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FOR TEACHERS  
AND SCHOOL LEADERS

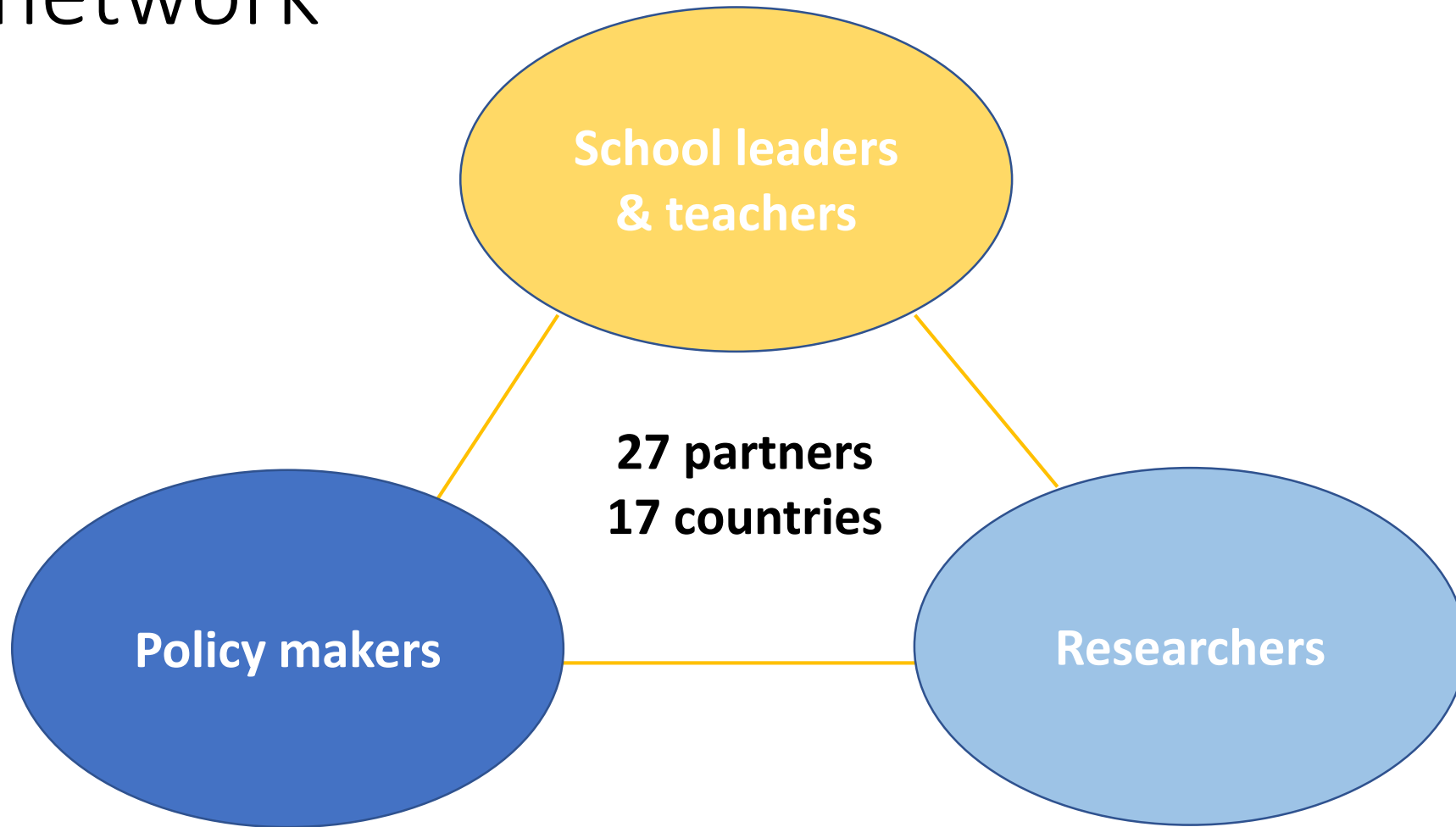
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# How to make teacher and school leader careers more attractive in Europe

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# The network



- a Europe-wide network of relevant organisations
- promoting co-operation, policy development and implementation at different governance levels
- supporting the European Commission's policy work on teachers and school leaders
- building on existing activities developed at European level, especially initiatives and projects supported through European Union programmes in the field of education
- coordinator of the 4-year project is the European School Heads Association (ESHA)



# Year 1 topic

How to make teacher and school leader careers more attractive in Europe



# Main challenges

- 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



# Policy framework

- School education is national competence
- Initial teacher education – being higher education – has European regulatory dimensions
- EC Recommendations 2018 emphasise the need for initial and in-service training for more inclusive education
- European Education Area – teachers are identified as a key factor
- Open Method of Coordination – exchange of good practices
  - Working Group on Schools – EEPN work feeds into it



# Desk research

- ✓ Recent education research on teachers and school leader careers
  - ✓ Inspiring practices from practitioners' and parents' perspective
  - ✓ Inspiring policy advice and policy implementation practices
  - ✓ The most relevant EU-funded projects
- 
- State of affairs – policy messages
  - Policy recommendations report – to be developed during the conference on 18th November



# Main policy areas

- Social status and salary systems
- Autonomy and responsibility
- Recruitment and initial teacher education
- Professional support at early and later career stages
- Career pathways and appraisal systems





# Social status and salary systems

## Research:

- „percieved benefits or convenience of teaching” – (Sinclair, 2008)
- primary reason for becoming a teacher is altruistic – later it is balanced against other factors
- attractiveness of working conditions, work-life balance, salary, pension and insurance are key for retention
- clear link between higher teacher salaries and a country’s educational performance (Dolton & Marcenaro-Gutierrez, 2011)
- comprehensive attempt for measuring teachers’ social status is the Global Teacher Status Index (Dolton & Marcenaro-Gutierrez, 2013; Dolton, 2018)

## Inspiring practices:

- UK, Ireland and Finland



# Autonomy and responsibility

## Research

- Autonomy increases motivation – (Kaiser, 1981.)
- Relation to innovative practices is weak
- Confidence to face challenges depend on the level of support - (Klaeijssen et al. 2018)
- External performance targets and high accountability are demotivating – (Skinner et al. 2019)
- School leader job satisfaction: responsibility is one factor – (Erdem & Cicekdemir 2016)

## Inspiring practice:

- Finland



# Recruitment and initial teacher education



## Research

- Dilemma: high entry standards lead to lower numbers of applicants on the outset
- EC 2015: call for better quality initial training for better quality education
- During initial training intrinsic motivation increases, extrinsic (based on perceived rewards of teaching) does not change – (König et al. 2016)
- 1/3 school systems offer alternative pathways to teaching qualifications
- ¾ school systems have open recruitment systems, recruitment at school level
- School leader recruitment – primarily a career step for teachers

## Inspiring practice

- Education For Future - Partnership Development for a joint and sustainable International Master's Level Programme for Education Professionals
- European Joint Doctorate in Teacher Education (Edite)



# Professional support at early and later career stages



## Research

- High quality coaching and supervision, reducing workload and good professional networks are key to reduce attrition – (den Brok et al. 2017)
- Importance of induction programmes
- Professional support is important at later stages – multiple studies available
- CPD is compulsory in most EU countries – (Eurydice 2018)
- Other forms: advisory and support services in health and well-being, support to improve interpersonal relations, specialised services in the school team
- School leaders: coaching and mentoring needs

## Inspiring practice

- eTwinning
- European Schoolnet Academy



# Career pathways and appraisal systems

## Research

- Career paths: flat and multi-level career path systems – role of school leader in the latter
- Both can be motivation for retention
- Appraisal systems – basis for promotion, salary increase, detect low performance and basis for supportive/remedial measures
- Methods: classroom observation and discussion, self-assessment
- Student and parent voice should be taken included (EACEA 2015)
- Less systematic examples (eg. awards) lead to professional satisfaction and self-esteem

## Inspiring practice

- STEP 21 Standard Appraisal Programme
- Varga Gábor Award



# Next steps for EEPN

Challenges for teachers in the digital age

- Technical skills (hardware, software)
- Communication and critical thinking
- Collaborative teaching and learning
- Entrepreneurial skills
- Digital citizenship





Thank you for your attention

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