwin, 2007; Demetriou, Wilson & Winterbottom, 2009; Fantilli & McDougall, 2009; Foote, Brantlinger, Haydar, Smith & Gonzalez, 2011; Kirby et al., 2004; McCormack & Thomas, 2005; Menon, 2012; Valenčič Zuljan & Vogrinc, 2007). Professional support in these early stages of teaching careers is crucial for preventing early leaving from the profession.

There are significant differences in nearly all aspects of organisation, planning, forms of support for novices and assessment in the systems of teacher induction in different European countries. However, the key to a successful start to a teaching career and a first step towards preventing early leaving from the profession is the presence of a system providing an induction period. While some countries (e.g. Sweden and the Czech Republic) believe that theory, combined with elements of teaching practice during initial teacher education is sufficient for successful professional activity, others (e.g. Estonia and Netherlands) have already introduced an induction phase, most often in the form of mentoring. This is combined with a collaboration between schools and teacher training institutions. (EACEA, 2015; Eurydice, 2018; IBF, 2013; Menon 2012; Valencic, 2014.)

There are differences – according to the traditions of a given school system – between the organisation of such induction programmes. While it is highly hierarchical in some countries (e.g. France), it can be the responsibility of the autonomous school in others (e.g. Netherlands) (Sacilotto-Vasylenko, 2011; Snoek, 2011). School authorities also play a role in organising these programmes. Ministries can play a decisive role in shaping the programmes, especially by introducing a final exam, which usually means a tendency to a closer political control of the process. There is the dilemma of 'balancing between autonomous institutions and a steering government' (Snoek, 2011). The roles of universities and teacher training institutions vary greatly. In some cases, the role is substantial in mentor training, organising courses for novice teachers or organising exams. In other cases, the university has no role after initial teacher training. A well-organised partnership of different actors can bring continuity and benefits to the teacher's professional development in the pre-service and in the induction phase. (Kirby et al., 2004; Menon, 2012.)

There are also differences in the roles and training of mentors as well as in the roles of school heads and novices' colleagues. In some countries (e.g. Poland and Estonia), formal courses for novice teachers are offered or even required, while in others novice teachers are left more or less on their own (EACEA, 2015; Eisenschmidt, 2011).

There are major differences in the existence, structure and process of the final examination. Some examinations consist of evaluating knowledge in many subjects, similar to initial teacher-training programmes. Others are based on portfolio and mentor's assessment. There are also examples of continuous assessment with no final exam. Formative assessment that fosters and deepens the novice teacher's continuous reflection is certainly more in line with current knowledge about and trends of teacher's professional development. It may reflect different views on professional learning from viewing it as a result of transmitting theoretical knowledge instead of being more situational, reflective



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and dependent on scaffolding by the mentoring and the local community of other teachers (EACEA, 2015; Valencic, 2014).

## Recruitment and mobility of teachers

According to Eurydice (2018) data, almost three quarters of school systems have fully or dominantly open recruitment systems. This usually means that the responsibility for advertising vacant posts, requesting applications and selecting the best candidates is decentralised. In these systems, the recruitment process is generally managed by schools, sometimes together with local authorities. In these countries, there is no centralised system for allocating teachers to schools. Vacant positions are filled by candidates applying for employment on a school-by-school basis, sometimes with restricted autonomy of the school with regards to the recruitment process.

In some education systems there are competitive examinations in place for teacher recruitment. These are organised by public authorities at national, regional or local levels. After taking the exam, a certain number of candidates are selected for a limited number of teaching positions in the public education system. Selected candidates can usually express their preference regarding the areas/schools in which they wish to work, but the final decision is taken by the education authority which assigns them to the school. There are differences in what a successful exam leads to: it may result in directly obtaining a permanent teaching position (e.g. France) but may also not lead to guaranteed employment (e.g. Greece and Italy). (EACEA, 2015; Dolton & Marcenaro-Guiterrez, 2013; Dolton, 2018; Eurydice, 2018.)

Teacher mobility can be a result of teachers wishing to move for personal, family or professional reasons. In general, teachers seek mobility for professional and personal needs or for preferences (e.g. to work closer to home or to their family or to improve their work situation). The most common reasons for teachers requesting a move are not job-related, but rather personal or family reasons (Eurydice, 2018). Another possible reason is the need to change school environment.

On the other hand, education authorities also need to secure an even distribution of teachers, ensure that all posts are filled as well as manage school re-organisations and closures. In a strikingly low number of countries, teachers may be transferred to meet the needs of schools serving disadvantaged or low-performing pupil populations. One of them is Austria where teachers can be transferred for this reason even without their consent. Schools contribute to the process by monitoring and notifying authorities of their vacancies and balancing their staff's workload. The specific procedures vary between countries and are usually related to the system of recruitment and employment in place. (EACEA, 2015; Stoll, 2007.)

Successful mobility schemes are reflective to teachers' needs and wishes making it possible for professionals to become mobile for non-professional reasons. At the same time, quality and inclusiveness of education can only be ensured if authorities play a significant role in organising teacher mobility. Mobility is also a strong element in teachers' professional development and can be seen as an important feature of career paths. (Dolton, 2018; EACEA, 2015.)

## Professional support in early and later career stages

Continuous professional development (CPD) programmes can be considered compulsory in all EU countries (Eurydice 2018), but their extent varies from country to country. In some countries, there is a mandatory minimum number of hours that teachers are required to take for CPD, while in other countries (e.g. Finland and Germany) it is a professional duty. Participation at CPD is optional in some countries (e.g. Sweden, Norway and Ireland). Promotion and/or salary increase may also depend on participation at CPD. There are examples of this even regardless the regulation of CPD. It means that while CPD is mandatory, it may not be linked to promotion (e.g. Portugal). Promotion options are also



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used as an incentive to participate even if CPD is optional (e.g. France). There are major differences between time and budget provisions for CPD, too.

Apart from direct CPD activities, most countries offer professional support in personal and professional matters. It usually takes the form of advisory and support services in health and well-being, interpersonal relationships (e.g. conflict management) and in developing and improving personal professional skills. The most common such service is targeting interpersonal relations, e.g., conflicts with parents, students or peers. (Eurydice 2018; Dolton et al.; 2013; Dolton 2018; IBF, 2013.)

In most European countries, professional support is also available for teachers in the form of specialized services such as school psychologists, speech therapists and auxiliary staff when working with special education needs students. These are rarely provided on the school level; the level of organization is most often a group of schools or a school district. (Dolton, 2013; Dolton, 2018; Eurydice 2018; IBF 2013.)

Digitalisation has had a major impact on CPD. Massive Open Online Courses are widely available for teachers. Online communities of practice are also becoming more and more widespread; some of them, like eTwinning, already have a long positive impact as a major platform for peer support. (Blazic & Verswijvel, 2016.)

### Pathways to school leader positions

There are two pathways to school leadership. The one that is rooted in daily teaching practice and successfully acquiring a leadership position is a result of being a successful teaching professional. This is the prevalent pathway in the majority of European countries. There are also examples of the other pathway to school leadership (e.g. Netherlands and France) where leadership positions can be seen as a separate career path. (EACEA, 2015; Scottish Government, 2018; Snoek, 2011.)

In most European countries, pathways to leadership include specialised training that may be provided by universities or by leadership academies (Scottish Government, 2018; Stoll, 2007) independent from or collaborating with academia. In most countries, training does not only aim at training school heads, but – as in the example of Scotland – also at supporting teacher career development by offering support in developing teacher leadership skills as well as middle leadership (Fullan, 2015).

There are major differences between the lengths of appointment for school leadership. In some countries, the appointment is for a limited period (e.g. Hungary), while in others it is an indefinite assignment (e.g. France). Experienced former school heads often participate at leadership support and training programmes (EACEA 2015; Eurydice, 2018.)

### Career path systems

There are two main trends in career paths in education in Europe (Eurydice, 2018.).

- **Flat career structure:** a single level career structure that applies to all qualified teachers. A salary scale may be in use, but it usually relates to years spent in service and, in some cases, performance. A flat career structure may allow teachers to widen their experience or take on additional tasks or responsibilities. France, Cyprus, Poland and Slovenia are examples of countries implementing this practice.
- **Multi-level career structure:** a career structure with several formally defined career levels. These levels are usually defined by sets of competences and/or responsibilities. Within a multi-level career structure, different career levels are structured in terms of ascending complexity and greater responsibility. Spain, Greece, Austria and Portugal are examples of countries implementing this practice.



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Both structures can be incentive for teachers to choose teaching as a profession, but most importantly also to stay in the profession, especially when a further step in careers also leads to salary increase.

Multi-level career structures exist in about half of EU countries (Eurydice, 2018), and in most cases school leaders are involved in promotion decisions implementing a subsidiarity approach to career paths. Multi-level career structures are more closely linked to performance and thus in most cases lead more directly to better quality in education.

### Appraisal systems and practices

It is general practice to have some kind of systemic appraisal for in-service teachers in place. Although these measures are usually applicable to all teachers, their frequency is often left to the school or local educational authority. While it may provide a direct basis for salary increase or promotion, the general aim is to provide feedback on practice. Appraisal systems have a very important role in reviewing and determining professional development needs. (EACEA, 2015; Eurydice, 2018.)

Appraisal systems also have a role in detecting low performance and they lead to supportive/remedial measures. In countries where teachers are civil servants, they have an even more important role in professional development as low-performing or burnt-out teachers are very rare to be made redundant.

School leaders usually have a very important role in teacher appraisal – either organizing or participating in it - but many school head training schemes do not offer training in the field. Competence frameworks, in place in most EU countries, are used as important points of reference in systematic appraisal. (Menon, 2012.)

Classroom observation and discussion is the most common method for appraisal, sometimes combined with self-evaluation. In an ideal case, the voice of students and parents is also facilitated in appraisal processes, but it is only possible in about a quarter of EU countries (EACEA, 2015.)

There are less systematic examples of appraisal systems, e.g. Awards by governments, NGOs or professional organisations. They usually have not impact on teacher salaries, but they may have a major impact on self-esteem and thus lead to professional satisfaction.

### Salary systems and social status measures

Attracting quality and well-qualified people into teaching is a pre-requisite for raising standards. In Finland, the key to their 'education miracle' is that teachers are recruited from the most qualified graduates. Paying well is one crucial element in attracting and attaining the best and brightest. Research has clearly demonstrated a link between higher teacher salaries and a country's educational performance (Dolton & Marcenaro-Gutierrez, 2011).

It is more difficult to measure the impact of teachers' social status, the social and cultural aspects determining how well-respected teachers are, but these aspects clearly have an impact on learning outcomes just like teacher wages. The most comprehensive attempt for measuring teachers' social status is the Global Teacher Status Index (Dolton & Marcenaro-Gutierrez, 2013; Dolton, 2018). However, social status also has a major impact on teaching professions' attractiveness as a career choice for young people, and it can also have a major impact on teachers' decisions on early leaving from the profession. The social status of teachers also highly influences parental career advice.

In most European countries, research (e.g. Dolton, 2018) shows – that there is a 'pecking order' with primary school teachers having the lowest social status and school heads having the highest. This directly corresponds with salary levels.



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## TENTATIVE CONCLUSIONS AND RECOMMENDATIONS

Teacher career practices and systems vary widely in the European Union. Differences are rooted in traditions, but they are often influenced by political aspirations. While EU countries have generally acknowledged the impact of teachers on the quality and inclusivity of education systems, measures in place have so far failed to greatly increase the social status of teachers. At the same time, while all EU countries understand the importance of investment in education, teachers' wages are often not comparable to other professionals with similar levels of education and comparable levels of responsibility.

Teaching professions are becoming more demanding all over Europe. At the same time, teacher shortages, early leaving from the profession, aging teaching populations and burnout are common phenomena in the majority of countries.

There are education systems that perform better in both the field of learning outcomes and teacher appreciation. Other countries can have an overview of their practices and decide what elements fit their national education cultures. Well-performing countries usually offer teachers a high level of autonomy, accompanied by support systems for personal and student-related challenges. School head positions are also autonomous in most well-performing systems, while their appointment is based on rigorous professional development and recruitment processes.

### Tentative recommendations per aspects analysed

Based on the results of the analysis for aspects essential for teachers' and school leaders' inspiring professional careers from the perspective of practitioners and parents to the challenges for teachers and school leader shortage, leaving the profession early, demotivation, burn-out, low social status, inadequate salaries, professional development needs and supporting daily work, maintaining and increasing quality and inclusion in education, we reached with the following tentative recommendations.

- Induction phase of teacher careers

Novice teachers need professional support both in the form of external training and systematic peer support in the first few years of their careers.

Supporting novice teachers should be acknowledged as part of the professional work of mentor teachers, and thus remunerated.

Initial teacher training should align with professional demands of the induction phase offering a smooth transition from university to teaching jobs.

(Based on den Brok et al, 2017; IBF, 2013; EACEA, 2015; EC 2018; Thomas et al, 2019)

- Recruitment and mobility of teachers

Recruitment should happen closely aligned with learners' needs. The more autonomy school heads have, the closer learner needs can be met.

Mobility should be a conscious way of professional development, but also a primary means of teacher well-being responding on changes in private lives.

(Based on IBF, 2013; EACEA, 2015)

- Professional support in early and later career stages



Teachers' professional development needs are to be included in strategic planning, budgets need to be made available locally for all aspects: training costs, covering salaries for training during working time, salaries of substitute teachers, financial incentives for participating at CPD programmes.

CPD is important at all stages of teacher careers, thus it is important to introduce such schemes for various professional career stages, including CPD for teachers before retirement.

(Based on IBF, 2013; EACEA, 2015, Durksen, Klassen & Daniels, 2017)

- Pathways to school leader positions

It is important to offer training and CPD for all aspects of the increasingly complex work of school leaders as well as opportunities for peer support.

Former school heads' experience and knowledge needs to be utilised for current leaders' performance increase.

(Based on Kelchtermans, 2017)

- Career path systems

As multi-level career paths clearly support quality in education, these schemes should be given policy priority.

(Based on Kelchtermans, 2017)

- Appraisal systems and practices

Appraisal systems play an important role in the self-esteem as well as satisfaction of teachers, so they are of utmost importance.

Appraisal systems should be inclusive and build not only on self, peer and school head evaluation but also on the opinion of learners (regardless their age), and parents.

(Based on IBF, 2013; EACEA, 2015)

- Salary systems and social status measures

Teacher salaries need to be comparable to professionals with similar levels of qualifications, jobs that are similarly demanding and have similar levels of responsibility. Thus, teacher remuneration should be rather comparable to doctors than to social workers. This has proven to be a direct link to education quality (see Dolton et al., 2011).

For attracting the best graduates to teaching professions, another major factor in quality, it is also important to restore and/or highly increase the social status of teachers.

(Based on IBF, 2013; EACEA, 2015, Sinclair, 2008)



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## GOOD PRACTICE EXAMPLES

### Induction phase of teacher careers

#### Estonia

In Estonia, there has been a particularly strong development in supporting novice teachers in the early stages of their career in the last decades. An induction year programme was initiated in 2004 with the clearly stated set of aims of further developing teacher's competences and providing support in solving practical problems. The programme is built on the collaboration of school heads, mentors, university induction year centres and the novice teachers themselves. University centres organise training seminars for mentors and for novice teachers. There is no formal evaluation or exam at the end of the induction year, but it is based on formative assessment by the mentors as well as on self-reflection. The programme is considered to be successful, judging from the increasing effectiveness of the national school system. (EACEA, 2015; Eisenschmidt, 2011; Eurydice, 2018.)

#### France

In France, the major challenge is bridging the gap between the world of university focusing on research and the world of schools focusing on practice. One answer to this challenge was a reform implemented from September 2013 with the introduction of '*Ecoles Supérieures du Professorat et de l'Éducation*' (ESPE) aiming at strengthening the practical periods in schools (practicum), mainly in the second year of these master programmes. The Ministry of Education exercises more control over teacher education than over other sectors of higher education, especially through the national competitive examinations (*concours*) for the recruitment of teacher candidates.

An induction period was introduced in 2005 and reformed in 2010 and 2013. As a result, novice teachers get special support during the first two years. The first year after passing the recruitment examination is a probationary period with the support of a mentor. Working with novice teachers has been regarded as part of the mentor's regular duties. However, only mentors in primary schools are given special preparation. Novices are offered training seminars — four weeks in the first year and two weeks in the second year by universities. (EACEA, 2015; Eurydice, 2018; Sacilotto-Vasylenko, 2011.)

#### Germany

In Germany, there is a well-organised induction phase. After initial teacher education, there is a two-year phase called *Referendariat*. During these 2 years, the novice teacher, while teaching part-time, obtains support in the form of training seminars organised by *Studienseminar* and by an assigned mentor in order to develop professional competencies and overcome initial insecurity. The novice is constantly evaluated and counselled by mentors and peers. It is the joint responsibility of the respective school and local school authorities to shape this phase for the individual novice teacher. A final exam, conceived as a second state exam, is performed under the auspices of the school administration, not under that of the university.

Teachers obtain tenure (permanent) status as a civil servant after three years of service. Some research findings show that teachers consider the role of the *Referendariat* more important than that of initial education in preparing them for the challenges of classroom work. One problematic aspect of this system is that initial teacher training and the above described induction phase are not aligned. Another



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aspect criticised in the German system is that they have different teacher qualifications for different school types (primary, general secondary, vocational etc.) and it prevents real flexibility. (EACEA, 2015; Eurydice, 2018; IBF 2013; Terhart, 2007.)

## Netherlands

Government policies consider the quality of teachers crucial. The main discussion point is the general dilemma of government steering versus school autonomy in the area of supporting novice teachers as well as other education-related topics. The country has undergone a process of deregulation, giving schools an increasing autonomy in management and organisation. At the same time, the minimum requirements for teachers are stated by law defining seven key competencies that all teachers are expected to attain. These competence requirements represent a reference framework for teacher education programmes and for personnel policies.

Coherent and systematic induction programmes are considered essential in supporting novice teachers. In accordance with school autonomy policies, these induction programmes are part of the staff policy of schools. This means that there are no nationwide induction schemes and that the involvement of teacher education institutions in induction programmes is limited. (EACEA, 2015; Eurydice, 2018; IBF, 2013; Snoek, 2011.)

## Recruitment and mobility of teachers

### Austria

Traditionally applications for teaching jobs in Austria are to be submitted to the regional school authority. The authority assigns teachers to their schools. As a new development, several Austrian provinces have 'Get your teacher' pilot programmes making it possible for teachers to directly apply to the school of their choice, once their administrative records are cleared by the responsible authority and their data has been included in the teacher database. However, teachers are not employed by the schools themselves. For primary teachers, the employer is the province (local-level authority). For secondary education, the top-level education authorities (the regional boards of education) employ teachers for *Allgemeinbildende höhere Schulen* (ISCED 2-3) and the province (local-level authority) employs teachers for *Neue Mittelschulen* (ISCED 2). (EACEA, 2015; Eurydice 2018; IBF, 2013.)

### Germany

Teaching jobs at public schools offer a very safe employment option with permanent teachers being employed as civil servants (after a probation period). After successfully completing a preparatory service (*Vorbereitungsdienst*), newly qualified teachers can apply for permanent employment at public schools. Depending on which Federal State they wish to work in, the application should be sent to the Ministry of Education and Cultural Affairs or to the responsible school authority. Recruitment decisions are taken by the Ministry/authority based on job vacancies and according to aptitude, qualifications criteria and the applicants' record of achievement. In some *Federal States*, some positions are advertised with the profile of a particular school in mind and the given school takes part in selecting the applicants. The applications are usually sent directly to these schools; however, the appointment is still made centrally by the Ministry/Authority the school reports to. (Eurydice 2018., Terhart 2007.)



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## Spain

Spain has a unique mobility system in place, considering that the country has a number of nearly independent school systems linked to Autonomous Communities. Similar to teacher recruitment, transfers are also based on competition (*concurso de traslados*). They are organised based on the rotation between the national and community level, which is also the most common way for teachers to move between schools. Teachers, employed as civil servants, can apply for personal or professional reasons. In year one transfers are organised by the top-level authority in every Autonomous Community with vacancies in their territory, the subsequent year the national authority calls for vacancies across the whole country. (EACEA, 2015; Eurydice, 2018; IBF, 2013.)

## Professional support in early and later career stages

### eTwinning

The eTwinning action, implemented successfully since 2005, is a community for schools in Europe, an initiative of the European Commission (EC) to promote teacher and school collaboration in multicultural Europe with ICT. eTwinning is an internet platform, available in 28 European languages, where teachers from pre-primary to upper secondary schools from 36 countries can conduct short and long-term collaborative projects. eTwinning teachers, known as eTwinners, are teachers of any subject area, as well as school heads, librarians, and other educational staff. At the beginning the action included about 8000 schools and over 10.000 professionals through them. The numbers have increased to about 150.000 schools and 350.000 professionals through nearly 45.000 projects. The action, although it is open access, and supports professional development by collaboration at grassroots level, also contains a quality label system supporting professionalisation even further. (Blazic & Verswijvel, 2016.)

### European Schoolnet Academy

The MOOC platform by European Schoolnet offers online, moderated professional development courses lasting from three to eight weeks. Learning material is also available after the actual course period, but participating over an actual course does not only offer moderation, but also an online professional learning community to support personal development. Free courses are offered to primary and secondary teachers as well as other education professionals in a wide range of subjects. The platform does not only offer learning and reflection opportunities, but also helps creating networks of professionals that remain in place after the courses end. It also supports a portfolio approach to teacher careers by offering certification and CV badges. Teachers can utilise their learning directly in the classroom as courses are accompanied by downloadable material and lesson plans. (European Schoolnet, n.d.)



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## SECONDARY SCHOOLS LEADING LEARNING PARTNERSHIP (LLP) – United Kingdom

The Leading Learning Partnership (LLP) is a unique, system led school improvement service designed to stimulate professional growth and ensure future sustainability through principles of partnership, area-based networking and capacity building within and across partnership schools. LLP membership includes access to termly subject leader networks as well as briefings for senior leaders and governors. Partnership priorities are responsive to national policy changes and the school improvement needs identified by members.

Since its inception in 2011, the LLP has grown to provide a programme of over a hundred teacher training events accessed by thousands of staff each year. Critical to the LLP's success is its aim to develop system leaders with over 30 school leaders working collaboratively to plan, facilitate and lead the Leading Learning Partnership network and conference programme.

The LLP is designed to

- provide practical school-focused training that raises standards
- meet schools' leadership development needs
- develop teachers' knowledge of practical and highly effective evidence-based strategies that accelerate progress and close the achievement gap
- deliver a cohesive programme to improve the leadership of teaching and learning across the whole school
- support and develop learning communities that collaboratively respond to curriculum and assessment changes
- provide teachers and support staff with access to verified teaching and learning strategies that raise attainment and accelerate progress, especially for disadvantaged pupils.

Through the LLP, schools can access

- networks and conferences in 13 subject areas – one each term per subject so a total of 39 events during the school year
- three face to face senior leader and governor briefings per programme?
- three senior leader briefing papers per programme?
- e-mail updates

(SCEL Scotland, 2019.)

## Pathways to school leader positions

### The Austrian Leadership Academy

The Leadership Academy is the forum for an Austria-wide and cross-institutional further training measure in the field of leadership and innovation for school principals and leaders in the field of educational management. It builds on an understanding of leadership that focuses on dialogue,



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focusing on the school's core concern of providing excellent education and training (Leadership for Learning).

Leadership refers to the ability to actively and proactively promote the quality of pedagogical work, with creative will, courage, persuasiveness and confidence in the system's willingness to innovate: dialogue enables orientation and trust, taking responsibility creates clarity and security, handing over responsibility leads to participation and Identification (Shared Leadership).

The scientific management of LEA lies with University Professor Dr. Michael Schratz, University of Innsbruck, and University Professor Dr. Wilfried Schley, University of Zurich. The overall coordination and project management of the LEA lies with Magister Maria Gruber-Redl, Federal Ministry of Education, Science and Research.

In the Leadership Academy (LEA), four three-day forums take place over one year. Each forum will be a milestone on the way to becoming a member of the Academy. The certification in the fourth forum decides on the successful completion of the Academy and the handover of the membership. The content of the LEA offers

- event-activating impulse lectures in plenary (large group).
- work in the collegiate coaching group to reflect on innovation work and to develop project ideas (small group of six people).
- working in learning partnerships for the exchange of ideas and collegial reflection.
- work in the regional group (federal state) on regional networking as well as the presentation and exchange of insights.

The Academy started in November 2004 with the first generation (300 people). Since then, several generations have successfully completed the LEA and are thus in building a large LEA Membership network, which will ultimately connect all educational institutions in Austria together.

#### Target groups

- Leaders from school supervision and education administration
- Leaders of pedagogical colleges
- Head teachers, if possible, with completed school management training (SM basic qualification, if this was mandatory when being appointed as the leader) and at least two years of management experience
- Other persons from schools that exercise managerial responsibility (lead in the sense of designing and guiding personnel, not purely administration and staff representation activities)

(Leadership Academy, n.d.; Stoll, 2007)

## Scottish College for Educational Leadership

SCEL (Scottish College for Educational Leadership) is a recent development for education in Scotland that aims to support teachers and practitioners to make a difference to the outcomes for children and young people. As a core part of Teaching Scotland's Future, they support leadership development at all levels for education practitioners across Scotland. As from 1 April 2018, the Scottish College for Education Leadership (SCEL) and its programmes were transferred to Education Scotland. The Scottish College for Educational Leadership (SCEL) supports the leadership professional learning of all educators for the benefit of our young people, schools and communities. They believe that powerful leadership is



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vital to a school's success. Their innovative, high quality leadership programmes and services help ensure educators have the right learning and development opportunities to make a real difference to the outcomes for children and young people.

As part of Education Scotland, the national improvement agency for education in Scotland, they are committed to embedding their values of excellence, creativity, integrity and respect in everything they do.

SCEL was originally established in April 2014 following recommendations in Teaching Scotland's Future and is committed to ensuring the best possible leadership at all levels across Scotland's schools:

- Teacher leadership
- Middle leadership
- School leadership
- System leadership

(Scottish Government, 2018.)

## School Leadership Coaching and Mentoring

A number of national school leader organisations and ESHA have joined forces to promote and implement an induction programme for newly appointed school leaders based on existing good practices, especially from the United Kingdom. In the course of this programme, school leaders receive a training on coaching, mentoring and counselling, the theoretical background of each methodology, practical knowledge on implementing it and a background to how coaching and mentoring can improve school.

The general approach is that, in this induction programme, it is experienced school leaders, mostly ones already in retirement or back to regular teaching roles, who support new school heads. This way, the new leaders are supported by experienced peers, but at the same time this is only a recognition of previous achievements of the coaches/mentors. You can define it as a rewarding approach on the path FROM school leadership that needs to be considered important besides pathways to leadership.

This is currently carried out in five countries: England, Ireland, Flanders, Italy and Slovenia.

(ESHA, 2019)

## Appraisal systems and practices

### STEP 21 Standard Appraisal Programme

This complex appraisal system does not only aim at evaluating teacher performance, but the complex system of teacher-learner interactions. It can be used as a formative assessment tool as well as a formal appraisal tool based on a quality model along seven features each of the following three axes:

- culture of collaboration
- professional-pedagogical culture
- continuous development

The programme explores the impact of teacher performance and professional action on a given group of learners at a given point of time, especially on the learning and behaviour of learners. This helps to identify professional work components to keep and ones that need to be corrected, improved, replaced, as well as proposes new methodological solutions that fit the personality of the teachers. It helps plan explicit professional development plans. (Monoriné Papp, 2010.)



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Desk Research Report on  
Good Practices from Practitioner  
and Parent Perspective

European Education  
Policy Network

## Gábor Varga Award

This parent-initiated teacher award has been used as a specific appraisal tool for teacher-parent collaboration methods of teachers. It emphasises the importance of parental engagement by offering the teachers, recommended by parents of their schools, not only a small financial incentive, but also major media coverage. This does not only support parental engagement to become more widespread, but also offers a possibility for a general increase of teacher profile in a country where teachers' social status is very low. (ESZME, 2014)

## Salary systems and social status measures

### Teachers' social status in the UK

In the middle of this decade, UK teachers were regarded higher than teachers in most other European countries, including Finland. As in most countries, teachers' social status is compared to that of nurses and social workers, and around a quarter of parents would encourage their children to become a teacher, a proportion higher than in Finland, France or Germany. UK secondary school teachers had the highest status among all European countries. The reasons for UK teachers having a comparatively higher status than those working in other countries are difficult to define. Although wages are in the highest categories in Europe, it is definitely not the highest. In the UK, education has changed a lot, focusing more on standards and targets, so the general understanding is that teaching is a demanding job. Working hour statistics also show that teachers in the UK work more than their peers in other countries.

The social status of school heads is also the highest in Europe, supposedly coming from the public understanding the role of heads as agents of change. In their social status, it is also an important factor that, as compared to some other countries where school heads are considered administrators only, in the UK, this position is a pedagogical leadership one.

In the UK, there seems to be a balanced social status as compared to e.g. France where the strong position of trade unions and recent industrial actions have a negative impact on social status according to research. (Dolton et al., 2013; Dolton, 2018; EACEA; 2015; Eurydice 2018.)

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