

# Innovating Teacher Training in Primary Education: Cross-National Lessons from Cyprus and the United Kingdom

**Dr. Maria Karamanidou**

*University of Limassol, Cyprus*

## **Abstract**

Teacher training is a critical driver of primary education quality, yet approaches vary widely across national systems. This paper presents a systematic analysis of innovative models of teacher preparation and professional development in Cyprus and the United Kingdom. Using a qualitative research design, the study draws on semi-structured interviews with teacher educators, school leaders, and trainee teachers, complemented by document analysis of national frameworks. A thematic coding approach was employed to identify patterns of innovation across both contexts. Findings highlight areas of convergence, including the growing emphasis on school-based placements, structured mentoring, and digital professional learning. Divergences emerged in the degree of formalisation: UK programmes often embed innovation through accountability frameworks and university-school partnerships, while Cypriot models emphasise relational, community-driven practices within resource-constrained environments. The analysis suggests that hybrid models combining the structured accountability of the UK with the relational adaptability of Cyprus can strengthen teacher preparation globally. The paper offers implications for policymakers, school leaders, and teacher educators seeking to design sustainable, context-sensitive training pathways that foster innovation in primary education.

**Keywords:** teacher training, innovation, primary education, comparative education, Cyprus, United Kingdom, qualitative research