

2015 CEE Round Table

Bucharest 19-21 October

Professional competences & Professional Development of teachers



Background

What means Teacher Trade union as Social Partner?

-> salary and working conditions of teachers

-> professional interests of teachers and development of education policies?



Background

The EI Constitution underlines **the double role of Member Organisations:**

1. “to enhance the **conditions of work** and terms of employment of teachers and education employees, and to promote their professional status in general”



Background

The EI Constitution underlines **the double role of Member Organisations:**

2. „to support and **promote the professional freedoms** of teachers and education employees and the right of their organisations to participate in the **formulation and implementation of educational policies;**”



Background

The **EI Report on Academic Perception on the Bologna-process, 2012:**

*“Academic staff and their unions **must not be perceived only as social partners, but also as professional associations** representing the very persons on whom the practical implementation of the Bologna Process relies on a daily basis.”*



Challenges

1. There is a growing number of **competing organisations**, NGOs, professional associations of teachers and private providers on **education policy**

Examples:

- *EAHT: history teachers;*
- *EAEA: adult educators;*
- *ATEE: teacher educators;*
- *EAIR: higher education society of researchers, teachers; etc*

Challenges

2. Many times the professional associations and NGOs claim to have a role in the European and/or **national social dialogue** on education and training in general, and **on the competences of the teachers** in particular.

Examples:

- *International Consortium of Research Staff Associations- ICoRSA;*
- „European Vet providers”: eg. EfVET, EUproVET

Challenges

EXAMPLES:

> The **Regional Cooperation Council of Western-Balkan governments (RCC)** is developing a list of recommendations on improving the competences and professional development of teachers in all education sectors.

They planned recommending to **governments to establish professional associations** for teachers as consultation partner.

> Hungarian Government established Teachers Council.

Possible actions?

1. Teachers' unions **financial and human capacity** should be enhanced to strengthen the position as professional associations of teachers.
2. **Membership** should be strengthened e.g. on organising **early childhood educators, researchers** of all sectors, **early stage researchers**, teachers from **private schools**, teachers from religious schools, etc.

Possible actions?

3. The **capacity of the teachers unions** should be enhanced on discussing the professional competences of teachers **within their social dialogue structure**.

4. The capacity of the teachers unions should be enhanced on **providing several forms of continuous professional training** to teachers.

Possible actions?

5. Exchange experiences among the teachers' unions and to **map out the examples** which teachers' unions act as professional associations of teachers at national levels;

(?) 2016-2017 ETUCE applied to a **project on enhancing capacity of teachers' unions** on the professional development of teachers.