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2 EUROPEAN APPROACH FOR THE TRANSITION PERIOD FROM PRESERVICE TEACHER EDUCATION TO IN-SERVICE

WP 2.1 European shared experiences around the processes of
initial and continuous school teacher practical trainings

DIGITAL TA Digital Academy in teaching practice for a seamless
transition from preservice to in-service ERASMUS-EDU-2021-
PEX-TEACH-ACA



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Introduction

Dear readers, policymakers, stakeholders, teachers, students, experts and academics,

In your hands are the first outputs from project DIGITAL TA (*Digital Academy in teaching practice for a seamless transition from preservice to in-service*); ERASMUS-EDU-2021-PEX-TEACH-ACA.

The report aims to point to the needs of the educational challenges worldwide, especially in transition. We are looking for bridges on how to react to the needs in pre-service preparation, transition, and cooperation between in-service teachers. The role of teachers is one of the most complicated in each school's education system.

All partner countries contributed to a collection of best practice examples. Indeed, an overview helps to understand differences between each education system and teachers' preparation conditions. We are primarily targeting the specification of needs for further model implementation to transnational education preparation.

The transition stage is partially a process when in-service teachers challenge open and daily practice in schools. The transition process is influenced by many factors and legal aspects or institutional documents. Some rules set up mandatory legal aspects in the EU framework, programmes and microlevels of schools or those depending on the stakeholder's Policy and governmental sovereignty of the country for pre-service preparation. An important role is institutional and school preparation during in-service studies and connections to practice in schools. We are working on finding bridges to support the excellent transition of future teachers.

Dear readers, policymakers, stakeholders, teachers, students, experts and academics, have a pleasant reading.

Dr. Jiří Kropáč

DIGITAL TA Project Team



1 Legal framework and country project background overview

1.1 Belgium

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For our insight into comprehensive study and further analyses has been chosen Flemish area in Belgium. The choice responds with the the project's partner university location. We fully respect the independence of local authorities and ways of educational systems, allocated cultural values and curricular habits. For this overview, we are working for better integrity of whole model preparation with Flemish details in demands for the Flemish education system. Indeed, several other education systems are mentioned below as honour to Belgium.

The following offers of education influences are mentioned: Belgium – French Community education system, Belgium – German-speaking Community education system, and Belgium – Flemish Community education system. In chapter focuses mainly on the Flemish one.

Belgium is a federal state with communities and regions. Education is a community matter: the Flemish Community is responsible for the education and training policy on the Flemish territory including education in Dutch in Brussels.

The Flemish education system is based on the constitutionally anchored principle of freedom of education (art. 24 of the Constitution). Any (legal) person can, in addition to the government, organise education. The government is additionally charged with arranging non-denominational education.

There are three educational networks in Flanders, each with various umbrella organisations: The public education system, covering community education, municipal education and provincial education (all set up by the government);

Free education, including the Katholiek Onderwijs Vlaanderen [Flanders Catholic Education] umbrella organisation (the largest group) and the consultation platform Overleg Kleine Onderwijsverstrekkers [Small Education Providers Advisory] (OKO).

Education policy in Flanders is defined within the Ministry of Education and Training. That is made up of the Department of Education and Training responsible for policy preparation and evaluation and three agencies: the Agency for Educational Services (AGODI), the Agency for Higher Education, Adult Education, Qualifications and Study Grants (AHOVOKS) and the Agency for Infrastructure in Education (AGION). The Ministry is responsible for all stages in the education and training system with the exception of childcare, family allowance and science policy. (Eurydice (European Education and Culture Executive Agency), 2022)



Belgium – Flemish Community

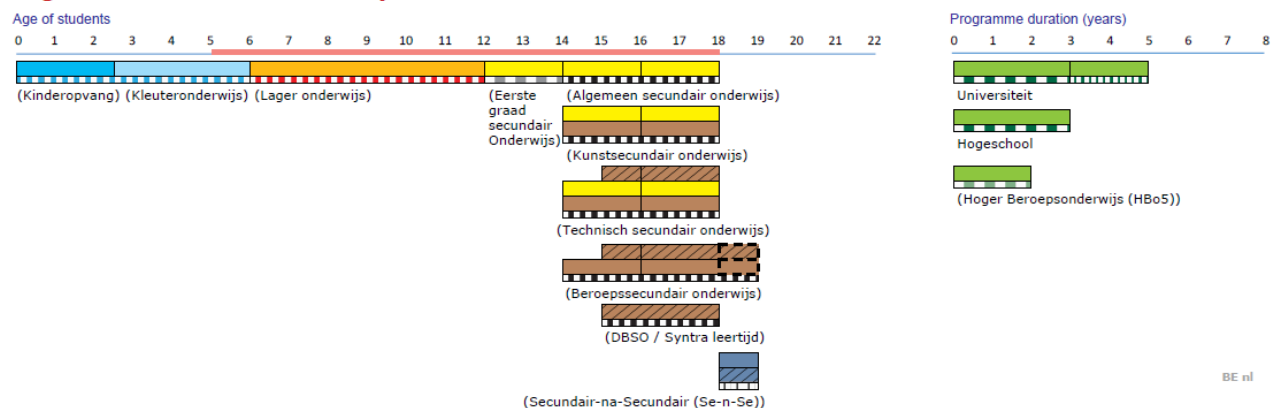


Figure 1 Flemish Education framework in Belgium (European Commission/EACEA/Eurydice, 2022)

The importance of encouraging cooperation and professional dialogue amongst actors across the system is also increasingly recognised. With this objective at heart, the Flemish Ministry of Education and Training targets pedagogical advisors and teacher educators for professionalisation initiatives. For example, between 2017 and 2020, the Flemish Government allocated a subsidy for the professionalisation of teacher educators. The programme included universities and colleges, and had the purpose of enhancing the quality of teacher educators involved in teacher training. Workload credits were allocated to the programme. In addition, professional learning communities (PLC) for teachers and teacher educators are amongst tools and initiatives that have begun to focus on professional growth. The Association for Teacher Trainers (VELOV) is, for instance, organising a number of learning communities for teacher educators across the Flemish Community of Belgium. (OECD, 2021b, p. 41)

To become a teacher, you can enrol in an educational graduate, bachelor, or educational master programme.

The educational graduate program is a level 5 program. This training is for people with professional experience who want to pass it on to young people in secondary education or adults. You graduate as a teacher of technical or practical subjects. Graduates teach in secondary education, adult education or part-time art education based on their work experience.

The conditions to start are:

- You can demonstrate at least 5 years of professional experience in a teaching profession or,
- You can demonstrate at least 3 years of professional experience in an education subject and obtain a diploma in the same educational subject in secondary education (e.g. hairdressing, construction and care) or,



- You have a vocational certificate from [VDAB](#)¹.

The (abbreviated) educational bachelor is a Level 6 course and is subdivided into 5 sub courses:

- Educational bachelor's program for nursery education.
- Educational bachelor's program for primary education.
- Educational bachelor's program for secondary education.
- Abridged educational bachelor's program for secondary education.
- Abridged secondary education bachelor's program: additional subject authorisation.

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This course is for people who want to teach in nursery education, primary education or in the first, second and/or third stage of secondary education. You have to sit an entry test to be able to start. However, this is not binding. If you do not pass, you may also start, but you will have to pass a remedial course in the future.

The Educational Master's program for secondary education is a Level 7 program and is subdivided into 4 sub courses:

- Educational master's program for secondary education.
- Shortened or consecutive master's degree in education for secondary education.
- Educational master's program in the arts.
- Shortened or consecutive master's degree in education in the arts.

This program is for people who want to teach in the second and/or third stage of general secondary education, technical secondary education, secondary art education, vocational secondary education or part-time art education.

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1.2 The Czech Republic

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The Czech education system reflects a policy of the Bologna ISCED 2011 scheme. Mostly, legal documents are obligatory for entities which are influencing the preparation of in-service teachers. Otherwise, some life-long learning courses are mandatory for in-service and service preparation with legal notions to the Czech law documentation – [Act No. 563/2004 Collection of Law, On Pedagogical Staff and on the Amendment to some other Acts](#). The constitutional model is very similar to other post-soviet countries with enormous pressure to enhance conditional development. Similar pre-service transition educational frameworks are continuously implemented to institutional frameworks, such as in Poland, Slovakia and many other countries with ISCED 2011 implementation policies.

Preparing pre-service teachers is a domain of the current national strategy called the *Strategy the Education Policy of the Czech Republic up to 2030+* (furthermore [Strategy 2030+](#)). Although, some universities developed preparation practice centres for mentoring programs with independent stakeholders such as bank foundations, e.g. [Učitel na živo](#) or only motivated volunteers from practice such as [Otevřeno](#). The Act No. 563/2004 Collection of Law, on Pedagogical Staff and on the Amendment to Some Other Acts, the Ministry of Education, Youth and Sport (furthermore MŠMT ČR) and Act No. 561/2004 Collection of Law, on Pre-school, Basic, Secondary, Tertiary professional and other education (the Education Act). Furthermore, institutional development is legal under [Act No. 111/1998 Coll.](#) (Amended and Consolidated) on Higher Education Institutions and on Amendments and Supplements to some other Acts (the Higher Education Act). In cooperation with pre-service institutions and service teachers, some independent entities, such as the National Pedagogical Institute of the Czech Republic ([NPI](#)) and The Czech School Inspectorate ([CSICR](#)) are offering special courses for teachers' preparations and developing a practice of pre-service preparation. Problematic in this way is the obligation of those courses and integration into the university curricula. Specialised upper secondary education schools prepare students from pedagogical-psychological backgrounds for work in lower levels of primary schools.

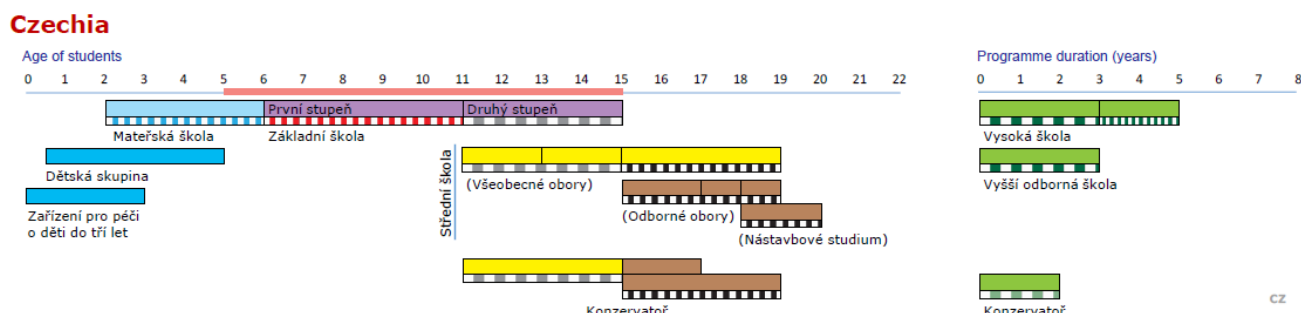


Figure 2 Education framework in the Czech Republic (European Commission/EACEA/Eurydice, 2022)

Ensuring continued access to learning and smooth educational pathways: School leaders were charged with assigning work to staff, prioritising curricula and selecting appropriate learning and communications tools. In support, the Ministry of Education, Youth and Sports (MŠMT) created a website, centralising advice, guidelines and tools for educators, parents and students from primary to tertiary, and published a set of best practices. Czech Television broadcasts daily educational programmes and launched an online bank of educational videos. Regular webinars and blogs to support teachers, and a tech support group on Facebook were established through the National Pedagogical Institute and the System of Professional Development Support for Teachers and Directors project. The MŠMT delayed the Maturita and upper secondary school admissions examinations to at least 21 days and 14 days respectively, after the reopening of schools; various measures, including a YouTube channel and mobile application, were launched to support examination preparation from a distance.

Regulatory adjustments enabled universities to adapt the academic year and admissions procedures, and to conduct examinations remotely. (OECD, 2020, p. 5).

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1.3 Ireland

Initial teacher education (furthermore ITE) for second-level teachers in Ireland is offered mainly in public third-level institutions such as the University of Limerick. In addition, there is one private provider of initial teacher education at the second level.

The Teaching Council was established on a statutory basis in March 2006 as the professional standards body for the teaching profession. The Council, in cooperation with the Department of Education and Skills, is responsible for determining the duration and nature of programmes of teacher education. (The Teaching Council, 2015, p. 7)

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The bridging skills explain in detail the SOLAS framework. (SOLAS, 2020, p. 53)

The examples of essential cooperation between stakeholders and teachers are part of the academic paper, where no formal supervision models are explained. (Young & MacPhail, 2016)

The Teaching Council was established on a statutory basis in March 2006 as the professional standards body for teaching.

In everything it does, the Teaching Council works within the framework of the Teaching Council Act, 2001 ('the Act'). The Act confers on the Teaching Council significant powers with regard to teacher education and these are summarised in Appendix 1. All of these functions will be implemented by the Teaching Council within the context of its Policy on the Continuum of Teacher Education.

The Initial Teacher Education: Strategy for the Review and Professional Accreditation of Existing Programmes document, sets out the processes and procedures by which the Council exercises its role in reviewing and accrediting programmes of initial teacher education, in accordance with Section 38 of the Act¹. The accreditation criteria are set out in the document Initial Teacher Education: Criteria and Guidelines for Programme Providers. This document should be read in conjunction with the Criteria and Guidelines and the Council's Policy on the Continuum². (The Teaching Council, 2020, p.7)

Initial teacher education for second-level teaching takes two forms in Ireland:

1. *Concurrent ITE programmes* take the form of undergraduate Level 8 degrees (usually four years in length), with students studying subject matter (e.g. mathematics) and educational studies (pedagogy, foundation and professional studies) during the four years of the programme. Students also complete school placement (SP) experiences.

² Furthermore www.teachingcouncil.ie.



2. *Consecutive ITE programmes* take the form of a two-year Professional Master of Education programme (Level 9), which students complete after a Level 8 subject specialist degree. Within these programmes, students study pedagogy and foundation studies.

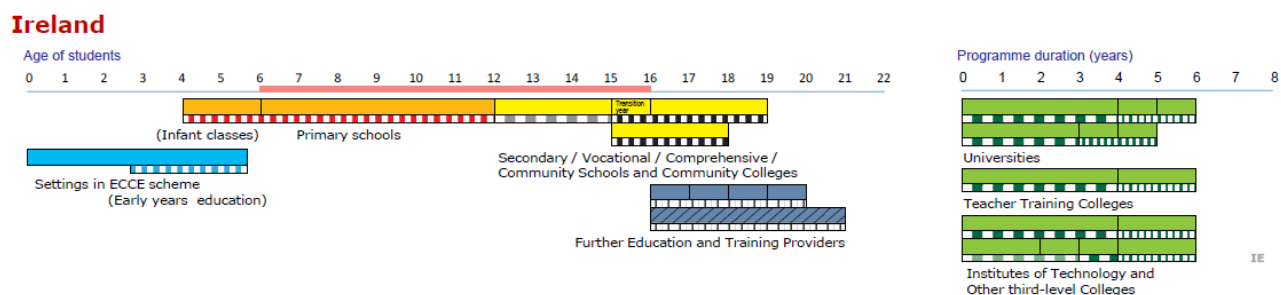


Figure 3 Education framework in Ireland (European Commission/EACEA/Eurydice, 2022)

The number of places on offer in initial teacher education courses is set by the Department of Education, while entry into the teaching profession is regulated by the Teaching Council of Ireland (established in 2001 by The Teaching Council Act, 2001). On completing their teaching qualification, students must apply to the Teaching Council to be recognised as teachers of particular subjects. As part of the process, newly qualified teachers complete a Subject Declaration Form, which indicates that they have sufficient subject knowledge (in the form of subject knowledge modules/credits) in the subject area and a suitable teaching qualification to be able to teach in Irish schools.

All providers and programmes of ITE are subject to review and accreditation by the Teaching Council of Ireland, with [Céim: Standards for Initial Teacher Education](#) (Teaching Council, 2020) guiding the current re-accreditation cycle. In addition, the structure and nature of teacher education is outlined by the Teaching Council of Ireland, with the following structure applying to all teacher education programmes in the State (see Figure 4).



	Consecutive Programmes Minimum 2 years (120 ECTS)		Concurrent Programmes Minimum 4 Years (240 ECTS)	
	Primary	Post -Primary	Primary	Post-Primary
Foundation and Professional Studies (Minimum ECTS specified)	50% (60 ECTS)	50% (60 ECTS)	55% (132 ECTS)	25% (60 ECTS)
School Placement (Minimum ECTS specified)	40% (48 ECTS) (24 weeks)	40% (48 ECTS) (24 weeks or equivalent)	25% (60 ECTS) (30 weeks)	25% (60 ECTS) (30 weeks or equivalent)
Subject Disciplines				50% (120 ECTS)
Discretionary Time (Maximum ECTS specified)	10% (12 ECTS)	10% (12 ECTS)	20% (48 ECTS)	
Tréimhse Foghlama sa Ghaeltacht	4 weeks (2 blocks of 2 weeks)	As per Curricular Subject Requirements	4 weeks (2 blocks of 2 weeks)	As per Curricular Subject Requirements

Figure 4 Structure of ITE as set out in the CEIM Standards for Initial Teacher Education (Teaching Council of Ireland, 2020)

Recent policies have attempted to position ITE within a coherent framework of teacher learning (Teaching Council, 2011-2020). *Cosán*, meaning 'path', is a national framework for teacher learning (The Teaching Council, 2016-2020), which aims to support teacher learning through enhanced and sustained teacher-professional collaboration. Furthermore, an induction programme for newly qualified teachers, *Droichead* (meaning 'bridge'), was launched in 2017 (The Teaching Council, 2017-2020). *Droichead* aims to support newly qualified teachers (NQT's) to develop and enhance their teaching competency. Through the induction process, NQT's engage with experienced colleagues, conduct, and reflect on professional conversations regarding their own professional learning and practice (Teaching Council, 2017-2020). An NQT's registration with the Teaching Council is conditional until they have successfully completed the *Droichead* process. Principles of *Droichead* include *Professional Conversations, Reflection and Collaboration, and an Integrated Induction Framework*. In Autumn 2018, the Council commissioned independent researchers to examine teachers' experiences of *Droichead*, the professional induction framework for teachers. The research explored a range of topics, including the roles and responsibilities of those engaging in, and supporting, the *Droichead* process, resourcing and supports for the process, the impact of the *Droichead* on school culture, and the connections between the *Droichead* process and initial teacher education. NQTs identified



differentiation, preparation for pupils with additional educational needs and behaviour management as areas of concern as they transitioned.

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1.4 Poland

The Polish education system is based on the ISCED scheme level. The preparation of in-service teachers is accredited by institutional support. Higher education institutions follow the rules of Bologna's implementation of the ISCED 2011 policy (OECD, 2021).

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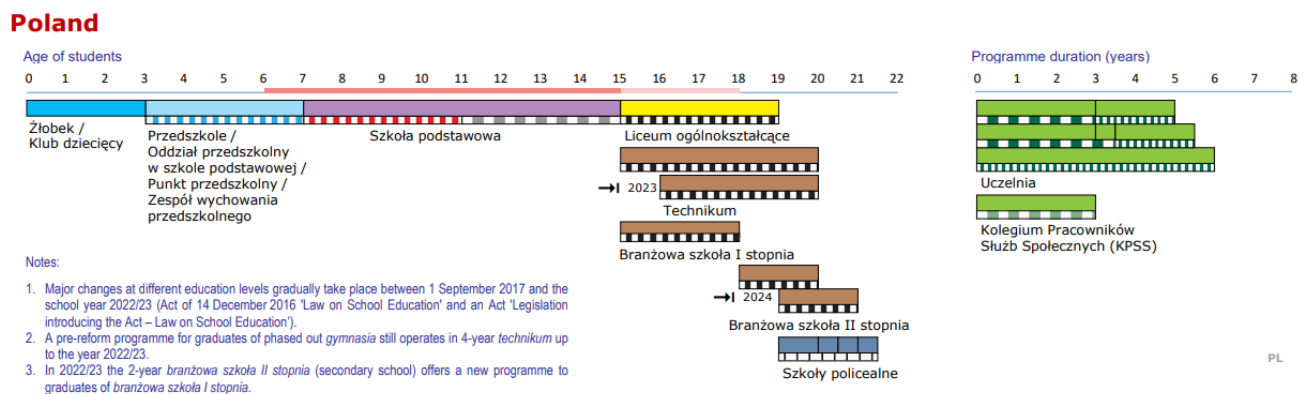


Figure 5 Education framework in Poland (European Commission/EACEA/Eurydice, 2022)

In Poland, candidates for higher education/teaching faculties must graduate from secondary school and pass the matriculation exam before they start their education at a university. Therefore, initial teacher training is provided only by Higher Education Institutions.

There are two models of initial training existing side by side:

1. 1-a concurrent model (predominating), in which students following a degree programme in a particular field of study can choose a teacher specialisation track. Thus, they complete professional teacher training and acquire a teaching qualification, as part of their degree programme, in parallel to their subject-specific training.
2. 2-a consecutive model is available to those who have not taken a teacher specialisation track as part of a degree programme in a particular field of study and choose the teaching profession later. They may obtain a teaching qualification upon completion of a non-degree postgraduate programme or a qualification course.

The Supreme Audit controls (2018 - March, 2021) revealed shortcomings in the organisation of teachers' work, including mainly allocating overtime in excess of the maximum limit, insufficient classroom equipment, obsolete teaching aids, and working in more than one school. In 2018/2019 and 2020/2021, almost half of surveyed school heads (46%) had problems with



recruiting qualified teachers, mostly of physics, mathematics, chemistry, English and computer science. To address the shortages, they assigned overtime to other teachers (52%), employed retired teachers (38%) or people without the necessary qualifications (35%). There were also problems with the organisation of extracurricular activities and teachers' remuneration for such activities. (European Commission. Directorate General for Education, Youth, Sport and Culture, 2021)

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1.5 Spain

In order to teach in the different courses regulated in *the Ley Orgánica 3/2020, de 29 de Diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación* ([Organic Education Act, December 29, 2020](#)), whereby [Organic Education Act, May 3, 2006](#), is modified), it is necessary to hold the corresponding academic qualifications and to have the pedagogical and didactic training established by the government for each course.

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This law establishes the need to review the initial training model in order to adapt it to the European environment, guaranteeing adequate scientific preparation and pedagogical and didactic training.

In this way, we can differentiate between studies in Early Childhood Education, Primary Education and Secondary Education, the latter two being the ones that concern the project we are dealing with.

In the case of Primary Education, it is necessary to take a university degree structured in four years (240 ECTS), which includes the so-called Practicum. This compulsory subject constitutes a fundamental part of the initial training, as it facilitates contact with the reality of educational centres. This practical training is carried out for three to five weeks per academic year, varying according to each Autonomous Community and local University, which has the capacity and autonomy to design the academic programme. All of this qualifies the student to work as a teacher in Primary Education, both in public and private schools, although in the case of the public system, it is necessary to take a competitive examination.

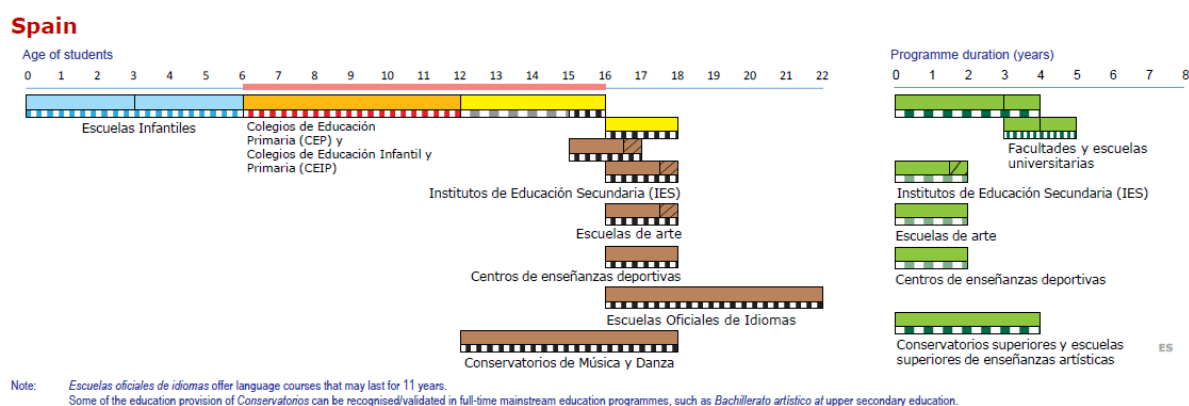


Figure 6 Education framework in Spain (European Commission/EACEA/Eurydice, 2022)

For Secondary Education, it is necessary to be a university graduate and to take a specific official master's degree of one year and a total of 60 ECTS, out of which 12 ECTS correspond to a period of work experience in an educational centre.

All traineeships are carried out under the supervision of a university lecturer who acts as a tutor and coordinates with the teacher or lecturer in charge of the teaching



practice. Both are responsible for complementing the reports and evaluation corresponding to the student's teaching competencies.

Currently, the Spanish government has presented document called in Spanish ([a 24 propuestas de reforma para la mejora de la profesión docente](#) (educagob, 2022)) containing 24 proposals to be discussed with all those involved in Spanish education, focusing on initial training, life-long learning, access to the teaching profession and professional development.

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Initial teacher training

According to article 48 of LOU on universities, public universities require an official university degree (or equivalent) in the area of knowledge to be taught. There is no obligation to have a teaching qualification, although some universities promote training activities among their teaching staff to acquire teaching skills.

In public universities, initial teacher training may differ between civil servants and hired teachers. (Eurydice (European Education and Culture Executive Agency), 2022, online)

In private (non-profit and for-profit) universities, collective agreements regulate the initial training required, which depends on the professional status of the teaching staff.

Thus, it considers necessary to incorporate new elements in the training, selection and professional development of teachers and professors, which is why it wants to introduce an exam to be able to access the teaching profession that will evaluate "communicative competence and critical reasoning" and "logical-mathematical competence".

It also intends to introduce new entry requirements for the master's degree in Teacher Training with specific tests, including paid internships during the degree course and a change in the system of competitive examinations.

All the Spanish laws ruling training from university to the moment they are in-service teachers can be seen in furthermore documentation³.

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2 Institutional preparation of pre-service teachers

2.1 HE institution's significance of ECTS 2011 model and transition impact

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The pre-service preparation is guaranteed in the Policy with legal entities and stakeholders. Each project partner's country is individual, but common standards reflect an ECTS 2011 system (180 credits for bachelor's studies and 120 credits for master's studies). Each entity of the university or involved representative of stakeholders is preparing future teachers in programmes. Those programmes are various, and it is most important to mention that the transition process is guaranteed at various levels of preparation. For example of good practice: Preparation of pre-service teachers is selected into specific years of preparation, where teachers continuously connect theoretical and practical knowledge in school environments. Mostly, pre-service teachers need a specific practice, where the role of the university or preparing institutions guarantees a specific quality and hours in practice. Pre-service teachers are prepared in passive mode and actively in teaching classes. Not each country have mandatory mentoring or supporting framework after graduation of pre-service teachers. The significant factor is for many countries and institutions a fact that in-service teachers are trying to achieve adequate responsibility in leading and support of pre-service teachers after graduation in practice. Indicators also reflect bravery in supporting in-service teachers to study in various offers in life-long learning programmes. That underpins an essential role of institutions and universities in carrier development and transition to teacher. Thus, there is legal and Policy pressure to support teacher development in knowledge continuously. Moreover, the transition into in-service skills in practice via mentoring or supportive levelled courses is missing. Some schools secure mentoring for initial teachers via voluntary leadership or consultations.

Credits standardly support the ECTS teachers' training and preparation. Length and credit donation is institutional autonomy, but each institutional standard is in Policy with Bologna. Stakeholders may decide if pre-service preparation will be composed into three years programmes, continuous masters' programmes or life-long learning courses with accreditation seals. Various practices in different stages of pre-service preparation are influencing the quality of transition to practice and further construction of teachers. In-service teachers have different roles in institutional preparation and are involved as guides for special centres of practice. Therefore, the presence of in-service teachers is welcome. In-service teachers are essential partners in transition, and institutions happily involve them in cooperation and supportive programmes or integrated modules by ECTS standards.



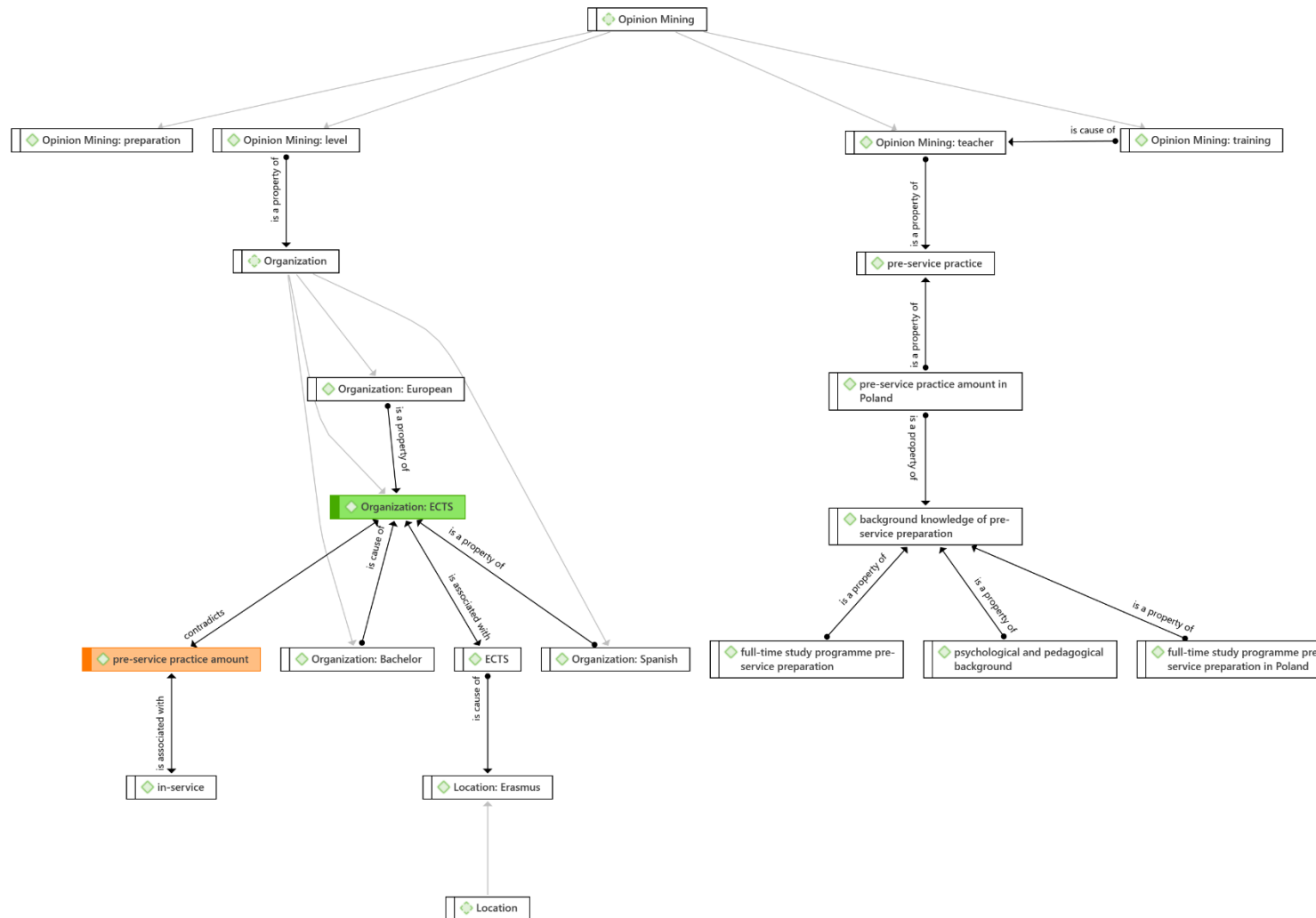


Figure 8 ECTS influence on pre-service practice standards



2.2 Method of analyses

Based on the comprehensive analyses of secondary sources, legal documents and institutional reports, we are presenting significant findings in this part of the document.

Created project template for data collection has been used to specification the best practice outputs and needs for further analyses. Moreover, the best practice data has been analysed by qualitative approach methodology in *Atlas. Ti 22*. Each partner's country output has been coded via open-coded rules in the application. The density and significant findings are presented below.

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2.3 Findings

If we solve development in pre-service preparation, we could find many similarities in the *ECTS 2011 framework*. Those similarities applied to curricular or teaching frameworks mainly influence institutional preparation and quality assurance for governmental interests or stakeholders.

The very specific is workload with pre-service or initial teacher terminology. Both meanings in terminology are meant pre-service teachers in preparation. Firstly, pre-service teachers may passively develop their theorem knowledge during institutional preparation. Quality and legal aspects are independent, and HE institutions have autonomy in module and programme implementation. The critical thing is credit donation for practice during pre-service preparation. Some programmes have moreless similar credit donation, but the length of practice is different. Those credit factors influence the motivation of mentors (in-service teachers) and quality assurance by supervising HE institutions, expecting outputs, e.g. portfolio after practice. The problem in pre-service practice is a guarantee of quality in preparation and activity coordination by HE institutions and schools. Findings show an intense stagnation in teachers' motivation to lead pre-service students as initial teachers during their practices. Secondly, most guarantors of practical modules in programmes have problems with institutional and legal coordination with a higher impact on the natural transition to a complex teacher during preparation. For example, in the Czech Republic and Poland are common issues with pre-service practice framework, which is usually unfunctional in daily school practice, where tasks overload teachers. In comparison with Ireland, which has a different framework and Policy, initial teachers and schools cooperate.

The quality is controlled and monitored on macro and micro levels. After graduation, students are fully accepted as teachers without needing further studies or certification. That is happening in the Czech Republic and Poland. Indeed, Ireland, is lurking for smooth transition via path and bridge model policy framework.



This one is unique and seems to work for many prepared teachers. In other countries such as Belgium and Spain, there are very dominant needs of changes in curricular framework for integration of mentoring into pre-service preparation, which is still voluntary. Those changes bring a quality of teachers' training, and many suggestions may be inspiring examples of the best practice.

All inspiring examples of the best practice have significant categories:

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- Theoretical preparation of pre-service teacher in programme,
- Pre-service teacher practice in a study programme,
- Missing transition stage in some countries and no legal transition period,
- Various quality of in-service teachers in mandatory practice for pre-service programmes,
- Lack of support in the mentoring framework is entirely missing in many countries, and its a voluntary part of the transition, except in Ireland.

			1: European... 143	2: European... 56	3: European... 60	4: European... 74	5: European... 89	Totals	
◆ Mentoring	15	103	40	5	20	20	18	103	
◆ Pre-service practice	18	106	41	7	11	8	39	106	
◆ Pre-service practice general	11	34	20	1	1	1	11	34	
◆ Transition meaning	8	145	38	13	25	37	32	145	
Totals			139	26	57	66	100	388	

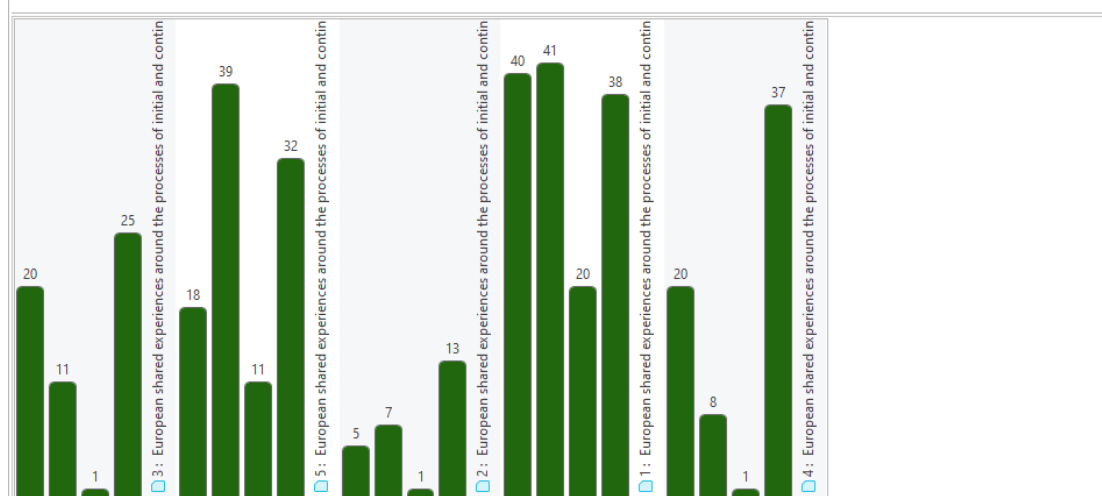


Figure 9 Mentoring gap in transition stage

Correlations between in-service cooperation and pre-service transition have been found in Spain and Ireland. Otherwise, Belgium, the Czech Republic, and Poland are needed improvements in mandatory transition stages, where is potential for a better understanding of mentoring importance and further cooperation with school environments.

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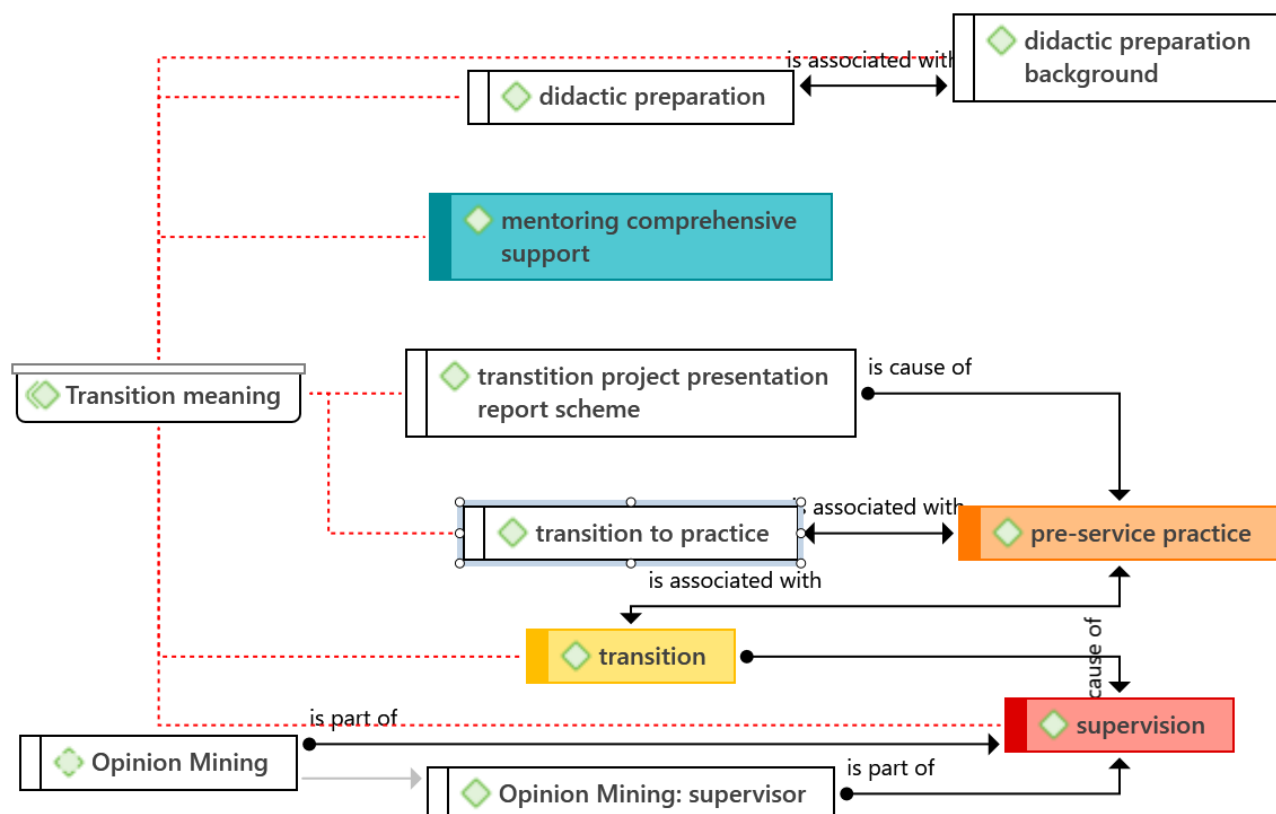


Figure 10 Transition and supervision importance to comprehensive mentoring support

The most critical factor for further model development is the need for transition, which is transferrable from institutional authority to process. School integration and teachers' natural enhancement may be led by organised support of offered hand of non-mandatory mentoring. Non-mandatory mentoring is working informally in schools, but the various quality shows a need for supervision not only after a pre-service teacher transition after graduation but also during in-service carrier. Teachers' development goes hand in hand with the quality of future mentors and supporters of teachers. The importance of intervention or administration help by the independent body or stakeholders are welcome.

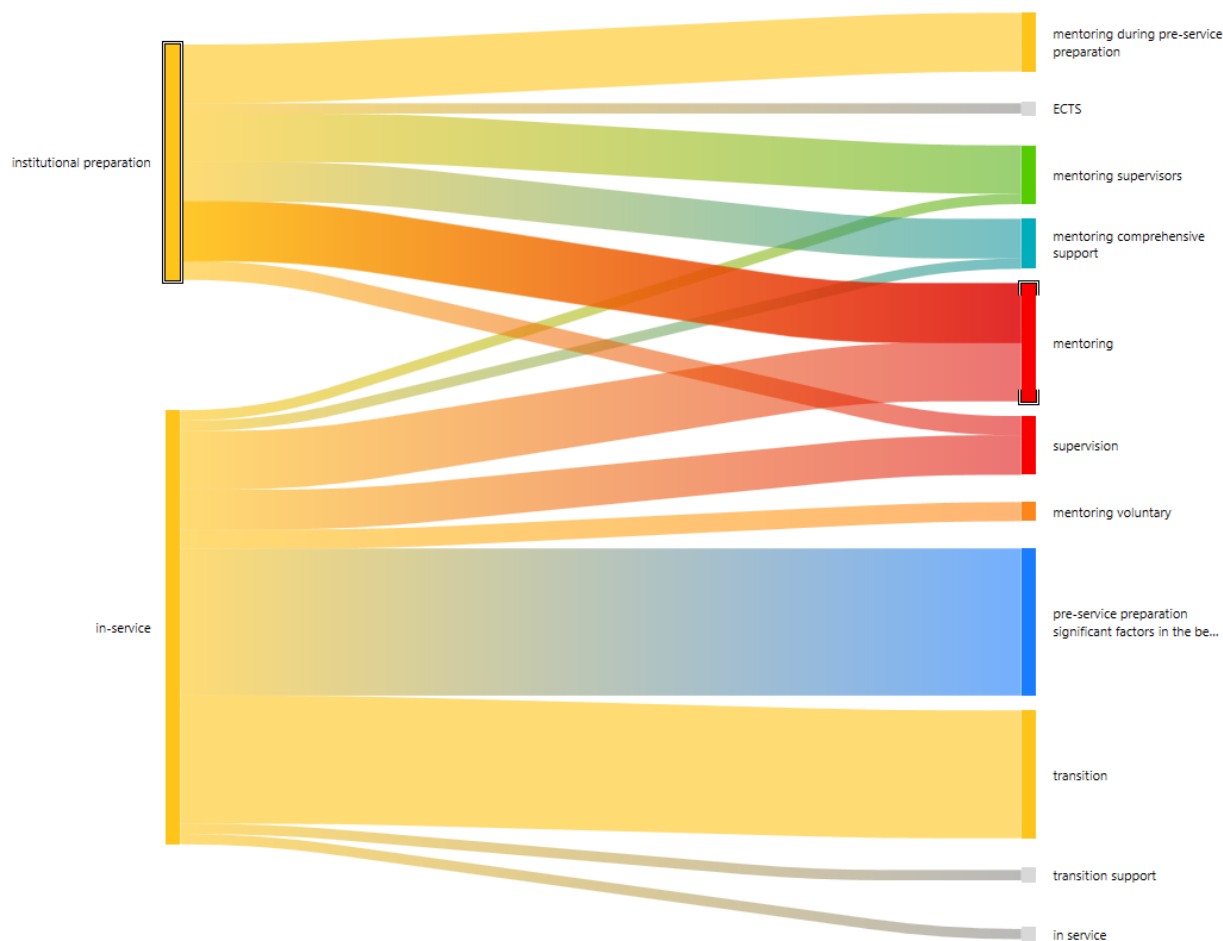


Figure 11 Sankey visualisation of institutional preparation and in-service limits

Transition success is influenced by partnership and supporting steps in pre-service preparation and school integration. Unfortunately, schools and in-service teachers in some stages are not reacting flexibly to the needs of the education system. Life-long learning, development courses or stakeholder support are essential factors for better transition in complex. Legal aspects and governmental support in Policy or supporting frameworks may lead to fragmented expectations and autonomy preparation by HE institutions that cannot progressively react to changes due to accredited programmes by local authorities and ministries—thankfully, involved schools to transition stage in voluntary mentoring offer excellent support for pre-service teacher integration. Without enthusiastic support and connections in daily practice, each mandatory legal expectation is unfunctional. School environment and support stand on people. In-service teachers' quality influences future teachers' quality in the transition and mentored stages. Schools are open partners in necessary transition same as HE institutions, stakeholders and government.



Conclusion

The first part of this document, oriented on Workpackage 2.1, outlines been presented as an overview of project partner countries.

The second part of this document has presented outputs and significant pre-service and in-service transition factors. The presented findings are mandatory for further project model development. Most legal aspects are pushing HE institutions to an uncomfortable role. Accredited programmes support complex teachers' preparation and help to develop theoretical and practical skills and knowledge. Some transition stages in preparation are mandatory and copy a system policy framework. Schools and in-service teachers are voluntary supporters of transition after pre-service graduation. Most in-service teachers can continue in life-long learning studies or various non-institutional courses.

The critical transition element is a way of mentoring. Mentoring to copy the ethos of school environment and initial teachers' habits. Furthermore, project model development has been categorised as needs from the best practice experiences in project partner countries. Challenges will be transferred to future project models and implemented to pre-service and in-service preparation handbook with an impact on all elements of a successful transition.

We would like to support the role of teachers in transition through bridge support on their journey to the profession. We offer a supporting hand via Digital platform, models and future outputs.

Thank you, all project partners, for your enthusiasm and effort in the best practice experience sharing.



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