



DRAFT Resolution on the Teaching Profession

Submitted for adoption by the ETUCE Committee to the ETUCE Conference, the Regional Conference of Education International, meeting in Budapest on 26-28 November 2012

In line with the Resolution on the Future of the Teaching Profession adopted by the 6th EI Congress in Cape Town in 2011, the ETUCE Conference in Budapest, on 26-28 November 2012

Acknowledges that

1. Education is a human right and public good. A highly valued teaching profession is prerequisite for providing high quality education for all which is itself a prerequisite for social cohesion and democratic citizenship. It is, therefore, of the utmost importance to protect and promote the teaching profession.
2. Cuts in education budgets in several countries in Europe, as a result of the economic and financial crisis, have seriously undermined the salary, working conditions and job security of teaching staff, and are used as an excuse by some governments and public authorities to pursue other political agendas.
3. Taking into consideration the negative effects of the crisis on the teaching profession, the European Union and the Council of Europe focus increasingly on improving the quality of teaching, developing higher quality teacher education and raising standards in teaching.
4. The teacher profession lacks attractiveness and suffers from enormous shortages, which will be an increasing problem in the future. Professional salary levels, decent pensions and working conditions are necessary to make teaching an attractive career option.
5. EU initiatives on mobility and recognition of professional qualifications of teachers should respect the national competences to regulate standards of teaching.
6. In some countries in Europe women teachers work mostly with the youngest students and receive lower salaries than those working with older students, who are mainly men, while according to European Union legislation women teachers should receive equal pay for equal work or work of equal value.
7. The teaching profession should be respected and valued by society and, especially, by governments. In this context, it is crucial that teachers' pay, pension schemes, conditions of service, job security and learning opportunities are equivalent to those in other professions requiring a similar level of qualifications and that these are sufficient to recruit high calibre candidates to the profession and encourage them to remain in the profession.



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8. It is essential that teachers and teacher trade unions are recognised by governments as equal partners in developing education systems, providing an independent professional view but committed to the common endeavour of achieving successful education systems.
9. Teachers and teacher trade unions should have a permanent and central role in national and European decision making on developing education policies, especially on pedagogical issues and on curricula. They should also have formal consultative status in relation to budgetary issues.
10. Teachers should be allowed to work with professional autonomy and develop school curricula appropriate to their circumstances, within flexible national frameworks.
11. A supportive environment in schools and collegiality among teachers are significant elements in the provision of high quality education at school level.
12. Teachers are struggling with increasing workloads and a rising level of violence from pupils, parents and other third-parties. These physical and/or psychological threats endanger the teachers and lead to work-related stress which may cause burn-out and other illnesses. It is important, therefore, that all teachers in Europe have the right to sabbatical leave and flexible working hours.
13. Governments and local authorities should include teachers and teacher trade unions in developing democratic leadership at school level, which enhances the capacity of schools to innovate and reinforces the confidence of teachers to reflect on and develop their own pedagogical practices.
14. In order to assure quality education, teachers' self-evaluation and institutional evaluation are essential. School evaluation should encourage innovation and creativity and be owned by school communities. Student evaluation should not be used to evaluate teachers and/or schools as institutions.
15. All teachers should have access to integrated high quality initial education, high quality induction and continuous professional development throughout their careers.
16. Teachers should be encouraged to become involved in devising and carrying out educational research.

Calls on the European institutions and governments

1. To maintain and increase the level of public investment in education at all levels, in order to ensure that high quality education is available for all as a human right and a public good.
2. To improve the quality of teaching by developing high quality and innovative teacher education and by raising standards of teaching, especially through extending the pedagogic use of ICT, with the help of skilled and experienced teachers and also by involving teachers in research studies on the quality of teaching.



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3. To ensure that all teachers, both men and women and on an equal basis, receive rewarding salaries and appropriate, healthy and safe working conditions, including the right to sabbatical leave and flexible working hours, equivalent to those in other professions requiring a similar level of qualifications.
4. To consider teacher trade unions as equal partners in relation to developments affecting the education sector and provide them with a permanent and central role in national and European decision making on developing education policies in the framework of social dialogue and collective bargaining at national and European level.
5. To protect and support academic freedom for teachers and flexibility in the definition of national curricular frameworks at all levels of education in order to provide opportunities for the professional advice of teachers.
6. To develop policies to encourage a supportive environment at institutional level for democratic school leadership.
7. To involve teachers and teacher trade unions in setting up evaluation schemes for teachers which identify teachers' strengths and development needs and are not designed to be punitive.
8. To ensure that all teachers have access to integrated free high quality initial education, induction and continuous professional development.