

## BREAKOUT SESSION REPORT – QUALITY TEACHERS

The Breakout session on Quality Teachers for Quality Education was part of a global consultation carried out by EI to develop our very first policy on Quality Working Conditions. With it, Asia-Pacific is implementing a resolution we adopted unanimously in our World Congress in Ottawa, that asks us to reflect on what is our vision of quality terms and employment and working conditions.

Colleagues, the goal of our session was to reflect on the issues facing our profession and to articulate our vision, our solutions. It emerged from the discussions that in our countries, despite the obvious differences and the unique context in which we work, our challenges are common. We have identified various pressing issues that require our attention. These are related to access to the profession and to the retention of trained teachers, that is, the attractiveness of our profession.

As for the issues affecting access to the profession, let me highlight a few:

### ACCESS TO THE PROFESSION

- credentials: there should be clear minimum requirements for all, institutionalized
- minimum qualifications: we need professionals who have undergone quality training, that includes pedagogical training, and that meets clear quality standards
- induction: we need clear policies that support new entrants to the profession
- recruitment: recruitment policies should ensure transparency and uniformity across systems, public or private schools should ensure the same standards are enforced. Recruitment should be regular to tackle teacher shortage. Policies should not allow for the recruitment of contractual teachers or para-teachers.

### RETENTION / ATTRACTIVENESS

- assessment & evaluation: should use different evaluation instruments, not just paper exams, that allow us to evaluate other skills of our students.
- career progress: policies should establish a clear career structure that is attractive and recognizes experience and qualification
- class size: there should be clear limits on the number of students per classroom; the number of students needs to allow for adequate interaction and attention from teacher.
- professional autonomy: policies should promote professional trust, enforcing our autonomy to deliver the curriculum and to shape our pedagogy, minimizing the impact of standardization of testing on our teaching.
- professional development: policies should ensure regular, free of charge access to government funded programs that are needs based
- salary & incentives: policies should recognize the importance of our profession and allows us to have a decent salary and adequate incentives

- security of tenure: we need policies that promote job security, not precarious , contractual teachers,
- work load: we need policies that recognize and compensate the amount of work we do, not only in the classroom, but also the non-teaching work, such as planning, and the administrative burdens put on us. We need clear definitions and limitations on the maximum number of hours we teach.

We have a unique opportunity ahead of us. And we recommend that Asia-Pacific unions engage further with EI consultation process on these matters. This is fundamental if we want the policy paper we will produce, which will be adopted by our next World Congress in Bangkok, 2019, reflects the reality of our region. We need to put our issues, workplace issues, at the center of the Education 2030 agenda, because, we cannot achieve any of those goals without quality terms of employment and quality working conditions.