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Education & Employment / Education Policy:

Draft Resolution on the Future of the Teaching Profession

Proposed by: Executive Board
Original language: English

The 6th Education International (EI) World Congress meeting in Cape Town, South Africa, from 22nd to 26th July 2011:

1. **Asserts** its belief that high-quality education is a fundamental human right for all students, and that, at the heart of education are teachers; that teachers help young people to think and acquire knowledge, to stay healthy and develop socially, and to make sense of and contribute to society and, above all, that teachers inspire students to fulfil their potential:
2. **Recognises** that, fundamental to the work and purpose of Education International are the aspirations of millions of teachers globally, the vast majority of whom are members of affiliate unions; that Education International's core purpose is to represent the interests of those teachers on the global stage and to provide support and advice to member organisations in their activities nationally and within federations with states and governments:
3. **States** its profound belief that a key mission and purpose of EI is to promote, campaign and fight for a teaching profession globally which is self-confident and supported in acquiring the knowledge, skills and understanding necessary to stay ahead in the changing world and for a teaching profession globally which is supported also by pay, compensation and conditions of service arrangements which sustain and maintain the lives of its members, their role in society and their status with comparable professions:
4. **Noting** that the purpose of this resolution is to provide a focus on the work of Education International in formulating a strategy for the future of the teaching profession:
5. **Recognising** that many governments and international organisations are turning their attention currently towards the work of teachers in the classroom and of school leaders and, that the temptation for some governments is to adopt punitive models for teacher effectiveness, including the casualisation of teacher contracts and the adoption of financial incentives for individual teachers to achieve high levels of pupil performance against specific test and examination results, accompanied by the threat of dismissal if specific targets are not met, and, that this is often accompanied by the use of high-stakes institutional evaluation, based on narrow measures, such as those above:
6. **Recognising** that such approaches corrode teachers' self-confidence and their sense of self-efficacy and they undermine, not enhance, students achievement, as well as leading to further class-room inequality and a focus on the intellectual at the expense of the emotional intelligence of students
7. In the face of these punitive approaches, **Congress decides** to mandate the Executive Board to develop a strategy of advocacy for the teaching profession based on the principles set out in the Annex to this resolution, and to prepare, as a matter of urgency, a paper for member organisations for use in negotiations with their governments, recognising that Education International's principles for the future of the teaching profession are integral to Education International's education policy – "Building the Future through Quality Education".

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ANNEX:

Principles for a Strategy of advocacy for the Future of the Teaching Profession

- a. Without a confident, pro-active teaching profession, secure in its status and learning, the goal of a high-quality education system will not be achievable for any government.
- b. Teachers and their organisations should be viewed by governments as equal partners, independent but committed to the common endeavour of achieving successful education systems.
- c. Teachers and their school communities globally have much to learn from each other. EI will support and help its affiliates to build bridges between schools and their communities:

An Entitlement Curriculum

- d. Students should be entitled to a curriculum which covers literacy, numeracy, the sciences, the arts, the humanities, life-skills, foreign languages and sporting activities. The curriculum should address the social and emotional needs of students, as well as preparing them for adult life and the world of work.
- e. Where governments seek to establish national curricula, they should develop them with teachers and their organisations.

Evaluation

- f. The evaluation of students should be diagnostic. It should identify the next steps for students in their learning and provide meaningful information for parents, teachers and students themselves. The results of student evaluation should not be used to evaluate teachers and schools as institutions.
- g. The evaluation of teachers should be based on appraisal which identifies teachers' strengths and development needs. Teachers should feel that they can be honest about their professional needs, as well as their strengths, without being penalised. There is no evidence that individual financial incentives, such as performance-related pay, works in schools. There is a great deal of evidence that appraisal linked to identifying and providing high-quality professional development for teachers has positive effects.
- h. The evaluation of schools should focus on celebrating strengths and embedding ownership of improvement by school communities where improvements are needed. School evaluation should encourage innovation and creativity and be owned by school communities.
- i. System-wide evaluation by governments of their educational provision should be achieved by anonymous sampling mechanisms.

School Leadership

- j. Positive and effective school leadership is vital to high-quality education systems. Governments should focus on working with teachers and their organisations to develop new forms of leadership which enhance the capacity of schools to innovate and the confidence of teachers to develop their own practice;

Teachers' Pay, Compensation and Conditions of Service

- k. Teachers' pay, pension schemes, conditions of service and job security should be comparable to those which apply to other professions requiring a similar level of qualifications and should be

112 sufficient to recruit and retain high calibre candidates to the profession and encourage them to
113 remain in the profession;

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115 I. Without the contribution of teachers and their organisations to the debate about the future of the
116 teaching profession, governments will be undermined in their attempts to develop their education
117 systems. It is essential that teacher organisations play a central role in developing future
118 strategies for teachers.

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120 **The Need for All Governments to Have Strategies for their Teaching Professions**

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122 m. Many governments do not have a long-term strategy for their teaching profession. They assume
123 that once appointed, teachers can continue to teach over time without development and support.
124 Governments should consider adopting the following components in any strategy for their
125 teachers.

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127 n. Continuing professional development and learning should be generated and owned by teachers
128 and should be a career-long entitlement.

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130 o. Teacher evaluation approaches should be developed which teachers can trust and which provide
131 effective feedback and practical professional development.

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133 p. Teachers should be able to draw on and contribute to sources of good pedagogic practice.

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135 q. Teachers should be at the centre of, advising on and carrying out educational research.

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137 r. Government and state education policies should factor in the views of teachers, both in the
138 development of new policies and the implementation of new ones.

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140 s. Governments should commit themselves to checking consistently whether their policies are
141 enhancing the self-efficacy of teachers.

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143 t. There should be a continuum of high-quality initial teacher education and teachers' continuing
144 professional development. The education of teachers should be of the highest quality and to
145 postgraduate level. It should be followed by a period of structured induction into the profession
146 and teachers should be supported throughout their careers by continuing professional
147 development and learning.

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149 u. Where professional teaching councils are established on a national basis, teachers should be at
150 the centre of deciding the nature and remit of those councils.

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152 v. Teachers' organisations should be at the centre of the debate with governments and states about
153 the nature and purposes of student, teacher, institutional and system-wide evaluation.