



Teachers in Europe

Careers, Development and Well-being

Eurydice Report



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FOREWORD



Teachers are the front-line workers in education. Having motivated teachers is one of the essential prerequisites of a successful education system in which students from different backgrounds can flourish and reach their full potential. The transition from face-to-face to distance learning due to the global health crisis has further underlined the vital role of teachers in providing all students with equal and quality learning opportunities.

This crisis has shown the strengths of our education systems, but also weaknesses, and has taught us important lessons on how to adapt to the current context. The crisis required us to improve digital education and equip teachers with relevant and adequate skills. The crisis has also stressed the need to invest in joint efforts and further reinforce the amazing spirit of our education community across Europe. The more we cooperate, the more we can create new exciting opportunities. Among such opportunities are the Erasmus Teacher Academies and eTwinning, and teachers are essential for both initiatives. Erasmus Teacher Academies create communities of practice, notably on initial teacher education and continuous professional development, while eTwinning is a community in which teachers can learn how to adopt innovative teaching methods and support students while at home.

Our Communication on *achieving the European Education Area by 2025* puts teachers at the heart of education. We proposed concrete measures, such as a revised learning mobility framework enabling teachers to overcome obstacles and benefit from travelling abroad for learning purposes when COVID-19 restrictions will be lifted. The Commission also plans to develop a European guidance tool for the development of national career frameworks that support teachers' career progression.

This new report examines the key policy issues that have an impact on lower secondary teachers across Europe. The report connects qualitative Eurydice data on national policies and legislation with quantitative data from the Teaching and Learning International Survey (TALIS) on practices and perceptions of teachers. The analysis illustrates how national policies and regulations can contribute to enhancing and supporting the teaching profession.

I am confident that this report will be a great help to education policy makers and other stakeholders at national and European level. I hope that it will inspire and support the EU Member States to exchange best practices, to learn from each other and to work towards a strong and effective European Education Area.

Mariya Gabriel

Commissioner responsible for
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