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## **Structure for in-service training of staff in the nursery and primary cycles of the European Schools.**

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**APPROVED BY THE BOARD OF GOVERNORS OF THE EUROPEAN SCHOOLS**

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**This document replaces the previous document, reference 5212-D-1998.**

**Entry into force: January 2007**

## **1.0 Introduction**

The provision of in-service training for management, teaching staff and assistants is to ensure that high-quality education and teaching are delivered. This is a significant task of considerable importance in the European Schools system.

The document 'Continuation of the plan for the in-service training of teachers and assistants in the nursery and primary cycles of the European schools' 5212-D-1998 was approved in 1998. This document indicated that an evaluation should take place after 5 years. Despite strenuous efforts made during the past few years, to provide effective in-service training, various committees have talked about the fact that the structure of the in-service training is not sufficient in all areas.

## **2.0 Reflection on the current in-service training structure**

This document is a revision of the document 5212-D-1998, and takes into account the decisions of the document 'Implementation of the new syllabuses 2003/2004 – 2004/2005 structure for in-service training' 2003-D-39, the document 'Quality assurance and development in the European schools' 2000-D-264, the document 'Implementing regulations for the appointment and evaluation of directors of the European schools' 2003-D-7610-en-6 and the document 'The Regulations for Members of the Teaching Staff of the European Schools' 312-D-2004. These documents are based on recent developments in the educational field and in the European school system.

As mentioned in the document 2003-D-39, "The new programmes are based on contemporary views of educational content and teaching methods in the different subjects. These programmes ask for a different educational practice. A different attitude and a different pedagogical and didactical approach from teachers is needed. New programmes lead to new competences in the school report. Evaluation based on competences is also a recent educational development with which teachers must become acquainted. All of this requires a great deal of investment on the part of all bodies associated with the European schools."

The disadvantages of the current centralized in-service training structure are various:

- This structure seems to be adequate for L I and L II, but not for other subjects
- Just few teachers are benefiting due to the fact that only pilot teachers are able to join, the structure of follow up within the schools is not sufficient
- A lot of time and money is lost for travelling
- Valuable teaching time is lost due to training during school time
- A substantial amount of money is spend on replacement of teachers
- In general a teacher will attend only three 2 day in-service training sessions during the nine year secondment. This is not sufficient for keeping up professional standards
- The centralized in-service training is decided centrally and is program centred, and is not connected adequately to the local school situation
- The current structure of in-service training does not meet the needs of in-service training for assistants, locally recruited staff and management staff

In-service training is an important instrument for school improvement as well as personal development. In-service training is necessary to maintain the professional standard and to raise standards of teaching and learning and therefore regular in-service training should take place. The focus of in-service training should be both 'individually centred' and based on local pedagogical needs. Management should also be offered in-service training in management areas.

## **3.0 Theory; current view of in-service training**

The purpose of this revised document is to adapt the in-service training in the European Schools to the findings of recent research and needs in the schools.

The in-service training programme should be inclusive, innovative, sustainable and contribute to the quality development of the European school system in areas such as harmonized planning and evaluation of pupils. The European school system should take its responsibility to provide and facilitate in-service training courses. It is the responsibility of the individual to keep up their professional standard by giving content to the concept of 'lifelong learning'.

Learning and development are essential if teaching staff are to adapt to ever-accelerating change in their fields of teaching practice, and if they are to make positive contributions to pushing up standards and increasing efficiency. The in-service training structure supports the idea of lifelong learning. Learning can be seen as formal through courses or study and, either informal on work based interactions with colleagues, or internet research. This new method of lifelong learning can be organized for individuals and groups in team teaching, or be web based.

The purpose of professional development through in-service training is to provide teachers with new teaching methodologies. Through new classroom management strategies and the use of technology learning outcomes will enhance performance.

The in-service training should focus on the teaching and learning in areas such as nursery teaching, L I, L II, mathematics, discovery of the world, art, sport, music, ICT, learning support and SEN as part of the own individual professional development.

The professional development programme aims further to enhance teachers' skills in areas e.g.: classroom management, classroom climate, classroom teaching, interactive teaching, questioning skills and a range of teaching and learning styles. A portfolio containing proof of professional development programmes will enhance the involvement of teachers, assistants and management staff.

All staff need to play a role in school development through sustained professional collaboration and networking within and among the schools and other stakeholders.

One effective model for in-service training is 'team teaching' which means that:

- Reflection, professional growth and learning are related
- 'External' agency is provided which forces subject-leaders to reflect and evaluate
- Adequate support through mentoring or the guidance of a critical colleague is present
- New knowledge is translated and transferred into practice, which ensures beneficial development and change within their subject area

To adapt the in-service training within the European schools to current theoretical view, the following structure is proposed:

- Centralized in-service training for L I, L II and management
- Local in-service training for the other subjects or areas
- Professional self initiated development
- Distance learning

#### **4.0 Structure of in-service training in the European schools.**

##### **4.1. Centralized in-service training**

Centralized in-service training courses are the responsibility of the inspectors. There must be a long term planning (four years) for these in-service training courses, and a more detailed annual planning. The dates of the courses should be announced in this annual planning. These plans are to be presented in the November meeting of the teaching committee. In-service training courses must be distributed evenly over the whole year. The inspectors, responsible for each in-service training course informs the working group 'In-service training' about the date of the course, in order to avoid repetitions and clashes of dates. The invitation is issued through the Central Office two months in advance. Each participant receives a signed standardized attendance certificate.

##### **4.1.1. Centralized in-service training for L I and L II.**

In-service training for L I and L II should be provided on the basis of new developments and changes nationally, or when new guidelines or syllabuses on school system level are introduced.

Attendance of secondary teachers at appropriate courses run for the primary and vice versa should be made possible (if relevant to the transition from primary to secondary).

Centralized in-service training should have a sequence of at least 4 years. These in-service training courses should only be organized on a Thursday and Friday; travel time should be outside teaching time. In principal participants of in-service training courses are replaced. In exceptional situations a section can be closed during L I and L II in-service training courses (once every 4 years).

#### **4.1.2. Centralized in-service training for management**

Until now there has been a strong focus on the administrative tasks of the management. Over the last years the focus has changed as expressed in the document 'Quality assurance and development in the European schools' in which different responsibilities for the management are defined.

It is the responsibility of the management in consultation with the inspectors to:

- establish a school development plan
- ensure coordination of pedagogical development
- monitor the implementation of plans and evaluates success
- ensure that teachers are up-to date with current pedagogical development both in terms of subject content and methodology
- establish a written school policy for professional development
- create a climate of self-evaluation and organise resources to facilitate it

Additionally the document 'Implementing regulations for the appointment and evaluation of directors of the European schools' focuses on expected skills of the directorate for managing the school, such as:

- leadership
- initiatives developing a European spirit
- planning, implementation and evaluation
- administration and organisation
- communication and human relations

The connection between the quality of leadership and school effectiveness is demonstrated by research in many parts of the world. The school improvement literature makes similar links between the leadership of the management, the motivation of teachers and the quality of teaching and learning.

Although such high quality skills are expected, up till now there is a lack of formal in-service training for the deputy directors. Therefore in-service training is necessary to enhance the quality of management, so that the required standard of management can be achieved. Those courses should focus on:

- leadership, including vision, mission and school development
- areas of management, such as human resources, leading and managing staff
- learning, teaching and curriculum
- professional development and interpersonal skills
- resource management
- communication and external relations

The Board of Inspectors, in consultation with the representative of the deputy directors decide about the content of the in-service training courses.

These two days of in-service training for management should be organized yearly in combination with the deputy directors' meetings.

#### **4.2. Local in-service training for the other subjects or areas**

The management of each European school has to organise in-service training, which must be part of a school development plan. The in-service training plan has to focus on aims set by the board of inspectors and set locally. The local management should consult the representatives of teachers concerning the in-service training plan, after which it is to be presented in the school administration board. The local in-service training courses are the responsibility of the management. Time for local in-service training is not part of the teaching time table.

A yearly evaluation report concerning in-service training should be part of the school development plan.

Currently schools organize one pedagogical day per school year. From now on local in-service training should be organized during a minimum of two pedagogical days which is already successfully practiced in some schools. The extra pedagogical days should be taken from the 2 days preceding the beginning of the school year or from the 4 days available after the school year (see art.39 in the Staff Regulations).

Team teaching can be used as an instrument of in-service training, by doing so the schools will:

- Use expertise within the team of the school or other schools, including secondary staff
- Organise exchange possibilities within the school or with other schools
- Experience exchange through class visits, observations during parental talks etc.

If appropriate secondary teachers may attend courses run for the primary and vice versa. All in-service training should be evaluated. This could be done in various forms. Participants receive a signed standardized attendance certificate.

### **4.3. Professional self initiated development**

The professional development of teachers can be fostered in a variety of ways in addition to any in-service training organised by the European school system. It is very important that school management and inspectors show a positive attitude which encourages and facilitates in-service training opportunities for teachers who are interested in undertaking further study. **The importance of in-service training for Learning Support teachers and SEN specialists should be emphasized; however all teachers should be encouraged to participate the in-service training in Learning Support and SEN areas.**

As an incentive, more responsibilities could be offered to these teachers taking into account their area of expertise or special interests, e.g. a teacher who has taken additional computer training could be considered for the post of ICT co-ordinator.

The participation in courses outside the European schools system also offers teachers the opportunity of meeting colleagues from their own country, exchanging ideas and experience as well as networking.

School management ought to support a wide variety of professional development by teachers, for example:

- evening or part-time courses,
- taking an active role in voluntary associations,
- studies at a university (home or abroad),
- certificated distance learning courses,
- university Summer courses,
- in-service training for national teachers during holiday.

After the probation period, seconded staff is granted 5 days of 8 hours during a secondment of 9 years, in-service training for individual development related to specific tasks within the school. Locally recruited staff with at least 50 % of 25 hours 30 minutes will get a percentage of the five days in nine years, related to the amount of hours taught per week. This kind of in-service training needs to be approved in advance by the management, and accepted by the national inspector.

### **4.4. Distance learning and self-study**

Distance learning is not a new idea. Sparsely populated countries have a tradition of educating people by means of distance communication. A variety of correspondence schools nowadays replace conventional learning situations for students unable to attend normal classes. Radio and television programmes are generally used to supplement learning programmes.

During the last ten years distance learning has developed rapidly because of the use of modern technology. Experiences from the other sectors shows that this development will continue due to its efficiency.

Advances in computer technologies and increased availability in schools and homes facilitate distance learning. In most European countries, web based distance learning is available to professionals at universities and in-service training centres. Many web-based courses are offered not only in **L I**. International studies are made available to students without the need of travelling.

Distance learning offers definite advantages:

- it is convenient and flexible for the learner
- teachers can choose from a wide range of in-service courses
- can be done outside teaching time without the need of substitutes in the classroom
- teachers working abroad can remain in touch with national school systems
- schools can save time and money

The European school system should benefit more from the possibilities of distance learning, online

resources and exchange by internet (e.g. the Learning Gateway system).

A combination of web-based distance learning courses and if possible personal meetings at the place of work (for seminars and workshops) form an attractive proposition for further training, from a pedagogical as well as financial point of view.

## **5.0 Involvement and responsibilities:**

- The working party 'in-service training'
- The Board of inspectors
- School management
- Teaching staff and assistants

The working party 'In-service training' is the preliminary committee for the Board of Inspectors and responsible for the long term (four years) and annual planning of the centralized in-service training courses.

The Board of Inspectors:

- is responsible for approving the long term in-service training and the annual planning
- is responsible for organizing the centralized in-service training courses
- could provide suggestions which areas should be addressed within the local in-service training
- should review the quality of the local in-service training based on the annual evaluation report of the management and reports of inspection visits
- should advise individual teaching staff in personal study choices
- should report in its annual report of the president to the Board of Governors
- should integrate the portfolio and professional development activities of the appropriate staff member in the formal evaluation
- can be consulted by schools about possible experts

The school management is responsible for:

- setting up a school development plan, including the planning of in-service training
- organizing local in-service training courses
- enabling individual training-possibilities
- providing an annual evaluation report about in-service training activities
- managing the individual teacher portfolios
- ensuring that their staff have access to appropriate in-service training responsive both to local needs and to teachers' aspirations
- supporting teaching staff to undertake training outside the ES-system, for example OU-studies or national courses
- integrating the portfolio and professional development activities of the appropriate staff member in the formal evaluation

Nursery teachers, primary teachers, assistants and part-time teachers are responsible:

- to keep up their professional standard and take responsibility for their own development within the field
- to attend the offered in-service training courses
- to engage in continuing professional development and in supporting the development of colleagues ( team teaching)
- to reflect on their professional standard and to keep a portfolio of their professional development programme

## **6.0 Evaluation**

- All the in-service training courses must be evaluated, in order to give the organizers the opportunity to adapt form and content
- Reporting on results of in-service training courses (Bulletin of the European Schools; annual evaluation report of the individual schools, inter alia)

- The evaluation results of the centralized in-service training are sent to the schools by the organizers
- Every staff member receives a signed standardized certificate for each in-service training course ( see attachment 1)
- Regular reporting on the results of in-service training provision for teachers to the Board of Inspectors
- The revised document should be reviewed after a five-year period at the latest

## **7.0 Budget line: Retention of the budget for in-service training**

The funding for in-service training must be reallocated to give individual European Schools greater flexibility to provide accessible professional development that meets their teachers' needs and aspirations. Funding has to be part of local finance system.

The proposal involves reallocation of the funding already available, so that no additional costs arise. Decision on continuous earmarking of budget appropriations for in-service training to be taken by the Board of Governors, based on content-related planning by the Board of Inspectors.

### **Budget for Centralized in-service training**

This has no consequences for the existing budget. There is already a budget, nr. 2602 allocated to the Central Office for Central in-service training which covers the following expenses: travel expenses of ES teachers, accommodation expenses of or package deal for ES teachers, travel and subsistence expenses of outside experts, see Memorandum 1999-M-27/AK/AG.

The costs for replacement of teachers are paid out of the local school budget.

### **Budget for Local in-service training**

In chapter 2.0 it has been made clear that centralized in-service training is neither effective nor efficient for all subjects. Therefore more in-service has to be planned and carried out within the schools. At the moment the schools have an insufficient budget for local in-service training to organise their pedagogical day. To be able to organise more local in-service training a reallocation of the budget is necessary. Money can partly be gained from the Centralized in-service training budget by reducing the number of centralized in-service training. Furthermore the costs of replacement of teachers will decrease dramatically. The budget of local in-service training can be increased by transferring money from the centralized in-service training budget, [see annex 1](#). Reallocation from centralized in-service training budget, nr. 2602 to school budget, nr. 2603 will ensure that more teachers will benefit from in-service training for the same amount of money.

### **Budget for Professional self initiated development**

Still to be worked on

## **Resources:**

'The Regulations for Members of the Teaching Staff of the European Schools' 312-D-2004

'Continuation of the plan for the in-service training of teachers and assistants in the nursery and primary cycles of the European schools' 5212-D-1998

'Implementation of the new syllabuses 2003/2004 – 2004/2005 structure for in-service training' 2003-D-39

'Quality assurance and development in the European schools' 2000-D-264.

"Implementing regulations for the appointment and evaluation of directors of the European schools" 2003-D-7610-en-6

MEMORANDUM, 1999-M-27/AK/AG update April 2005

## Finance Sheet

The average expenditure(s) for in-service training of teaching staff in primary in the years 1999 to 2005 was 24.340 € per year.

For staff in nursery the amount has been about 30.000 € every three years.

In-service training for "Learning support" took place regularly, at an average expenditure of 25.000 €.

In total the yearly expenditure is  $25.000 \text{ €} + 30.000 \text{ €} / 3 + 25.000 \text{ €} = 60.000 \text{ €}$ .

This means an average of 120 € per teacher.

It is proposed from the budget 2007 onwards to take this amount from the General Secretary's Budget and to insert it in the Schools' budget according to (in function of) - delete the number of teachers in nursery and primary.