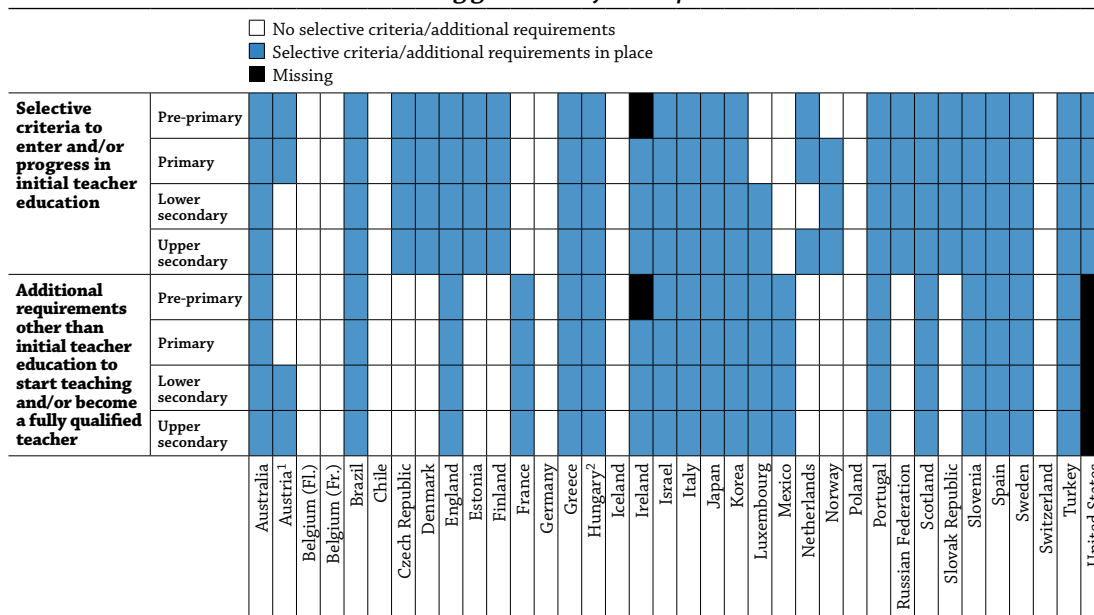


WHAT DOES IT TAKE TO BECOME A TEACHER?

- A master’s degree is required of pre-primary school teachers in only four of the 35 countries with available data, while it is required of upper secondary teachers, who teach general subjects, in 22 of the 36 countries with available data.
- In 27 of 36 OECD and partner countries, there are selective criteria to enter and/or progress in initial teacher education for at least one level of education, and in 20 countries there are other requirements, in addition to initial teacher education, before one can start teaching and/or become a fully qualified teacher.

Chart D6.1. Teacher selection (2013)

For teachers teaching general subjects in public institutions



1. Refers to teachers in academic secondary school only, for lower secondary education.

2. Year of reference 2014.

Source: OECD. Tables D6.1a, b, c and d. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

StatLink <http://dx.doi.org/10.1787/888933120404>

Context

The far-reaching economic and social changes in recent years have made high-quality schooling more important than ever before. Countries are no longer interested in merely getting an adequate supply of teachers, but also in raising the quality of learning for all. The latter can only be achieved if all students receive high-quality instruction. Teachers are central to school-improvement efforts: increasing the efficiency of schools depends to a large extent on ensuring that competent and motivated people want to work as teachers, and that they are effective in their jobs (OECD, 2005).

In order to attract the best candidates to the teaching profession, countries need to not only offer adequate pay, which, in turn, is evidence that teachers are valued by society, but also provide an environment in which teachers are given the autonomy to work as professionals and are given a direct role in school improvement.

In addition, prospective teachers should be provided with high-quality initial training. The types of qualifications, the duration of training and the programme content provided can influence the extent to which initial teacher education prepares teachers for their role. No matter how high the quality of pre-service training, initial training cannot be expected to prepare staff for all the challenges they will face throughout their careers. Given the changes in student demographics, the length of the careers that many teachers have, and the need to update knowledge and competencies, initial teacher education must be viewed as only the starting point for teachers’ ongoing development.

As many skills and pedagogies are best developed on the job, support should also be provided to teachers during the early stages of their careers, through induction and mentoring programmes, and later on, by offering incentives and resources to participate in ongoing professional development activities (see Indicator D7).

■ Other findings

- **Places in teacher education programmes, independent of the level of education, are limited by *numerus clausus* policies in approximately half of the countries with available data.**
- **The duration of teacher training for pre-primary education varies more than for any other level of education:** from two years for basic certification in Japan, to five years in Austria, Chile, France, Iceland and Italy.
- **Education programmes for pre-primary and primary teachers are typically organised according to the concurrent model, in which pedagogical and practical training are provided at the same time as courses in specific subject matter, while the consecutive model, in which pedagogical and practical training follow the courses in subject matter, is more widespread for lower and upper secondary teachers.**
- **In around 80% of countries with available data, prospective secondary teachers of general subjects must participate in a teaching practicum and attend courses in pedagogical studies/didactics, academic subjects and educational science studies.** Child/adolescent development studies are also mandatory in around two-thirds of the countries, and development of research skills is required in half of the countries.
- **Graduates from initial teacher education programmes, for all levels of education, can start teaching directly in around 70% of countries with available data.** In 20 countries, new teachers at all levels of education are fully qualified without further requirement.
- **Formal induction programmes are mandatory in about half of the countries with available data;** in most countries, staff from within the school are responsible for supporting beginning teachers.
- **There are alternative pathways into the teaching profession in around half of the countries with available data.** These are most often offered as specific training programmes in traditional teacher education institutions.

Analysis

Initial teacher education

Initial teacher training, together with other factors, such as the image and status of teaching in society, working conditions in the school, and the requirements for entry into pre-service training, influence the supply of prospective teachers, both in quantity and quality. In addition, the nature of entry requirements determines whether or not the teaching profession is open to attracting qualified candidates from diverse backgrounds.

D6

Selection into and during initial teacher education

The educational requirements for entry into initial teacher training differ little across OECD and partner countries. The minimum requirement is typically an upper secondary diploma. Only in Austria and the Slovak Republic can lower secondary graduates enter a teacher-training programme but only for teaching at the pre-primary level (Table D6.2c and Tables D6.2a, b and d, available on line).

In contrast, countries differ significantly in the additional criteria they apply for entry into initial teacher training. In approximately half of the countries with available data, places in teacher education programmes are limited by *numerus clausus* policies. In most countries these policies apply to programmes preparing teachers to teach at all levels of education (either to enter the first stage or at a later stage of initial teacher education). However, they only apply to one or some levels of education in Austria (pre-primary level only), Denmark (all levels except upper secondary teacher education), Germany and Ireland (primary and secondary teacher education), Luxembourg (for entry into a later stage of initial teacher education in secondary education only) and Spain (pre-primary and primary levels only).

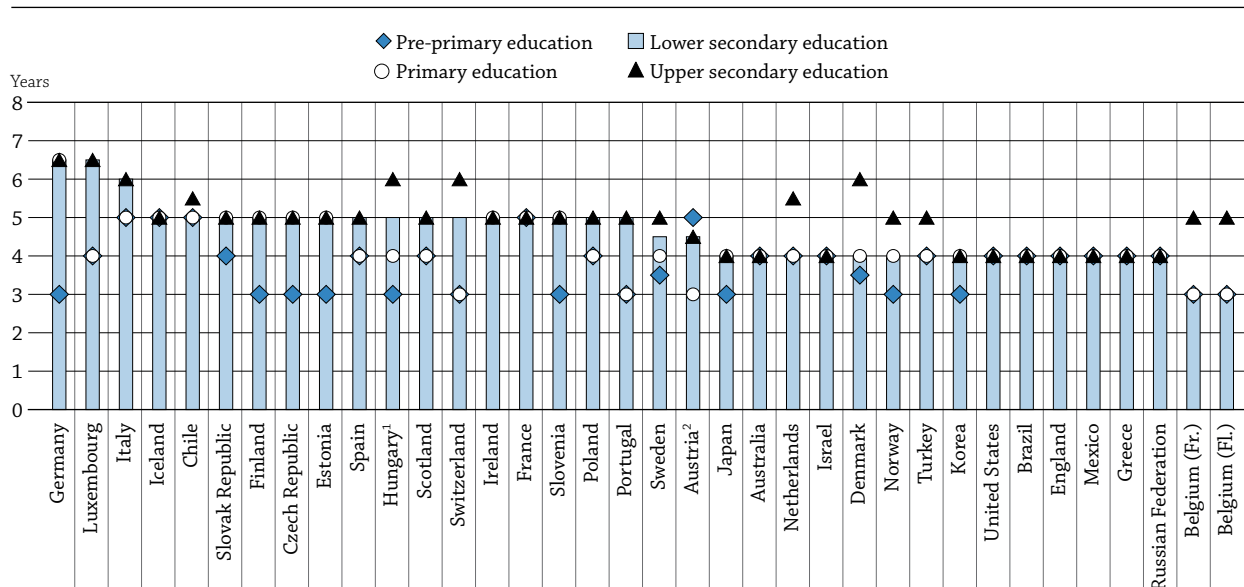
Selective criteria to enter initial teacher training, in addition to diploma requirements, are used in around two-thirds of countries with available data, for all levels of education. Most commonly, candidates are selected based on their secondary grade-point average. This is the case for prospective lower secondary teachers in 19 of the 32 countries with available data. In nine countries, selection for programmes for this level of education is based on an interview, and in another nine countries it is based on a competitive examination. In five countries, candidates must take a standardised test to check that they meet certain minimum requirements. In the vast majority of countries that use selective criteria, candidates are selected using a combination of criteria. Eighteen of the 23 countries that reported that selective criteria are used to grant access to lower secondary teacher programmes reported that more than one means of selection is used.

Selection into initial teacher education is similar for prospective teachers independent of the level of education they are going to teach. However, selective criteria used at a later stage to progress in initial teacher education are slightly more common for prospective teachers at the upper secondary level: for prospective pre-primary teachers, 9 of 35 countries with available data use such criteria; for general upper secondary teachers, 12 of 36 countries do.

Duration of initial teacher education

The duration of initial teacher training for pre-primary teachers ranges widely among the 35 countries with relevant data: from two years for basic certification in Japan, to five years in Austria, Chile, France, Iceland and Italy. In countries with data for both pre-primary and primary initial teacher education, the duration is similar in 22 countries, while it increases from the pre-primary to the primary level by half a year or one year in five countries and by two years in another four countries. In Germany, the duration of initial teacher training increases by 3.5 years between the two levels; only in Austria is initial teacher training shorter for primary teachers (3 years) than for pre-primary teachers (5 years) (Tables D6.1a, b, c and d).

For general lower secondary teachers, the duration of initial teacher education ranges from 3 years in Austria (for new secondary school and lower secondary school) and Belgium, to between 6 years and 6.5 years in Germany, Italy and Luxembourg. In the 36 countries with data for both lower secondary and upper secondary initial teacher training, the duration of these programmes is similar in 25 countries, while there are some variations in the remaining countries. In Chile, Hungary, Sweden, Switzerland and Turkey, upper secondary programmes are half a year or one year longer than lower secondary programmes; in Belgium, Denmark and the Netherlands they are one-and-a-half to two years longer. Initial teacher training for general upper secondary teachers ranges from 4 years in 10 countries to 6.5 years in Germany and Luxembourg (Chart D6.2).

Chart D6.2. Duration of initial teacher education (2013)*For teachers teaching general subjects in public institutions*

1. Year of reference 2014.

2. Refers to teachers in academic secondary school only, for lower secondary education.

Countries are ranked in descending order of the duration of initial teacher education for lower secondary teachers.

Source: OECD. Tables D6.1a, b, c and d. See Annex 3 for notes (www.oecd.org/edu/eag.htm).**StatLink** <http://dx.doi.org/10.1787/888933120423>

Organisation of initial teacher education

Broadly speaking, there are two models of teacher education: concurrent and consecutive. Education programmes for prospective pre-primary and primary teachers in OECD and partner countries are typically organised according to the concurrent model, in which pedagogical and practical training are provided at the same time as courses in subject matter. This is the case in 23 of the 35 countries with available data for prospective pre-primary teachers and 22 of 36 countries for prospective primary teachers. Only in Brazil, England and France is initial teacher education for both pre-primary and primary teachers mainly organised according to the consecutive model, i.e. pedagogical and practical training follow courses in subject matter. The pattern is different in education programmes for general lower and upper secondary teachers. In lower secondary teacher education (general subjects), in 13 of the 36 countries with available data, programmes are concurrent, but another 13 countries have both concurrent and consecutive programmes. For upper secondary teacher education (general subjects), only Finland, Greece, Japan, Poland, the Russian Federation and the Slovak Republic offer mainly concurrent programmes. In 16 of the 36 countries with available data, both concurrent and consecutive programmes are available, while in 13 countries, students first obtain a tertiary degree in one or more subjects before studying the theory and practice of education (the consecutive model) (Tables D6.1a, b, c and d).

Among the 12 OECD countries with available data on the requirements for vocational and general upper secondary teachers, half organise initial teacher education for secondary vocational teachers differently than they do for teachers of general subjects. In Austria, Belgium (French Community) and the Netherlands, pedagogical and practical training are provided at the same time as courses in subject matter for teachers of vocational subjects (i.e. concurrent model), while both the concurrent and the consecutive models of initial teacher education are available for prospective teachers of general subjects (Table D6.1d).

Deciding the content of initial teacher education programmes

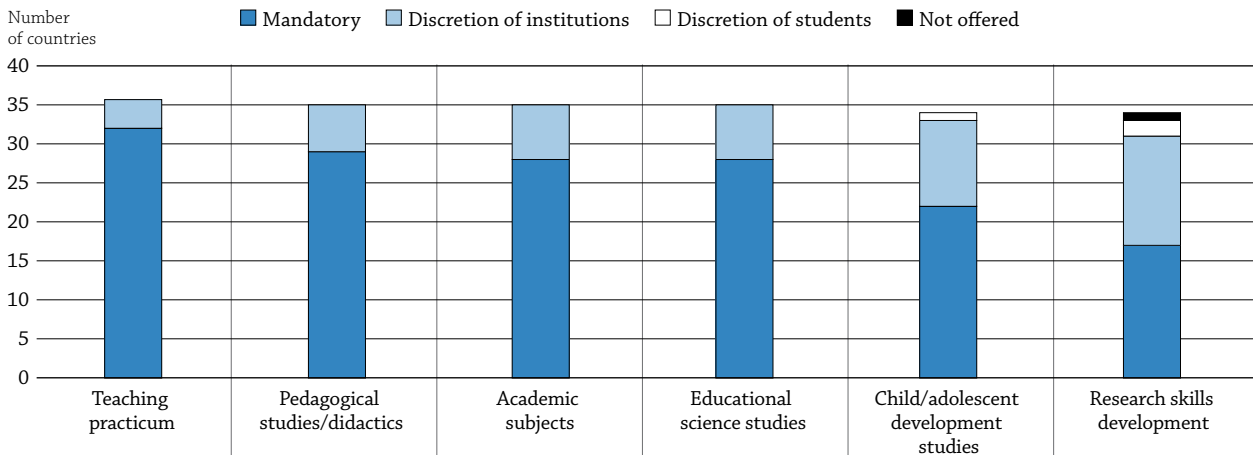
Higher education institutions are almost always responsible for designing the curriculum of initial teacher education. In Australia, Chile, the Czech Republic, Greece, Iceland, Mexico, Scotland and Turkey, they also play a role in setting a framework for content. In around two-thirds of the countries with available data, the central or state education authority sets a framework for the content of initial teacher education programmes; in around one-third of the countries, this authority is also responsible for accrediting initial teacher education programmes.

An independent body working on behalf of public authorities is also commonly involved in deciding the content of initial teacher education, most commonly to evaluate and/or accredit teacher education programmes (in around half of the countries). Teachers’ professional organisations or teachers’ unions provide advice and recommendations on the content of initial teacher education programmes in around half of the countries. In fewer than a third of the countries, schools and the inspectorate have a role in deciding the content of initial teacher education. Only in Brazil, Denmark, Finland (for the organisation of the teaching practicum), Korea, Norway and the Russian Federation are local, municipal, sub-regional and/or regional education authorities involved in deciding the content of initial teacher education (Tables D6.4a, b, c and d, available on line).

Content of initial teacher education

In the vast majority of OECD and partner countries, prospective lower secondary teachers of general subjects must receive courses in pedagogical studies/didactics, academic subjects, educational science studies and participate in a teaching practicum. These are compulsory elements in around 80% of countries with available data. Child/adolescent development studies are also mandatory in around two-thirds of the countries with available data, while elements to develop research skills are required in half of the countries with available data. In 14 of 32 countries, teacher training institutions decide whether they include development of research skills in teacher education or not (Chart D6.3 and Table D6.3c). The situation is similar for prospective upper secondary teachers of general programmes (Table D6.3d, available on line).

Chart D6.3. Content required for initial teacher training (2013)
For teachers teaching general subjects in public institutions, lower secondary education



Content areas are ranked in descending order of the number of countries reporting these areas as mandatory.

Source: OECD. Table D6.3c. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

StatLink <http://dx.doi.org/10.1787/888933120442>

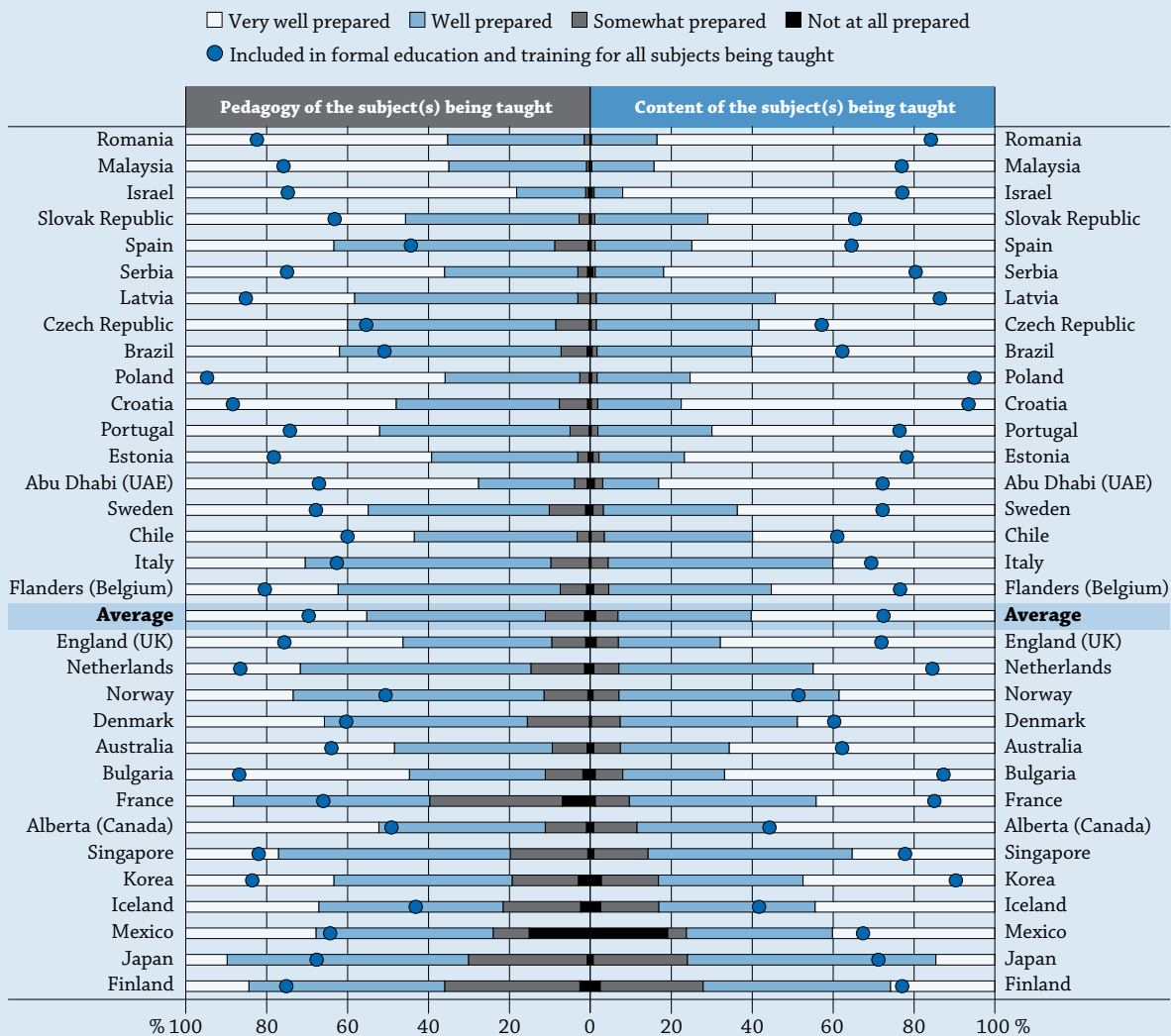
The content areas of initial teacher education differ little between those programmes aimed at teachers teaching general or vocational subjects, and between the different levels of education, except regarding academic subjects. For pre-primary school teachers, academic subjects are mandatory in 20 of the 33 countries with available data; however, as expected, mandatory academic subjects are more common for prospective teachers of general subjects at the upper secondary level (in 28 of 34 countries). In addition, courses in academic subjects are specific to prospective teachers at the pre-primary level in around two-thirds of countries and in around three-quarters of countries at the primary level; but only in one-third of countries at the upper secondary level. In around two out of three countries, there are common courses for all prospective teachers, regardless of the level of education they will teach. This may make it easier for teachers to move among the different levels of education (Table D6.3c and Tables D6.3a, b and d, available on line).

In Chile, France and the United States, the curriculum of teacher education is entirely at the discretion of teacher training institutions. However, from the academic year 2013/14, France has implemented a reform establishing the compulsory elements of initial teacher education.

Box D6.1. Do teachers receive formal content and pedagogical training and a practical component for some or all of the subjects they teach? Do they feel well-prepared for their work?

The structure, content and emphasis of initial teacher education all vary greatly across countries. Nevertheless, teacher education programmes usually include opportunities to develop practical experience alongside subject-matter and pedagogical training. According to the 2013 OECD Teaching and Learning International Survey (TALIS), most lower secondary teachers have received formal content and pedagogical training and a practical component for some or all of the subjects they teach. On average, 72% of teachers reported having received formal education that included content for all the subjects they teach. A further 23% of teachers reported having received prior content training for at least some of the subjects they teach.

Chart D6.a. Teachers’ feelings of preparedness for teaching (2013)
 Percentage of lower secondary education teachers who feel “very well prepared”, “well prepared”, “somewhat prepared” or “not at all prepared” for the content and the pedagogy of the subject(s) they teach and whether these were included in their formal education and training



Countries are ranked in ascending order, based on the percentage of teachers who feel “not at all prepared” or “somewhat prepared” for the content of the subject(s) being taught.

Source: OECD (2014), TALIS 2013 Results: An International Perspective on Teaching and Learning, TALIS, OECD Publishing.

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In Iceland and Alberta (Canada), fewer than half of the teachers (42% and 44%, respectively) reported that their formal education included content for all the subjects they teach, which indicates that a large proportion of teachers are teaching subjects in which they may not have been specifically prepared as part of their formal education. Some 70% of lower secondary teachers reported that their formal education included pedagogy for all the subjects they teach, and 23% reported receiving pedagogical training for some of the subjects they teach. Proportions are similar for practical components: on average, 67% of teachers reported that their formal education included classroom practice in all of the subjects they teach, while 22% reported it included practice in some of the subjects they teach.

In general, teachers find that their formal education prepared them well for their work as teachers. On average, 93% of teachers reported being well-prepared or very well-prepared to teach the content of the subjects they teach, and 89% feel well-prepared or very well-prepared in the pedagogy and the practical components of the subjects they teach. However, it is striking that around one in four teachers in Finland, Japan and Mexico does not feel prepared or feel only somewhat prepared to teach the content, pedagogy and practical components of the subjects they teach.

A teaching practicum is mandatory to teach at all levels of education in the vast majority of OECD and partner countries with available data. However, the required duration and the organisation of the practicum vary significantly. For prospective lower secondary teachers (general subjects), the teaching practicum is mandatory in 32 of the 36 countries with available data. In around half of the 22 countries with available data, the practicum typically lasts between 70 and 120 days. However, the teaching practicum is 40 days or fewer in Japan, Korea, the Russian Federation, Spain and Turkey, and at least 282 days in Germany. When a teaching practicum is a compulsory element of teacher education, mentor teachers from within the school are always responsible for supporting student teachers. In 27 of the 35 countries with available data, staff from the teacher education institution are also involved, and school management is involved in 20 countries. In contrast, only in Mexico and the United States is the local education authority also responsible for supporting student teachers; only in Mexico is the inspectorate also responsible (Table D6.3c).

Teachers' educational attainment

The qualification awarded after successfully completing teacher training not only signals the level of knowledge and skills that the new teacher has acquired, but it may also indicate the social status of teachers (OECD, 2005).

The qualification awarded at the completion of a teacher training programme for almost all reporting countries is a tertiary qualification. However, there is more variation in the qualification awarded to prospective pre-primary teachers. In the Slovak Republic, pre-primary teachers can start teaching with an upper secondary diploma; in Austria, they can begin teaching after a post-secondary non-tertiary (ISCED 4) education. In 25 of the 35 countries with available data, an individual can teach at this level of education after earning a tertiary-type A qualification at the end of initial teacher education; in 6 countries, prospective teachers earn a tertiary-type B qualification. In contrast, in 35 of the 36 countries with available data, a tertiary-type A qualification is required to teach general subjects at the upper secondary level (Tables D6.1a, b, c and d).

Only in England, France, Iceland and Italy is a master's degree required of pre-primary school teachers; in 11 of the 35 countries with available data a master's degree is required to teach at the primary level, and in 17 and 22 countries, respectively, it is required to teach general subjects at the lower secondary and upper secondary levels.

When requirements to teach vocational subjects differ from those to teach general subjects, it is most commonly because initial teacher education is shorter and a lower qualification is awarded. In eight countries, initial teacher education at the upper secondary level is shorter for vocational subjects; in six countries, prospective teachers are required to hold a bachelor's degree rather than a master's degree for general subjects (Table D6.1d).

Requirements to enter the teaching profession

Requirements for entry into the teaching profession are nearly identical for all levels of education, and between vocational and general subjects. In 25 of the 35 countries with available data, graduates from initial teacher education programmes can start teaching directly at the primary, lower secondary and upper secondary level, and in 24 of 34 countries at the pre-primary level. In 20 countries, new teachers at all levels of education are fully qualified without further requirement (Table D6.5c and Tables D6.5a, b and d, available on line).

In contrast, teacher candidates in Brazil, France, Korea, Mexico, Spain and Turkey must pass a competitive examination to start teaching. In Japan, candidates are required to both pass a competitive examination and acquire a licence, which is also true in Greece, where candidates must also pass a standardised test. In Luxembourg (pre-primary and primary levels), candidates must pass a competitive examination and a standardised language test in the three national languages. In Australia and Austria (academic secondary school, lower level and upper secondary level), candidates must acquire a licence to start teaching.

In 14 of the 35 countries with available data, passing a probation period is a requirement to become a fully qualified lower secondary teacher (general subjects). In England, Greece, Israel, Scotland and Sweden, new teachers must both acquire a licence and pass a probation period in order to become fully qualified.

Formal induction programmes

The quality of the professional experience in the early years of teaching is now seen as a crucial influence on whether or not a teacher remains in the profession. Well-designed induction and support programmes for beginning teachers can improve teacher retention rates and, more generally, enhance the effectiveness and job satisfaction of new teachers (OECD, 2005).

Formal induction programmes are mandatory in about half of the countries with available data and are similar for all levels of education. For teachers at the lower secondary level, for example, formal induction programmes are mandatory in 18 of the 33 countries with available data, and are at the discretion of schools in another eight countries. In most countries where these programmes are mandatory (13 of 18 countries), successful completion of the induction programme is required to obtain a full certification as a teacher. Only in Estonia, Japan, Korea and Mexico is induction mandatory without being linked to full certification of lower secondary teachers. The duration of induction programmes in the 20 countries with available data ranges from one month or less in Greece, Korea and Mexico, to 24 months in Hungary (the average is 10.6 months) (Table D6.5c and Tables D6.5a, b and d, available on line).

In most countries (23 of 25 countries with available data and induction programmes for lower secondary teachers), other teachers in the school serve as mentors; and in 21 of 25 countries, school management is also responsible for supporting beginning teachers. Persons from outside the school are less commonly involved in supporting new teachers: for example, staff from teacher education institutions are involved only in around one-third of the countries; and the inspectorate and the local education authority in only 4 countries. However, in around half of the countries with induction programmes and available data, induction is organised in collaboration between the school and the teacher education institution or the ministry.

In two out of three countries, there is no training requirement for people who provide support to new lower secondary teachers, but in some countries, these people are offered some sort of compensation. In 8 of the 21 countries with induction programmes and available data, they receive a salary allowance; in 3 countries they receive a time allowance.

Box D6.2. Do less-experienced teachers have access to and participate in formal induction programmes?

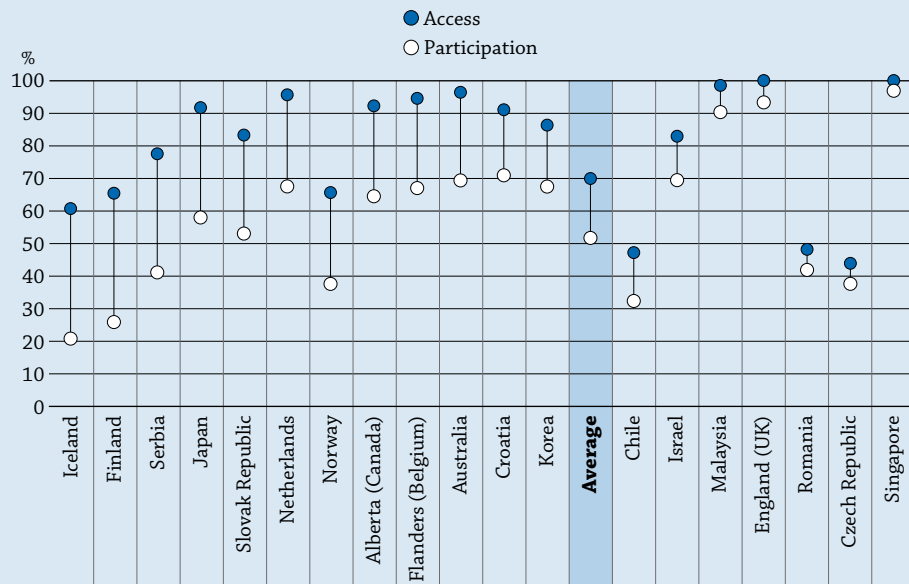
In order to accurately examine the association between the availability of and participation in induction programmes, what is needed is the participation rate of teachers who have access to induction programmes when they are eligible for such programmes (i.e. at the beginning of their career or when they join a new school). Unfortunately, TALIS did not gather such data. Thus, the analysis below focuses on teachers who have less than three years of experience as a teacher and who have been working in their current school for less than three years. Restricting the sample to these less-experienced teachers reduces the time that may have elapsed since they were first eligible for induction programmes and increases the chances that these teachers are still working in their first school (and for which principals' reports on the availability of induction programmes are available).

According to the 2013 TALIS survey, some 70% of less-experienced lower secondary teachers work in schools in which the principal reported that induction programmes are available, but only slightly more than half of these teachers reported having taken part in such programmes. This means that some teachers who have

...

access to induction programmes may not be taking advantage of them. In the Czech Republic, Malaysia, Romania, Singapore and England (United Kingdom), teachers' self-reported participation in induction programmes appears to match school principals' reports on the availability of these programmes, suggesting that most teachers take advantage of the induction programmes available to them.

Chart D6.b. New teachers' access to and participation in formal induction programmes (2013)
 Percentage of lower secondary education teachers who have less than three years of experience at their school and less than three years of experience as a teacher who are working in schools where the principal reports the following access to formal induction programmes and the percentage of teachers with the same characteristics who report having participated in formal induction programmes^{1, 2}



1. Data on access to induction programmes are derived from the principal questionnaire, while data on participation are derived from the teacher questionnaire. Teachers were asked about their participation in an induction programme in their first regular employment as a teacher.
 2. Data presented in this graph are for formal induction programmes only, meaning they do not consider participation in or access to informal induction activities not part of an induction programme or a general and/or administrative introduction to the school.
 Countries are ranked in descending order, based on the gap between access to and participation in induction programmes. Countries are not presented in this graph if the percentage of teachers with less than three years of experience at their school and less than three years of experience as a teacher is below 5%.

Source: OECD (2014), TALIS 2013 Results: An International Perspective on Teaching and Learning, TALIS, OECD Publishing.
 StatLink <http://dx.doi.org/10.1787/888933041459>

Alternative pathways into the teaching profession

Many countries offer pathways into the teaching profession for individuals with professional experience outside teaching and without teaching qualifications. These options may be developed as a response to teacher shortages or with the aim of broadening the recruitment base.

Alternative pathways exist in around half of countries with available data. Only a few countries were able to report the proportion of new teachers entering the profession through alternative pathways, but in Israel (at the pre-primary and upper secondary levels) and in England (at the primary and secondary levels) at least 10% of new teachers were side-entrants. In Belgium (French Community), side-entrants represented 12% and 20%, respectively, of all current teachers at the lower and upper secondary levels (Tables D6.6a, b, c and d, available on line).

Most countries with alternative pathways reported that some training in traditional teacher education institutions was required of alternative entrants, although it is also often possible to enter the teaching profession without specific training under certain conditions. Other alternative pathways include school-based or distance-learning training programmes. In the Netherlands, side-entrants can start teaching immediately after passing an aptitude test and, within two years, they receive tailored training and support to earn the full teaching qualification.

Definitions

Alternative pathways are mechanisms that grant entry into teaching for individuals with professional experience gained outside education and who do not hold full teaching qualifications. Individuals entering the teaching profession by alternative pathways are referred to as side-entrants.

Competitive examination refers to an examination organised by local, regional or national authorities in order to select applicants with the best results for a limited and fixed number of places for student teachers and/or for teachers for the public education system.

Concurrent model is an organisation of initial teacher education in which pedagogical and practical training are provided at the same time as courses in subject matter.

Consecutive model is an organisation of initial teacher education in which pedagogical and practical training follow courses in subject matter. Under this model students usually first obtain a tertiary degree (tertiary-type A or B) in one or more subjects before they study the theory and practice of education.

Credential or licence refers to a certification, licence, or similar document granted by a government agency or institution that attests that a teacher is qualified and meets standards to teach in the public education system. The requirements for a credential/licence exceed the education diploma.

Induction programme is defined as a range of structured and repeated activities to support the introduction into the teaching profession by, for example, mentoring by experienced teachers, peer work with other new teachers, etc. Induction programmes should be distinguished from a teaching practicum, which is part of initial teacher education.

Initial teacher education refers to the formal education and practical training that individuals must complete to obtain the diploma/degree required to become a public school teacher (excluding alternative pathways). Initial teacher education refers to both the study in particular field(s) of study and pedagogical and practical training, even when they are organised in consecutive stages.

Numerus clausus refers to the limited number of student positions for entry into initial teacher education.

Probation period refers to the employment status of starting teachers who get tenure on condition of satisfactory performance during a certain period. This mandatory work experience is required to be a licensed teacher in some countries.

Teaching practicum provides student teachers during their initial teacher education with a supervised/guided teaching experience where they can benefit from the instructional expertise of an experienced teacher.

Methodology

Data are from the 2013 OECD-INES Survey on Developing Teachers' Knowledge and Skills and refer to the school year 2012/13.

Notes on definitions and methodologies for each country are provided in Annex 3, available at www.oecd.org/edu/eag.htm.

Note regarding data from Israel

The statistical data for Israel are supplied by and are under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

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OECD (2014), *TALIS 2013 Results: An International Perspective on Teaching and Learning*, TALIS, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264196261-en>.

Tables of Indicator D6


StatLink  <http://dx.doi.org/10.1787/888933120252>

Table D6.1a	Initial teacher education and entry into the profession, pre-primary education (2013)
Table D6.1b	Initial teacher education and entry into the profession, primary education (2013)
Table D6.1c	Initial teacher education and entry into the profession, lower secondary education (2013)
Table D6.1d	Initial teacher education and entry into the profession, upper secondary education (2013)

WEB Table D6.2a Requirements to enter and progress in initial teacher education, pre-primary education (2013)

WEB Table D6.2b Requirements to enter and progress in initial teacher education, primary education (2013)

Table D6.2c Requirements to enter and progress in initial teacher education, lower secondary education (2013)

WEB Table D6.2d Requirements to enter and progress in initial teacher education, upper secondary education (2013)

WEB Table D6.3a Content of initial teacher education, pre-primary education (2013)

WEB Table D6.3b Content of initial teacher education, primary education (2013)

Table D6.3c Content of initial teacher education, for lower secondary education (2013)

WEB Table D6.3d Content of initial teacher education, for upper secondary education (2013)

WEB Table D6.4a Role of entities and levels of government in deciding content of initial teacher education programmes, pre-primary education (2013)

WEB Table D6.4b Role of entities and levels of government in deciding content of initial teacher education programmes, primary education (2013)

WEB Table D6.4c Role of entities and levels of government in deciding content of initial teacher education programmes, lower secondary education (2013)

WEB Table D6.4d Role of entities and levels of government in deciding content of initial teacher education programmes, upper secondary education (2013)

WEB Table D6.5a Entry into the teaching profession, pre-primary education (2013)

WEB Table D6.5b Entry into the teaching profession, primary education (2013)

Table D6.5c Entry into the teaching profession, lower secondary education (2013)

WEB Table D6.5d Entry into the teaching profession, upper secondary education (2013)

WEB Table D6.6a Alternative pathways into the teaching profession, pre-primary education (2013)

WEB Table D6.6b Alternative pathways into the teaching profession, primary education (2013)

WEB Table D6.6c Alternative pathways into the teaching profession, lower secondary education (2013)

WEB Table D6.6d Alternative pathways into the teaching profession, upper secondary education (2013)

Table D6.1a. Initial teacher education and entry into the profession, pre-primary education (2013)

In public institutions

	Total duration of initial teacher education, in years	Predominant organisation of initial teacher education	ISCED type of qualification awarded at the end of initial teacher education	For ISCED 5A qualification, level of the degree awarded	Existence of selective criteria for entry into initial teacher education	Existence of selective criteria to progress in initial teacher education	Graduates from initial teacher education can start teaching directly	New teachers become fully qualified/civil servants directly	Existence of formal induction programme	Existence of alternative pathways
	(1)	(2)	(4)	(5)	(8)	(9)	(10)	(11)	(12)	(13)
OECD										
Australia	4	Concurrent	5A	Bachelor	Yes	No	No	Yes	Discretion of schools	Yes
Austria	5	Concurrent	4	a	Yes	a	Yes	Yes	Not offered	No
Belgium (Fl.)	3	Concurrent	5B	a	No	a	Yes	Yes	Discretion of schools	Yes
Belgium (Fr.)	3	Concurrent	5B	a	No	a	Yes	Yes	Discretion of schools	Yes
Canada	m	m	m	m	m	m	m	m	m	m
Chile	5	Concurrent & consecutive	5A	Bachelor	No	No	Yes	Yes	Not offered	No
Czech Republic	3	Concurrent	5A	Bachelor	Yes	Yes	Yes	Yes	Discretion of schools	No
Denmark	3.5	Concurrent	5B	a	Yes	No	Yes	Yes	Discretion of schools	Yes
England	4	Consecutive	5A	Master	Yes	No	Yes	No	Mandatory	Yes
Estonia	3	Concurrent	5A	Bachelor	Yes	Yes	Yes	Yes	Mandatory	No
Finland	3	Concurrent	5A	Bachelor	Yes	a	Yes	Yes	Not offered	Yes
France	5	Consecutive	5A	Master	No	No	No	No	Mandatory	Yes
Germany	3	Concurrent & consecutive	5B	a	m	a	Yes	Yes	a	Yes
Greece	4	Concurrent	5A	Bachelor	Yes	a	No	No	Mandatory	No
Hungary ¹	3	Concurrent	5A	Bachelor	Yes	a	Yes	No	Mandatory	m
Iceland	5	Concurrent	5A	Master	No	No	Yes	Yes	Not offered	No
Ireland	m	m	m	m	m	m	m	m	m	m
Israel	4	Concurrent & consecutive	5A	Bachelor	Yes	Yes	Yes	No	Mandatory	Yes
Italy	5	Concurrent	5A	Master	Yes	a	Yes	No	Mandatory	No
Japan	2, 4	Concurrent	5B, 5A	a	Yes	a	No	Yes	Mandatory	Yes
Korea	2-4	Concurrent & consecutive	5B, 5A	a	Yes	a	No	Yes	Mandatory	No
Luxembourg	4	Concurrent	5A	Bachelor	No	a	No	No	Not offered	No
Mexico	4	Concurrent	5A	Bachelor	No	No	No	Yes	Mandatory	Yes
Netherlands	4	Concurrent	5A	Bachelor	No	Yes	Yes	Yes	Not offered	Yes
New Zealand	m	m	m	m	m	m	m	m	m	m
Norway	3	Concurrent	5A	Bachelor	No	a	Yes	Yes	Discretion of schools	Yes
Poland	5, 3	Concurrent	5A	Master, Bachelor	No	No	Yes	Yes	Not offered	Yes
Portugal	3	Concurrent & consecutive	5A	Bachelor	Yes	No	Yes	No	Not offered	No
Scotland	4	Concurrent & consecutive	5A	Bachelor	Yes	Yes	Yes	No	Mandatory	No
Slovak Republic	4	Concurrent	3	a	Yes	No	Yes	Yes	Mandatory	No
Slovenia	3	Concurrent & consecutive	5A	Bachelor	Yes	Yes	Yes	No	Discretion of schools	Yes
Spain	4	Concurrent	5A	Bachelor	Yes	a	No	No	Not offered	No
Sweden	3.5	Concurrent & consecutive	5A	Bachelor	Yes	a	Yes	No	Mandatory	Yes
Switzerland	3	Concurrent	5A	Bachelor	No	No	Yes	Yes	m	m
Turkey	4	Concurrent	5A	Bachelor	Yes	a	No	No	Mandatory	No
United States	4	Concurrent & consecutive	5A	Bachelor	Yes	Yes	m	m	Discretion of schools	Yes
Partners										
Brazil	4	Consecutive	5B	a	Yes	a	No	No	m	No
Russian Federation	4	Concurrent	5B	a	Yes	Yes	Yes	Yes	Not offered	Yes

Notes: Columns showing the duration of training for consecutive models (i.e. column 3), as well as percentages of new and current teachers who completed the initial teacher education (i.e. columns 6-7) are available for consultation on line (see *StatLink* below).

Federal states or countries with highly decentralised school systems may have different regulations in states, provinces or regions. Please refer to Annex 3 for additional information.

1. Year of reference 2014.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


StatLink  <http://dx.doi.org/10.1787/888933120271>

Table D6.1b. **Initial teacher education and entry into the profession, primary education (2013)***In public institutions*

	Total duration of initial teacher education, in years	Predominant organisation of initial teacher education	ISCED type of qualification awarded at the end of initial teacher education	For ISCED 5A qualification, level of the degree awarded	Existence of selective criteria for entry into initial teacher education	Existence of selective criteria to progress in initial teacher education	Graduates from initial teacher education can start teaching directly	New teachers become fully qualified/civil servants directly	Existence of formal induction programme	Existence of alternative pathways
	(1)	(2)	(4)	(5)	(8)	(9)	(10)	(11)	(12)	(13)
OECD										
Australia	4	Concurrent & consecutive	5A	Bachelor, Other	Yes	No	No	Yes	Discretion of schools	m
Austria	3	Concurrent	5A	Bachelor	Yes	a	Yes	Yes	Not offered	No
Belgium (Fl.)	3	Concurrent	5B	a	No	a	Yes	Yes	Discretion of schools	Yes
Belgium (Fr.)	3	Concurrent	5B	a	No	a	Yes	Yes	Discretion of schools	Yes
Canada	m	m	m	m	m	m	m	m	m	m
Chile	5	Concurrent & consecutive	5A	Bachelor	No	No	Yes	Yes	Not offered	No
Czech Republic	5	Concurrent	5A	Master	Yes	Yes	Yes	Yes	Discretion of schools	Yes
Denmark	4	Concurrent	5B	a	Yes	No	Yes	Yes	Discretion of schools	Yes
England	4	Consecutive	5A	Master	Yes	No	Yes	No	Mandatory	Yes
Estonia	5	Concurrent & consecutive	5A	Master	Yes	Yes	Yes	Yes	Mandatory	No
Finland	5	Concurrent	5A	Master	Yes	a	Yes	Yes	Not offered	Yes
France	5	Consecutive	5A	Master	No	No	No	No	Mandatory	Yes
Germany	6.5	Consecutive	5A	Master	No	No	Yes	Yes	m	Yes
Greece	4	Concurrent	5A	Bachelor	Yes	a	No	No	Mandatory	No
Hungary ¹	4	Concurrent	5A	Bachelor	Yes	a	Yes	No	Mandatory	m
Iceland	5	Concurrent	5A	Master	No	No	Yes	Yes	Not offered	No
Ireland	4, 6	Concurrent & consecutive	5A	Bachelor	Yes	Yes	Yes	No	Mandatory	No
Israel	4	Concurrent & consecutive	5A	Bachelor	Yes	Yes	Yes	No	Mandatory	Yes
Italy	5	Concurrent	5A	Master	Yes	a	Yes	No	Mandatory	No
Japan	4	Concurrent	5A	Bachelor	Yes	a	No	Yes	Mandatory	Yes
Korea	4	Concurrent	5A	Bachelor	Yes	a	No	Yes	Mandatory	No
Luxembourg	4	Concurrent	5A	Bachelor	No	a	No	No	Not offered	No
Mexico	4	Concurrent	5A	Bachelor	No	No	No	Yes	Mandatory	Yes
Netherlands	4	Concurrent	5A	Bachelor	No	Yes	Yes	Yes	Not offered	Yes
New Zealand	m	m	m	m	m	m	m	m	m	m
Norway	4	Concurrent	5A	Bachelor	Yes	a	Yes	Yes	Discretion of schools	m
Poland	5, 3	Concurrent	5A	Master, Bachelor	No	No	Yes	Yes	Not offered	Yes
Portugal	3	Concurrent & consecutive	5A	Bachelor	Yes	No	Yes	No	Not offered	No
Scotland	4	Concurrent & consecutive	5A	Bachelor	Yes	Yes	Yes	No	Mandatory	No
Slovak Republic	5	Concurrent	5A	Master	Yes	No	Yes	Yes	Mandatory	No
Slovenia	5	Concurrent & consecutive	5A	Master	Yes	Yes	Yes	No	Discretion of schools	Yes
Spain	4	Concurrent	5A	Bachelor	Yes	a	No	No	Not offered	No
Sweden	4	Concurrent & consecutive	5A	Master	Yes	a	Yes	No	Mandatory	Yes
Switzerland	3	Concurrent	5A	Bachelor	No	No	Yes	Yes	m	m
Turkey	4	Concurrent	5A	Bachelor	Yes	a	No	No	Mandatory	No
United States	4	Concurrent & consecutive	5A	Bachelor	Yes	Yes	m	m	Discretion of schools	Yes
Partners										
Brazil	4	Consecutive	5B	a	Yes	a	No	No	m	No
Russian Federation	4	Concurrent	5A	Bachelor	Yes	Yes	Yes	Yes	Not offered	Yes

Notes: Columns showing duration of training for consecutive models (i.e. column 3), as well as percentages of new and current teachers who completed the initial teacher education (i.e. columns 6-7) are available for consultation on line (see *StatLink* below).

Federal states or countries with highly decentralised school systems may have different regulations in states, provinces or regions. Please refer to Annex 3 for additional information.

1. Year of reference 2014.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


StatLink  <http://dx.doi.org/10.1787/888933120290>

Table D6.1c. Initial teacher education and entry into the profession, lower secondary education (2013)

In public institutions

	Type of subjects	Total duration of initial teacher education, in years	Predominant organisation of initial teacher education	ISCED type of qualification awarded at the end of initial teacher education	For ISCED 5A qualification, level of the degree awarded	Existence of selective criteria for entry into initial teacher education	Existence of selective criteria to progress in initial teacher education	Graduates from initial teacher education can start teaching directly	New teachers become fully qualified/civil servants directly	Existence of formal induction programme	Existence of alternative pathways	
		(1)	(2)	(4)	(5)	(8)	(9)	(10)	(11)	(12)	(13)	
OECD	Australia	General	4	Concurrent & consecutive	5A	Bachelor, Other	Yes	No	No	Yes	Discretion of schools	m
		Vocational	m	m	m	m	m	m	m	m	m	m
	Austria	All (Academic) ¹	4.5	Concurrent & consecutive	5A	Master	No	No	No	Yes	Mandatory	No
		All (New and Lower) ²	3	Concurrent	5A	Bachelor	Yes	a	Yes	Yes	Not offered	No
	Belgium (Fl.)	General	3	Concurrent	5B	a	No	a	Yes	Yes	Discretion of schools	Yes
		Vocational	m	Concurrent & consecutive	m	a	No	No	Yes	Yes	Discretion of schools	Yes
	Belgium (Fr.)	All	3	Concurrent	5B	a	No	a	Yes	Yes	Discretion of schools	Yes
	Canada	m	m	m	m	m	m	m	m	m	m	m
	Chile	All	5	Concurrent & consecutive	5A	Bachelor	No	No	Yes	Yes	Not offered	No
	Czech Republic	All	5	Concurrent & consecutive	5A	Master	Yes	Yes	Yes	Yes	Discretion of schools	Yes
	Denmark	All	4	Concurrent	5B	a	Yes	No	Yes	Yes	Discretion of schools	Yes
	England	All	4	Consecutive	5A	Master	Yes	No	Yes	No	Mandatory	Yes
	Estonia	All	5	Consecutive	5A	Master	Yes	Yes	Yes	Yes	Mandatory	No
	Finland	All	5	Concurrent	5A	Master	Yes	a	Yes	Yes	Not offered	Yes
	France	All	5	Consecutive	5A	Master	No	No	No	No	Mandatory	Yes
	Germany	All	6.5	Consecutive	5A	Master	No	No	Yes	Yes	m	Yes
	Greece	All	4	Concurrent	5A	Bachelor	Yes	a	No	No	Mandatory	No
	Hungary ³	All	5	Concurrent & consecutive	5A	Master	Yes	Yes	Yes	No	Mandatory	m
	Iceland	All	5	Concurrent	5A	Master	No	No	Yes	Yes	Not offered	No
	Ireland	All	5	Consecutive	5A	Bachelor	Yes	No	Yes	No	Mandatory	No
	Israel	All	4	Concurrent & consecutive	5A	Bachelor	Yes	Yes	Yes	No	Mandatory	Yes
	Italy	All	6	Consecutive	5A	Master	m	Yes	Yes	No	Mandatory	No
	Japan	All	4	Concurrent	5A	Bachelor	Yes	a	No	Yes	Mandatory	Yes
	Korea	All	4	Concurrent & consecutive	5A	Bachelor	Yes	a	No	Yes	Mandatory	No
	Luxembourg	General	6.5	Consecutive	5A	Master	No	Yes	Yes	No	Mandatory	No
		Vocational	6.5	Consecutive	5A	Master	No	Yes	Yes	No	Mandatory	Yes
	Mexico	General	4	Concurrent	5A	Bachelor	No	No	No	Yes	Mandatory	No
		Vocational	m	m	m	m	m	m	m	m	m	m
Netherlands	All	4	Concurrent	5A	Bachelor	No	No	Yes	Yes	Not offered	Yes	
New Zealand	m	m	m	m	m	m	m	m	m	m	m	
Norway	All	4	Concurrent & consecutive	5A	Bachelor	Yes	a	Yes	Yes	Discretion of schools	m	
Poland	All	5	Concurrent	5A	Master, Bachelor	No	No	Yes	Yes	Not offered	Yes	
Portugal	All	5	Concurrent & consecutive	5A	Master	Yes	No	Yes	No	Not offered	No	
Scotland	All	5	Concurrent & consecutive	5A	Bachelor	Yes	Yes	Yes	No	Mandatory	No	
Slovak Republic	All	5	Concurrent	5A	Master	Yes	No	Yes	Yes	Mandatory	Yes	
Slovenia	All	5	Concurrent & consecutive	5A	Master	Yes	Yes	Yes	No	Discretion of schools	Yes	
Spain	All	5	Consecutive	5A	Master	Yes	No	No	No	Not offered	No	
Sweden	All	4.5	Concurrent & consecutive	5A	Master	Yes	a	Yes	No	Mandatory	Yes	
Switzerland	All	5	Concurrent & consecutive	5A	Master	No	No	Yes	Yes	m	m	
Turkey	All	4	Concurrent	5A	Bachelor	Yes	a	No	No	Mandatory	No	
United States	All	4	Concurrent & consecutive	5A	Bachelor	Yes	Yes	m	m	Discretion of schools	Yes	
Partners	Brazil	All	4	Consecutive	5B	a	Yes	a	No	No	m	No
	Russian Federation	All	4	Concurrent	5A	Bachelor	Yes	Yes	Yes	Yes	Not offered	Yes

Notes: Columns showing the duration of training for consecutive models (i.e. column 3), as well as percentages of new and current teachers who completed the initial teacher education (i.e. columns 6-7) are available for consultation on line (see *StatLink* below).

Federal states or countries with highly decentralised school systems may have different regulations in states, provinces or regions. Please refer to Annex 3 for additional information.

1. "All (Academic)" refers to "Academic secondary school, lower level".

2. "All (New and Lower)" refers to "New secondary school and lower secondary school".

3. Year of reference 2014.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


StatLink  <http://dx.doi.org/10.1787/888933120309>

Table D6.1d. Initial teacher education and entry into the profession, upper secondary education (2013)

In public institutions

	Type of subjects	Total duration of initial teacher education, in years	Predominant organisation of initial teacher education	ISCED type of qualification awarded at the end of initial teacher education	For ISCED 5A qualification, level of the degree awarded	Existence of selective criteria for entry into initial teacher education	Existence of selective criteria to progress in initial teacher education	Graduates from initial teacher education can start teaching directly	New teachers become fully qualified/civil servants directly	Existence of formal induction programme	Existence of alternative pathways	
		(1)										(2)
OECD	Australia	General	4	Concurrent & consecutive	5A	Bachelor, Other	Yes	No	No	Yes	Discretion of schools	m
		Vocational	m	m	m	m	m	m	m	m	m	m
	Austria	General	4.5	Concurrent & consecutive	5A	Master	No	No	No	Yes	Mandatory	No
		Vocational	4	Concurrent	5A	Bachelor	Yes	a	Yes	Yes	Not offered	No
	Belgium (Fl.)	General	5	Consecutive	5A	Other	No	No	Yes	Yes	Discretion of schools	Yes
		Vocational	m	Concurrent & consecutive	m	a	No	No	Yes	Yes	Discretion of schools	Yes
	Belgium (Fr.)	General	5	Concurrent & consecutive	5A	Master	No	No	Yes	Yes	Discretion of schools	Yes
		Vocational	3	Concurrent	5B	a	No	No	Yes	Yes	Discretion of schools	Yes
	Canada	m	m	m	m	m	m	m	m	m	m	m
	Chile	All	5.5	Concurrent & consecutive	5A	Bachelor	No	No	Yes	Yes	Not offered	Yes
	Czech Republic	General	5	Concurrent & consecutive	5A	Master	Yes	Yes	Yes	Yes	Discretion of schools	Yes
		Vocational	m	Consecutive	5A	Bachelor	Yes	a	Yes	Yes	Discretion of schools	Yes
	Denmark	General	6	Consecutive	5A	Master	Yes	No	Yes	Yes	Discretion of schools	No
		Vocational	m	Consecutive	5B	a	No	No	Yes	Yes	Discretion of schools	No
	England	All	4	Consecutive	5A	Master	Yes	No	Yes	No	Mandatory	Yes
	Estonia	General	5	Consecutive	5A	Master	Yes	Yes	Yes	Yes	Mandatory	No
		Vocational	3	Consecutive	5A	Bachelor	Yes	Yes	Yes	Yes	Mandatory	No
	Finland	General	5	Concurrent	5A	Master	Yes	a	Yes	Yes	Not offered	Yes
		Vocational	4	Consecutive	5A	Bachelor	Yes	a	Yes	Yes	Not offered	m
	France	All	5	Consecutive	5A	Master	No	No	No	No	Mandatory	Yes
	Germany	All	6.5	Consecutive	5A	Master	No	No	Yes	Yes	m	Yes
	Greece	All	4	Concurrent	5A	Bachelor	Yes	a	No	No	Mandatory	Yes
	Hungary ¹	All	6	Concurrent & consecutive	5A	Master	Yes	Yes	Yes	No	Mandatory	m
	Iceland	General	5	Consecutive	5A	Master	No	No	Yes	Yes	Not offered	No
		Vocational	4	Consecutive	5A	Master	No	No	Yes	Yes	Not offered	No
	Ireland	All	5	Consecutive	5A	Bachelor	Yes	No	Yes	No	Mandatory	No
	Israel	All	4	Concurrent & consecutive	5A	Bachelor	Yes	Yes	Yes	No	Mandatory	Yes
	Italy	All	6	Consecutive	5A	Master	m	Yes	Yes	No	Mandatory	No
	Japan	All	4	Concurrent	5A	Bachelor	Yes	a	No	Yes	Mandatory	Yes
	Korea	All	4	Concurrent & consecutive	5A	Bachelor	Yes	a	No	Yes	Mandatory	No
	Luxembourg	General	6.5	Consecutive	5A	Master	No	Yes	Yes	No	Mandatory	No
		Vocational	6.5	Consecutive	5A	Master	No	Yes	Yes	No	Mandatory	Yes
Mexico	All	4	a	5A	Bachelor	No	No	No	Yes	Not offered	No	
Netherlands	General	5.5	Concurrent & consecutive	5A	Master	No	Yes	Yes	Yes	Not offered	Yes	
	Vocational	4	Concurrent	5A	Bachelor	No	No	Yes	Yes	Not offered	Yes	
New Zealand	m	m	m	m	m	m	m	m	m	m	m	
Norway	General	4-6	Consecutive	5A	Master	Yes	No	Yes	Yes	Discretion of schools	m	
	Vocational	3	Consecutive	5A	Bachelor	Yes	No	Yes	Yes	Discretion of schools	m	
Poland	All	5	Concurrent	5A	Master	No	No	Yes	Yes	Not offered	Yes	
Portugal	All	5	Concurrent & consecutive	5A	Master	Yes	No	Yes	No	Not offered	No	
Scotland	All	5	Concurrent & consecutive	5A	Bachelor	Yes	Yes	Yes	No	Mandatory	No	
Slovak Republic	All	5	Concurrent	5A	Master	Yes	No	Yes	Yes	Mandatory	Yes	
Slovenia	All	5	Concurrent & consecutive	5A	Master	Yes	Yes	Yes	No	Discretion of schools	Yes	
Spain	All	5	Consecutive	5A	Master	Yes	No	No	No	Not offered	No	
Sweden	General	5	Concurrent & consecutive	5A	Master	Yes	a	Yes	No	Mandatory	Yes	
	Vocational	1.5	Concurrent & consecutive	5B	a	Yes	a	Yes	No	Mandatory	Yes	
Switzerland	General	6	Concurrent & consecutive	5A	Master	No	No	Yes	Yes	m	m	
	Vocational	m	m	5A	Master	No	No	m	Yes	m	m	
Turkey	All	5	Concurrent & consecutive	5A	Bachelor	Yes	a	No	No	Mandatory	No	
United States	All	4	Concurrent & consecutive	5A	Bachelor	Yes	Yes	m	m	Discretion of schools	Yes	
Partners	Brazil	All	4	Consecutive	5B	a	Yes	a	No	No	m	No
	Russian Federation	All	4	Concurrent	5A	Bachelor	Yes	Yes	Yes	Yes	Not offered	Yes

Notes: Columns showing duration of training for consecutive models (i.e. column 3), as well as percentages of new and current teachers who completed the initial teacher education (i.e. columns 6-7) are available for consultation on line (see StatLink below).

Federal states or countries with highly decentralised school systems may have different regulations in states, provinces or regions. Please refer to Annex 3 for additional information.

1. Year of reference 2014.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


StatLink  <http://dx.doi.org/10.1787/888933120328>

Table D6.2c. Requirements to enter and progress in initial teacher education, lower secondary education (2013)

In public institutions

	Type of subjects	Cumulative years of education for entry into initial teacher education	Limited number of student positions for entry into initial teacher education (numerus clausus)	Selective criteria for entry into initial teacher education						Limited number of student positions for entry into a later stage of initial teacher education (numerus clausus)	Selective criteria at a later stage (to progress in initial teacher education)		
				Existence of selective criteria	Competitive examination	Standardised test	Grade point average from secondary schools	Interview	Other		Existence of selective criteria	Selection based on Competitive examination (E) or Standardised test (F) or Grade point average (G) or Interview (I) or Other (O)	
		(1)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	
OECD	Australia	General	13	No	Yes	No	No	Yes	No	Yes	No	a	
		Vocational	m	m	m	m	m	m	m	m	m	m	
	Austria	All (Academic) ¹	12	No	No	a	a	a	a	a	No	No	a
		All (New and Lower) ²	12	No	Yes	No	Yes	No	Yes	No	a	a	a
	Belgium (Fl.)	General	12	No	No	a	a	a	a	a	a	a	a
		Vocational	12	No	No	a	a	a	a	a	No	No	a
	Belgium (Fr.)	All	12	No	No	a	a	a	a	a	a	a	
	Canada	m	m	m	m	m	m	m	m	m	m	m	
	Chile	All	12	No	No	a	a	a	a	a	No	No	a
	Czech Republic	All	13	No	Yes	Yes	No	Yes	Yes	No	No	Yes	E, G, I
	Denmark	All	13	Yes	Yes	No	No	Yes	Yes	No	No	No	a
	England	All	13	Yes	Yes	No	No	Yes	No	Yes	No	No	a
	Estonia	All	12	No	Yes	No	No	No	Yes	No	No	Yes	I
	Finland	All	12	Yes	Yes	Yes	No	Yes	m	Yes	a	a	a
	France	All	12	No	No	a	a	a	a	a	No	No	a
	Germany	All	12	m	No	a	a	a	a	a	Yes	No	a
	Greece	All	12	Yes	Yes	Yes	No	Yes	No	No	a	a	a
	Hungary ³	All	12	Yes	Yes	No	No	Yes	Yes	No	No	Yes	G, I
	Iceland	All	14	No	No	a	a	a	a	a	No	No	a
	Ireland	All	13	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No	a
Israel	All	12	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	G, I	
Italy	All	13	m	m	m	m	m	m	m	Yes	Yes	m	
Japan	All	12	Yes	Yes	m	m	m	m	m	a	a	a	
Korea	All	12	Yes	Yes	Yes	Yes	Yes	Yes	No	a	a	a	
Luxembourg	All	13	No	No	a	a	a	a	a	Yes	Yes	E, T	
Mexico	General	12	No	No	a	a	a	a	a	No	No	a	
	Vocational	m	m	m	m	m	m	m	m	m	m	m	
Netherlands	All	11	No	No	a	a	a	a	a	a	No	a	
New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	
Norway	All	13	Yes	Yes	No	No	Yes	No	Yes	a	a	a	
Poland	All	12	No	No	a	a	a	a	a	No	No	a	
Portugal	All	12	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	G, I, O	
Scotland	All	13	No	Yes	m	No	Yes	Yes	No	Yes	Yes	I	
Slovak Republic	All	13	No	Yes	No	Yes	Yes	Yes	No	No	No	a	
Slovenia	All	13	Yes	Yes	No	No	Yes	No	No	Yes	Yes	G	
Spain	All	12	No	Yes	No	Yes	Yes	No	No	No	No	a	
Sweden	All	12	Yes	Yes	No	No	Yes	No	Yes	a	a	a	
Switzerland	All	13	No	No	a	a	a	a	a	No	No	a	
Turkey	All	12	Yes	Yes	Yes	No	Yes	No	No	a	a	a	
United States	All	12	No	Yes	m	m	m	m	m	No	Yes	m	
Partners	Brazil	All	12	No	Yes	Yes	m	m	m	No	a	a	
	Russian Federation	All	11	Yes	Yes	Yes	No	Yes	No	Yes	Yes	E	

Notes: Columns showing the minimum ISCED type of qualification for entry into initial teacher education (i.e. column 2), and individual columns for selective criteria to progress in initial teacher education (i.e. columns 13-17) are available for consultation on line (see *StatLink* below).

Federal states or countries with highly decentralised school systems may have different regulations in states, provinces or regions. Please refer to Annex 3 for additional information.

1. "All (Academic)" refers to "Academic secondary school, lower level".

2. "All (New and Lower)" refers to "New secondary school and lower secondary school".

3. Year of reference 2014.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


StatLink  <http://dx.doi.org/10.1787/888933120347>

Table D6.3c. [1/2] **Content of initial teacher education, for lower secondary education (2013)**
In public institutions

	Type of subjects	Academic subjects		Pedagogical studies/ didactics	Educational science studies	Child/adolescent development studies	Research skills development	
		Part of initial teacher education	Courses specific to prospective teachers	Part of initial teacher education	Part of initial teacher education	Part of initial teacher education	Part of initial teacher education	
								(1)
OECD	Australia	General	Mandatory	No	Mandatory	Mandatory	Mandatory	Discretion of institutions
	Vocational	m	m	m	m	m	m	m
	Austria	All (Academic) ^{1, 2}	Mandatory	No	Mandatory	Mandatory	Mandatory	Mandatory
		All (New and Lower) ^{1, 3}	Mandatory	Yes	Mandatory	Mandatory	Mandatory	Mandatory
	Belgium (Fl.)	General	Mandatory	Yes	Discretion of institutions	Discretion of institutions	Discretion of institutions	Discretion of institutions
		Vocational	m	m	Discretion of institutions	Discretion of institutions	Discretion of institutions	Discretion of institutions
	Belgium (Fr.) ¹	All	Mandatory	Yes	Mandatory	Mandatory	Mandatory	Mandatory
	Canada	m	m	m	m	m	m	m
	Chile	All	Discretion of institutions	No	Discretion of institutions	Discretion of institutions	Discretion of institutions	Discretion of institutions
	Czech Republic	All	Discretion of institutions	m	Mandatory	Mandatory	Mandatory	Discretion of institutions
	Denmark ¹	All	Mandatory	Yes	Mandatory	Mandatory	Mandatory	Not offered
	England	All	Mandatory	Yes	Mandatory	Discretion of institutions	Discretion of institutions	Discretion of institutions
	Estonia	All	Discretion of institutions	No	Mandatory	Mandatory	Discretion of institutions	Mandatory
	Finland	All	Mandatory	No	Mandatory	Mandatory	Discretion of institutions	Mandatory
	France	All	Discretion of institutions	No	Discretion of institutions	Discretion of institutions	Discretion of institutions	Discretion of institutions
	Germany ¹	All	Mandatory	No	Mandatory	Mandatory	Mandatory	Discretion of institutions
	Greece	All	Mandatory	Yes	Mandatory	Mandatory	Discretion of institutions	Discretion of institutions
	Hungary ^{1, 4}	All	Mandatory	Yes	Mandatory	Mandatory	Mandatory	Mandatory
	Iceland	All	Discretion of institutions	m	Discretion of institutions	Discretion of institutions	Discretion of institutions	Discretion of institutions
	Ireland ¹	All	Mandatory	No	Mandatory	Mandatory	Mandatory	Mandatory
	Israel ¹	All	Mandatory	Yes	Mandatory	Mandatory	Mandatory	Mandatory
	Italy	All	Mandatory	m	m	m	m	m
	Japan ¹	All	Mandatory	Yes	Mandatory	Mandatory	Mandatory	Discretion of students
	Korea	All	Mandatory	Yes	Mandatory	Mandatory	Discretion of institutions	Discretion of institutions
	Luxembourg	All	Mandatory	No	Mandatory	Mandatory	Mandatory	Mandatory
	Mexico ¹	General	Mandatory	Yes	Mandatory	Mandatory	Mandatory	Discretion of students
Vocational		Not offered	a	Not offered	Not offered	Not offered	Not offered	
Netherlands	All	Discretion of institutions	Yes	Discretion of institutions	Discretion of institutions	Discretion of institutions	Discretion of institutions	
New Zealand	m	m	m	m	m	m	m	
Norway	All	Mandatory	Yes	Mandatory	Mandatory	Mandatory	Mandatory	
Poland	All	Mandatory	No	Mandatory	Mandatory	Mandatory	Mandatory	
Portugal	All	Mandatory	Yes	Mandatory	Mandatory	Mandatory	Mandatory	
Scotland	All	m	m	Mandatory	Mandatory	Mandatory	m	
Slovak Republic	All	Mandatory	Yes	Mandatory	Mandatory	Mandatory	Discretion of institutions	
Slovenia ¹	All	Mandatory	Yes	Mandatory	Mandatory	Mandatory	Mandatory	
Spain ¹	All	Mandatory	No	Mandatory	Mandatory	Mandatory	Mandatory	
Sweden ¹	All	Mandatory	No	Mandatory	Mandatory	Mandatory	Mandatory	
Switzerland	All	Mandatory	No	Mandatory	Mandatory	m	Mandatory	
Turkey	All	Mandatory	Yes	Mandatory	Mandatory	Mandatory	Mandatory	
United States	All	Discretion of institutions	m	Discretion of institutions	Discretion of institutions	Discretion of institutions	Discretion of institutions	
Partners	Brazil ¹	All	Mandatory	No	Mandatory	Mandatory	Discretion of students	Discretion of institutions
	Russian Federation	All	Mandatory	Yes	Mandatory	Mandatory	Mandatory	Mandatory

Notes: Columns showing minimum number of academic subjects to be studied (i.e. column 2), requirements for dissertation based on students' own research (i.e. column 8), and whether there are common courses for all prospective teachers (i.e. column 17) are available for consultation on line (see *StatLink* below).

Federal states or countries with highly decentralised school systems may have different regulations in states, provinces or regions. Please refer to Annex 3 for additional information.

1. Typical total duration in days is estimated based on requirements in a different unit, i.e. number of hours, weeks, years or credits, for column 10. See Annex 3 for notes.

2. "All (Academic)" refers to "Academic secondary school, lower level".

3. "All (New and Lower)" refers to "New secondary school and lower secondary school".

4. Year of reference 2014.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


StatLink  <http://dx.doi.org/10.1787/888933120366>

Table D6.3c. [2/2] **Content of initial teacher education, for lower secondary education (2013)***In public institutions*

	Type of subjects	Teaching practicum								
		Part of initial teacher education	Typical total duration, in days	Main persons responsible for supporting student teachers						
				Mentor teachers from within the school	School management	Inspectorate	Staff from teacher education institution	Local education authority	Other	
(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)			
OECD	Australia	General	Mandatory	80	Yes	Yes	a	Yes	a	m
		Vocational	m	m	m	m	m	m	m	m
	Austria	All (Academic) ^{1, 2}	Mandatory	78	Yes	No	No	Yes	No	a
		All (New and Lower) ^{1, 3}	Mandatory	113	Yes	No	No	Yes	No	a
	Belgium (Fl.)	General	Mandatory	m	Yes	Yes	No	Yes	No	a
		Vocational	Mandatory	m	Yes	Yes	No	Yes	No	a
	Belgium (Fr.) ¹	All	Mandatory	120	Yes	No	No	Yes	No	a
	Canada	m	m	m	m	m	m	m	m	m
	Chile	All	Discretion of institutions	m	m	Yes	a	Yes	No	a
	Czech Republic	All	Discretion of institutions	m	Yes	No	No	No	No	No
	Denmark ¹	All	Mandatory	100	Yes	No	No	Yes	No	No
	England	All	Mandatory	120	Yes	No	No	Yes	No	a
	Estonia	All	Mandatory	50	Yes	Yes	a	Yes	No	a
	Finland	All	Mandatory	m	Yes	m	a	Yes	m	m
	France	All	Discretion of institutions	m	a	a	a	a	a	a
	Germany ¹	All	Mandatory	282-604	Yes	Yes	No	Yes	No	No
	Greece	All	Mandatory	m	Yes	No	No	Yes	No	No
	Hungary ^{1, 4}	All	Mandatory	120-140	Yes	Yes	a	Yes	No	a
	Iceland	All	Mandatory	105	Yes	Yes	No	No	No	a
	Ireland ¹	All	Mandatory	100	Yes	Yes	No	Yes	No	a
	Israel ¹	All	Mandatory	60	Yes	No	No	Yes	No	No
	Italy	All	Mandatory	m	Yes	Yes	No	Yes	No	Yes
	Japan ¹	All	Mandatory	20	Yes	Yes	a	No	No	a
	Korea	All	Mandatory	40	Yes	Yes	No	Yes	No	a
	Luxembourg	All	Mandatory	m	Yes	Yes	No	Yes	No	a
	Mexico ¹	General	Mandatory	m	Yes	Yes	Yes	Yes	Yes	No
Vocational		Discretion of students	a	a	a	a	a	a	a	
Netherlands	All	Mandatory	m	Yes	m	No	Yes	No	a	
New Zealand	m	m	m	m	m	m	m	m	m	
Norway	All	Mandatory	100	Yes	No	No	Yes	No	No	
Poland	All	Mandatory	m	Yes	Yes	No	No	No	a	
Portugal	All	Mandatory	160	Yes	No	No	No	No	No	
Scotland	All	Mandatory	90	Yes	Yes	No	Yes	No	a	
Slovak Republic	All	Mandatory	m	Yes	Yes	No	No	No	a	
Slovenia ¹	All	Mandatory	50-55	Yes	Yes	No	Yes	No	No	
Spain ¹	All	Mandatory	40	Yes	No	No	No	No	No	
Sweden ¹	All	Mandatory	100	Yes	No	No	Yes	No	No	
Switzerland	All	Mandatory	m	m	m	m	m	m	m	
Turkey	All	Mandatory	30	Yes	Yes	No	Yes	No	a	
United States	All	Discretion of institutions	m	Yes	Yes	m	Yes	Yes	m	
Partners	Brazil ¹	All	Mandatory	75	Yes	No	a	Yes	No	m
	Russian Federation	All	Mandatory	36	Yes	Yes	No	Yes	No	a

Notes: Columns showing minimum number of academic subjects to be studied (i.e. column 2), requirements for dissertation based on students' own research (i.e. column 8), and whether there are common courses for all prospective teachers (i.e. column 17) are available for consultation on line (see *StatLink* below).

Federal states or countries with highly decentralised school systems may have different regulations in states, provinces or regions. Please refer to Annex 3 for additional information.

1. Typical total duration in days is estimated based on requirements in a different unit, i.e. number of hours, weeks, years or credits, for column 10. See Annex 3 for notes.

2. "All (Academic)" refers to "Academic secondary school, lower level".

3. "All (New and Lower)" refers to "New secondary school and lower secondary school".

4. Year of reference 2014.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


StatLink  <http://dx.doi.org/10.1787/888933120366>

Table D6.5c. **Entry into the teaching profession, lower secondary education (2013)**
In public institutions

	Type of subjects	Graduates from initial teacher education can start teaching directly	Additional requirements to start teaching: Competitive examination (E) or Standardised test (T) or Credential or license (L) or Other (O)	New teachers become fully qualified/civil servants directly	Additional requirements to become fully qualified: Credential or license (L) or Probation period (P)(Typical duration in months) or Other (O)	Formal induction programme				
						Existence	Typical duration in months	Completion of induction programmes required to obtain credential/license	Organised in collaboration between the school and the teacher education institution/ministry	
		(1)	(2)	(7)	(8)	(13)	(14)	(15)	(16)	
OECD	Australia	General	No	L	Yes	a	Discretion of schools	m	No	m
		Vocational	m	m	m	m	m	m	m	m
	Austria	All (Academic) ¹	No	L, O	Yes	a	Mandatory	12	Yes	Yes
		All (New and Lower) ²	Yes	a	Yes	a	Not offered	a	a	a
	Belgium (Fl.)	General	Yes	a	Yes	a	Discretion of schools	m	No	No
		Vocational	Yes	a	Yes	a	Discretion of schools	m	No	No
	Belgium (Fr.)	All	Yes	a	Yes	a	Discretion of schools	m	No	m
	Canada	m	m	m	m	m	m	m	m	m
	Chile	All	Yes	a	Yes	a	Not offered	a	a	a
	Czech Republic	All	Yes	a	Yes	a	Discretion of schools	m	No	m
	Denmark	All	Yes	a	Yes	a	Discretion of schools	m	No	No
	England	All	Yes	a	No	L, P[12]	Mandatory	12	Yes	No
	Estonia	All	Yes	a	Yes	a	Mandatory	12	No	Yes
	Finland	All	Yes	a	Yes	a	Not offered	a	a	a
	France	All	No	E	No	P[12]	Mandatory	12	Yes	Yes
	Germany	All	Yes	a	Yes	a	m	m	m	m
	Greece	All	No	E, T, L	No	L, P[24]	Mandatory	1	Yes	Yes
	Hungary ³	All	Yes	a	No	P[24], O	Mandatory	24	Yes	No
	Iceland	All	Yes	a	Yes	a	Not offered	a	a	a
	Ireland ⁴	All	Yes	a	No	P[4.8], O	Mandatory	12	Yes	No
	Israel	All	Yes	a	No	L, P[10], O	Mandatory	10	Yes	Yes
	Italy ⁴	All	Yes	a	No	P[12], O	Mandatory	12	Yes	Yes
	Japan ⁴	All	No	E, L	Yes	a	Mandatory	12	No	Yes
	Korea ⁴	All	No	E	Yes	a	Mandatory	0.25	No	No
	Luxembourg	All	Yes	a	No	P[24], O	Mandatory	18	Yes	Yes
	Mexico ⁴	General	No	E	Yes	a	Mandatory	0.5	No	Yes
		Vocational	m	m	m	m	m	m	m	m
	Netherlands	All	Yes	a	Yes	a	Not offered	a	a	a
	New Zealand	m	m	m	m	m	m	m	m	m
	Norway	All	Yes	a	Yes	a	Discretion of schools	12	No	No
	Poland	All	Yes	a	Yes	a	Mandatory	9	No	No
	Portugal	All	Yes	a	No	P[12], O	Not offered	a	a	a
Scotland	All	Yes	a	No	L, P[10]	Mandatory	10	Yes	Yes	
Slovak Republic	All	Yes	a	Yes	a	Mandatory	10	Yes	No	
Slovenia	All	Yes	a	No	L	Discretion of schools	10	No	Yes	
Spain	All	No	E	No	P[3-12]	Not offered	a	a	a	
Sweden ⁴	All	Yes	a	No	L, P[11]	Mandatory	11	Yes	No	
Switzerland	All	Yes	a	Yes	a	m	m	m	m	
Turkey	All	No	E	No	P[12]	Mandatory	12	Yes	Yes	
United States	All	m	m	m	m	Discretion of schools	m	m	m	
Partners	Brazil ⁴	All	No	E	No	P[36], O	m	m	m	
	Russian Federation	All	Yes	a	Yes	a	Not offered	a	a	

Notes: Individual columns showing the additional requirements to start teaching (i.e. columns 3-6) and to become fully qualified (i.e. columns 9-12), main persons responsible for supporting beginning teachers (i.e. columns 17-22), their required training and compensation (i.e. columns 23-24), and the percentage of teachers leaving the profession within the first 5 years (i.e. column 25) are available for consultation on line (see *StatLink* below).

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2. "All (New and Lower)" refers to "New secondary school and lower secondary school".

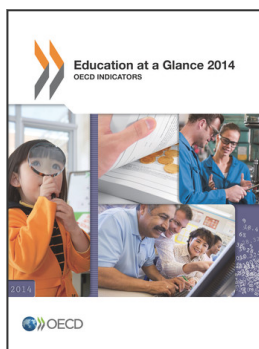
3. Year of reference 2014.

4. Typical total duration in months is estimated based on requirements in a different unit, i.e. number of hours, weeks, years or credits, for column 8, 11 and/or 14. See Annex 3 for notes.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

Please refer to the *Reader's Guide* for information concerning the symbols replacing missing data.

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