

**ANNEX 3: SOURCES, METHODS
AND TECHNICAL NOTES**

Chapter D: The learning
environment and organisation of
schools

Indicator D6: What does it take to
become a teacher?

Education at a Glance 2014

Description: This document is intended to provide guidance as to the methodology used during the data collection for each Indicator, the references to the sources and the specific notes for each country.

For source, methods and technical notes on data from the 2013 Teaching and Learning International Survey (TALIS 2013), please refer to the Technical report at: www.oecd.org/edu/school/TALIS-technical-report-2013.pdf

The complete TALIS 2013 report can also be browsed or purchased at: <http://dx.doi.org/10.1787/9789264196261-en>

How to read this document: Annex 3 is organised by chapters. Click on each link below in order to be redirected to the information related to the different tables of indicator D6 or use the [overview table](#) where notes are broken down by country.

Chapter D: The learning environment and organisation of schools

Indicator D6: What does it take to become a teacher?

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CHAPTER D: THE LEARNING ENVIRONMENT AND ORGANISATION OF SCHOOLS

Indicator D6: What does it take to become a teacher?

	D6					
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Argentina						
Australia	<u>AUS</u>	<u>AUS</u>	<u>AUS</u>	<u>AUS</u>	<u>AUS</u>	
Austria	<u>AUT</u>	<u>AUT</u>	<u>AUT</u>	<u>AUT</u>	<u>AUT</u>	
Belgium (Fl.)	<u>BFL</u>	<u>BFL</u>	<u>BFL</u>	<u>BFL</u>	<u>BFL</u>	<u>BFL</u>
Belgium (Fr.)	<u>BFR</u>	<u>BFR</u>	<u>BFR</u>	<u>BFR</u>	<u>BFR</u>	<u>BFR</u>
Brazil	<u>BRA</u>	<u>BRA</u>	<u>BRA</u>	<u>BRA</u>	<u>BRA</u>	
Canada						
Chile	<u>CHL</u>	<u>CHL</u>		<u>CHL</u>		<u>CHL</u>
China						
Colombia						
Czech Republic	<u>CZE</u>	<u>CZE</u>	<u>CZE</u>	<u>CZE</u>	<u>CZE</u>	<u>CZE</u>
Denmark	<u>DNK</u>	<u>DNK</u>	<u>DNK</u>	<u>DNK</u>	<u>DNK</u>	<u>DNK</u>
England	<u>ENG</u>	<u>ENG</u>		<u>ENG</u>	<u>ENG</u>	<u>ENG</u>
Estonia	<u>EST</u>				<u>EST</u>	
Finland	<u>FIN</u>	<u>FIN</u>	<u>FIN</u>	<u>FIN</u>		<u>FIN</u>
France	<u>FRA</u>	<u>FRA</u>	<u>FRA</u>	<u>FRA</u>	<u>FRA</u>	<u>FRA</u>
Germany	<u>DEU</u>	<u>DEU</u>	<u>DEU</u>	<u>DEU</u>	<u>DEU</u>	
Greece	<u>GRC</u>	<u>GRC</u>	<u>GRC</u>	<u>GRC</u>	<u>GRC</u>	<u>GRC</u>
Hungary	<u>HUN</u>	<u>HUN</u>	<u>HUN</u>		<u>HUN</u>	
Iceland	<u>ISL</u>	<u>ISL</u>			<u>ISL</u>	
India						
Indonesia						
Ireland	<u>IRL</u>	<u>IRL</u>	<u>IRL</u>	<u>IRL</u>	<u>IRL</u>	
Israel	<u>ISR</u>	<u>ISR</u>	<u>ISR</u>	<u>ISR</u>	<u>ISR</u>	<u>ISR</u>
Italy		<u>ITA</u>	<u>ITA</u>	<u>ITA</u>	<u>ITA</u>	
Japan	<u>JPN</u>	<u>JPN</u>				<u>JPN</u>
Korea	<u>KOR</u>	<u>KOR</u>	<u>KOR</u>		<u>KOR</u>	
Latvia						
Luxembourg	<u>LUX</u>	<u>LUX</u>	<u>LUX</u>		<u>LUX</u>	<u>LUX</u>
Mexico	<u>MEX</u>		<u>MEX</u>	<u>MEX</u>	<u>MEX</u>	<u>MEX</u>
Netherlands	<u>NLD</u>	<u>NLD</u>	<u>NLD</u>	<u>NLD</u>	<u>NLD</u>	<u>NLD</u>
New Zealand						
Norway	<u>NOR</u>	<u>NOR</u>			<u>NOR</u>	<u>NOR</u>
Poland	<u>POL</u>	<u>POL</u>	<u>POL</u>	<u>POL</u>	<u>POL</u>	<u>POL</u>
Portugal						
Russian Federation	<u>RUS</u>	<u>RUS</u>	<u>RUS</u>	<u>RUS</u>		
Saudi Arabia						
Scotland	<u>SCO</u>	<u>SCO</u>	<u>SCO</u>		<u>SCO</u>	
Slovak Republic		<u>SVK</u>	<u>SVK</u>		<u>SVK</u>	<u>SVK</u>
Slovenia		<u>SVN</u>	<u>SVN</u>		<u>SVN</u>	
South Africa						
Spain	<u>ESP</u>	<u>ESP</u>	<u>ESP</u>	<u>ESP</u>	<u>ESP</u>	
Sweden	<u>SWE</u>	<u>SWE</u>	<u>SWE</u>	<u>SWE</u>	<u>SWE</u>	<u>SWE</u>
Switzerland	<u>CHE</u>				<u>CHE</u>	
Turkey	<u>TUR</u>	<u>TUR</u>	<u>TUR</u>		<u>TUR</u>	<u>TUR</u>
United States	<u>USA</u>	<u>USA</u>	<u>USA</u>	<u>USA</u>	<u>USA</u>	<u>USA</u>

Table D6.1 (a-d): Initial teacher education and entry into the profession

Australia:

Total duration of initial teacher education, in years (column 1): For all levels of education courses vary in length from 4 years, which is usual for undergraduate teaching degrees, to post graduate qualifications of 1-2 years, which is additional to other studies undertaken at an undergraduate level.

ISCED type of qualification awarded at the end of initial teacher education (column 4): For all levels of education the awarded qualifications can be a bachelor's or a graduate diploma up to the master's level.

For ISCED 5a qualification, level of the degree awarded (column 5): For all levels of education a bachelor's and a graduate diploma are the most common degrees but a master's degree is also awarded.

Percentage of all current teachers with this type of qualification (column 7): The figure for pre-primary education (86 %) is only a proxy because states and territories have differing methodologies in defining 'early childhood education teachers. Additionally, calculations for the proportion of teachers that are degree qualified are also varying, which is in part due to differences in defining degree equivalency. The remaining 14% are considered to have equivalent qualifications in pre-primary education; however, some teachers may have entered the profession via alternative pathways and others may have entered the occupation at a time when the necessary qualification was below the ISCED 5A level.

Existence of selective criteria for entry into initial teacher education (column 8): For all levels of education, universities use a range of criteria to select applicants for initial teacher education programmes.

New teachers become fully qualified directly (column 11): For primary to upper secondary schools, all registered teachers are eligible for teaching employment in schools. [Back to table](#)

Austria:

Total duration of initial teacher education, in years (column 1): The duration of education for pre-primary education teachers at post-secondary Vocational Education and Training (VET) courses is two years.

ISCED type of qualification awarded at the end of initial teacher education (column 4): The education of pre-primary education teachers at a post-secondary VET course is classified at ISCED level 5B.

Percentage of all current teachers with this type of qualification (column 7): Due to changes of the legal situation in teachers' education no exact statistical statement can be given for upper secondary vocational education. [Back to table](#)

Belgium (Flemish Community):

General comment: There are two types of initial teacher training programmes in the Flemish Community of Belgium that are covered in this survey: the integrated and the specific teacher training programmes. The integrated teacher training programmes offered at university colleges lead exclusively to a bachelor's degree in pre-primary, primary or secondary education. Subject-specific, pedagogical and didactic components are integrated throughout these programmes. The specific teacher training programmes offered at a university college, a university or a Centre for Adult Education are taken in addition to or after a subject-related HE programme or professional experience. Both of these programmes lead to the same professional title: the teacher's diploma.

Total duration of initial teacher education, in years (column 1): The total duration of initial teacher education is expressed in ECTS, where 60 ECTS points correspond to one year. The duration for general subjects for upper secondary education refers to at least 5 years (at least 4 years subject-related initial

master's + 1 year pedagogical additional training). For vocational subjects, 'm' is used to indicate that different durations are possible, depending on the training and the training/work experience before the specific teacher training programme (SLO). For vocational subjects in upper secondary education, a diploma of secondary education and at least 3 years of work experience are required. However, different durations are possible depending on the earlier training of the student. The specific teacher training programme can be entered with or without a diploma of secondary education, in which case an entrance examination is organized by the institution. The programme can also be entered with a masters' degree or on the basis of professional experience.

ISCED type of qualification awarded at the end of initial teacher education (column 4): The information provided uses the ISCED 1997-mapping. In ISCED 2011 the integrated teacher training programme and the specific teacher training programme will be allocated at ISCED level 6 (bachelor's).

For ISCED 5a qualification, level of the degree awarded (column 5): The degree awarded is a teacher's diploma (*diploma van leraar*). See general comment above.

Percentage of new teachers with this type of qualification (column 6): The figures refer to new teachers at public institutions expressed as a percentage of all teachers. The corresponding figures for all institutions are: 80.03% for pre-primary education, 72.56% for primary education, 89.71% for lower and 83.74% for upper secondary general and vocational subjects. See also the remarks on column 7 below.

Percentage of all current teachers with this type of qualification (column 7): All teachers in public institutions are reported. The corresponding figures for all institutions are: 88.03% for pre-primary education, 82.72% for primary education, 98.01% for lower and 97.15% for upper secondary general and vocational subjects. The data refers to regular education only and reflects the situation as of 15 January 2013. Teachers working in ISCED level 4 are included in the data on upper secondary education. In the denominator all teachers in the respective ISCED level are reported. Teachers currently on leave are also taken into account. The data cannot be compared with the data in the UNESCO/OECD/Eurostat (UOE) data collection.

Existence of selective criteria for entry into initial teacher education (column 8): The Flemish education system does not place special restrictions on entry into higher education; i.e. a numerus clausus policy is not applicable.

Existence of alternative pathways (column 13): Both types of initial teacher education (see general comment above) offer alternative pathways to gain entry into the teaching profession. The integrated teacher training programmes provide flexible pathways and short trajectories. It also offers trajectories for staff that is already working in education but is not fully qualified. The specific teacher training programme (SLO) can be followed after, among others, a bachelor's, master's, professional training or work experience.

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Belgium (French community):

Total duration of initial teacher education, in years (column 1): For upper secondary vocational subjects, different pathways are possible and as such, the total duration might vary. See also the comment on table D6.2 column 1. The figures here reflect the duration of the typical pathway, which consists of formal initial teacher training that is similar to training for other subjects. However, formal initial teacher training does not exist for all vocational subjects.

For consecutive model, total duration of the pedagogical and practical training, in years (column 3): Two years during the master's if a didactical master's is chosen or one complementary year after finishing a non-didactical master.

For ISCED 5a qualification, level of the degree awarded (column 5): The ISCED 5B level corresponds to bachelor's degrees obtained in *Hautes Ecoles*.

Percentage of new teachers with this type of qualification (column 6): New teachers are defined here as teachers in their first year of teaching.

Percentage of all current teachers with this type of qualification (column 7): The figure gives the percentage of teachers who have been working more than one year. [Back to table](#)

Brazil:

Total duration of initial teacher education, in years (column 1): The figures consider standard and distance learning courses.

ISCED type of qualification awarded at the end of initial teacher education (column 4): In accordance with the National Education Law (Lei 9394/96), the teachers' diploma of ISCED level 3 is the minimum qualification required to teach at levels 0 and 1.

Percentage of new teachers with this type of qualification (column 6): In the Brazilian data it is not possible to identify new teachers.

Percentage of all current teachers with this type of qualification (column 7): The figures show the percentage of teachers with a completed tertiary level degree.

Existence of selective criteria to progress into initial teacher education (column 9): A master's degree is not a prerequisite to enter a teaching career and is also not required at a later stage of initial teacher education. However, there is a competitive examination and interview to enter the master's level.

New teachers become fully qualified/civil servants directly (column 11): Except for the temporary teachers, every public school teacher is a civil servant subject to civil service laws. Even though there are several differences among civil service legislations of different municipalities, states and the federal one, most of these laws establish a probation period of three years. However, all the requirements and evaluations to successfully complete the probation period are more related to the civil service position than to the position of a teacher.

Existence of formal induction programme (column 12): Due to the high autonomy within municipalities and states, there is no information on formal induction programmes at the national level. [Back to table](#)

Chile:

Existence of selective criteria for entry into initial teacher education (column 8): There is an entrance examination for tertiary studies but this examination is not compulsory and it is used only by selective universities. Students can also choose to go to non-selective institutions (private universities or professional institutes). Some of these institutions may also ask for an entrance examination but only for loan and scholarship purposes and not for admission in general. [Back to table](#)

Czech Republic:

Total duration of initial teacher education, in years (column 1): Four years is the minimum requirement but five years is the dominant duration for general subjects.

Existence of selective criteria for entry into initial teacher education (column 8): There are additional selective criteria within the responsibility of schools and universities. [Back to table](#)

Denmark:

Total duration of initial teacher education, in years (column 1): The teachers of vocational subjects must have a vocational training qualification and normally a minimum of 5 years of practical work experience within the field of the subject they teach. Furthermore, the teachers in vocational subjects shall have a diploma in pedagogical education, which typically can be gained on a part-time basis and completed over three years (the duration is equivalent to a one year full time study programme). To enter pedagogical education an occupation as a teacher is usually required.

Predominant organisation of initial teacher education (column 2): If the vocational education of teachers teaching vocational subjects is seen as a part of the teacher education, then the initial teacher education follows a consecutive model.

Percentage of new teachers with this type of qualification (column 6): This percentage is based on estimation since there is no precise data available.

Existence of selective criteria for entry into initial teacher education (column 8): The vocational qualification for prospective teachers teaching vocational subjects is considered to be a part of the teacher training. For pre-primary, primary and general upper secondary education students typically have to meet a grade minimum in the general upper secondary leaving exam.

Existence of selective criteria to progress in initial teacher education (column 9): For teachers of vocational subjects, refer to the comment on column 1 above. For prospective teachers of upper secondary general subjects the admission to the postgraduate pedagogical diploma is reserved for candidates with a trainee job at an upper secondary school. The entry to the last stage of the teacher education is therefore decided at school level.

Graduates from initial teacher education can start teaching directly (column 10): For general subjects in upper secondary education the pedagogical and practical training components of teacher education is considered as being a part of the initial teacher education. The teacher has to pass an examination (including one in practical teaching) to gain the license to teach. This exam normally has to be passed at the latest after 2 years of employment.

New teachers become fully qualified/civil servants directly (column 11): See comment on column 9 and 10 above.

Existence of formal induction programme (column 12): There are no formal demands but in general all schools are running an introduction for new teachers.

Existence of alternative pathways (column 13): The staff in pre-primary education has usually not gone through a teacher education training. The staff primarily consists of pedagogues, pedagogical assistants and a group of not specifically educated staff. Educated pedagogues and pedagogical assistants provide about 60% of the staff at the pre-primary level. For primary and lower secondary education the alternative route to become a teacher is a so called *meritlærer* education. This path can be taken by individuals that are at least 25 years old and have other education that is partly related to subjects taught in school. This "credit-teacher-education" is an individually organized type of education. [Back to table](#)

England:

Percentage of new teachers with this type of qualification (column 6): The figures are estimates based on the number of students in the final year of teacher training in 2010/11. (Source: the University of Buckingham's Good Teacher Training Guide 2012 edition: <http://www.buckingham.ac.uk/wp-content/uploads/2012/11/GTTG12.pdf>)

Existence of selective criteria for entry into initial teacher education (column 8): Lower and upper secondary school teachers must have their ISCED level 5A qualifications in particular subjects.

Existence of alternative pathways (column 13): There are school-based training schemes, such as the School Direct Training Programme, school-centred initial teacher training (SCITT) or Teach First. [Back to table](#)

Estonia:

Percentage of all current teachers with this type of qualification (column 7): The rules for this school year have been changed and since 2012/13 a teacher is fully qualified if he/she has gained an ISCED level 5 education, including pedagogical training. However, there are teachers who have graduated from ISCED level 5, but have not passed the pedagogical training. [Back to table](#)

Finland:

Predominant organisation of initial teacher education (column 2): In subject teacher education the consecutive model also exists.

Percentage of all current teachers with this type of qualification (column 7): The data is from the 2013 teacher survey in which the response rate was 89 %. The data for pre-primary refers to teachers in schools (not kindergartens). The data for lower secondary school teachers consists of the data for permanent teachers and non-permanent full-time teachers working in the 9-year basic education. Although the majority of them work in years 7-9 (lower secondary level), some of them may also teach in years 1-6 (primary level). [Back to table](#)

France:

General comment: Initial teacher education in France covers 5 years of higher education (ISCED level 5) that have to be accomplished before prospective teachers achieve the full qualification to practice teaching at ISCED levels 0-3. Since 1990/91, there have been 3 structural reforms, which are outlined in the following in more detail.

From 1991 to 2009, prospective teachers were required to have a *licence* degree (B.A.) to pass the competitive examination for the recruitment of teachers. The *licence* degree did not necessarily include any programme in pedagogy or educational science. Depending upon the prevailing local and disciplinary circumstances, candidates could prepare for the competitive examination within the university institutes of teacher training (*IUFM: instituts universitaires de formation des maîtres*), especially for a career at ISCED levels 0 and 1, or within a one-year training at university. The *IUFMs* comprised 32 higher education institutions which were in charge of teacher training (at ISCED levels 0-3) and principal educational advisers (*conseillers principaux d'éducation*). They were put in place in 1990/91 with the status of public administrative institutions (*EPA*) and were integrated into the universities in 2005 (see: www.iufm.education.fr). Independent of how the preparation was carried out, candidates that succeeded in the competitive recruitment examinations used to receive a one-year training including a teaching traineeship (prospective teachers took full responsibility for teaching in an elementary or secondary school and were assigned a tutor). At the end of the one-year training, which did not lead to a master's degree, a (non-university) jury used to decide whether the candidate should be definitely appointed a teacher. This final appointment by the jury was considered as a condition of full qualification.

The reform called *mastérisation*, put in place in 2010 and applied until 2012/13, made access to the teaching profession conditional on completion of a master's degree. Prospective teachers prepared the master's and the competitive recruitment examination (in which they took part during the 5th year of study) at the same time and sometimes within the same university. Following the first year of teaching as a trainee teacher, a jury used to decide on his/her final appointment (full qualification).

A new structure of initial teacher education has been put in place at the start of the school year 2013. Under the new education act (from July 2013), the university institutes of teacher training (*IUFM*) were replaced by the graduate schools of professorship and education (*écoles supérieures du professorat et de l'éducation - ESPE*). Formally inaugurated in September 2013, the *ESPE* are integral parts of the universities. Here, prospective teachers will study to achieve a Master's Degree in Teaching, Education and Training (*Métiers de l'enseignement, de l'éducation et de la formation: MEEF*). This programme combines academic instruction, traineeship and work-based apprenticeship. Students take part in the competitive recruitment examinations during the 1st year of the master's degree. The second year of study includes a part-time traineeship in classroom-based teaching, compensated at the full-time rate. A final decision on appointment is taken by a non-university jury at the end of the 2nd year of the master's degree.

Total duration of initial teacher education, in years (column 1): Duration of teacher education at ISCED level 5.

Percentage of new teachers with this type of qualification (column 6): Data refer to laureates from external competitions in 2012. Data include doctoral and master graduates as well as graduates of degrees obtained after at least 5 years of tertiary education. Data for secondary education include both lower and upper secondary teachers.

Source: http://cache.media.education.gouv.fr/file/2013/11/2/DEPP-NI-2013-17-concours-professeurs-ecoles_267112.pdf ;

http://cache.media.education.gouv.fr/file/2013/98/0/DEPP_NI_2013_23_concours_recrutement_personnels_enseignants_second_degre_enseignement_public_nombre_candidats_remonte_session_2012_278980.pdf.

Existence of selective criteria to progress in initial teacher education (column 9): Entry in the second year of the master's upon validation of the first year.

New teachers become fully qualified/civil servants directly (column 11): New teachers begin to teach without tenure which, in 2012/13, is only awarded at the end of the first year of teaching and conditional on a favourable opinion of a jury. See general comment above.

Existence of alternative pathways (column 13): The main pathway to the teaching profession is through the external and internal competitive examination. The only alternative pathway matching the criteria of this survey is through the "third" competitive examination. This pathway is for candidates from different professional fields and there is no requirement in terms of diploma or degree. After passing the competitive examination, they become fully qualified teachers. However, other pathways (not reported in this survey) exist:

- Recruitment of temporary teachers: Temporary teachers account for 0.3% of teachers in ISCED levels 0 and 1 and 7% in ISCED levels 2 and 3. They are not civil servants and therefore are not considered as fully qualified. See in particular Decree No. 81-535 of 12 May 1981 on the recruitment of contract teachers (<http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000000703743&fastPos=1&fastReqId=1665320745&categorieLien=cid&oldAction=rechTexte>).

- Secondment: Other civil servants can work as teachers but there is no data on this. They are not considered as fully qualified teachers (which can only be achieved after 2 years of practice). [Back to table](#)

Germany:

Total duration of initial teacher education, in years (column 1): This depends on the duration of the preparatory service (practical phase of teacher training), which varies between 12 and 24 months. The regulation was changed at the end of 2010 to 6,5 years and the *Länder* have been in an ongoing process of adjustment. In 2013 the majority of *Länder* have completed this process.

For consecutive model, total duration of the pedagogical and practical training, in years (column 3): Refer to column 1 above.

Existence of selective criteria to progress in initial teacher education (column 9): The number of students in the later stages of initial teacher training might differ from the number of students graduating from the earlier stage. In some cases, applicants for the later stage have to wait until the next possible opportunity to enter the master's level stage or the preparatory service.

New teachers become fully qualified/civil servants directly (column 11): Directly after initial teacher education, new teachers are fully qualified and do not have to complete a probationary period. In case teachers are employed as civil servants, they do have to complete a probationary period. The duration of that period varies between 2.5 years for higher services and three years for senior service. Under certain circumstances this period may be reduced or extended (up to five years). A teacher's attitude and performance is monitored with regard to his future appointment as a permanent civil servant. However, new teachers are fully qualified teachers directly after finishing the initial teacher training programme regardless of whether they are civil servants or employees without civil servant status.

Existence of formal induction programme (column 12): Only some *Länder* have a formal induction programme. [Back to table](#)

Greece:

For ISCED 5a qualification, level of the degree awarded (column 5): The duration of these programmes is 4 years.

Percentage of new teachers with this type of qualification (column 6): The data is taken from the Institute of Educational Policy.

Percentage of all current teachers with this type of qualification (column 7): See comment column 6 above.

Existence of selective criteria to progress in initial teacher education (column 9): There are no other stages for the majority of teachers i.e. holders of degrees that ensure pedagogical and teaching competence. However, in upper secondary education holders of certain degrees (e.g. in economics or law) who want to be teachers have to complete programmes in pedagogical education & training with a limited number of student positions available in order to certify pedagogical and teaching competence that is not ensured by their degree. These programmes have additional selective criteria.

Existence of alternative pathways (column 13): Potential teachers with degrees that do not ensure pedagogical and teaching competence have to acquire either a certificate of pedagogical and teaching competence from a tertiary institution or an additional degree that ensures teaching competence (e.g. Master's in Education). This is a requirement for taking part in the competition organised by *ASEP* (the Supreme Council for Civil Personnel Selection) for teaching positions in state schools (Act 3848/2010). [Back to table](#)

Hungary:

Total duration of initial teacher education, in years (column 1): The regulation on the duration has changed in the 2013/14 school year. Upper secondary teachers now have to study for 6 years. If one of his/her 2 subject areas entitles him/her only for lower secondary education, the study duration is only 5,5 years.

Predominant organisation of initial teacher education (column 2): The organisation of teacher education for lower and upper secondary education has changed in the academic year of 2013/2014 and a long-cycle (e.g. 5-5,5-6 years) teacher's training programme was introduced. The previous two cycle programme, consisting of a bachelor's and a 2-2.5 year master's is also still in place as it was introduced in 2006/2007, so there are still students in these programmes. The bachelor's and master's system - on a smaller scale - will be available till 2016 for those who have finished a bachelor's degree and want to become a teacher.

Percentage of new teachers with this type of qualification (column 6): For lower and upper secondary education this is a new form. [Back to table](#)

Iceland:

ISCED type of qualification awarded at the end of initial teacher education (column 4): The final qualification of vocational teacher education is a 2 year diploma degree corresponding to ISCED level 5 and does not qualify as a full level 5A degree. [Back to table](#)

Ireland:

Total duration of initial teacher education, in years (column 1): For the reference year 2012/13 the predominant initial teacher education route for primary teaching was the Bachelor of Education of 4 years duration. The primary consecutive route would take 6 years for students commencing the 1st stage in 2012/13. For post-primary education the consecutive initial teacher education route is predominant and for students commencing in the 2012/13 it will take 5-6 years depending on their tertiary degree. The concurrent post-primary route takes 4 years.

Predominant organisation of initial teacher education (column 2): For primary education the concurrent route is predominant (1,000 students versus 850 on consecutive routes) and for post-primary the consecutive route is predominant.

For consecutive model, total duration of the pedagogical and practical training, in years (column 3): Students commencing the first stage of the consecutive route in 2012/13 for lower and upper secondary will take 2 years to complete the second stage. Students who commenced the second stage in 2012/13 only had to complete 1 year pedagogical and practical training.

ISCED type of qualification awarded at the end of initial teacher education (column 4): For students graduating in 2013 the highest qualification is a Bachelor of Education or Higher Diploma/Professional Diploma corresponding to ISCED level 5A. However, for students following the consecutive route and commencing the 2nd stage of initial teacher education from September 2014 onwards, their award will be a masters' degree, namely a Professional Master's in Education.

For ISCED 5a qualification, level of the degree awarded (column 5): See comment on column 4 above.

Existence of selective criteria for entry into initial teacher education (column 8): The answer refers to concurrent programmes of initial teacher education, e.g minimum grades in certain subjects or art portfolios. For consecutive programmes there are no selective criteria for entry into the first stage but there are additional selective criteria for entry into the second stage (theory & practise of education) of the post-primary consecutive route, for example certain academic areas have to be covered in the previous level degree. There are also additional criteria for stage two of the primary consecutive route as certain grades from the final upper secondary education exam must have been achieved.

Existence of selective criteria to progress in initial teacher education (column 9): A competitive interview for the second stage of all primary consecutive programmes has to be taken. One provider of post-primary consecutive programmes of initial teacher education also interviews applicants.

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Israel:

Total duration of initial teacher education, in years (column 1): There is also a 3 year programme for excellent students.

Predominant organisation of initial teacher education (column 2): Students in the consecutive model may finish in 4.5-5 years.

Existence of selective criteria for entry into initial teacher education (column 8): To enter initial teacher education, students have to achieve a minimum SAT score and submit a portfolio as well as their high school diploma.

Existence of selective criteria to progress in initial teacher education (column 9): A minimum average of 75 is needed in the bachelor's degree. Sometimes a personal or a group interview is used as well.

Existence of alternative pathways (column 13): There are special programmes to teach, like Teach First (HOTAM), a teacher training for university graduates and engineers. There are also special programmes for kindergarten teachers and particular programmes for professional retraining for persons from the high tech sector. Everybody who wants to teach needs a bachelor's degree and a teaching certificate. [Back to table](#)

Japan:

Total duration of initial teacher education, in years (column 1): At the pre-primary level, in 2012, 64.9% of new graduates have attended an initial training programme lasting 2 years and 34.5% have attended an initial programme lasting 4 years.

Existence of selective criteria for entry into initial teacher education (column 8): Initial teacher education programmes are provided at general universities and tertiary educational institutions as well as at institutions especially established for teacher education and training. All the institutions have the same levels and curricula according to the corresponding laws and regulations. So data refer to the requirements to enter tertiary institutions in general and to specifically enter initial teacher education.

Existence of selective criteria to progress in initial teacher education (column 9): The initial teacher education programme at the tertiary education level is organized as a consistent bachelor's (for pre-primary level 5B) without any intermediate break or screening. However, master's courses are also available and provide students, who are already fully qualified for teaching, with an advanced qualification for teaching. For these master's courses selective criteria do exist.

Existence of alternative pathways (column 13): There are two alternative pathways. For pre-primary and primary education, side-entrants can take a special examination in order to receive a teacher license. There is also another route leading to a special license. [Back to table](#)

Korea:

Total duration of initial teacher education, in years (column 1): For pre-primary education: Prospective teachers can either study at a college (2-3 years) or a four-year university. No matter where students study, they are required to satisfy the same criteria, i.e. the same GPA from college and the same kind and number of courses, to acquire a pre-primary teacher qualification. It is not possible to tell which programme is more dominant. For secondary school teachers, students can also be qualified through a 2-year initial teacher education programme (graduate schools of education) in which the same requirements for the qualification has to be met. However, for secondary education the 4-year programmes are dominant.

ISCED type of qualification awarded at the end of initial teacher education (column 4): Pre-primary teachers will acquire either an ISCED level 5A degree or ISCED level 5B degree at the end of the programme. See also the comment on column 1 above.

For ISCED 5a qualification, level of the degree awarded (column 5): Prospective teachers in a graduate school of education will get a master's degree.

Percentage of new teachers with this type of qualification (column 6): Pre-primary teachers can either have an ISCED level 5A or 5B degree.

Existence of selective criteria for entry into initial teacher education (column 8): The requirements or the processes are not exclusive to the applicants for teacher education programmes. Applicants for other programmes have to go through similar processes to be accepted by universities. [Back to table](#)

Luxembourg:

Total duration of initial teacher education, in years (column 1): For pre-primary and primary education the total duration equals 180 ECTS points.

Predominant organisation of initial teacher education (column 2): Initial teacher training for secondary education teachers consists of subject studies (master's level) in one or more subjects. The pedagogical training follows during a probationary period of two years after recruitment, for which students have to take competitive exams with a restricted number of positions.

Existence of alternative pathways (column 13): Alternative pathways into the teaching profession are only possible for some vocational subjects in secondary education. [Back to table](#)

Mexico:

Predominant organisation of initial teacher education (column 2): For upper secondary education, a tertiary level degree is required but no pedagogical or practical training is necessary to start teaching.

Percentage of new teachers with this type of qualification (column 6): There may be exceptions, like teachers working on a temporary contract.

Percentage of all current teachers with this type of qualification (column 7): For upper secondary vocational subjects the corresponding figure is 87.36%.

Graduates from initial teacher education can start teaching directly (column 10): There may be exceptions, like teachers working on a temporary contract.

Existence of alternative pathways (column 13): For pre-primary and primary education, individuals who have finished lower secondary education can become “promoters” and start teaching in remote areas. Promoters are part of the project of the National Board for Educational Promotion (*CONAFE*), a decentralized entity of the Secretariat of Public Education. Four percent of pre-primary and 1% of primary education is provided through promoters in rural towns with less than 100 residents. Frequently, these services are provided by a single community teacher, who is living in the community during the scholar year. [Back to table](#)

Netherlands:

Total duration of initial teacher education, in years (column 1): Teacher education in universities lasts 5 years, which corresponds to 300 ECTS points.

Predominant organisation of initial teacher education (column 2): For prospective teachers of upper secondary general subjects this varies. For students studying at university the consecutive model is predominant, whereas for students at universities of applied sciences teacher education is organised as a concurrent model.

For consecutive model, total duration of the pedagogical and practical training, in years (column 3): At universities it takes one year (this corresponds to 60 ECTS points).

Percentage of new teachers with this type of qualification (column 6): For pre-primary and primary education the number is almost 100%.

Percentage of all current teachers with this type of qualification (column 7): See comment on column 6 above.

Existence of selective criteria for entry into initial teacher education (column 8): For teachers in arts or physical education the students’ talent or aptitude will be tested. The training for upper secondary education is only provided by universities (including universities of applied sciences) through a master’s programme.

Existence of selective criteria to progress in initial teacher education (column 9): Students for pre-primary and primary education have to take a numeracy and literacy test before the end of the first year of study. If they fail these tests, they have to terminate their studies. [Back to table](#)

Norway:

Total duration of initial teacher education, in years (column 1): For upper secondary general subjects the duration is 4-6 years because more than one initial education is necessary.

Predominant organisation of initial teacher education (column 2): For upper secondary general and vocational subjects both the concurrent and consecutive model exist, but the consecutive model is the dominant one.

Existence of formal induction programme (column 12): All newly educated and hired teachers should get an opportunity to receive guidance, according to a letter of intent between the Ministry and the

municipalities (school owners/employers). Three out of four schools offer guidance and 90% of new teachers in these schools participate. However, this is not regulated by law.

Existence of alternative pathways (column 13): There are several ways to obtain status as a qualified teacher in ISCED levels 1-3 through formal education. There are also many different teacher education models depending on the level of education and the subjects taught. A few examples are provided here. For ISCED level 0 education one alternative path is provided through workplace based preschool teacher education and several pedagogical educations may qualify for ISCED 0 teaching through continuing education. Pre-primary teachers may also qualify for ISCED level 1 education through continuing education. There is separate teachers' education for teachers in sports and arts/music in ISCED levels 1-3. There are also separate education requirements for mother tongue teachers or teaching a minority language. [Back to table](#)

Poland:

Total duration of initial teacher education, in years (column 1): The figures refer to the minimum duration of training.

Predominant organisation of initial teacher education (column 2): The concurrent model prevails but there are also some students following the consecutive route. There is, however, no data available on the number of students following this path.

ISCED type of qualification awarded at the end of initial teacher education (column 4): At the moment the minimum qualification for teachers teaching in pre-primary and primary schools is a diploma corresponding to ISCED level 5B. However, according to the draft of amendments to the School Education Act this type of training will only be offered until September 30, 2016. In 2014 this programme of initial teacher training will stop recruitment.

For ISCED 5a qualification, level of the degree awarded (column 5): For upper secondary vocational subjects the minimum qualification for teachers is a bachelor's degree. For teachers of practical vocational training there can be different minimum qualifications. Students can either hold a diploma obtained from a teacher training college (ISCED level 5B) or hold an upper secondary school degree (ISCED level 3A, matura examination) as well as vocational and pedagogical qualifications. It is also possible to own the title of Master of Crafts and pedagogical qualifications to teach practical vocational subjects.

Percentage of new teachers with this type of qualification (column 6): In pre-primary education 34% have a bachelor's and 61% a master's degree. In primary education there are 24% with a bachelor's and 71% with a master's degree. In lower and upper secondary education the corresponding figures are 17% and 4% holding a bachelor's and 78% and 88% holding a master's degree.

Percentage of all current teachers with this type of qualification (column 7): In pre-primary education 11% have a bachelor's and 84% a master's degree. In primary education there are 5% with a bachelor's and 94% with a master's degree. In lower and upper secondary education the corresponding figures are 3% and 1% holding a bachelor's and 96% and 99% holding a master's degree.

Existence of formal induction programme (column 12): Teachers are first employed as so called trainee teachers on the basis of a one-year contract. The trainee teacher has to submit a plan for professional development to the head teacher for approval. Trainee teachers provide their services according to the approved plan and submit a report to the head teacher. The trainee period is conducted under the direction of a supervising teacher (mentor). The supervising teacher drafts an assessment of the professional development of the trainee teacher and submits it to the head teacher. According to the educational law in Poland, the school head and the mentor, who are both responsible for the adaptation of the novice teacher at school, are the key persons during the beginning of a teacher's career.

Existence of alternative pathways (column 13): In legitimate cases head teachers can employ teachers without pedagogical qualification provided that he/she will obtain his/her pedagogical qualification within one year. Moreover, in specially justified cases it is also possible to employ a person who does not

have and will not gain a pedagogical qualification. This employee is employed according to the Labour Code but not to the Teachers' Charter. [Back to table](#)

Russian Federation:

For ISCED 5a qualification, level of the degree awarded (column 5): It is also possible to become a teacher by getting masters' degree. [Back to table](#)

Scotland:

Total duration of initial teacher education, in years (column 1): For pre-primary and primary this could also be 1 year if candidates already hold an ISCED level 5A degree.

Existence of selective criteria for entry into initial teacher education (column 8): Individual universities may select candidates on the basis of additional criteria, i.e. above the minimum requirements, due to competition for places.

New teachers become fully qualified/civil servants directly (column 11): New, fully qualified teachers can only work on a temporary basis initially. See also the comment on table D6.5 (a-d) column 7.

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Spain:

Total duration of initial teacher education, in years (column 1): Secondary education teachers require a one year masters' degree in addition to the bachelor's degree obtained at university.

Existence of selective criteria for entry into initial teacher education (column 8): In addition to their ISCED 3A certificate prospective teachers must pass an university entrance examination.

Graduates from initial teacher education can start teaching directly (column 10): Initial teacher education programmes provide a sufficient qualification to be a fully qualified teacher. However, to teach in public institutions they must sit (not pass) a competitive examination. If they do not pass it (or they do not get a grade good enough to get a position), they are included in a list (ranked according to their grade) to fill in uncovered positions on a yearly basis (*profesores interinos*). [Back to table](#)

Sweden:

Total duration of initial teacher education, in years (column 1): The total duration of initial teacher education for upper secondary general subjects is 5-5.5 years, depending on the subjects.

Predominant organisation of initial teacher education (column 2): This is decided by the higher education institutions.

ISCED type of qualification awarded at the end of initial teacher education (column 4): The answers refer to ISCED 1997.

Percentage of all current teachers with this type of qualification (column 7): The figures refer to the percentage of all current teachers in public institutions who are fully qualified. It is not possible to separate teachers in primary education and lower secondary education in the national statistics. Nor is it possible to separate teachers teaching general and vocational subjects in municipal upper secondary schools. For pre-primary education the proportion refers to all teachers both in municipal and private pre-schools. In municipal pre-schools 56 % of all employees (full-time teachers and all other caring/nursing staff) had a pedagogical education at tertiary level and were fully qualified in 2012, respectively.

Existence of formal induction programme (column 12): One of the purposes of the probationary year is to give new teachers a good introduction to the profession. During their probationary year, new teachers have the support and assistance of a mentor.

Existence of alternative pathways (column 13): The *ULV*, *VAL* and *KPU* are examples of alternative pathways. [Back to table](#)

Switzerland:

General comment: All information provided on general subjects in upper secondary education refers to the general programmes (in opposition to vocational ones). [Back to table](#)

Graduates from initial teacher education can start teaching directly (column 10): After successfully completing a recognised teacher education programme, the students receive the education diploma (bachelor's, master's) and - without any additional requirements - a license giving them access to teaching in public institutions. [Back to table](#)

Turkey:

Total duration of initial teacher education, in years (column 1): The duration of initial teacher education programmes specifically designed to train teachers for upper secondary education is 5 years. However, graduates of teacher education programmes for some subjects such as foreign languages, art and physical education can teach in all levels of education including ISCED level 3 and the duration of these programmes is 4 years. In addition, graduates of some tertiary programmes other than teacher education programmes (generally, graduates of programmes of the Faculty of Arts and Sciences lasting 4 years) can also become upper secondary teachers by completing a separate pedagogical training programme with a duration of an additional year after graduation.

Existence of alternative pathways (column 13): Graduates of some tertiary programmes other than teacher education programmes can become teachers by completing a separate pedagogical training programme after graduation. However, this path highly overlaps with the consecutive model and taking into account that besides the completion of the training, these candidates have to go through the same procedures (i.e. take the competitive test etc.) as graduates of teacher education programmes, it is not considered an alternative pathway. [Back to table](#)

United States:

Total duration of initial teacher education, in years (column 1): This varies. A small percentage (less than 4 percent) of teachers at the primary and secondary levels in the United States has less than a bachelor's degree. The majority of teachers at these levels hold at least a bachelor's degree. More information on teachers highest degree earned can be found here: http://nces.ed.gov/programmes/digest/d13/tables/dt13_209.30.asp.

Predominant organisation of initial teacher education (column 2): This varies. The organization of initial teacher education is at the discretion of individual teacher education institutions.

ISCED type of qualification awarded at the end of initial teacher education (column 4): See comment on column 1 above.

For ISCED 5a qualification, level of the degree awarded (column 5): See comment on column 1 above.

Percentage of new teachers with this type of qualification (column 6): These data include teachers who reported having a bachelor's degree, master's degree, education specialist degree, or doctoral degree. The data is taken from the U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 2011-12.

Percentage of all current teachers with this type of qualification (column 7): See comment on column 6 above.

Existence of selective criteria for entry into initial teacher education (column 8): This varies. The United States does not have data on entry rates into initial teacher education programmes. Across ISCED level 5A and 5B institutions, the level of importance placed on various admissions criteria varies by the selectivity of the institution. Schools with a more open admissions process do not place the same

emphasis on certain criteria compared to that of a highly selective school. In 2011-12, 74 percent of ISCED level 5A institutions and 11 percent of ISCED level 5B institutions had admission criteria for their applicants. A small percentage of ISCED level 5A (1 percent) and ISCED level 5B institutions (2 percent) had no admission requirements, only suggested admissions criteria. Admission criteria are requirements for all applicants to an institution to submit specific information and can include secondary school administrative records, Test of English as a Foreign Language (TOEFL) scores, secondary school grades, admission tests (such as the SAT or ACT), recommendations, and college preparatory programmes (i.e. International Baccalaureate). More information on overall U.S. tertiary institution acceptance rates can be found here: http://nces.ed.gov/programmes/digest/d12/tables/dt12_373.asp.

Existence of selective criteria to progress in initial teacher education (column 9): This varies. The level of importance placed on various criteria varies by the selectivity of the institution. Schools with less stringent policies do not place the same emphasis on certain criteria compared to that of a highly selective school.

Graduates from initial teacher education can start teaching directly (column 10): This varies. Some states allow graduates to start teaching directly following initial teacher education while others require additional requirements such as licensures, certificates, exams, etc.

New teachers become fully qualified/civil servants directly (column 11): This varies. Some states allow new teachers to become fully qualified directly following initial teacher education while others require additional requirements such as licensures, certificates, exams, probationary periods, etc.

Existence of formal induction programme (column 12): The United States cannot provide data on formal induction programmes for beginning teachers, because such requirements may vary state to state, locality to locality, school district to school district, and even school to school.

Existence of alternative pathways (column 13): It is not possible to provide data on national policies on alternative pathways to the teaching profession as such policies are set by individual states. [Back to table](#)

Table D6.2 (a-d): Requirements to enter and progress in initial teacher education

Australia:

Selective criteria for entry into initial teacher education (columns 4-9):

Existence of selective criteria (column 4): For all levels of education, universities use a range of criteria to select applicants for initial teacher education programmes.

Grade point average from secondary schools (column 7): Teacher education applicants graduating directly from school must have an Australian Tertiary Admission Rank (ATAR) score equal to or greater than the course entry cut-off.

Interview (column 8): Some courses may require an interview as part of the selection process.

Other (column 9): For teacher education applicants not graduating directly from school, a range of criteria and measures is used. [Back to table](#)

Austria:

Cumulative years of education for entry into initial teacher education (column 1): Pre-primary teachers start their initial teacher education after eight years of education. At post-secondary vocational education and training (VET) courses students start after 12-13 years. In 2012/13 roughly one out of ten pre-primary teachers in education attended a post-secondary VET course. For upper secondary vocational education the number of years of education varies between nine and 13 years of education.

Minimum ISCED type of qualification for entry into initial teacher education (column 2): Pre-primary teachers who start their initial teacher education at a post-secondary VET course are required to have completed a programme at ISCED level 3 or 4. [Back to table](#)

Belgium (Flemish Community):

Cumulative years of education for entry into initial teacher education (column 1): To enter initial teacher education for pre-primary, primary and lower secondary education institutions (ISCED levels 0,1,2) 6 years of primary education and 6 years of secondary education are required.

Minimum ISCED type of qualification for entry into initial teacher education (column 2): In general ISCED level 3 (diploma of secondary education) is required but in the Flemish community of Belgium there are also alternative qualifications for entry into initial teacher education. See the information included in the comment of column 1 above.

Limited number of student positions for entry into initial teacher education (numerus clausus) (column 3): The Flemish education system does not place special restrictions on admission into higher education; i.e. a numerus clausus policy is not applicable.

Selective criteria for entry into initial teacher education (columns 4-9):

Existence of selective criteria (column 4): See comment on column 3 above. [Back to table](#)

Belgium (French community):

Cumulative years of education for entry into initial teacher education (column 1): For vocational subjects the required years of education depends on the specific circumstances. It can be the same requirements as for general subjects (especially when a specific training programme exists), but there are also other pathways depending on the subject and professional profile of the teacher.

Minimum ISCED type of qualification for entry into initial teacher education (column 2): See comment on column 1 above. [Back to table](#)

Brazil:

Selective criteria for entry into initial teacher education (columns 4-9):

Competitive examination (column 5): It is required by the National Education Law that every higher education programme has to have a selection process in order to enrol students (LDB, art. 44).

Standardised test (column 6): Every higher education institution has the autonomy to choose selection mechanisms.

Grade point average from secondary schools (column 7): See comment on column 6 above.

Interview (column 8): See comment on column 6 above.

Other (column 9): See comment on column 6 above.

Selective criteria at a later stage (to progress in initial teacher education) (columns 11-16):

Existence of selective criteria (column 11): A master's degree is not a prerequisite to enter a teaching career and is also not required at a later stage of initial teacher education. However, there are a competitive examination and an interview to enter the master's level. [Back to table](#)

Chile:

Selective criteria for entry into initial teacher education (columns 4-9):

Existence of selective criteria (column 4): There is an entrance examination for tertiary studies but this examination is not compulsory and it is used only by selective universities. Students can also choose to go to non-selective institutions (private universities or professional institutes). Some of these institutions may also ask for an entrance examination but only for loan and scholarship purposes and not for admission in general. [Back to table](#)

Czech Republic:

Cumulative years of education for entry into initial teacher education (column 1): The figures indicate the shortest pathways into initial teacher education.

Selective criteria for entry into initial teacher education (columns 4-9):

Existence of selective criteria (column 4): There are additional selective criteria under the responsibility of schools and universities.

Competitive examination (column 5): The conduction of competitive examinations and their design is under the responsibility of universities.

Grade point average from secondary schools (column 7): Universities are responsible for choosing the selection criteria, grade point average cut-offs can be one of them.

Interview (column 8): An interview is prevalently used as a selection criteria but it is not compulsory. The universities can decide whether to use interviews for the selection or not.

Other (column 9): For pre-primary and primary education as well as for some subjects for secondary education, like physical education and fine art, there can also be some additional examinations related to the subject.

Selective criteria at a later stage (to progress in initial teacher education) (columns 11-16):

Competitive examination (column 12): This is decided upon by the universities. There are some criteria for direct transitions to the next stage, like showing excellent results in lower stages. Other applicants have to take a competitive examination, another test or an interview.

Grade point average from the first stage of initial teacher education (column 14): See comment on column 12 above.

Interview (column 15): See comment on column 12 above. [Back to table](#)

Denmark:

Cumulative years of education for entry into initial teacher education (column 1): The category "pre-primary education" refers to kindergarten. For teaching vocational subjects it is a condition for the teachers to have passed a vocational education programme and to have minimum 5 years of practical experience. These are prerequisites and are not considered part of the initial teacher education.

Minimum ISCED type of qualification for entry into initial teacher education (column 2): If "vocational education" is considered to be part of the teacher training for teaching vocational subjects, the minimum ISCED type of qualification required for entry into the initial teacher education is ISCED 2.

Selective criteria for entry into initial teacher education (columns 4-9):

Existence of selective criteria (column 4): The vocational qualification for prospective teachers teaching vocational subjects is considered to be a part of the teacher training. For pre-primary, primary and general upper secondary education students typically have to meet a grade minimum to be achieved in the general upper secondary leaving exam.

Interview (column 8): For primary and lower secondary education, applicants have to take an interview to enter initial teacher education only if their mark from the upper secondary leaving exam is below 7.

Selective criteria at a later stage (to progress in initial teacher education) (columns 11-16):

Existence of selective criteria (column 11): For teachers of vocational subjects, see comment on table D6.1 (a-d), column 1. For prospective teachers of upper secondary general subjects the admission to the postgraduate pedagogical diploma is reserved for candidates with a trainee job at an upper secondary school. The entry to the last stage of the teacher education is therefore decided at school level. [Back to table](#)

England:

Cumulative years of education for entry into initial teacher education (column 1): The teacher training for early years (ISCED level 0) will commence in September 2014.

Selective criteria for entry into initial teacher education (columns 4-9):

Existence of selective criteria (column 4): Lower and upper secondary teachers must have their ISCED level 5A qualifications in particular subjects.

Competitive examination (column 5): Less than 1% of courses overall require competitive examinations. A small number of universities require subject specific aptitude tests: English, law, history, medicine, biomedical and languages.

Grade point average from secondary schools (column 7): There is no Grade Point Average. Each subject is assessed separately with an individual grade awarded. Selection is most commonly based on the sum of points, based on grades.

Interview (column 8): It is not a requirement, though a small minority of institutions use interviews to choose between prospective students.

Other (column 9): Tertiary institutions are independent and autonomous and are solely responsible for the decision of whom to admit and upon what terms. Individual tertiary institutions conduct a holistic assessment of an applicant's potential. Different tertiary institutions consider (and give varying weight) to a wide range of factors. [Back to table](#)

Finland:

Selective criteria for entry into initial teacher education (columns 4-9):

Grade point average from secondary schools (column 7): Often students' admission is based on both, the grades from the matriculation examination and the entrance examination.

Interview (column 8): This can be decided upon by the institution autonomously. An interview is possible as part of the assessment of the student's aptitude. See also the comment on column 7 above. .

Other (column 9): The admission to general teacher education also generally comprises an aptitude test, assessing the applicant's suitability to the profession as well as skills, motivations and commitment. The vocational teacher education institutions have agreed that in their student selection they also take into account merits such as teaching experience, continuing professional development, research, international experience etc. [Back to table](#)

France:

Limited number of student positions for entry into initial teacher education (numerus clausus) (column 3): No, except for the most popular bachelor's programmes.

Limited number of student positions for entry into a later stage of initial teacher education (numerus clausus) (column 10): The entry into master's programmes is not selective. It is a right for students who have a bachelor's degree in a similar subject. Regarding teacher training, it means a very wide access either in educational sciences, sociology, or to the more subject-specific master's programmes for secondary teachers.

Selective criteria at a later stage (to progress in initial teacher education) (columns 11-16):

Existence of selective criteria (column 11): Entry in the second year of the master's upon validation of the first year. [Back to table](#)

Germany:

Cumulative years of education for entry into initial teacher education (column 1): This may vary depending on the length of the A-levels and the preparatory service (practical phase of teacher training).

Limited number of student positions for entry into initial teacher education (numerus clausus) (column 3): This depends on the numerus clausus policy of each university.

Selective criteria at a later stage (to progress in initial teacher education) (columns 11-16):

Existence of selective criteria (column 11): The number of students in later stages of initial teacher training might differ from the number of students graduating from the earlier stage. In some cases, applicants for the later stage have to wait until the next possible opportunity to enter the master's level stage or the preparatory service. [Back to table](#)

Greece:

Limited number of student positions for entry into a later stage of initial teacher education (numerus clausus) (column 10): There are no other stages for the majority of teachers (i.e. holders of degrees that ensure pedagogical and teaching competence). However, for upper secondary education, holders of certain degrees (e.g. in economics or law) who want to be teachers have to complete programmes in pedagogical education & training in order to certify pedagogical and teaching competence that is not ensured by their degree. In these programmes there are only a limited number of student positions available.

Selective criteria at a later stage (to progress in initial teacher education) (columns 11-16):

Existence of selective criteria (column 11): See comment on column 10 above. [Back to table](#)

Hungary:

Selective criteria for entry into initial teacher education (columns 4-9):

Interview (column 8): This has changed in the 2013/14 school year such that now also lower and upper secondary teachers have to take part in an oral interview.

Other (column 9): Other criteria used are aptitude tests (physical, musical/vocal skills, speech).

Selective criteria at a later stage (to progress in initial teacher education) (columns 11-16):

Interview (column 15): This depends on the institution. [Back to table](#)

Iceland:

Cumulative years of education for entry into initial teacher education (column 1): Compulsory and upper secondary school typically take 14 years to complete. Master craftsmen take another 1-2 years.

Minimum ISCED type of qualification for entry into initial teacher education (column 2): The required qualification for entry into upper secondary teacher education in general subjects is a bachelor's degree in the subject. The minimum qualifications for upper secondary vocational subjects depend on the subject and can either be ISCED level 3 or 4. Master craftsmen complete ISCED level 4 before entering teacher education. [Back to table](#)

Ireland:

Cumulative years of education for entry into initial teacher education (column 1): For entrants to concurrent programmes of initial teacher education the required minimum is 13 years.

Selective criteria for entry into initial teacher education (columns 4-9):

Existence of selective criteria (column 4): The answer refers to concurrent programmes of initial teacher education, e.g. minimum grades in certain subjects or art portfolios. For consecutive programmes there are no selective criteria for entry into the first stage but there are additional selective criteria for entry into the second stage (theory & practise of education) of the post-primary consecutive route, like e.g. certain academic areas have to be covered in the previous level degree. There are also additional criteria for stage two of the primary consecutive route as certain grades from final upper secondary education exam must have been achieved.

Grade point average from secondary schools (column 7): For concurrent programmes of initial teacher education, students are selected based on their secondary school exam results but they also have to achieve minimum grades in certain subjects and meet other requirements for post-primary initial teacher education courses depending on the subjects they wish to teach e.g. art portfolios. For consecutive programmes entrants to the first stage - 3rd level degrees - are selected on the basis of their secondary school final exam results.

Interview (column 8): For some concurrent programmes of primary and post-primary initial teacher education and for the 2nd stage of all primary and some post-primary consecutive programmes of initial teacher education, applicants have to take an interview.

Other (column 9): To enter primary initial teacher education programmes, applicants have to achieve minimum grades in English, Irish and maths. There are also additional selective criteria for some post-primary programmes, e.g. art portfolios.

Selective criteria at a later stage (to progress in initial teacher education) (columns 11-16):

Existence of selective criteria (column 11): For the 2nd stage of all primary consecutive programmes, students have to take a competitive interview. One provider of post-primary consecutive programmes of initial teacher education also interviews applicants.

Interview (column 15): See comment on column 11 above.

Other (column 9): To enter the second stage of initial teacher education programmes (in the consecutive model), applicants have to achieve minimum grades in English, Irish and maths. [Back to table](#)

Israel:

Limited number of student positions for entry into initial teacher education (numerus clausus) (column 3): There is a fixed limited number of students that a teacher college can accept each year, but

the decision on how many students are admitted for each of the different education levels (primary to upper secondary) depends on the college and the students' preferences.

Selective criteria for entry into initial teacher education (columns 4-9):

Existence of selective criteria (column 4): To enter initial teacher education, students have to achieve a minimum SAT score and submit a portfolio as well as their high school diploma.

Competitive examination (column 5): Most of the examinations are SAT tests. Sometimes primary education applicants do not have to take the examination.

Standardised test (column 6): The standardized test is a psychometric test. In some vocational subjects as arts, music, physical education or dance, a portfolio or competence tests in the respective subject are required.

Grade point average from secondary schools (column 7): To be eligible to enter into the teacher education programmes a minimum grade is needed. This grade is a combination of the *Bagruth* (matriculation) grades and a psychometric test. There is a minimum score in each of those exams that applicants have to meet. In some cases very high grades in the *Bagruth* will exempt the student from taking the psychometric test.

Interview (column 8): A personal or a group interview is common.

Other (column 9): In some vocational subjects as arts, music, physical education or dance, a portfolio or competence tests in the respective subject are required.

Selective criteria at a later stage (to progress in initial teacher education) (columns 11-16):

Existence of selective criteria (column 11): A minimum average of 75 is needed in the bachelor's degree. Sometimes a personal or a group interview is used as well. [Back to table](#)

Italy:

Limited number of student positions for entry into initial teacher education (numerus clausus) (column 3): Depending on the field of study prospective students are required to take some sort of entry test or go through other means of selection.

Selective criteria for entry into initial teacher education (columns 4-9):

Grade point average from secondary schools (column 7): For a very limited number of faculties students' final mark in the national secondary school leaving examinations is taken into consideration to select students (among other criteria). These study courses may also be attended by students who might eventually decide to teach in secondary schools.

Limited number of student positions for entry into a later stage of initial teacher education (numerus clausus) (column 10): For secondary education the later stage refers to the 2-year *laurea magistrale*. [Back to table](#)

Japan:

Limited number of student positions for entry into initial teacher education (numerus clausus) (column 3): Initial teacher education programmes are provided at general universities and tertiary educational institutions as well as at institutions especially established for teacher education and training. All institutions have the same levels and curricula according to the corresponding laws and regulations. So data refer to the requirements to enter tertiary institutions in general and to specifically enter initial teacher education.

Selective criteria for entry into initial teacher education (columns 4-9):

Existence of selective criteria (column 4): See comment on column 3 above.

Limited number of student positions for entry into a later stage of initial teacher education (numerus clausus) (column 10): The initial teacher education programme at the tertiary education level is organized as a consistent bachelor's (for pre-primary ISCED level 5B) without any intermediate break

or screening. However, master's courses are also available and provide students, who are already fully qualified for teaching, with an advanced qualification for teaching. For these master's courses selective criteria do exist.

Selective criteria at a later stage (to progress in initial teacher education) (columns 11-16):

Existence of selective criteria (column 11): See comment on column 10 above. [Back to table](#)

Korea:

Selective criteria for entry into initial teacher education (columns 4-9):

Existence of selective criteria (column 4): The requirements or the processes are not exclusive to the applicants for teacher education programmes. Applicants for other programmes have to go through similar processes to be accepted by universities.

Competitive examination (column 5): Each university may have different processes and criteria for admission and the answer is based on the typical case.

Standardised test (column 6): These include personality and aptitude tests. See also the comment on column 5 above.

Grade point average from secondary schools (column 7): An applicants' Grade Point Average (GPA) from upper secondary school is considered but its importance varies in the application process and depends on the teacher education programme and the category of application. It is not typical for students to be selected by their high school GPA only. See also the comment on column 5 above.

Interview (column 8): See comment on column 5 above.

Other (column 9): See comment on column 5 above. [Back to table](#)

Luxembourg:

Selective criteria at a later stage (to progress in initial teacher education) (columns 11-16):

Standardised test (column 13): Students have to take language tests in the three official national languages. [Back to table](#)

Netherlands:

Cumulative years of education for entry into initial teacher education (column 1): For university level studies it takes 12 years.

Selective criteria for entry into initial teacher education (columns 4-9):

Existence of selective criteria (column 4): For teachers in arts or physical education the students' talent or aptitude will be tested. The training for upper secondary education is only provided by universities (including universities of applied sciences) through a master's programme.

Selective criteria at a later stage (to progress in initial teacher education) (columns 11-16):

Existence of selective criteria (column 11): Students for pre-primary and primary education have to take a numeracy and literacy test before the end of the first year of their studies. If they fail these tests, they have to terminate their studies.

Standardised test (column 13): See comment on column 11 above.

Interview (column 15): This is at the discretion of each individual institute of higher education.

Other (column 16): A master's degree is requested for qualification for upper secondary education and the selection criteria to admission are decided upon by the university offering this master's programme. [Back to table](#)

Norway:

Limited number of student positions for entry into initial teacher education (numerus clausus) (column 3): At several institutions, the challenge is a lack of qualified students.

Selective criteria for entry into initial teacher education (columns 4-9):

Grade point average from secondary schools (column 7): In all education programmes, students are selected based on their grade point average only if there are more applicants than places. This also applies to pre-primary education.

Other (column 9): Prospective teachers need to have at least grade 3 in Norwegian and mathematics and at least 35 grade points from ISCED level 3 to enter teacher education. For vocational teacher education, vocational training is required. [Back to table](#)

Poland:

Minimum ISCED type of qualification for entry into initial teacher education (column 2): The minimum is ISCED level 3A. [Back to table](#)

Russian Federation:

Limited number of student positions for entry into initial teacher education (numerus clausus) (column 3): This only applies to public institutions. [Back to table](#)

Scotland:

Selective criteria for entry into initial teacher education (columns 4-9):

Existence of selective criteria (column 4): Individual universities may select candidates on the basis of additional criteria, i.e. above the minimum requirements, due to competition for places.

Other (column 9): At the national level there are no further criteria but also note the comment on column 4 above.

Selective criteria at a later stage (to progress in initial teacher education) (columns 11-16):

Other (column 16): See comment on column 9 above. [Back to table](#)

Slovak Republic:

Cumulative years of education for entry into initial teacher education (column 1): For pre-primary education, the figure only displays the minimum required years.

Limited number of student positions for entry into initial teacher education (numerus clausus) (column 3): There is only a capacity limitation.

Limited number of student positions for entry into a later stage of initial teacher education (numerus clausus) (column 10): See comment on column 3 above. [Back to table](#)

Slovenia:

Selective criteria for entry into initial teacher education (columns 4-9):

Other (column 9): Exceptions are programmes of arts and sport education. [Back to table](#)

Spain:

Minimum ISCED type of qualification for entry into initial teacher education (column 2): For all levels of education, teachers must have an ISCED level 3A qualification.

Selective criteria for entry into initial teacher education (columns 4-9):

Existence of selective criteria (column 4): In addition to their ISCED level 3A certificate prospective teachers must pass an university entrance examination.

Competitive examination (column 5): The grade of the university entrance examination is used to select students for highly demanded fields, but other fields can be chosen regardless of grades.

Standardised test (column 6): Students have to pass the university access examination (PAU). Their Grade Point Average in upper secondary education accounts for 60% of the final university access grade. Completion of a two year higher vocational education programme also gives access to specific, related university studies.

Grade point average from secondary schools (column 7): See comment on column 6 above. [Back to table](#)

Sweden:

Minimum ISCED type of qualification for entry into initial teacher education (column 2): The reference is ISCED 1997.

Limited number of student positions for entry into initial teacher education (numerus clausus) (column 3): The higher education institutions decide on the number of students to be admitted before every application round. During the last years, however, the number of applicants has been relatively small so that no selection was necessary.

Selective criteria for entry into initial teacher education (columns 4-9):

Grade point average from secondary schools (column 7): See comment on column 9 below.

Other (column 9): Besides the general entry requirements there are field-specific entry requirements. If the number of applicants exceeds the number of places available, there is a selection process. Applicants are grouped into categories and then ranked on the basis of their qualifications. The highest-ranking candidates are admitted. At least one third of all places are allocated on the basis of final school grades, another third on the basis of the scores from the Swedish Scholastic Aptitude Test and the remaining one third of places are allocated based on alternative selection criteria that can be decided upon by the higher education institution.

In order to enter a vocational teacher education programme the applicant needs qualified and relevant professional knowledge, which may be acquired from work experience, a university degree or another tertiary level education or a combination of these three options.

Limited number of student positions for entry into a later stage of initial teacher education (numerus clausus) (column 10): There is no later stage of initial teacher education. [Back to table](#)

Turkey:

Selective criteria for entry into initial teacher education (columns 4-9):

Grade point average from secondary schools (column 7): Students are not directly selected based on their grade point average from secondary schools. However, in addition to the results of the competitive examination, students' upper secondary grade point average has an impact on selection to initial teacher education.

Interview (column 8): Only students applying for specific teacher education programmes such as art, music and physical education take a separate aptitude examination in addition to the competitive examination.

Limited number of student positions for entry into a later stage of initial teacher education (numerus clausus) (column 10): Having a master's degree is not a requirement to become a teacher, i.e. it is not a compulsory part of initial teacher education. However, teachers can, on a voluntary basis, pursue graduate studies in teacher education as well as other fields. In the selection of students for the graduate stage of initial teacher education, the results of the Academic Staff & Graduate Education

Examination (*ALES*) and the Grade Point Average from their previously graduated higher education institutions are taken into consideration. In addition to these, interviews conducted by higher education institutions are also taken into consideration in the selection. Many graduate schools also request a minimum result achieved in a foreign language exam from applicants. [Back to table](#)

United States:

Cumulative years of education for entry into initial teacher education (column 1): This varies. In general, most initial teacher training programmes occur at the tertiary level, requiring at least the completion of ISCED level 3. It is not possible to provide data on national teacher requirements for teacher training as such requirements are set by individual states. However, it is possible to provide national averages on the percentage of teachers with specific training backgrounds.

Minimum ISCED type of qualification for entry into initial teacher education (column 2): This varies and the United States does not have data on entry rates into initial teacher education programmes. See also the comment on column 1 above.

Limited number of student positions for entry into initial teacher education (numerus clausus) (column 3): The United States does not have data on entry rates into initial teacher education programmes. However, across ISCED level 5A and 5B programmes, admission to tertiary education institutions in the United States is at the discretion of individual institutions. In general, an applicant's desired course of study at the ISCED 5A or 5B level (what would be considered the initial level of teacher education) is not a factor in determining whether or not they are admitted into an institution. In 2011-12, there were 4,280 degree-granting institutions, including 2,560 4-year institutions offering programmes at the bachelor's or higher degree level (ISCED level 5A) and 1,730 2-year institutions offering associate's degrees (ISCED level 5B). For the most part, the decision on what programmes of study (including initial teacher education) individual institutions offer, the number of positions available, and the entry requirements for these programmes are left to the discretion of those governing the institution. In 2011-12, 25 percent of ISCED level 5A institutions had open admissions policies (accepted all applicants), 25 percent accepted three-quarters or more of their applicants, 35 percent accepted one-half to less than three-quarters of their applicants, and 15 percent accepted less than one-half of their applicants. In 2011-12, 88 percent of all ISCED level 5B institutions had open admissions policies (accepted all applicants), 8 percent accepted three-quarters or more of their applicants, 4 percent accepted one-half to less than three-quarters of their applicants, and 1 percent accepted less than one-half of their applicants. There is no data for the acceptance rates specific to initial teacher training programmes. More information on overall U.S. tertiary institution acceptance rates can be found here: http://nces.ed.gov/programmes/digest/d12/tables/dt12_374.asp

Selective criteria for entry into initial teacher education (columns 4-9):

Existence of selective criteria (column 4): This varies. The United States does not have data on entry rates into initial teacher education programmes. Across ISCED level 5A and 5B institutions, the level of importance placed on various admissions criteria varies by the selectivity of the institution. Schools with a more open admissions process do not place the same emphasis on certain criteria compared to that of a highly selective school. In 2011-12, 74 percent of ISCED level 5A institutions and 11 percent of ISCED level 5B institutions had admission criteria for their applicants. A small percentage of ISCED level 5A (1 percent) and ISCED level 5B institutions (2 percent) had no admission requirements, only suggested admissions criteria. Admission criteria are requirements for all applicants to an institution to submit specific information and can include secondary school administrative records, Test of English as a Foreign Language (TOEFL) scores, secondary school grades, admission tests (such as the SAT or ACT), recommendations, and college preparatory programmes (i.e. International Baccalaureate). More information on overall U.S. tertiary institution acceptance rates can be found here: http://nces.ed.gov/programmes/digest/d12/tables/dt12_373.asp.

Competitive examination (column 5): This varies. The United States does not have data on entry rates or requirements for entry into initial teacher education programmes. In addition, the United

States does not have an official or national tertiary entrance exam. The admission requirements for ISCED level 5B programmes differ from the general admission requirements of ISCED level 5A programmes. Within ISCED level 5A programmes, the entry requirements for bachelor's degrees differ from those of master's and first professional programmes. Students can typically take either (or both) the SAT or ACT to apply to ISCED level 5A (bachelor's level) programmes. These tests measure students' aptitude in reading, writing, and mathematics. The ACT also has science and English components. Often test scores on one of these examinations are required for entrance into a higher education institution, not specifically a field of study. In 2011-12, 50 percent of ISCED level 5A institutions and 1 percent of ISCED level 5B institutions had a requirement for an admission test such as the SAT or ACT. To determine an applicant's ability to benefit from instruction in English, English-language learners take the Test of English as a Foreign Language (TOEFL) when applying to ISCED level 5A programmes. More information on various selection criteria for admission can be found here: http://nces.ed.gov/programmes/digest/d12/tables/dt12_373.asp and here: <http://studentaid.ed.gov/PORTALSWebApp/students/english/testinginfo.jsp>.

Standardised test (column 6): This varies. The United States does not have data on entry rates or requirements for entry into initial teacher education programmes. Across ISCED level 5A and 5B institutions, the level of importance placed on various admission criteria varies by the selectivity of the institution. Schools with a more open admissions process do not place the same emphasis on certain criteria compared to that of a highly selective school.

Grade point average from secondary schools (column 7): See comment on column 6 above. In 2011-12, 14 percent of ISCED level 5A institutions and 0.5 percent of ISCED level 5B institutions had requirements for secondary class rank and 54 percent of ISCED level 5A institutions and 3 percent of ISCED level 5B institutions had requirements for secondary grades. More information on various selection criteria for admission can be found here: http://nces.ed.gov/programmes/digest/d12/tables/dt12_373.asp

Interview (column 8): See comment on column 6 above.

Other (column 9): Can vary by the selectivity of the tertiary institution. See also the comment on column 6 above.

Limited number of student positions for entry into a later stage of initial teacher education (numerus clausus) (column 10): The United States does not have data on entry rates into initial teacher education programs. Across ISCED level 5A and 5B programs, admissions to tertiary education institutions in the United States is at the discretion of individual institutions. In general, an applicant's desired course of study at the ISCED level 5A or 5B level (what would be considered the initial level of teacher education) is not a factor in determining whether or not they are admitted into an institution. More information on overall U.S. tertiary institution acceptance rates can be found here: http://nces.ed.gov/programs/digest/d12/tables/dt12_374.asp.

Selective criteria at a later stage (to progress in initial teacher education) (columns 11-16):

Existence of selective criteria (column 11): This varies. The level of importance placed on various criteria varies by the selectivity of the institution. Schools with less stringent policies do not place the same emphasis on certain criteria compared to that of a highly selective school.

Competitive examination (column 12): This varies. The United States does not have an official or national tertiary entrance exam. The admissions requirements for tertiary 5B programmes differ from the general admissions requirements of tertiary 5A programmes. Within ISCED level 5A programmes, the entry requirements for bachelor's degrees differ from those of a master's and first professional programmes. The Graduate Record Examination (GRE) is a general verbal and quantitative assessment that is required of many master's level programmes in a variety of concentrations. More information on various selection criteria for admission can be found here: http://nces.ed.gov/programmes/digest/d12/tables/dt12_373.asp and here: <http://studentaid.ed.gov/PORTALSWebApp/students/english/testinginfo.jsp> More detailed

information on graduate school testing can be found here:

<http://studentaid.ed.gov/PORTALSWebApp/students/english/gradtesting.jsp?tab=preparing>

Standardised test (column 13): See comment on column 6 above.

Grade point average from the first stage of initial teacher education (column 14): See comment on column 7 above.

Interview (column 15): See comment on column 8 above.

Other (column 16): There might be also other criteria that vary by the selectivity of the tertiary institution. See also the comment on column 9 above. [Back to table](#)

Table D6.3 (a-d): Content of initial teacher education

Australia:

Academic subjects (columns 1- 3):

Part of initial teacher education (column 1): Subject matter knowledge and subject teaching methodology are both part of initial teacher education.

Minimum number of subjects to be studied (column 2): Students usually seek two academic subjects for secondary teachers but this is not specified as mandatory for initial teacher education. All subject areas are included in primary teacher education.

Courses specific to prospective teachers (column 3): Primary teacher education can include subject studies modified for content expected to be taught to primary school students. Secondary teacher education students study the same subject courses as non-teacher education students.

Pedagogical studies/ didactics: part of initial teacher education (column 4): Professional studies in education include discipline-specific curriculum and pedagogical studies, general education studies and professional experience.

Educational science studies: part of initial teacher education (column 5): Professional studies in education include discipline-specific curriculum and pedagogical studies, child psychology and development e.g. theory and practice of lay, general education studies and professional experience.

Child/adolescent development studies: part of initial teacher education (column 6): See comment on column 4 above.

Teaching practicum (columns 9-16):

Typical total duration, in days (column 10): The minimum requirement of 80 days refers to undergraduate teaching degrees. For post-graduate courses the minimum requirement is only 60 days.

Main persons responsible for supporting student teachers (columns 11-16):

Staff from teacher education institution (column 14): The level of support from teacher education institutions varies.

Common courses for all prospective teachers, irrespective of the level of education they will teach (column 17): The Accreditation Standard for initial teacher education courses sets a range of common requirements including that all courses meet the graduate standard of the Australian Professional Standards for Teachers. All courses must meet the minimum requirements for practical training. [Back to table](#)

Austria:

Academic subjects (columns 1- 3):

Part of initial teacher education (column 1): Education for pre-primary teachers at post-secondary vocational education and training (VET) courses does not feature such subjects.

Minimum number of subjects to be studied (column 2): Primary school teachers have to study all subjects that are taught in primary education.

Teaching practicum (columns 9-16):

Typical total duration, in days (column 10): For pre-primary education the practicum for post-secondary VET course students is 142 days. To convert ECTS points from lower and upper secondary academic education into days, the number of ECTS credits was multiplied by 25 (1 ECTS = 25 hours of work) and divided by 8 (8 hours = 1 day). [Back to table](#)

Belgium (Flemish Community):

Academic subjects (columns 1- 3):

Part of initial teacher education (column 1): The response for upper secondary education refers to the subject-related initial programme. For vocational subjects 'm' is indicating that it depends on whether initial teacher training or specific teacher training is followed.

Minimum number of subjects to be studied (column 2): For vocational subjects this depends on the type of teacher training. Whereas in the initial teacher training programme two subjects are mandatory, no regulation applies to the specific teacher training programme.

Pedagogical studies/ didactics: part of initial teacher education (column 4): See comment on column 17 below.

Educational science studies: part of initial teacher education (column 5): See comment on column 17 of this table.

Child/adolescent development studies: part of initial teacher education (column 6): See comment on column 17 below.

Research skills development (columns 7-8):

Part of initial teacher education (column 7): See comment on column 17 below.

Teaching practicum (columns 9-16):

Typical total duration, in days (column 10): In the concurrent programme (bachelor's) the duration of the teaching practicum should correspond to 45 ECTS points. Teacher training in the consecutive model (SLO) only requires a duration equivalent to 30 ECTS points. These numbers refer to the minimum duration as it is described on the decree. It is not possible to express the duration of the practicum in a number of days since this is decided upon at the individual teacher education institutions.

Common courses for all prospective teachers, irrespective of the level of education they will teach (column 17): The common framework is the basic competencies of teachers which are described in a decree of the Flemish Government. More information can be found on the website <http://www.ond.vlaanderen.be/curriculum/lerarenopleiding/index.htm>.

Two documents are available in English: basic competencies of teachers and the teacher career profile. [Back to table](#)

Belgium (French community):

Teaching practicum (columns 9-16):

Typical total duration, in days (column 10): Legislation is indicated in hours (480 and 90 hours). The data reported are a proxy based on the assumption of 4 hours of teaching per day but the reality is extremely variable.

Common courses for all prospective teachers, irrespective of the level of education they will teach (column 17): There are common courses for prospective teachers from pre-primary to lower secondary education and common courses for all upper secondary prospective teachers. There are no common courses for all prospective teachers, due to the fact that the teachers for pre-primary to lower secondary education are trained in *hautes écoles*, while teachers for upper secondary education are trained in universities. [Back to table](#)

Brazil:

Academic subjects (columns 1- 3):

Part of initial teacher education (column 1): For lower and upper secondary education, initial teacher education comprises academic studies of a specific subject field, for instance, language, maths or history.

Educational science studies: part of initial teacher education (column 5): For lower and upper secondary levels, psychology of education is a mandatory part of initial teacher education.

Teaching practicum (columns 9-16):

Typical total duration, in days (column 10): The National Education Law states that the teaching practicum for initial teacher education must comprise a minimum of 300 hours (Art.65).

Common courses for all prospective teachers, irrespective of the level of education they will teach (column 17): Common courses include educational psychology, educational laws, school organization, didactic and learning methodology. The teaching practicum also applies to all prospective teachers.

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Czech Republic:

Academic subjects (columns 1- 3):

Part of initial teacher education (column 1): For pre-primary education this is mandatory at some levels.

Minimum number of subjects to be studied (column 2): This depends on the programme and differs across universities.

Courses specific to prospective teachers (column 3): See comment on column 2 above.

Teaching practicum (columns 9-16):

Part of initial teacher education (column 9): For primary education a teacher training programme without a teaching practicum will not be accredited by the Ministry of Education. For the other levels of education, a teaching practicum is current practice but it is not mandatory and therefore sometimes omitted.

Typical total duration, in days (column 10): See comment on column 2 above. [Back to table](#)

Denmark:

Academic subjects (columns 1- 3):

Minimum number of subjects to be studied (column 2): For teaching at upper secondary schools it is normal to study two subjects, but the minimum is only one.

Research skills development (columns 7-8):

Dissertation based on students' own research (column 8): It is mandatory to produce a dissertation, but it does not have to be on pedagogical issues.

Teaching practicum (columns 9-16):

Typical total duration, in days (column 10): For ISCED levels 1 and 2 the duration of the practicum is equivalent to 30 ECTS points (corresponds to half a year). For ISCED level 3 general subjects, the practical part composes 20 ECTS points, for which the candidate shall use 485 hours (training in class together with a supervisor).

Main persons responsible for supporting student teachers (columns 11-16):

Other (column 16): For general upper secondary education the teaching practicum is inspected and examined by experts appointed by the Ministry of Education. These experts are teachers from other schools. It is not formally an inspection, but a part of external guidance and evaluation of practical teaching. [Back to table](#)

Finland:

Academic subjects (columns 1- 3):

Part of initial teacher education (column 1): In vocational education and training (VET) teacher education, the mandatory academic subject studies are included in the first qualification upon which the one-year pedagogical training is added.

Minimum number of subjects to be studied (column 2): Primary teachers are required to study some of the subjects which are taught at school. The scope, however, is not defined as the number of subjects but as ECTS points which is 60. The compulsory subjects in lower and upper secondary teacher training are language and communication studies (mother tongue, second national language, foreign language) that are part of all university qualifications. For VET teachers the compulsory subjects are the second national language and a foreign language, included in their first qualification.

Teaching practicum (columns 9-16):

Typical total duration, in days (column 10): The duration is not specified in the legislation.

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France:

General comment (columns 1- 9): Content is "at the discretion of individual teacher education institutions". In 2012/13, students who choose the teaching profession have a wide choice of bachelor's and master's programmes. The content of these programmes is mainly the responsibility of universities.

Academic subjects (columns 1- 3):

Courses specific to prospective teachers (column 3): In 2012/13, only some courses at the bachelor's level (mainly during the third year) and some master's programmes are specially designed for prospective teachers.

Teaching practicum (columns 9-16):

Part of initial teacher education (column 9): In 2012/2013, it only refers to the teaching practicum offered in some bachelor's or master's programmes. See general comment on Table D6.1 (a-d).

Typical total duration, in days (column 10): In bachelor's and master's programmes (2012/13), the duration of the teaching practicum varies greatly across universities. [Back to table](#)

Germany:

Teaching practicum (columns 9-16):

Typical total duration, in days (column 10): The number of days depends on the requirements set by the state governments. The duration of the preparatory service ranges between 1 and 2 years. The teaching practicum (excluding preparatory service) varies between 12 and 32 weeks.

Common courses for all prospective teachers, irrespective of the level of education they will teach (column 17): There are common courses except for pre-primary education. [Back to table](#)

Greece:

Academic subjects (columns 1- 3):

Courses specific to prospective teachers (column 3): In certain specialities of school teachers there is no differentiation between courses offered to those oriented to the teaching profession and those oriented to the labour market.

Pedagogical studies/ didactics: part of initial teacher education (column 4): Besides the mandatory courses, individual students may increase the number of pedagogical studies or didactics courses they take by choosing them as elective courses.

Teaching practicum (columns 9-16):

Part of initial teacher education (column 9): The duration and the content of the practicum vary among institutions and between programmes for primary and secondary education.

Typical total duration, in days (column 10): See comment on column 9 above.

Common courses for all prospective teachers, irrespective of the level of education they will teach (column 17): There are common courses in educational and psychological studies and teaching methodology. [Back to table](#)

Hungary:

Teaching practicum (columns 9-16):

Typical total duration, in days (column 10): For pre-primary and primary education, students have to take part in training practices additionally to their teaching practicum. The total duration amounts to an equivalent of 26-34 ECTS points for pre-primary and 40-50 ECTS points for primary education. For lower and upper secondary education the duration is half a year during the master's level education. This duration corresponds to 40 ECTS points. Since 2013 the duration of the practicum in long-cycle programmes was extended to 1 year (corresponding to 60 ECTS points). For lower and upper secondary teachers 40 ECTS points is given as the sum of practice within pedagogy-psychology-subject methodology together. These are only minimum requirements.

Common courses for all prospective teachers, irrespective of the level of education they will teach (column 17): Common courses include among others informatics, social sciences, philosophy and psychology. [Back to table](#)

Ireland:

Academic subjects (columns 1- 3):

Part of initial teacher education (column 1): Two of the six providers of primary initial teacher education offer academic subjects as electives. At the post-primary level, subject matter studies are mandatory in concurrent courses and in the first stage of the consecutive model. The ECTS points and content of subject matter studies in the first stage of the consecutive route are specified by the Teaching Council for registration as a teacher of that subject.

Courses specific to prospective teachers (column 3): For the post-primary consecutive route these courses form a part of their stage one education, which is the tertiary degree. The courses in the concurrent post-primary degrees are specific to student teachers.

Teaching practicum (columns 9-16):

Typical total duration, in days (column 10): This reflects the minimum duration.

Main persons responsible for supporting student teachers (columns 11-16):

Mentor teachers from within the school (column 11): The answer refers to co-operating teachers.

Staff from teacher education institution (column 14): The placement tutor from higher education institution is responsible.

Common courses for all prospective teachers, irrespective of the level of education they will teach (column 17): Primary & post-primary initial teacher education students study common elements on their separate programmes. [Back to table](#)

Israel:

Academic subjects (columns 1- 3):

Minimum number of subjects to be studied (column 2): The teacher needs to study academic writing and the subject matter he is going to teach.

Teaching practicum (columns 9-16):

Typical total duration, in days (column 10): It is an average of 360 hours over two years. [Back to table](#)

Italy

Academic subjects (columns 1- 3):

Minimum number of subjects to be studied (column 2): This cannot be indicated in numbers but only in university credits.

Courses specific to prospective teachers (column 3): *Laurea magistrale* courses are expected to be specific to prospective teachers, but this is in the phase of gradual implementation.

Teaching practicum (columns 9-16):

Typical total duration, in days (column 10): For pre-primary and primary education the duration is 600 hours, which corresponds to 24 university credits. For lower and upper secondary education it is 475 hours equalling 19 university credits.

Main persons responsible for supporting student teachers (columns 11-16):

Other (column 16): Coordinating mentors, who are selected by universities and oversee the organisation of school placements and liaise between teacher mentors in schools and universities, are also responsible for providing support.

Common courses for all prospective teachers, irrespective of the level of education they will teach (column 17): Prospective teachers need to show foreign-language competence at B2 level (CEFR) and information and communication technology competence. [Back to table](#)

Japan:

Academic subjects (columns 1- 3):

Minimum number of subjects to be studied (column 2): In Japan, what should be studied at higher educational institutions is structured with the help of a credit point system and the minimum requirements are not defined as the number of subjects. Additionally, the requirements regarding the coverage and volume of a specific academic subject (e.g. maths) differs, depending on the educational level the student wants to teach. For these reasons it is not possible to provide data on this item.

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Korea:

Academic subjects (columns 1- 3):

Minimum number of subjects to be studied (column 2): Pre-primary and primary school teachers teach most subjects by him/herself, they learn all subject matters taught in primary or pre-primary schools such as Korean, mathematics, science, social studies, music, art, physical education, ethics, English (for primary school only), etc. Hence, prospective pre-primary and primary teachers learn more than five subject matters. [Back to table](#)

Luxembourg:

Academic subjects (columns 1- 3):

Minimum number of subjects to be studied (column 2): For secondary education teachers, the minimum number of subjects can be more than one.

Research skills development (columns 7-8):

Part of initial teacher education (column 7): Students have to complete a master's thesis in one subject.

Teaching practicum (columns 9-16):

Typical total duration, in days (column 10): Teaching tasks from the beginning of the teaching practice *stage pédagogique*.

Main persons responsible for supporting student teachers (columns 11-16): Data refer to the teaching practise during the *stage pédagogique*. [Back to table](#)

Mexico:

Teaching practicum (columns 9-16):

Typical total duration, in days (column 10): The practicum is completed concurrent to the 4-year studies and comprises 6 hours per week. [Back to table](#)

Netherlands:

Academic subjects (columns 1- 3):

Part of initial teacher education (column 1): Higher education institutions are responsible for designing the curriculum of initial teacher education programmes but all programmes have to obtain accreditation by a national board (NVAO).

Pedagogical studies/ didactics: part of initial teacher education (column 4): Higher education institutions define the knowledge-bases based on legally defined competences of teachers.

Common courses for all prospective teachers, irrespective of the level of education they will teach (column 17): See comment on column 4 above. [Back to table](#)

Poland:

Teaching practicum (columns 9-16):

Typical total duration, in days (column 10): The teaching practicum should be equal to 150 hours. [Back to table](#)

Russian Federation:

Research skills development (columns 7-8):

Dissertation based on students' own research (column 8): This only applies to ISCED level 5A and 6 degrees. [Back to table](#)

Scotland:

Teaching practicum (columns 9-16):

Typical total duration, in days (column 10): For pre-primary and primary education the duration of 150 days only refers to students who follow the 4 year course. For students that already hold an ISCED level 5A degree, the duration reduces to 90 days if they follow the additional 1 year course to become a teacher. [Back to table](#)

Slovak Republic:

Academic subjects (columns 1- 3):

Minimum number of subjects to be studied (column 2): For primary and secondary education, there is at least one common subject, namely foreign language.

Teaching practicum (columns 9-16):

Typical total duration, in days (column 10): The number of days is determined by the individual higher education institution. [Back to table](#)

Slovenia:

Teaching practicum (columns 9-16):

Typical total duration, in days (column 10): These figures display the minimum duration and estimation based on requirements expressed in ECTS points.

Main persons responsible for supporting student teachers (columns 11-16):

Mentor teachers from within the school (column 11): They provide day-to-day support.

School management (principal, department head) (column 12): They are responsible for the teaching practicum in general.

Staff from teacher education institution (column 14): They provide guidance to the prospective teachers. [Back to table](#)

Spain:

Academic subjects (columns 1- 3):

Minimum number of subjects to be studied (column 2): The legislation does not establish a number of subjects in secondary education but out of the 240 credits of any bachelor's degree students have to take 36 credits of field related subjects.

Teaching practicum (columns 9-16):

Part of initial teacher education (column 9): For pre-primary and primary education the teaching practicum is part of their university degree studies. For secondary education teachers it is part of their post-graduate master's pedagogical degree.

Typical total duration, in days (column 10): For pre-primary and primary education national legislation establishes a practicum of 50 credits as part of the university bachelor's degree. For secondary education a practicum equivalent to 16 credits is required as part of the post-graduate master's studies. These credits include both the practicum and the final grade task.

Main persons responsible for supporting student teachers (columns 11-16):

Mentor teachers from within the school (column 11): Mentor teachers from credited pre-primary, primary and secondary schools supervise the teachers practicum. [Back to table](#)

Sweden:

Academic subjects (columns 1- 3):

Minimum number of subjects to be studied (column 2): For teachers teaching grades 1-3, six academic subjects are mandatory, whereas for teachers teaching grades 4-6, the number is only three. Moreover, students can choose either 3 additional academic subjects or 1-2 practical/esthetical subjects. For lower secondary education, students generally choose three subjects (for some combinations of subjects they only choose 2) and for upper secondary education they choose two subjects. These can be either academic or practical/esthetical. The possibility to combine different subjects is limited.

Courses specific to prospective teachers (column 3): It is up to the higher education institution to organize the courses offered in the most efficient way.

Research skills development (columns 7-8):

Dissertation based on students' own research (column 8): All students in the teacher training programmes have to do a degree project that connects learning outcomes at the end of their studies.

Teaching practicum (columns 9-16):

Typical total duration, in days (column 10): Students spend one semester on the teaching practicum. A semester usually lasts 20 weeks, which corresponds to 100 days (20*5 week days=100 days).

Common courses for all prospective teachers, irrespective of the level of education they will teach (column 17): There are 1.5 years of common subjects (one year of educational science and half a year of teaching placement). The higher education institutions decide on the content of their educational science courses. [Back to table](#)

Turkey:

Academic subjects (columns 1- 3):

Minimum number of subjects to be studied (column 2): The number of required academic subjects varies depending on the programme. In general, there are more academic subjects in initial teacher education programmes for secondary education than in programmes designed for pre-primary and primary teachers. [Back to table](#)

United States:

Teaching practicum (columns 9-16):

Main persons responsible for supporting student teachers (columns 11-16): This varies. All of these persons and bodies mentioned in the table may play a role in supporting student teachers during their teaching practicum. However, this is up to the discretion of the teacher training programme and individual schools or districts participating in the programme. [Back to table](#)

Table D6.4 (a-d): Role of entities and levels of government in deciding content of initial teacher education programmes (web only)

Australia:

Schools (column 2): Schools provide the practical school or pre-primary experience component, respectively. [Back to table](#)

Austria:

Higher education institutions (column 1): For upper secondary vocational education, higher education institutions also provide advice and recommendation on the content of initial teacher education programmes.

Teachers' unions (column 10): For upper secondary vocational education, teachers unions act in the function of a social partner. [Back to table](#)

Belgium (Flemish Community):

Central/state education authority (column 7): Refers to the role of the state educational authority of the Flemish Community.

Independent body/agency working on the behalf of public authorities (column 8): This is only applicable to integrated teacher training programmes.

The accreditation of initial teacher education programmes is executed by the Accreditation Organisation of the Netherlands and Flanders (NVAO). The NVAO is the independent accreditation organization set up by the Dutch and Flemish governments, whose primary goal it is to provide an expert and objective judgment of the quality of higher education in Flanders and the Netherlands (for more information on NVAO see website <http://nvaio.com/>). The evaluation of initial teacher education programmes is conducted by the *Vlaamse Universiteiten en Hogescholen Raad (VLUHR)*. Visit <http://www.vluhr.be/p47> for more information on VLUHR. [Back to table](#)

Belgium (French community):

Higher education institutions (column 1): Higher education institutions have some freedom in designing the curriculum, but there are also guidelines in the law.

Teachers' unions (column 10): Teachers' unions do not play a decisive role, but they are involved in some negotiations or working groups at the central level. [Back to table](#)

Brazil:

Local/municipal educational authority (column 5): For primary to upper secondary education this is applicable only for those teachers educated by municipal institutions.

Regional/sub-regional education authority (column 6): For primary to upper secondary education this is applicable only for those teachers educated by regional institutions. [Back to table](#)

Chile:

Central/state education authority (column 7): The evaluation of initial teacher education programmes is not compulsory.

Independent body/agency working on the behalf of public authorities (column 8): The national accreditation commission (*Comisión Nacional de Acreditación*) is responsible for accrediting initial teacher education programmes. For more information on the commission visit: <http://www.cnachile.cl/>. [Back to table](#)

Czech Republic:

Higher education institutions (column 1): Higher education institutions also provide advice and recommendations on the content of initial teacher education programmes because faculty members act as consultants in the design of the curriculum and analyse and evaluate it.

Schools (column 2): The advice and recommendations are not binding.

Other education providers (column 3): The education providers in the consecutive model are also involved in designing the curriculum of initial teacher education programmes.

Teachers' professional organisations (column 9): The advice and recommendations are not binding.

Teachers' unions (column 10): The advice and recommendations are not binding. [Back to table](#)

Denmark:

Schools (column 2): Schools are responsible for organizing the practical part of teacher education. Vocational schools are running vocational education which by definition is considered to be a part of the initial teacher education for this school system.

Independent body/agency working on the behalf of public authorities (column 8): The Danish Accreditation Institution accredits degrees and institutions within the higher education area. The Danish Evaluation Institute, *EVA*, explores and develops the quality of day care centres, schools and educational programmes.

Other (column 11): For teachers of vocational subjects there are also trade committees involved in designing the curriculum. Upper secondary vocational education is considered as a part of the initial teacher training for this part of the educational system. Trade committees - set up by employers and employees - lay down the detailed content of the education and training programmes for vocational education within the general framework. [Back to table](#)

England:

Central/state education authority (column 7): The National College for Teaching and Leadership (a Department for Education agency) accredits all providers of initial teacher training. [Back to table](#)

Finland:

Schools (column 2): The schools and education providers (i.e. local/municipal educational authority) can have a role related to the practical training period in schools which is a part of teacher training programmes.

Local/municipal educational authority (column 5): See comment on column 2 above. [Back to table](#)

France:

Inspectorate (column 4): Initial teacher education includes a preparation for the competitive examination, which is linked with the programmes of the examination set at the central level (ministry and inspectorate).

Central/state education authority (column 7): See comment on column 4 above. In addition, the central authority sets the general framework for tertiary programmes.

Independent body/agency working on the behalf of public authorities (column 8): Aeres/Hceres: <http://www.senat.fr/rap/112-659/112-6595.html> [Back to table](#)

Germany:

Central/state education authority (column 7): The *Länder* have the authority to design the curriculum and it is not centralized across *Länder*.

Independent body/agency working on the behalf of public authorities (column 8): An independent accreditation council (*Akkreditierungsrat*) works for all the *Länder*. Since 2005, the Accreditation Council is part of the framework of the Foundation for the Accreditation of Study Courses in Germany (*Stiftung zur Akkreditierung von Studiengängen in Deutschland*). [Back to table](#)

Greece:

Higher education institutions (column 1): There is an internal self-evaluation of the departments of the tertiary institutions. Students also participate in the evaluation of individual courses.

Inspectorate (column 4): This refers to school counsellors.

Central/state education authority (column 7): The Ministry of Education decides on the suitability of graduates from certain departments of tertiary institutions to teach certain subjects in primary or secondary education after the recommendation of a competent institution (i.e. the Institute of Educational Policy).

Independent body/agency working on the behalf of public authorities (column 8): An independent, national agency (*ADIP*, i.e. Hellenic Quality Assurance and Accreditation Agency) evaluates the programmes of study provided by the institutions. [Back to table](#)

Ireland:

Higher education institutions (column 1): Public and private sector higher education institutions are included.

Schools (column 2): Schools do not have a formal role but stakeholders are consulted by the Teaching Council before it makes decisions.

Inspectorate (column 4): Refers to the inspectorate as part of the central educational authority.

Central/state education authority (column 7): The minister for education sets the minimum entry requirements for entry into primary initial teacher education programmes and is responsible for education policy.

Independent body/agency working on the behalf of public authorities (column 8): The Teaching Council is the regulator of the teaching profession and promotes professional standards in teaching. It acts in the interests of the public good while upholding and enhancing the reputation and status of the teaching profession through fair and transparent regulation. It also provides advice and recommendation on the content of initial teacher education programmes.

Teachers' professional organisations and Teachers' unions (column 9 and 10): They do not have a formal role but stakeholders are consulted by the Teaching Council before it makes decisions.

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Israel:

Schools (column 2): This applies to colleges that practice the Professional Development School model.

Independent body/agency working on the behalf of public authorities (column 8): This refers to the Council of Higher Education. [Back to table](#)

Italy:

Schools (column 2): Approved schools organise practicum placements for students in cooperation with higher education providers. [Back to table](#)

Mexico:

Central/state education authority (column 7): For compulsory education the authorities are also involved in evaluating initial teacher education programmes and providing advice and recommendations on its content. [Back to table](#)

Netherlands:

Independent body/agency working on the behalf of public authorities (column 8): The Accreditation Organisation of the Netherlands and Flanders (NVAO). [Back to table](#)

Poland:

Higher education institutions (column 1): While developing the curricula for initial teacher training, higher education institutions take the teacher training standards defined by the regulation into account.

Central/state education authority (column 7): The Minister of Science and Higher Education in cooperation with the Minister of National Education defines the regulation on teacher training standards.

Teachers' professional organisations (column 9): Teachers' professional organisations take part in consultations related to the regulation on teacher training standards.

Teachers' unions (column 10): Teachers unions take part in consultation of the regulation on the teacher training standards. [Back to table](#)

Russian Federation:

Regional/sub-regional education authority (column 6): These authorities only accredit ISCED level 5B institutions. [Back to table](#)

Spain:

Independent body/agency working on the behalf of public authorities (column 8): The National Agency for Quality Evaluation and Accreditation (ANECA) accredits and evaluates initial teacher education programmes. [Back to table](#)

Sweden:

Higher education institutions (column 1): Within the framework set by the government (the so called qualification ordinance), the institutions decide on the content of initial teacher education.

Central/state education authority (column 7): Formally, the government decides on the qualification descriptions of initial teacher education.

Independent body/agency working on the behalf of public authorities (column 8): The Swedish Higher Education Authority appraises the degree-awarding powers and evaluates initial teacher education programmes every 4 or 6 years.

Teachers' unions (column 10): Teachers unions can try to influence the content, but they do not have any formal role in this process. [Back to table](#)

United States:

All entities and levels of government (columns 1-10): Higher education institutions are the primary organizations in charge of deciding the content of initial teacher education in the United States. Each of the bodies or levels of government mentioned in the table may have a combination of roles in deciding the content of initial teacher education. These roles encompass setting the framework, providing advice and recommendations, evaluating and accrediting initial teacher education programmes and can vary across institutions, state governments, and local governments. [Back to table](#)

Table D6.5 (a-d): Entry into the teaching profession

Australia:

Additional requirements to start teaching (columns 2-5):

Credential or license (column 4): Graduates must obtain formal registration to teach in a school.

New teachers become fully qualified/civil servants directly (column 6): For primary to upper secondary schools, all registered teachers are eligible for teaching employment in schools.

Formal induction programme (columns 11-22):

Typical duration in months (column 12): The length of induction programmes can vary.

Completion of induction programmes required to obtain credential/full certification as a teacher (column 13): Beginning teachers are provisionally registered at the graduate level of the Australian Professional Standards for Teachers and must demonstrate their progression before achieving full registration at the proficient level of the standards.

Persons supporting beginning teachers (columns 21-22):

Compensation received (column 22): A salary and time allowances can be provided dependent upon the industrial relations arrangements for each system.

Percentage of teachers leaving the profession within the first 5 years (column 23): While there is no data on the percentage of teachers who leave the profession within 5 years, the 2010 ECEC Workforce Census reported that approximately 85% of pre-primary teachers expected to be with the same employer in 12 months' time and 91% stated they were satisfied with their job. [Back to table](#)

Austria:

Additional requirements to start teaching (columns 2-5):

Other (column 5): Academic secondary teachers need a certification documenting that they successfully finished their teaching practicum. [Back to table](#)

Belgium (Flemish Community):

Formal induction programme (columns 11-22):

Typical duration in months (column 12): There is no data available on the typical duration because it depends on the school.

Persons supporting beginning teachers (columns 21-22):

Compensation received (column 22): The school can decide to provide support in the form of allowing for non-teaching educational duties (*bijzondere pedagogische taken*) and exemptions (*vrijstelling van uren*).

Percentage of teachers leaving the profession within the first 5 years (column 23): The data refer to all institutions (not only public institutions). The figure for lower and upper secondary education (22%) refers to the percentage of teachers leaving the profession from secondary education, i.e. from lower and upper secondary schools together. Data by type of subjects (general/vocational) are not available. [Back to table](#)

Belgium (French community):

Formal induction programme (columns 11-22):

Typical duration in months (column 12): This information is not available because the induction programme is organised at the school level.

Main persons responsible for supporting beginning teachers (columns 15-20): Because the support of beginning teachers is organised at the school level, there is no detailed information available. Except for the persons and institutions listed as being not responsible, the information provided here should be considered as trends.

Persons supporting beginning teachers (columns 21-22):

Compensation received (column 22): This is a within the discretion of schools. Time allowance is possible, although not compulsory, but salary allowances are impossible.

Percentage of teachers leaving the profession within the first 5 years (column 23): Taking all educational levels together it is estimated that 35.6% of teachers leave the profession within the first 5 years. For pre-primary and primary education the estimated figure is approximately 23.5% and for secondary education it is about 44.1%. [Back to table](#)

Brazil:

New teachers become fully qualified/civil servants directly (column 6): Except for temporary teachers, every public school teacher is a civil servant subject to civil service laws. Even though there are several differences among civil service legislations of different municipalities, states and the federal one, most of these laws establish a probation period of three years. However, all the requirements and evaluations to successfully complete the probation period are more related to the civil service position than to the position of a teacher.

Formal induction programme (columns 11-22):

Existence (column 11): Due to the high autonomy within municipalities and states, there is no information on formal induction programmes at the national level. [Back to table](#)

Czech Republic:

Formal induction programme (columns 11-22):

Persons supporting beginning teachers (columns 21-22):

Compensation received (column 22): The school management can decide upon the compensation received. [Back to table](#)

Denmark:

Graduates from initial teacher education can start teaching directly (column 1): For general subjects in upper secondary education, the pedagogical and practical training components of teacher education are considered as being part of the initial teacher education. The teacher has to pass an examination (including one in practical teaching) to gain the license to teach. This exam normally has to be passed at the latest after 2 years of employment.

Additional requirements to start teaching (columns 2-5):

Credential or license (column 4): The teacher has to pass an examination (including one in practical teaching) to gain the license to teach. This exam normally has to be passed at the latest after 2 years of employment.

New teachers become fully qualified/civil servants directly (column 6): See comment on column 1 above.

Formal induction programme (columns 11-22):

Existence (column 11): There are no formal demands but in general all schools are running an introduction for new teachers. [Back to table](#)

England:

Additional requirements to become fully qualified (columns 7-10):

Credential or license (column 7): In order to gain the qualified teacher status, new teachers must complete a year as a 'Newly Qualified Teacher' in which they must demonstrate that they meet the teaching standards.

Formal induction programme (columns 11-22):

Persons supporting beginning teachers (columns 21-22):

Compensation received (column 22): Support teachers or mentors may receive some time allowance. However, there is no regulation that they must.

Percentage of teachers leaving the profession within the first 5 years (column 23): The figures are taken from NAO (National Audit Office) analyses of TDA (Training and Development Agency for Schools) data. It refers to the percentage of graduates holding a postgraduate certificate in education who left teaching within 4 years. See:

<http://www.publications.parliament.uk/pa/cm201012/cmselect/cmeduc/1515/1515we25.htm>.

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Estonia:

Formal induction programme (columns 11-22):

Organised in collaboration between the school and the teacher education institution/ministry (column 14): The induction programme is carried out in collaboration between school, ministry and university.

Persons supporting beginning teachers (columns 21-22):

Compensation received (column 22): This is not regulated and depends on the decision of the school head. But usually these persons receive compensation in the form of extra pay.

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France:

New teachers become fully qualified/civil servants directly (column 6): New teachers begin to teach without tenure which, in 2012/13, is only awarded at the end of the first year of teaching and after a favourable opinion of a jury.

Additional requirements to become fully qualified (columns 7-10):

Probation period (columns 8-9):

Existence (column 8): The probation period refers to the *stage conduisant à la titularisation*, validated upon favourable opinion from the jury.

Formal induction programme (columns 11-22):

Typical duration in months (column 12): The induction programme refers to *tutorat dans le cadre du stage conduisant à la titularisation*.

Main persons responsible for supporting beginning teachers (columns 15-20):

Mentor teachers from within the school (column 15): The mentor does not necessarily come from the school where the student teacher is teaching. However, the academic authorities must ensure that this is the case as far as possible.

http://www.education.gouv.fr/pid25535/bulletin_officiel.html?cid_bo=60782

School management (principal, department head) (column 16): See

http://www.education.gouv.fr/pid25535/bulletin_officiel.html?cid_bo=60782.

Inspectorate (column 17): See

http://www.education.gouv.fr/pid25535/bulletin_officiel.html?cid_bo=60782.

Staff from teacher education institution (column 18): Staff from universities participates in the training of student teachers, together with the inspectorate and local education authorities. See http://www.education.gouv.fr/pid25535/bulletin_officiel.html?cid_bo=60782.

Other (column 20): ISCED levels 0 and 1: Usually the mentor is not a teacher from within the school the student teacher is working in, but a teacher with the qualification of Master Trainer.

See: <http://www.education.gouv.fr/cid52620/mene1013103c.html>

Persons supporting beginning teachers (columns 21-22):

Formal training required (column 21): The answer refers to the mentor teacher. There is a significant difference between the mentor teacher at ISCED levels 0 and 1 and at ISCED levels 2 and 3. In both cases, it is a fully qualified teacher. However, at ISCED levels 0 and 1 the mentor teacher has a special certification (*Café-PEMF*).

Compensation received (column 22): The answer refers to the mentor teacher. [Back to table](#)

Germany:

New teachers become fully qualified/civil servants directly (column 6): Directly after initial teacher education, new teachers are fully qualified and do not have to complete a probationary period. In case teachers are employed as civil servants though, they do have to complete a probationary period. The duration of that period varies between 2.5 years for higher services and three years for senior service. Under certain circumstances this period may be reduced or extended (up to five years). A teacher's attitude and performance is monitored with regard to his future appointment as a permanent civil servant. However, new teachers are fully qualified teachers directly after finishing the initial teacher training programme regardless of whether they are civil servants or employees without civil servant status.

Formal induction programme (columns 11-22):

Existence (column 11): Only some *Länder* have a formal induction programme. [Back to table](#)

Greece:

Additional requirements to start teaching (columns 2-5):

Competitive examination (column 2): Graduates have to pass the *ASEP* examinations for teachers first and only then can start working as full-time teachers in public schools. The *ASEP* examinations are competitive examinations organised and conducted by *ASEP*, i.e. the Supreme Council for Civil Personnel Selection.

Standardised test (column 3): Graduates have to pass the *ASEP* examinations for teachers first and only then they can work as full-time teachers in public schools. The *ASEP* examinations include standardised tests. Candidates who achieve a higher than the base score but not the top scores have priority in their applications for work as substitute teachers (i.e. full-time teachers for a period up to 9 months).

Credential or license (column 4): According to Act 3848/2010 eligible candidates for the *ASEP* examinations for teachers must have pedagogical and teaching competence. Pedagogical and teaching competence can be proved by (a) the successful completion of a relevant 6-month course offered by certain tertiary institutions that are approved by the Ministry of Education, (b) holding a diploma/degree from certain departments of tertiary education institutions that guarantee pedagogical and teaching competence and that are approved by the Ministry of Education, (c) a master's or a PhD degree in education.

Other (column 5): An official document from a public medical committee is needed certifying that the graduate does not suffer from contagious diseases. However, this requirement is not connected to training.

Additional requirements to become fully qualified (columns 7-10):

Credential or license (column 7): New teachers must complete the initial in-service training for teachers and possess the relevant certificate among other requirements (evaluation and positive recommendation) in order to acquire permanent contracts (Act 3848/2010).

Probation period (columns 8-9):

Existence (column 8): After the 2-year probation period a teacher in a public school is evaluated by the school counsellor and the school principal. If the teacher receives positive recommendations by the evaluators, then s/he can acquire a permanent contract (Act 3848/2010).

Formal induction programme (columns 11-22):

Main persons responsible for supporting beginning teachers (columns 15-20):

Inspectorate (column 17): This answer refers to school counsellors.

Persons supporting beginning teachers (columns 21-22):

Formal training required (column 21): School Counsellors receive training for providing support for the beginning teachers.

Compensation received (column 22): This answer applies to school counsellors. [Back to table](#)

Hungary:

Additional requirements to become fully qualified (columns 7-10):

Credential or license (column 7): The new teacher's career model started in 2013 September.

Probation period (columns 8-9):

Typical duration in months (column 9): Since September 2013 the probation period has been shortened from 36 to 24 months.

Other (column 10): Since the new teacher's career model has started in September 2013, there is a qualifying examination.

Formal induction programme (columns 11-22):

Typical duration in months (column 12): The answer refers to the policy in place since September, 2013.

Main persons responsible for supporting beginning teachers (columns 15-20):

Inspectorate (column 17): Since 2013 this is not applicable.

Persons supporting beginning teachers (columns 21-22):

Formal training required (column 21): There is no formal training required but these persons must have a 5-10 years of practical experience. [Back to table](#)

Iceland:

Percentage of teachers leaving the profession within the first 5 years (column 23): Reliable information is not available; however, TALIS 2009 indicates that this percentage is quite high and close to 50% for compulsory school teachers. [Back to table](#)

Ireland:

Additional requirements to become fully qualified (columns 7-10):

Credential or license (column 7): This answer refers to the reference year, i.e. school year 2012/2013. However, after 28 January 2014, teachers employed in state-funded teaching positions in recognised schools will have to be registered with the Teaching Council in order to be paid from public funds.

Probation period (columns 8-9):

Typical duration in months (column 9): A primary teacher must complete a minimum of 100 school days from the date on which he or she was first appointed to a position recognised for probationary purposes. At the post-primary level 300 hours of teaching experience in a recognised school must be completed within 3 years to fulfil probation requirements.

Other (column 10): Graduates must complete 12 two-hour induction workshops.

Formal induction programme (columns 11-22):

Typical duration in months (column 12): All schools have access to a website on induction and mentoring. During their first year of teaching, all newly qualified teachers (NQTs) have access to phone and email support by the National Induction Programme Team (NIPT) and to school visit support by members of the NIPT. Many NQTs can access school based mentoring by teachers who have been trained by the NIPT. NQTs may also access professional support groups if they wish to receive support in areas not covered by the workshop programme such as special education, multi-grade teaching, extra support in planning or other areas identified by NQTs. All NQTs have access to the workshop programme and must complete 12 two-hour workshops within 3 years. The average length of the programme is 1 year but it may continue for longer (up to 3 years) if necessary.

Organised in collaboration between the school and the teacher education institution/ministry (column 14): The Teaching Council has a statutory responsibility for establishing procedures and criteria for the induction of newly qualified teachers. It is currently developing procedures for a new model of induction. Induction is currently provided by the Ministry for Education.

Persons supporting beginning teachers (columns 21-22):

Formal training required (column 21): Mentor teachers have to take a formal training but other persons involved in the support do not. [Back to table](#)

Israel:

Additional requirements to become fully qualified (columns 7-10):

Credential or license (column 7): The first year of a novice teacher is an induction year, supervised by the inspector of the school, the principal of the school and the college conductor. They evaluate the novice's performance and grade it.

Formal induction programme (columns 11-22):

Main persons responsible for supporting beginning teachers (columns 15-20):

Local education authority (column 19): Inspectors of the Ministry of Education in each district are responsible for teaching students. There is no local authority involved.

Percentage of teachers leaving the profession within the first 5 years (column 23): The dropout data is from 2010/11 and refers to the period before the reforms in education were implemented.

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Italy:

Formal induction programme (columns 11-22):

Main persons responsible for supporting beginning teachers (columns 15-20):

Mentor teachers from within the school (column 15): Mentors are usually appointed by the school heads to assist teachers during their induction period.

Other (column 20): External mentors who guide beginning teachers with the support of a blended learning environment set up by a National Institute of Research.

Persons supporting beginning teachers (columns 21-22):

Formal training required (column 21): Individual schools or school networks may provide formal training.

Compensation received (column 22): This depends on individual school contract negotiations, although most schools would provide a salary supplement. [Back to table](#)

Korea:

Formal induction programme (columns 11-22):

Typical duration in months (column 12): The induction programme typically takes 3-5 days.

[Back to table](#)

Luxembourg:

Additional requirements to start teaching (columns 2-5):

Standardised test (column 3): Language tests in 3 national languages.

Additional requirements to become fully qualified (columns 7-10):

Other (column 10): Secondary education teachers must successfully complete pedagogical training at the University of Luxembourg and the induction programme in the school of their affectation. [Back to table](#)

Mexico:

Graduates from initial teacher education can start teaching directly (column 1): There may be exceptions, like teachers working on a temporary contract.

Additional requirements to start teaching (columns 2-5):

Competitive examination (column 2): There may be exceptions, like teachers working on a temporary contract.

Formal induction programme (columns 11-22):

Typical duration in months (column 12): The induction programme takes 10 days. [Back to table](#)

Netherlands:

Percentage of teachers leaving the profession within the first 5 years (column 23): Source: *ministerie of OCW, bewerking ResearchNed (voortgangsrapportage leerkracht)* (1 June 2010). [Back to table](#)

Norway:

Formal induction programme (columns 11-22):

Existence (column 11): All newly educated and hired teachers should get the opportunity to receive guidance, according to a letter of intent between the ministry and the municipalities (school owners/employers). Three out of four schools offer guidance and 90% of new teachers in these schools participate. However, this is not regulated by law.

Organised in collaboration between the school and the teacher education institution/ministry (column 14): This is recommended but not required.

Percentage of teachers leaving the profession within the first 5 years (column 23): For primary and lower secondary education, 30 % of new teachers are not teaching 1 year after graduation. There are no statistics referring to 5 years after graduation. [Back to table](#)

Poland:

Formal induction programme (columns 11-22):

Existence (column 11): Teachers are first employed as so called trainee teachers on the basis of a one-year contract. The trainee teacher has to submit a plan for professional development to the head

teacher for approval. Trainee teachers provide their services according to the approved plan and submit a report to the head teacher. The trainee period is conducted under the direction of a supervising teacher (mentor). The supervising teacher drafts an assessment of the professional development of the trainee teacher and submits it to the head teacher. According to the education law in Poland, the school head and the mentor, who are both responsible for the adaptation of the novice teacher at school, are the key persons during the beginning of a teacher's career. [Back to table](#)

Scotland:

New teachers become fully qualified/civil servants directly (column 6): New, fully qualified teachers can only work on a temporary basis initially. See also the comment on column 7 below.

Additional requirements to become fully qualified (columns 7-10):

Credential or license (column 7): After the initial teacher education, teachers are fully qualified. However, in order to gain a permanent teaching post they need to successfully become fully registered with the professional body (General Teaching Council for Scotland).

Probation period (columns 8-9):

Existence (column 8): The probation period is necessary to become fully registered, not qualified. See also the comment on column 7 above. [Back to table](#)

Slovak Republic:

Formal induction programme (columns 11-22):

Typical duration in months (column 12): The length varies from 6 to 24 months. [Back to table](#)

Slovenia:

Formal induction programme (columns 11-22):

Persons supporting beginning teachers (columns 21-22):

Compensation received (column 22): By providing support for beginning teachers during the induction programme, a teacher earns points that are considered for promotion. Support to beginning teachers: 20% of the basic salary for 4 teaching hours per week (ISCED levels 1, 2 and 3). [Back to table](#)

Spain:

Graduates from initial teacher education can start teaching directly (column 1): Initial teacher education programmes provide a sufficient qualification to be a fully qualified teacher. However, to teach in public institutions they must sit (not pass) a competitive examination. If they do not pass it (or they do not get a grade good enough to get a position), they are included in a list (ranked according to their grade) to fill in uncovered positions on a yearly basis (*profesores interinos*).

Additional requirements to become fully qualified (columns 7-10):

Probation period (columns 8-9):

Typical duration in months (column 9): National legislation establishes a period longer than one term but no longer than an academic year. [Back to table](#)

Sweden:

Additional requirements to become fully qualified (columns 7-10):

Credential or license (column 7): Registration requires a degree in education or in preschool education and a successfully completed probationary year.

Probation period (columns 8-9):

Typical duration in months (column 9): One school year.

Formal induction programme (columns 11-22):

Existence (column 11): One of the purposes of the probationary year is to give new teachers a good introduction to the profession. During their probationary year, new teachers have the support and assistance of a mentor.

Persons supporting beginning teachers (columns 21-22):

Compensation received (column 22): This is decided upon locally.

Percentage of teachers leaving the profession within the first 5 years (column 23): There is no data available on this question. However, based on the figures for 1.5 years after graduation and figures for all teachers in municipal schools who left the profession during a period of five years, a rough estimate is 20-25%. [Back to table](#)

Switzerland:

Graduates from initial teacher education can start teaching directly (column 1): After successfully completing a recognised teacher education programme, the students receive the education diploma (bachelor's or master's degree) and - without any additional requirements - a license giving them access to teaching in public institutions.

Additional requirements to start teaching (columns 2-5):

Credential or license (column 4): See comment on column 1 above. [Back to table](#)

Turkey:

Formal induction programme (columns 11-22):

Typical duration in months (column 12): The formal induction programme is carried out during the probation period. [Back to table](#)

United States:

Graduates from initial teacher education can start teaching directly (column 1): This varies. Some states allow graduates to start teaching directly following initial teacher education while others require additional requirements such as licensures, certificates, exams, etc.

New teachers become fully qualified/civil servants directly (column 6): This varies. Some states allow new teachers to become fully qualified directly following initial teacher education while others require additional requirements such as licensures, certificates, exams, probationary periods, etc.

Formal induction programme (columns 11-22):

Existence (column 11): The United States cannot provide data on formal induction programmes for beginning teachers, because such requirements may vary state to state, locality to locality, school district to school district, and even school to school.

Main persons responsible for supporting beginning teachers (columns 15-20): This varies. All of the persons and bodies mentioned in the table may play a role in supporting beginning teachers during their induction period. However, this is up to the discretion of individual schools and districts.

Percentage of teachers leaving the profession within the first 5 years (column 23): The figures are taken from the U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey (TFS), Current and Former Teacher Data Files, 2008-09. [Back to table](#)

Table D6.6 (a-d): Alternative pathways into the teaching (web only)

Belgium (Flemish Community):

Existence of alternative pathways (column 1): Both types of initial teacher education offer alternative pathways to gain entry into the teaching profession. The integrated teacher training programmes provide flexible pathways and short trajectories. They also offer trajectories for staff that is already working in education but not fully qualified. The specific teacher training programme (SLO) can be followed after, among others, a bachelor's, master's, professional training or work experience.

Impact of work experience acquired outside education on starting salary (column 4): If the work experience was gained in the public sector, it impacts the starting salary. For teachers in technical or vocational subjects also work experience in the private sector (up to 10 years) is accounted for when it is related to the subject taught.

Training programmes available (column 5): Teacher training is always required to enter the teaching profession. Although teacher training is offered in traditional teacher education institutions, it should be taken into account that higher education is organised in a flexible way in the Flemish Community.

Full-time or part-time courses (column 7): Higher education is organised in a flexible way. Students can decide to sign up for some courses without necessarily having to choose between a full-time and a part-time programme.

Total duration of training programmes, in full-time equivalent months (column 8): For the pre-primary, primary and lower secondary level (general subjects) the duration is equivalent to 45 ECTS points. For the upper secondary level (general subjects), the duration is equivalent to 30 ECTS points. For vocational subjects in the lower secondary and upper secondary level the duration is 30 ECTS or 45 ECTS, respectively.

Same salary scale for side-entrants as for teachers with typical initial education diploma (column 12): Students receive all the same qualification namely *diploma van leraar* (diploma of a teacher) and are therefore on the same salary scale. [Back to table](#)

Belgium (French community):

Training programmes available (column 5): In case of specific teacher training there is no training but a degree required. Side-entrants can only start teaching right away if it can be proven that a qualified teacher could not be found. School-based programmes do also exist, but are provided on the basis of schools' autonomy, so that no data on these programmes can be provided.

Full-time or part-time courses (column 7): There are various possibilities, depending on the centre organising the training.

Total duration of training programmes, in full-time equivalent months (column 8): This varies, depending on the centre organising the training and on the candidate's professional profile. A total duration of 18 months can be used as an orientation but it is not a general rule. [Back to table](#)

Chile:

Training programmes available (column 5): For upper secondary education side-entrants can start teaching right away if they are a specialist in a certain vocational area. They can become a fully qualified teacher in the particular field of their domain. There is no educational requirement but they must have a strong mastery in their technical field.

Individuals holding a degree in a field like science, physics or mathematics (corresponding to ISCED level 5A or 6) can also start teaching immediately in their field of knowledge (LGE art. 46g).

Traditional teacher education institutions provide specific training programmes for potential side-entrants who hold an ISCED level 5 or 6 degree. These are usually two year part-time programmes. [Back to table](#)

Czech Republic:

Impact of work experience acquired outside education on starting salary (column 4): Side-entrants have to obtain a master's degree, which is different from initial teachers training programmes. [Back to table](#)

Denmark:

Existence of alternative pathways (column 1): The staff in pre-primary education has usually not gone through a teacher education training. The staff primarily consists of pedagogues, pedagogical assistants and a group of not specifically educated staff. Educated pedagogues and pedagogical assistants provide about 60% of the staff at the pre-primary level. For primary and lower secondary education the alternative route to become a teacher is a so called *meritlærer* education. This path can be taken by individuals that are at least 25 years old and have other education that is partly related to subjects taught in school. This "credit-teacher-education" is an individually organised type of education. [Back to table](#)

England:

Existence of alternative pathways (column 1): There are school-based training schemes, such as the School Direct Training Programme, school-centred initial teacher training (SCITT) or Teach First.

Percentage of new teachers who used these alternative pathways (column 3): The figures are estimates based on the students in the final year of teacher training in 2010/11. (Source: the University of Buckingham's Good Teacher Training Guide 2012 edition: <http://www.buckingham.ac.uk/wp-content/uploads/2012/11/GTTG12.pdf>)

Training programmes available (column 5): Direct side-entrants should only start teaching as unqualified teachers and as such should be paid on the unqualified teachers' pay scale. [Back to table](#)

Finland:

Training programmes available (column 5): The answer refers to permanent positions as anyone can teach temporarily in Finland. The alternative qualification in pre-primary education is mainly a primary education teacher qualification.

Full-time or part-time courses (column 7): In primary education there is training for subject specialist teachers to become primary teachers (generalist teachers). In lower and upper secondary general education the alternative pathway is the consecutive model. [Back to table](#)

France:

Existence of alternative pathways (column 1): The main pathway to the teaching profession is through the external and internal competitive examination. The only alternative pathway matching the definition of the definition of this survey is through the "third" competitive examination. This pathway is for candidates from different professional fields, and there is no requirement in terms of a diploma or a degree. After passing the competitive examination, they become fully qualified teachers. However, other pathways (not reported in this survey) exist:

- Recruitment of temporary teachers: Temporary teachers account for 0.3% of teachers in ISCED levels 0 and 1 and 7% in ISCED levels 2 and 3. They are not civil servants and therefore are not considered as fully qualified. See in particular Decree No. 81-535 of 12 May 1981 on the recruitment of contract teachers

(<http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000000703743&fastPos=1&fastReqId=1665320745&categorieLien=cid&oldAction=rechTexte>).

- Secondment: Other civil servants can work as teachers but there is no data on this. They are not considered as fully qualified teachers (which can only be achieved after 2 years of practice).

Percentage of new teachers who used these alternative pathways (column 3): Source: *Bilan social 2012/13*. The percentage of new teachers who entered the profession through the “third” competitive examination (see comment on column 1 above). Data refer to ISCED levels 0 and 1 together and ISCED levels 2 and 3 together.

Impact of work experience acquired outside education on starting salary (column 4): Data only refer to the “third” competitive examination (see comment on column 1 above).

Training programmes available (column 5): In 2012/13, a few IUFMs offered a preparation for the this alternative pathway (third competitive examination). It is also possible to prepare the examination through distance learning, (with the CNED: National Centre for Distance Education).

Total duration of training programmes, in full-time equivalent months (column 8): Duration varies greatly. [Back to table](#)

Greece:

Existence of alternative pathways (column 1): Potential teachers with degrees that do not ensure pedagogical and teaching competence have to acquire either a certificate of pedagogical and teaching competence from a tertiary institution or an additional degree that ensures teaching competence (e.g. Master's in Education). This is a requirement for taking part in the competition organised by *ASEP* (the Supreme Council for Civil Personnel Selection) for teaching positions in state schools (Act 3848/2010).

Impact of work experience acquired outside education on starting salary (column 4): According to Law 3205/2003 (G.G. 297/A/2003 N.3205/03) previous work experience is recognised and has an impact on the starting salary of all civil servants if it was offered in the public sector, public entities or local authorities under non-permanent contracts.

Total duration of training programmes, in full-time equivalent months (column 8): The duration of the programmes for the certification of pedagogical and teaching competence provided by *ASPAITE* (School of Pedagogical and Technological Education) is 1 year full-time and 2 years part-time. Master's in Education degrees provided by other tertiary institutions are 1 or 2 year long.

Completion of training programme sufficient to become fully qualified (column 11): Upon completion of the specific training programme they become eligible to participate in examinations for full-time teaching positions in public schools. These examinations are organised by *ASEP* (the Supreme Council for Civil Personnel Selection). [Back to table](#)

Israel:

Existence of alternative pathways (column 1): There are special programmes to teach, like Teach First (*HOTAM*), a teacher training for university graduates and engineers. There are also special programmes for kindergarten teachers and particular programmes for professional retraining for persons from the high tech sector. Everybody who wants to teach needs a bachelor's degree and a teaching certificate.

Percentage of new teachers who used these alternative pathways (column 3): These programmes are not permanent and the availability varies depending on budget allocations.

Impact of work experience acquired outside education on starting salary (column 4): Years of experience a teacher gained before retraining is recognized for salary purposes only under the condition that the previous experience is directly related to the field of knowledge which the teacher teaches.

Training programmes available (column 5): This refers to the Teach First (*HOTAM*) programme. This is a programme for excellent university graduates.

Full-time or part-time courses (column 7): These programmes are full time programmes that are sometimes condensed and can be completed in 3 semesters.

Completion of training programme sufficient to become fully qualified (column 11): Side-entrants have to do an internship. [Back to table](#)

Japan:

Existence of alternative pathways (column 1): There are two alternative pathways. For pre-primary and primary education, side-entrants can take a special examination in order to receive a teacher license. There is also another route leading to a special license. [Back to table](#)

Luxembourg:

Existence of alternative pathways (column 1): Alternative pathways into the teaching profession are only possible for some vocational subjects in secondary education. [Back to table](#)

Mexico:

Existence of alternative pathways (column 1): For pre-primary and primary education, individuals who have finished lower secondary education can become “promoters” and start teaching in remote areas. Promoters are part of the project of the National Board for Educational Promotion (CONAFE), a decentralized entity of the Secretariat of Public Education. Four percent of pre-primary and 1% of primary education is provided through promoters in rural towns with less than 100 residents. Frequently, these services are provided by a single community teacher who is living in the community during the scholar year. [Back to table](#)

Percentage of all current teachers who used these alternative pathways (column 2): For pre-primary and primary education the data refer to the “promoters” in remote areas. See also comment on table column 1 above. [Back to table](#)

Netherlands:

Percentage of new teachers who used these alternative pathways (column 3): There is a yearly budget of 8 million euro available, this is spent on about 400 career changers.

Training programmes available (column 5): Tailor made schooling and support is given to side-entrants. They can start teaching immediately after a positive result on a test. [Back to table](#)

Norway:

Existence of alternative pathways (column 1): There are several ways to obtain status as a qualified teacher in ISCED levels 1-3 through formal education. There are also many different teacher education models depending on the level of education and the subjects taught. A few examples are provided here. For ISCED level 0 education, one alternative path is provided through workplace based preschool teacher education and several pedagogical programmes may qualify for ISCED level 0 teaching through continuing education. Pre-primary teachers may also qualify for ISCED level 1 education through continuing education. There are separate teachers’ education programmes for teachers in sports and arts/music in ISCED levels 1-3. There are also separate education requirements for mother tongue teachers and for teaching a minority language.

Training programmes available (column 5): ISCED level 0 staff may qualify to be a pre-school teacher through a work-based arrangement that combines part-time work and part-time study with partial wage compensation.

Participation in the training programme (column 9): Many of them are employed as teacher assistants. [Back to table](#)

Poland:

Existence of alternative pathways (column 1): In legitimate cases head teachers can employ teachers without pedagogical qualification provided that he/she will obtain his/her pedagogical qualification within one year. Moreover, in specially justified cases it is also possible to employ a person who does not have and will not gain a pedagogical qualification. This employee is employed according to the Labour Code but not to the Teachers' Charter.

Percentage of all current teachers who used these alternative pathways (column 2): The data includes persons who teach without pedagogical qualification and are not obliged to obtain it.

Percentage of new teachers who used these alternative pathways (column 3): See comment on column 2 above.

Impact of work experience acquired outside education on starting salary (column 4): Legal regulations define a maximum salary for a person without pedagogical qualifications. However, the head teacher decides on the exact salary of side-entrants without pedagogical qualifications.

Training programmes available (column 5): In legitimate cases head teachers can employ a teacher without pedagogical qualification provided that he/she will obtain a pedagogical qualification within a year.

Same salary scale for side-entrants as for teachers with typical initial education diploma (column 12): For that type of educational personnel, salaries cannot be higher than those foreseen for the chartered teacher. [Back to table](#)

Slovak Republic:

Training programmes available (column 5): For university students graduating from non-teaching programmes, supplementary pedagogical studies are offered by the universities. Graduates have to complete a minimum of 200 hours of pedagogical studies of which 80% consist of courses on a pedagogical-psychological and social-scientific basis and the remaining 40 hours have to be spent on pedagogical practice under the supervision of a pedagogical employee at a training school. These courses are mainly meant to be for teachers of special and artistic subjects. [Back to table](#)

Sweden:

Existence of alternative pathways (column 1): The *ULV*, *VAL* and *KPU* are examples of alternative pathways.

Percentage of new teachers who used these alternative pathways (column 3): It is roughly estimated that 5% entered through the *VAL* programme (for pre-primary, primary, lower or upper secondary education) and that another 5% entered through the *KPU* programme (for upper secondary education).

Impact of work experience acquired outside education on starting salary (column 4): There are no salary scales in Sweden. The salaries are set individually.

Training programmes available (column 5): For side-entrants there are requirements of earlier studies in the subject and of work experience for vocational subjects.

Total duration of training programmes, in full-time equivalent months (column 8): The duration of studies within the *ULV* and *VAL* programmes depends on the individual's prior work experience as a teacher, prior attended academic courses and earned credits. [Back to table](#)

Turkey:

Existence of alternative pathways (column 1): Graduates of some tertiary programmes other than teacher education programmes can become teachers by completing a separate pedagogical training programme after graduation. However, this path highly overlaps with the consecutive model and taking into account that besides the completion of the training these candidates have to go through the same

procedures (i.e. take the competitive test etc.) as graduates of teacher education programmes, it is not considered an alternative pathway. [Back to table](#)

United States:

Columns 1-12: It is not possible to provide data on national policies on alternative pathways to the teaching profession as such policies are set by individual states. [Back to table](#)