

TEACHER TRAINING

BELGIUM, POLAND, LITHUANIA, BELARUS AND RUSSIA

DISCLAIMER

- The analysis is based on the information received from various participants!
- Since you are the experts in these countries, please correct incorrect interpretations of the information received.

EUROPE



LET US DEFINE OUR DIFFERENT TYPES OF TEACHERS FOR THIS ANALYSIS

WHEN WE TALK ABOUT “**ALL TEACHERS**” WE MEAN

- PRE-SCHOOL (DIFFER IN COUNTRIES)
- PRIMARY SCHOOL (DIFFER IN COUNTRIES)
- LOWER SECONDARY (DIFFER IN COUNTRIES)
- HIGHER SECONDARY (DIFFER IN COUNTRIES)

THIS IS THE GENERAL PATTERN THAT COULD BE DISCERNED IN MOST COUNTRIES

FORMAT OF ANALYSIS

QUESTION



GENERAL FINDING:



COUNTRY SPECIFICS I

COUNTRY SPECIFICS 2



1. How do the required qualifications of teachers differ? Do they differ along with the education levels?

GENERAL FINDING:

In most countries the qualifications of teachers differ along the level of education

COUNTRY SPECIFICS 1

Most countries – all teachers need a **bachelors degree** in education (vary depending on the level of schooling that will be taught)

OR

If they studies something other than education (as such), for example, a bachelors in history or biology, they can take supplementary pedagogical training additional to their bachelors degree and then be a teacher.

COUNTRY SPECIFICS 2

In some countries, pre-school teachers only need secondary vocational training (Russia).

Some countries require a masters degree for secondary school teaching (Poland).

2. Are all teachers university-trained teachers? Or are teachers trained in specific teacher-training centers?



**GENERAL FINDING:
Mostly Universities and other institutions**



COUNTRY SPECIFICS I

If they studies something other than education (as such), for example, a bachelors in history or biology, they can take supplementary pedagogical training additional to their bachelors degree and then be a teacher.

3. Are teacher-training centers integrated in universities or are teacher-training centers post-secondary non-university institutions?



GENERAL FINDING:

In all countries: teacher training integrated in universities and at non-university institutions.

4. Does the diploma awarded by teacher-training centers equal a master or bachelors degree?



GENERAL FINDING:

At University level – Masters and Bachelors.
At other non-university institutions, mostly a diploma.

5. Describe the courses in these teacher-training centers?

GENERAL FINDING:

Mostly Masters and Bachelors at University level.

COUNTRY SPECIFICS 1

In cases where another subject was studied and additional pedagogical training was taken, an additional “teacher’s diploma” is assigned to subject-specific qualification.

COUNTRY SPECIFICS 2

Teacher training centers where continuing professional development is given usually concentrate on a variety of specific subjects (juvenile delinquency, developing creativity of children).

6. Do the courses in these teacher-training institutions include thorough pedagogical training?



GENERAL FINDING:

All countries include thorough pedagogical training

7. Do the courses in these teacher-training include thorough didactic training?



GENERAL FINDING:
All countries have thorough didactic training

8. Is there a large amount of practical work that is involved in the courses in the teacher-training programs?



GENERAL FINDING:

All of them contain practical parts but the extend thereof vary according to education level, the educational institution and the expertise of the teacher.

9. Is classroom management taught in teacher training?



GENERAL FINDING:

In most countries classroom management is taught.

In the majority of them it is taught as a separate subject and in other countries it is integrated in other modules throughout the curriculum.

10. Is there a course on getting pupils' attention and increasing the pupils in a class who are thinking?

How is it done, e.g. “cold call” and “turn and talk” techniques where pupils have to explain their thoughts quickly to a peer?



GENERAL FINDING:

In most countries techniques of getting the attention of learners as well as the development of critical thinking are taught throughout various disciplines and subjects in the course.

Some have designated subjects for it (**Belarus**), while most spread it throughout the curriculum.

- 11. (a) Is developing instruction skills through collaboration taught in teacher training?**
(b) Is there expertise taught on how to instil a collective ethos of teachers?
(c) Does it include teaching alongside another teacher, observing another or give feedback or does the teacher training prepare rather teachers for a “closed-door teaching profession”?



GENERAL FINDING:

- (a) In some countries there is some form of collaboration but it is not prominent or well-developed (Belarus and Russia). In Poland and Belgium, it is extensively developed.
- (b) The same goes for instilling a collective ethos.
- (c) In some countries – extensive tutoring from other teachers – side by side (Poland and Belgium). In other countries practical lessons are given to other or co-students without extensive tutoring (Belarus and Russia)

12. How is the practical work within the teacher-training programs organized?



GENERAL FINDING:

Practical work within teacher-training and the amount of hours needed usually depends on **the course taken.**

But **in all countries**, extensive practical work is required and this involves the actual teaching of lessons.

13. Is the teaching of education law and the legal framework of education taught in teacher training programs?

GENERAL FINDING:
Either specific subjects or it is taught throughout

COUNTRY SPECIFICS 1

Some countries have extensive modules on it.

(Russia)

Others have some topic connected to it but not full modules on it **(Lithuania, Belarus)**.

COUNTRY SPECIFICS 2

Some have it as specialisation subjects.

I4. Do the courses in the teacher-training programs include the teaching of a philosophical or ideological vision on education?



GENERAL FINDING:

This question can be interpreted in two ways:

1. Whether a course on philosophy is taught

In all cases yes.

1. Whether a specific educational ideology is advanced in teacher training

No information on this

15. Are schools working with auxiliary teachers? Do they have teaching diploma? If not, do they have a higher education diploma?



GENERAL FINDING:

Most schools have auxiliary teachers. Their qualifications vary from:

1. equal qualifications to that of a teacher to
2. having a diploma.

I 6. Do specialist subject teachers need to complete their university degree with a postgraduate diploma in education? Or with a traineeship in a school or the equivalent?



GENERAL FINDING:

Undergraduate is enough.

However, if something other than education is studied, then an additional qualification pertaining to the education part is necessary. Usually some diploma.

17. How is the setting up of teacher-training centers regulated



GENERAL FINDING:

Some by Federal legislation (Russia), others provincially (Poland and Belarus)

I 8. Does the law allow to set up 'school-centered' initial teacher-training centers?



GENERAL FINDING:

From the data that was received, the answer is generally not.

19. Does the law allow the possibility of attending a part-time teacher-training course?



GENERAL FINDING:

In all countries - Yes

20. Which level of government (federal, regional, local) is the authority responsible and can set the requirements for the teaching profession?



GENERAL FINDING:

Parts of the teaching professions administered centrally (Federal) and other parts Locally or regional. It depends on which part of the teaching profession it is.

Depends on nature of function to be regulated.

21. To what extent do diploma's in teacher education differ from one region to another in the same country? Does it imply that it is impossible for a teacher trained in one region to teach in another region?



GENERAL FINDING:

In most countries very little difference between areas.

If trained in one area, one can also teach in others.

Belgium has some requirements regarding language skills depending on the community.

22. What is the most important requirement to be eligible for a teacher's post (e.g. the qualification)? Are there some other prerequisites applicable (nationality requirement, language requirement, medical fitness, fulfilment of military obligations, enjoyment of political and civil rights and proof of good conduct, ...). Are teachers are supposed to reside in the place where they teach?



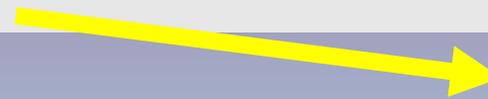
GENERAL FINDING:

Most NB and common to all countries – the right qualification.



COUNTRY SPECIFICS 1

The two countries that provided data (don't have to reside where teaching is).



COUNTRY SPECIFICS 2

Most have requirements pertaining to criminal conviction and health.

23. Can the right to teach (or to be a civil servant) be denied by court order?



GENERAL FINDING:

If a person commits a crime or another offence, the right to teach can be denied by a court order in most countries.

24. Are teachers required to take language tests? How is the thorough language knowledge to be proved?



GENERAL FINDING:

In Belgium and Lithuania they are required to take language tests.

In all countries the language skills must be adequate in order to obtain the education degree.

25. How does the system manage professional development of teachers? Do teachers receive precise instruction together with specific, regular feedback under the mentorship of a lead teacher, and systems for assessing it?

GENERAL FINDING:

All countries have some sort of professional development system.

COUNTRY SPECIFICS 1

In some countries well organized professional development, with precise instruction and regular feedback under a mentor (**Poland and Belgium**).

COUNTRY SPECIFICS 2

In other countries not less organised (**Belarus**).

26. Are there trainings for mentors of future teachers?



**GENERAL FINDING:
Some do and some don't**



COUNTRY SPECIFICS 1

Countries that do:

Russia, Belgium, Belarus.



COUNTRY SPECIFICS 2

Countries that don't:

Lithuania.

In Poland: No. Lead teachers or mentor teachers usually appointed by principal. Mentor usually person of high expertise and experience.

27. Is there a special career track for mentors of future teachers?



GENERAL FINDING:

In some countries there is no special career track and mentors are appointed by principals to supervise younger teachers or less experienced teachers (**Poland**).

In **Russia**, teachers of the Higher Qualification Category can become mentors.