

Research - teacher training in different countries (see session 20240427-34ach)

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Information about the system of teachers' training in Italy

Primary and preprimary: A university degree in primary school education which includes a 5-year course with 600 hours of internship → writing final graduation thesis and a report on their internship

Secondary: a university degree and specialised training in schools are required

Tirocinio Formativo Attivo (TFA) program provides an alternative route to obtaining teacher qualification, which includes an entrance examination and training in pedagogical competencies, disciplinary contents, and active training in schools. Candidates for teaching positions take a *compulsory national competitive examination* (a standardised test that individuals take to compete for specific positions within the public sector, including teaching positions). The examination evaluates candidates' subject-specific knowledge, pedagogical skills, and overall suitability for a teaching career.

Top teaching graduates are awarded apprenticeship contracts lasting three years, with the **first year** comprising academic courses and the following **two years** comprising paid internships in schools.

In Italy, while teachers have the freedom to choose teaching methods and materials in line with the school curriculum, they are also guided by the **National guidelines for the curriculum**.

Information about the teachers' training system in Sweden

Requirements for a teacher's post:

- Degree and a degree certificate
- C1 level in Swedish (for foreign teachers)
- **applying for certification through the Swedish National Agency for Education**
- engaging in ongoing professional development to maintain and enhance competence

Peculiarities:

- Professional Support: **The Swedish education system provides professional support and resources for teachers to enhance their skills and keep up with best practices in education.**
- Career Reform Program: Sweden has introduced a career reform program for teachers, offering a substantial increase in salary for appointed teachers, paid

by the government. This program is based on credentials and documented experiences.

Information about the teachers' training system in Singapore

All teachers receive training on the Singapore curriculum at the country's National Institute of Education at Nanyang Technological University, either in a diploma or a degree course depending on their level of education at entry. New teachers are mentored by master teachers for several years, fostering a close working relationship between the Institute and schools.

After three years of teaching, teachers are assessed annually to see whether they have the potential for **three different career paths - master teacher, specialist in curriculum or research, or school leader**, each with salary increments.

There is a clear understanding that high-quality teaching and strong student performance require effective school leaders.

Teachers are entitled to 100 hours of professional development per year, which may be undertaken through courses at the National Institute of Education, school-based training, and development of fresh perspectives by going abroad to examine aspects of education in other countries.

1. What is similar/different about them? What is better or worse from your own perspective?

Similarities:

- In Italy and Singapore teaching graduates are mentored for several years.
- In Italy, Sweden and Singapore teachers are required to undergo annual training to enhance teaching skills.
- In all of the countries' teachers' training systems the huge importance is placed on teachers' salary growth

Differences:

- In Italy candidates for teaching positions take a *compulsory national competitive examination* (a standardised test that individuals take to compete for specific positions within the public sector, including teaching positions)
- In Sweden foreign teachers are very welcomed (Candidates with foreign teaching degrees have the option to attend a bridging program that makes them qualified to teach in Sweden, provided that they have sufficient command of Swedish language matching level C1 language certificate)
- In Singapore after three years of teaching, teachers are assessed annually to see whether they have the potential for **three different career paths -**

master teacher, specialist in curriculum or research, or school leader, since there is a clear understanding that high-quality teaching and strong student performance require effective school leaders.

From my perspective, all the three countries provide decent teachers' education and hold on to competitiveness in the educational sphere in order to reach high-quality teaching. I assume that I cannot say which system of teacher's training is better or worse.

But I can totally single out Singapore because teachers are assessed annually to see whether they have the potential for three different career paths - master teacher, specialist in curriculum or research, or school leader. I believe that such professional differentiation has its benefits because everyone does the kind of job they are qualified for.

2. Which system gives teachers more legal protection? How?

Italy

In Italy, the working conditions, including compensations, benefits, and dismissals of teachers in private educational institutions at all levels, are defined by National Collective Agreements between the most representative Trade Unions and the relevant employees' associations.

Sweden

The recruitment procedure for teachers at all education levels in Sweden is completely open. The responsibility of recruitment lies with the municipalities or the schools. Schools/municipalities are responsible for publishing posts, requesting applications, and selecting candidates.

Singapore

In Singapore, the legal protection for teachers is provided through the Ministry of Education (MOE), which oversees the regulations and policies related to education and teachers' rights. The MOE plays a significant role in ensuring fair and reasonable employment terms and conditions for teachers, including dispute resolution mechanisms.

→ The educational system in Singapore gives teachers the most legal protection.

3. Which system gives teachers more freedom in designing lessons & planning contents? Why? How?

Italy

In Italy, there is a growing emphasis on school autonomy. Schools have been granted more decision-making power in areas such as curriculum planning, pedagogical methodologies, and resource allocation, allowing teachers greater freedom in designing lessons and planning contents within the framework of the national curriculum and educational guidelines set by the Ministry of Education.

Sweden

Sweden has a decentralised education system, and schools have considerable freedom to design their own curricula within the framework set by the National Agency for Education.

Singapore

In Singapore, the Ministry of Education (MOE) provides a national curriculum framework that sets out the learning outcomes and syllabuses for each subject at different educational levels. While there is a prescribed curriculum, teachers are encouraged to exercise professional autonomy in designing lessons and planning contents within the framework provided by the MOE.

In summary, all three countries—Italy, Sweden, and Singapore—have systems that provide teachers with a certain degree of freedom in designing lessons and planning contents, with varying levels of autonomy within their respective education frameworks.

4. What would you like to implement in your classes that is not currently available in Russia?

I like the idea of school autonomy.

The Russian system of school education is far too centralised. In the meantime teachers have to undergo a lot of qualification tests which frankly speaking do not reflect the real qualification status.

For instance, when teachers attain professional growth certificates via Инфоурок or other major teachers' training platforms, the resources (lectures, visuals, presentations) which help pass module tests and the quality of tests are very low and not demanding. Teachers attain the certificates which neither in the short or in the long run have no value.

Or tests designed in the МЭШ system (Moscow electronic school), which take a lot time to complete and they do not test the quality of teaching but serve to bureaucratised the school system and the teachers' work leaving little place for motivation and competitiveness.

I also think that having legal teachers' associations (like the ones in Italy) would help raise awareness of the problems currently existing in education and give more influential power to schools, so that schools would be able to legally establish their own educational plan to adapt the Federal educational standard to their educational and teaching needs, in order to make the teaching process more student-centred.

Are there any other systems of education from which you would like to put into practice something in particular?

Finland

In the Finnish school educational system the curriculum is designed to engage children and foster their interest in the world around them, therefore they don't divide class time into subjects, but introduce multidisciplinary learning modules which help Finnish students learn by exploring around them, making learning more relevant.

Another thing that I think is really beneficial and is something I'd rather the Russian educational system had fostered is the nationwide anti-bullying policy in schools which prioritises students' mental well-being and this policy ensures a safe learning environment.