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Kennaramenntun		
7.gr	Matsnefnd leikskólakennara, grunnskólakennara og framhaldsskólakennara	um matsnefnd kennara
8. gr	Um inntak menntunar leik- grunn- og framhaldsskólakennara	um inntak menntunar leik – grunn og framhaldsskólakennara
21. gr	starfsreglur undanþágunefndar grunnskóla	um störf undanþágunefndar grunnskóla
22. gr	starfsreglur undanþágunefndar framhaldsskóla	um störf undanþágunefndar framhaldsskóla

MENNTUN Í MÓTUN

Próun menntastefnu á Íslandi í evrópsku samhengi.

Menntamálaráðuneytið, mars 2007

http://bella.mrn.stjr.is/utgafur/menntun_i_motun.pdf

Bls. 30

Lengd kennaramenntunar

Kennaramenntun á Íslandi er nú skipulögð sem 3-4 ára háskólanám (180-240 ECTS einingar). Það er með því stysta sem þekktist í löndum á Evrópska efnahagssvæðinu og í OECD-ríkjunum. Meðallengd kennaramenntunar í OECD-löndunum er nú ríflega 4 ár fyrir grunnskólakennara og tæplega 5 ár fyrir framhaldsskólakennara. Hér er um meðaltöl að ræða sem þýðir að í mörgum löndum spannar kennaramenntunin lengri tíma, t.d. í Finnlandi, Frakklandi, Ítalíu, Slóvakíu og Þýskalandi. Hér við bætist að í mörgum löndum er gert ráð fyrir starfsþjálfun eftir kennaranám, sk. kandidateitárum, áður en menn öðlast formleg kennsluréttindi (oft eftir sérstakt kennarapróf). Dæmi um slík kandidateitáur má finna á Írlandi, í Englandi, Portúgal, Spáni, Skotlandi og víðar. Dæmi um sérstök kennarapróf að loknu starfsnámi má finna í Frakklandi, Þýskalandi, Grikklandi, Ítalíu og víðar. Sé skyggst út fyrir Evrópu má finna áhugaverð dæmi um lengri kennaramenntun, kandidateitáur og kennarapróf víða í fylkjum Ástralíu, Kanada og Bandaríkjana.

Eurydice, sem er upplýsinganet um menntun í Evrópu og hluti af menntunaráætlun Evrópusambandsins, gaf út haustið 2002 skýrslu um menntun kennara á unglíngastigi grunnskóla²⁷. Kennaramenntun er oft skipt í samþætt líkan eða blandaða leið (Concurrent model) og raðnámslíkan eða framhaldsleið (Consecutive model). Blandaða leiðin er vörðuð uppeldisgreinum, kennslufræði, faggreinum og starfsþjálfun en framhaldsleiðin felur í sér að teknar eru uppeldisgreinar og kennslufræði ásamt starfsþjálfun að loknu fyrsta háskólaprófi. Í B.Ed.-námi fyrir grunnskólakennara hér á landi er blandaða leiðin valin en framhaldsleiðin í kennsluréttindanáminu. Eftirfarandi tafla um lengd kennaramenntunar fyrir unglíngastigið er úr þessari skýrslu Eurydice:

Lengd	Blönduð leið	Framhaldsleið
3 - 3 1/2 ár	Belgía, Austurríki ¹⁶ , Ísland.	
4 - 4 1/2 ár	Danmörk, Írland, Holland, Svíþjóð, Bretland (Wales), Noregur, Tékkland, Eistland, Lettland, Litháen, Ungverjaland, Malta, Rúmenía.	Spánn, Írland, Svíþjóð, Bretland (Wales), Ísland, Noregur, Búlgaría, Malta.
5 - 5 1/2 ár	Portúgal, Finnland, Bretland (England og Norður-Írland), Pólland, Slóvenía, Slóvakía.	Frakkland, Austurríki, Finnland, Bretland (England og Norður-Írland), Kýpur, Lettland, Litháen, Slóvenía.
6 ár eða fleiri	Þýskaland, Bretland (Skotland).	Ítalía, Lúxemborg, Pólland, Bretland (Skotland).

Education and Training Policy

Teachers Matter

ATTRACTING, DEVELOPING AND
RETAINING EFFECTIVE TEACHERS



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2005, vol. 2005, no. 6, pp. 1 - 240

Education and Training Policy Teachers Matter: Attracting, Developing and Retaining Effective Teachers: (Complete Edition - ISBN 9264018026)

Abstract

Teachers Matter provides a comprehensive, international analysis of trends and developments in the teacher workforce in 25 countries around the world; research on attracting, developing and retaining effective teachers; innovative and successful policies and practices that countries have implemented; and teacher policy options for countries to consider.

While documenting many areas of concern about teachers and teaching, the report also provides positive examples of where policies are making a difference. It spotlights countries where teachers' social standing is high, and where there are more qualified applicants than vacant posts. Even in countries where shortages have been a concern, there are recent signs of increased interest in teaching, and policy initiatives appear to be taking effect.

At a time when many countries are facing an ageing teaching workforce and having trouble attracting new recruits, this book provides insights into how governments can successfully deal with these issues.

Foreword
Executive Summary
Chapter 1. Introduction: The Focus on Teachers
Chapter 2. Why Teacher Policy is Important
Chapter 3. Making Teaching an Attractive Career Choice
Chapter 4. Developing Teachers' Knowledge and Skills
Chapter 5. Recruiting, Selecting, and Employing Teachers
Chapter 6. Retaining Effective Teachers in Schools
Chapter 7. Developing and Implementing Teacher Policy
Appendix 1. How the Activity was Conducted
Appendix 2. A Framework for Informing Teacher Policy

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4.3. Initial Teacher Education

4.3.1. Entrance into teacher education

Most countries have multiple entry points into the field of teaching. In some countries, the large majority of teacher trainees enrol directly from secondary school, while other countries attract a greater percentage of individuals who have already completed a tertiary qualification or who come into teaching from other professional backgrounds. Entry varies by type of preparing institution and by the school level which candidates plan to teach. Teachers are prepared at widely varying institutions: teacher colleges and universities, public state-run and private institutions. In some countries (e.g. the United States, which has examples of both, and Canada) the students contribute to the costs of teacher education in the form of tuition payments. In other countries (e.g. France and Germany), there is no tuition fee for teacher education.

In many European countries entry to teacher education is largely open to all those who have completed secondary education, while in others more restrictive forms of entry apply. In general terms, entry to concurrent teacher education courses is based mainly on final secondary school results, while entry to consecutive courses (which are more common for secondary teachers) depends to a larger extent on performance in university studies. In countries where teaching has high social status – such as Finland, Ireland and Korea – there is strong competition for entry into teacher education. For example, in Finland, in primary education where there are many more applicants than available places in teacher education, selection involves two phases. The first phase is nationwide and is based on final secondary school results, previous study record and relevant work experience. The second phase is university-specific and may include essays, individual and group interviews, and observed teaching and other group situations.

Some of the Country Background Reports express a concern that enrolment in initial teacher education programmes is often a fall-back option in case the graduate labour market deteriorates. For example in Belgium (Flemish Community) in 2000/01, more than half of the first-year students enrolled in upper secondary teacher education courses indicated that it was their second or third choice. In Hungary, about 20% of all full-time higher education students are enrolled in teacher education courses, and only a minority of these are ever likely to work as teachers.

Setting tighter entrance criteria for teacher education is difficult in countries with a tradition of largely unrestricted entrance to higher education. As well, the numbers who want to enter teacher education cannot be considered in isolation from the availability of other higher education courses: in the case of Hungary teacher education enrolments are high, despite government funding ceilings, partly because there is a lack of accredited degree programmes in other fields. The issue of entrance criteria must be addressed, though, because of the risk that with largely unrestricted entry the system of teacher education is stretched too thin. If teacher education programmes in such countries admitted fewer students, and if those admitted were more suited for teaching and more interested in a teaching career, the available resources could be used more effectively.

Entrance criteria are perhaps even more important for countries seeking to expand teacher education to help address teacher shortages. For example, as part of its teacher education reforms, the canton of Zürich in Switzerland has opened the universities of applied sciences in education to people with professional work experience but without the final secondary school (*Matura*) certificate. In order to evaluate and validate the competencies of these candidates, an assessment was developed to evaluate their skills in

communication, co-operation, knowledge transfer and self-management. As another example, Box 4.1 outlines an Israeli approach to lifting the quality of entrants by linking changes to entry requirements to course length and structure.

Box 4.1. Attracting high quality students into teacher education in Israel

In addition to increasing the quality of applicants by upgrading entrance requirements, a new initiative on behalf of the Israeli Ministry of Education began in 1999 aims to attract excellent students with exceptionally high entrance scores to teachers colleges by offering them an individually tailored and challenging programme. The goal is to reach about 5% of the total number of student teachers, with the intention that these individuals will eventually become educational leaders.

The programme itself is a three-year programme (instead of a four-year programme but with the same amount of hours), which is tailored to each student. It includes regular courses as well as individual programmes, self-study and tutorials. The fourth year is an induction year that is spent mostly in schools. The selected students are provided with full scholarships and priority in job appointments. At present, the programme is being run in 19 colleges with 800 students (it commenced with four colleges and 70 students). Full evaluation results are not yet available, but initial results show high satisfaction among the participants and extensive integration into the teaching profession.

Source: Libman et al. (2002).

4.3.2. The structure of initial teacher education

The structure of initial teacher education differs markedly across countries. Table 4.1 summarises some key features.

Concurrent versus consecutive models

Broadly speaking, Table 4.1 shows that there are two different models of teacher education.² A concurrent model is a programme in which academic subjects are studied alongside educational and professional studies throughout the duration of the course. In some instances, study in the academic and professional subjects may be awarded separate qualifications, but in most cases a single qualification, such as Bachelor of Education, is applied. Concurrent models are common in preparing primary teachers. As Table 4.1 shows, in all countries except France and Germany primary teacher education is structured along concurrent lines (with some countries offering both concurrent and consecutive models at this level). The large majority of countries also provide concurrent teacher education programmes for lower and upper secondary education teachers. Indeed, in 10 countries upper secondary general teacher education is provided mainly through the concurrent model: Belgium (Flemish Community); Canada (Quebec); Greece; Hungary; Ireland; Italy; Japan; Korea; Turkey and the United States.

Concurrent models offer the potential benefits of allowing for a more integrated learning experience as pedagogical training and subject-matter training are taking place simultaneously. Concurrent models are, however, in some ways less flexible than consecutive models because students are required to decide about their entry into teacher education very early in their university studies. Concurrent models can also make it potentially difficult and costly to enter teacher education after having completed a degree in

² The data in Table 4.1 refer to 2001 and in some countries teacher education structures have changed since that time.

a discipline other than education, although a number of countries do provide some credit recognition for studies in other fields. The concurrent approach may also be less appealing where the job prospects of teachers are uncertain: having a qualification tagged as “education” or “teaching” could be less attractive to other potential employers even though in other respects the content may be equivalent to other degrees.

A consecutive model means a programme of professional training in pedagogy and teaching that is taken after having completed a first degree in a discipline related to the subjects taught in schools. As Table 4.1 shows, consecutive models tend to be more common in preparing secondary teachers than primary teachers. This type of programme characterises Denmark, France, Norway and Spain, for example. A number of other countries – Austria, Australia, the Czech Republic, England, Finland, Ireland, Israel, the Netherlands, Northern Ireland, Scotland, the Slovak Republic, Sweden and Wales -- offer both consecutive and concurrent models in secondary teacher education.

Consecutive programmes allow for flexible entry into teacher education. Graduates can still enter teacher education after having completed a first degree in another discipline and, by deferring the decision point, consecutive programmes more readily accommodate changes in students' interests and in labour market conditions. There is also an argument that consecutive models offer potentially stronger subject matter education since mathematics, history and so on are more likely to be taught by specialists in those fields, and the potential teachers are mixing with a wider group of students. On the other hand, consecutive models may provide for a less integrated learning experience for prospective teachers since there will normally be fewer opportunities to link subject matter knowledge and its pedagogy.

Some teacher education programmes are spread throughout a large institution (such as a university), and trainee teachers are expected to take courses both in subject-related faculties and faculties of education; other programmes are concentrated in one faculty of teacher education. Again, there are advantages and disadvantages to both approaches. Whereas taking courses in subject-specific faculties might ensure high-level subject training based on the latest research results, having to study in two different faculties might lead to a fragmented rather than an integrated learning experience. It may also make it harder for student teachers to develop a professional identity as a teacher (Calander, 2003 raises this concern about Swedish teacher education).

Concurrent and consecutive models of teacher education are likely to be more or less appealing to different types of potential teachers, and to have different influences on teachers' preparation for the profession. Views on the relative merits of the two main models have varied over the years, but the broad consensus now seems to be that both models offer distinctive benefits and that countries gain by offering both, rather than relying on a single model of teacher education. Concurrent systems are attractive to students who are strongly committed to their career choice as a teacher. Consecutive models enable people to delay a decision about entering teacher education until they are in an immediate position to benefit from it and have had more opportunity to make an informed decision about whether teaching is the right career choice. Both models should be options within a flexible teacher education system.

Structural issues in teacher education currently have a particular urgency in European countries. The 1999 agreement to make higher education qualifications across European countries more comparable (the “Bologna process”) has triggered a process of restructuring higher education degree structures. Teacher education is particularly affected as the structure, length and location (university or non-university) of teacher qualifications vary so

much within Europe. The broad implications are that all teacher education will eventually be provided in university-level institutions (*e.g.* in Austria the teacher training colleges are being replaced by new pedagogical universities), and that more countries will introduce consecutive models of teacher education (with a Bachelor's and Master's degree structure). The large-scale structural changes now underway in Europe, if properly monitored and evaluated, will provide an unprecedented opportunity to assess how the structure of teacher education affects the entrants and what they learn.

Short versus long programmes of teacher education

The length of initial teacher education programmes varies substantially among countries (Table 4.1 and Figure 4.1). On average, primary teacher education programmes are 3.9 years in length, lower secondary education 4.4 years, and upper secondary 4.9 years. The overall range is from three years (*e.g.* for some primary teachers in Ireland and Spain) up to 6.5 years for some secondary teachers in Germany, seven years in some programmes in the Slovak Republic, and eight years for some secondary teachers in Italy. There are also some quite large differences in duration within a single country, with courses for some upper secondary teachers lasting about twice as long as courses for primary teachers in Italy and Spain. On the other hand, teacher education courses for all levels of schooling are uniformly four years in length in countries such as Australia, Canada (Quebec), England, Korea and the United States.

The differences in course duration mean that the age at which people typically commence a teaching career can vary from the early twenties (for example in the English-speaking countries) to the late twenties or early thirties (*e.g.* in Germany or Italy). There can also be substantial variations in the typical starting age within countries, with primary teachers often starting their career at a younger age than secondary teachers. The picture is made somewhat more complex by the growing phenomenon in some countries of mature-age entrants becoming teachers after other careers (see Section 4.3.4 below). It is likely that relatively short courses of teacher education facilitate entry into teaching by people from other careers since they involve lower costs, especially in terms of income forgone.

The length of courses is also relevant to the extent of teacher mobility within countries. Where courses for different types of teachers vary substantially in length (*e.g.* four years for primary teachers in Italy and seven years for some upper secondary teachers) it is highly likely that these lead to markedly different salary and career structures, and limit the scope for teacher mobility among different types of schools and responsibilities.

The general trend has been for the length of initial teacher education to increase. In many countries primary teacher education has been increased to four years as it has become a university-level programme, and secondary teacher preparation has increased by a year or so as it has become a post-graduate qualification. The broadened responsibilities of teachers that were outlined earlier may lead to pressure to increase the length of initial teacher education even further. Pressure may also come from the view that teaching qualifications must have a similar status to those from other professions, and that increases in the length of other courses should be matched by longer pre-service education for teachers. Although both these arguments have merit, they need to be set against the fact that longer courses lead to increased costs, which may diminish the prospective supply of teachers, and the research cited in Section 4.2 that raises questions about the effectiveness of some aspects of teacher education programmes. Given these considerations, there could be better value from providing more resources to improve teacher development throughout the careers rather than increasing the length of pre-service education.

Table 4.1. Pre-service teacher education requirements, 2001

	Duration of initial teacher education programme in years			Consecutive programme (-) or Concurrent programme ()			Mandatory teaching experience as licensing requirement in years			Post-degree examination for teacher employment		
	Primary education	Lower sec. education	Upper sec. education	Primary education	Lower sec. education	Upper sec. education	Primary education	Lower sec. education	Upper sec. education	Primary education	Lower sec. education	Upper sec. education
Austria	3	3 5.5	5.5			--	a	a a	a	No	No No	No
Belgium (Fr.)	3	3	4.24 5.24			-- or -- or	a	a	a	No	No	No No
Chile	m	m	m	m	m	m	a	a	a	No	No	No
Denmark	4	4	4			--	a	a	a	No	No	No
France	5	5 6	5 6	--	--	--	a	a a	a	Yes	Yes Yes	Yes Yes
Greece	4	4 5	4 5				a	a a	a	Yes	Yes Yes	Yes Yes
Iceland	3 4	3 4	4			--	m m	m m	m	No No	No No	No
Israel	4	4 4-5	4-5			--	1	1 a	a	No	No No	No
Japan	2 4 6	2 4 6	4 6				a a a	a a a	a	Yes Yes Yes	Yes Yes Yes	Yes Yes Yes
Mexico	4	4 6	m			m	a	a a	m	Yes/No	Yes/No Yes/No	m
New Zealand	3 4	4 5 4	4 5		-- 	-- 	2 2	2 2 2	2 2	No No	No No No	No No
Portugal	3 4 6	5 6	5 6				a 1 1	a a a	a	No No No	No No No	No
Spain	3	6 4	6		-- --	--	1	1 1	1	Yes	Yes Yes	Yes
Switzerland	3-4	4-5	6			--	a	a	a	No	No	No
United Kingdom (Eng.)	3-4 4	3-4 4	3-4 4				1 1	1 1	1 1	No No	No No	No No
United Kingdom (Scot.)	3.75-4.75 4	3.75-4.75 4 3.5-4.5	3.75-4.75 4 3.5-4.5	--	-- 	-- 	1 1	1 1 1	1 1	No No	No No No	No No
United States	4	4	4				3	3	3	No	No	No

Notes: Information on upper secondary education is for general programmes only. Information for Canada (Quebec), Chile, Israel, United Kingdom (N.Ir.) and United Kingdom (Wal.) refers to 2002 while information for Switzerland refers to 2003. A concurrent programme combines general education in one or more subjects with theoretical and practical teacher training while a consecutive model provides most of the latter training only after a general education is acquired.

Symbols for missing data

a: Data not applicable because the category does not apply; m: Data not available.

Source: Based on Tables D4.1.b, D4.1.c and D4.1.d published in OECD (2003b) except for Canada (Quebec), Chile, Israel, Switzerland, United Kingdom (N.Ir.) and United Kingdom (Wal.). The information for the latter countries is based on the Background Reports prepared by countries participating in the project.