

## ***Beginning teachers: a challenge for educational systems***

***International Conference organised by the ENS de Lyon on 9 November 2011:***



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On behalf of the Consortium of institutions for development and research in education in Europe ([CIDREE](#)), the French institute of education (IFE) arranged an international conference “Beginning teachers: a challenge for educational systems” in Lyon on November 9th 2011. The conference gathered ministerial representatives from 16 European partner countries, experts, teachers and academics.

### ***Necessary improvements***

The focus was on beginning teachers and teacher induction. Respective contributions from CIDREE, the European Commission (DG EAC), OECD and IFE all emphasised the significant gap between initial teacher education and actual classroom practice.

Stefan C. Wolter, CIDREE President, believes that optimal support to young teachers during their first years in the job strongly contributes to their professional fulfilment and to better student learning.

Paul Holdsworth from the European Commission's Directorate General for Education and Culture confirmed that the shift from initial teacher education to actual practice was a shock to newly qualified teachers. The teacher drop out rate was around 10% at European level.

Dirk Van Damme from OECD's Centre for educational research and innovation (CERI) addressed teacher induction on the basis of the Teaching and Learning International Survey (TALIS). 200 schools located in 24 countries took part in TALIS 2008. TALIS 2008 focused on the following key aspects of the learning environment, which influence the quality of teaching and learning in schools:

- The leadership and management of schools – the roles adopted by school leaders, given increasing accountability and devolution of educational authority.
- The appraisal of teachers' work in schools and the form and nature of the feedback they receive, as well as the use of outcomes from these processes to reward and develop teachers.
- The professional development that teachers undertake and its connection to appraisal systems, support from school leaders and impact on classroom practices.
- The profiles of countries with regard to teaching practices, activities, beliefs and attitudes, and how these vary according to teacher background characteristics.

This study revealed the lack of self-confidence and assurance of beginning teachers (8% of the overall sample of TALIS 2008). The need for proficiency in the subject taught but also for capacity-building in how to handle student behaviour was all the more obvious. Although these concerns are common to all teachers, beginning teachers are more at risk as they spend 18% of their time to impose discipline against 13% for experienced teachers. That's why support and early guidance about practice are deemed useful.

### ***Questions and proposals: tutors, peer review, experts, self-reflection, belonging, professional identity, lifelong learning***

Overall, teacher induction – the first two years in the job according to the European Commission's definition – raises many questions across Europe. Accordingly, the European Commission advocates support measures such as the presence of tutors, peers, experts and more self-reflective practices. They contribute to promoting a sense of belonging to the community of teachers and the development of a professional identity. They are intended to improve teacher competences and further lifelong learning objectives. It was the topic of the handbook entitled “Developing coherent and system-wide induction programmes for beginning teachers: a handbook for policymakers” (2010) aimed to disseminate best educational practices.

### ***The Néopass@ction platform***

The Néopass@ction platform, a tool developed by the French institute of education, was very popular with speakers and the audience as it is designed to provide beginning teachers with practical teaching tools based on the actual classroom observation of the teaching activity. This training tool offers classroom practices analysed by beginning or experienced teachers and researchers. In addition, peer and expert advice is also collected.

### ***Publication of CIDREE Yearbook***

The conference continued with the launching of the 2011 CIDREE yearbook with a particular focus on Europe-wide support measures and policies for beginning teachers and specific CIDREE member accounts. The link between initial teacher education, induction and lifelong learning is to be strengthened as it is an indispensable condition of teacher professional development in Europe.

This publication is the result of collaborative work coordinated at European level. The 12 contributions come mainly from CIDREE members but also from external partners as the topic for the yearbook found echo all over Europe. The CIDREE Yearbook 2011 was then officially launched.

PICARD, P. et RIA, L. (Eds) (2011), *Begining teachers: a challenge for educational systems – CIDREE Yearbook 2011*, Lyon, France: ENS de Lyon, Institut français de l'Éducation,  
Soon downloadable from the following link: [www.cidree.org](http://www.cidree.org)  
And presented on the website of IFE at the following link:

[sur le site de l'IFÉ](#)

