

## EEPN

We are also a partner in the European Education Policy Network on Teachers and School Leaders. The European Education Policy Network (EEPN) chose to focus on how to make teacher and school leader careers more attractive in different European countries.

The aim of the research was to offer a basis for policy development and implementation at different governance levels as well as for informing the work of the European Commission (EC) on teacher and school leader careers for inclusive quality education in all European Union Member States. The research will form the basis for formulating and promoting policy recommendations in the field of teacher and school leader careers by EEPN later in 2019 and will also support the future work of EEPN until 2022.

According to European Council Recommendations 2018/C 195/01, Member States are to “support educational staff and teaching in order to enable educational staff to promote common values and deliver inclusive education, through

- measures to empower educational staff helping them convey common values, and promote active citizenship while transmitting a sense of belonging and responding to the diverse needs of learners; and
- promoting initial and continued education, exchanges and peer learning and peer counselling activities as well as guidance and mentoring for educational staff.”

Read more on our website

There are significant differences in nearly all aspects of organisation, planning, forms of support for novices and assessment in the systems of teacher induction in different European countries. However, the key to a successful start to a teaching career and a first step towards preventing early leaving from the profession is the presence of a system providing an induction period. There are differences – according to the traditions of a given school system – between the organisation of induction programmes. There is the dilemma of ‘balancing between autonomous institutions and a steering government’ (Snoek, 2011). There are also differences in the roles and training of mentors as well as in the roles of school heads and novices’ colleagues. There are major differences in the existence, structure and process of the final examination.

The network aspires to help its members to combine their forces and to work together in order to inform and facilitate the development and implementation of appropriate policies on teachers and school leaders at different governance levels in Europe – and to do this more richly and fully than any single one or all individual network members separately could achieve. The centrality of synergy in EEPN is clearly evident in its objectives. The first set of specific objectives of the network calls for

- creating and continuously developing a broad, sustainable and inclusive network;
- facilitating dialogue and co-operation among experts from policy, research and practice; and
- promoting and supporting continuous collaboration among partners in the network and with other relevant stakeholders at international, European, national, regional and local levels, including other networks and projects funded through EU programmes. Through this intensive and continuous collaboration and exchange, the network aims to promote and support evidence-informed policy-making.

The research has been developed by members of the European Education Policy Network (EEPN) project partnership, based on resources and examples identified by partnership members. The papers aim to

offer a policy and research framework for the analysis of practical examples of inspiring practice, especially for policy transfer and policy learning. Research carried out in interlinked fields that imply new roles and competences for teachers and school leaders in the digital age, feeds into the work of EEPN to formulate and promote policy recommendations in the field of teacher and school leader careers as well as to the future work of EEPN until 2023. The primary aim of this work, starting with desk research, is to promote co-operation, policy development and implementation at different governance levels. It supports the European Commission's policy work to assist teachers and school leaders by providing research evidence and evidence-based policy recommendations for European, national, regional and local levels. While EEPN members are aware of the width and depth of research in the field of digital age, these papers are distinctive as a result of the research process described in this report and are validated by this process as well. The researchers are aware of the multitude of new experiences emerging from school closures in 2020/21, but as they are yet to be properly researched, it is not the primary focus of the papers. However, as the digital age and its impact on schools are fast changing, these papers need to be read understanding that they were captured at a given time and with a certain scope.

More info at: <https://educationpolicynetwork.eu/>