



Social Dialogue at EU level: Achievements and Future Developments: Supporting teachers, trainers and school leaders



Presentation by ICF International

Porto Roundtable meeting

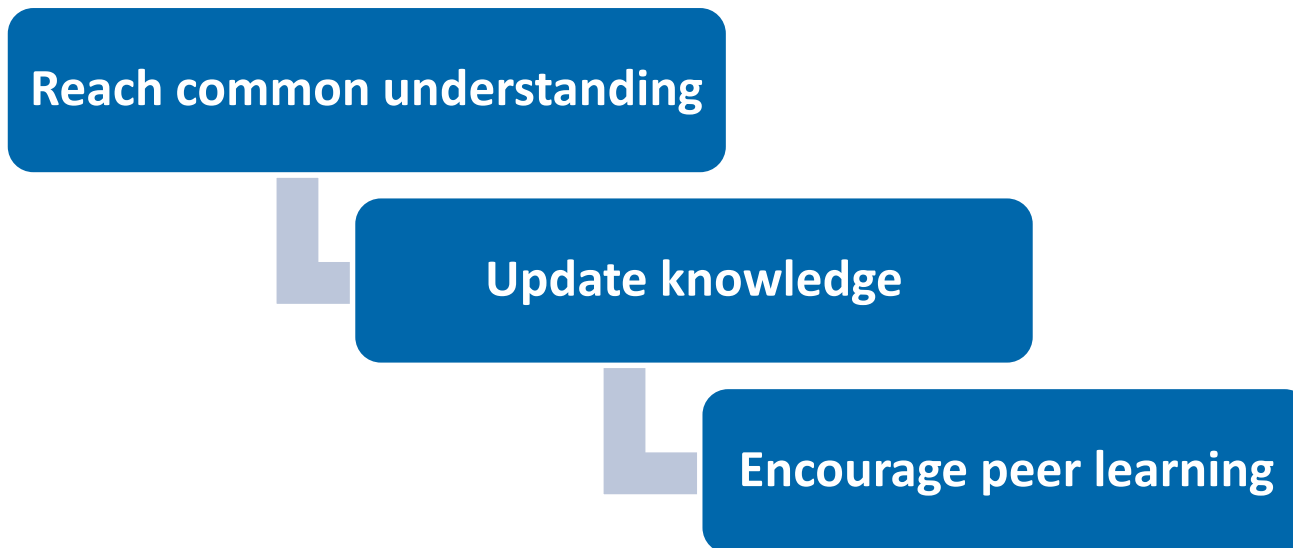
8 May 2017

Overview of this presentation

- **Focus of ESSDE work programme**
- **Previous activities in this area**
- **Emphasis on strong initial and continuous education for teachers, trainers and school leaders in the wider European agenda**

Focus of the 2016-2017 ESSDE Work Programme

- ‘Discuss how we as social partners can contribute to enhancing the professional profile of teachers, trainers and school leaders by improving effective initial education, early career support and focus on continuous professional learning and development’ (EFEE/ETUCE work programme). Target is to



Previous ESSDE activities in this area

- **Joint declarations/statements/publications/projects on**

- Joint Declaration on School Leadership (2015) arising from joint project – contribution to Council conclusions on effective leadership in education (2013) ('support, in accordance with national circumstances [..] new ways of enhancing the effective and accountable autonomy of education institutions and educational leaders')



Previous ESSDE activities in this area

▪ Joint declarations/statements/publications/projects on

- Joint Declaration on early career researchers (2015) – following on from joint project; contribution to European Research Area. Invites member organisations and other stakeholders in the area to

Promote employability of early career researchers

- Support career planning
- Increase transparency
- Promote information on career paths outside universities

Promote mobility of early career researchers

- Mobility between education institutions
- Cross-sectoral mobility
- Geographical mobility

Promote gender equality and equity

- Merit based recruitment
- Mainstream gender equality
- Improve work life balance measures

Previous ESSDE activities in this area

- **Joint declarations/statements/publications/projects on**
 - Professional Qualifications Directive (2012-2013)
 - Joint Recommendations on Recruitment and Retention in the Sector (2012-2013)
 - Concludes to continue to monitor this serious issue
 - Encourage further exchange of good practice
 - Work with policy makers to develop effective strategies to encourage recruitment and retention
 - Launch cross-sectoral dialogue on the issue as it does not only affect education sector

The wider European agenda – a snapshot

- **Acknowledgement that teachers are vital for young people to develop their talents and acquire the knowledge and skills they need in a rapidly changing world.**
- **Continued teacher education is therefore important. Challenges of good initial and continuous professional development is critical for all countries (irrespective of the framework for educating teachers). Priorities include:**
 - Strong initial education/support and mentoring for young teachers/trainers
 - promoting continuous and coherent professional development for teachers throughout their careers
 - regular opportunities for all teachers to update their skills and qualifications
 - need for transnational exchange of experience
 - ensuring teaching is an attractive and fulfilling profession with good career prospects.
- **The European Commission's 2013 Education and Training Monitor Report Found that continuing professional development is considered a professional duty in all Member States, but is only linked to promotion in 8 of these countries**

The wider European agenda – a snapshot

European institutions have focused on the subject of teacher/training/school leader development in recent years: here are some examples

■ **European Commission**

- Policy documents: Education and Training 2020 (2009); A new Skills Agenda for Europe (2016)
- Education and training 2020 European Working Group ‘Professional Development of Teachers’ (2010-2013)
- Communication on improving the quality of teacher education (2007)

■ **European Commission/Eurydice**

- The teaching profession in Europe: Practices, perceptions and policies (2015)

■ **CEDEFOP**

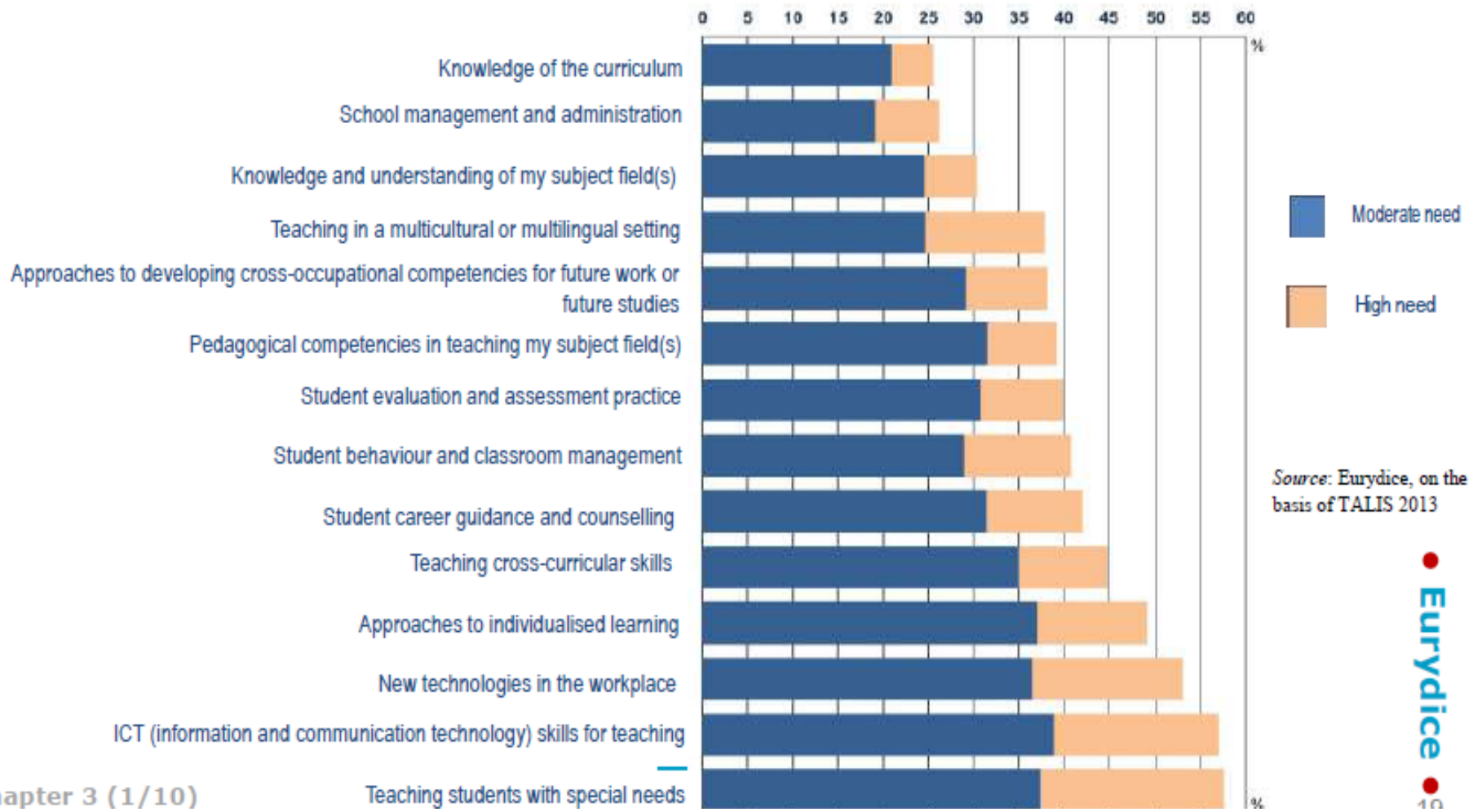
- Work programme theme on teachers’ and trainers professional development
 - Thematic perspectives on teachers and trainers professional development (2015)
 - Professional development for VET teachers and trainers (2016)

■ **European Parliament**

- EP Resolution on improving the quality of teacher education (2008)
- Teaching teachers: Primary teacher training in Europe (2014)

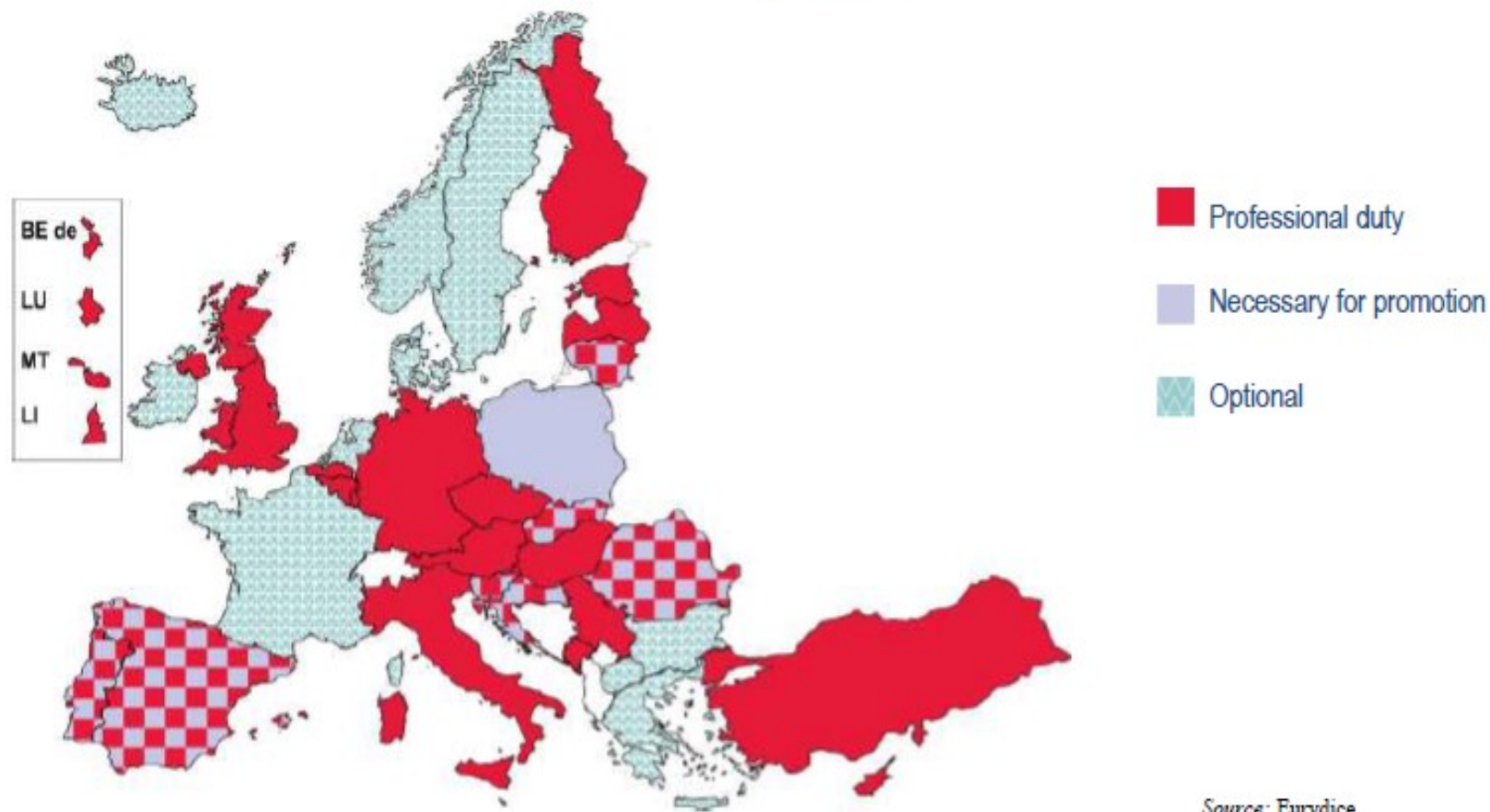
Felt need for CPD

Proportion of teachers in lower secondary education (ISCED 2) expressing moderate and high professional development need levels, in relation to 14 topics, EU level, 2013



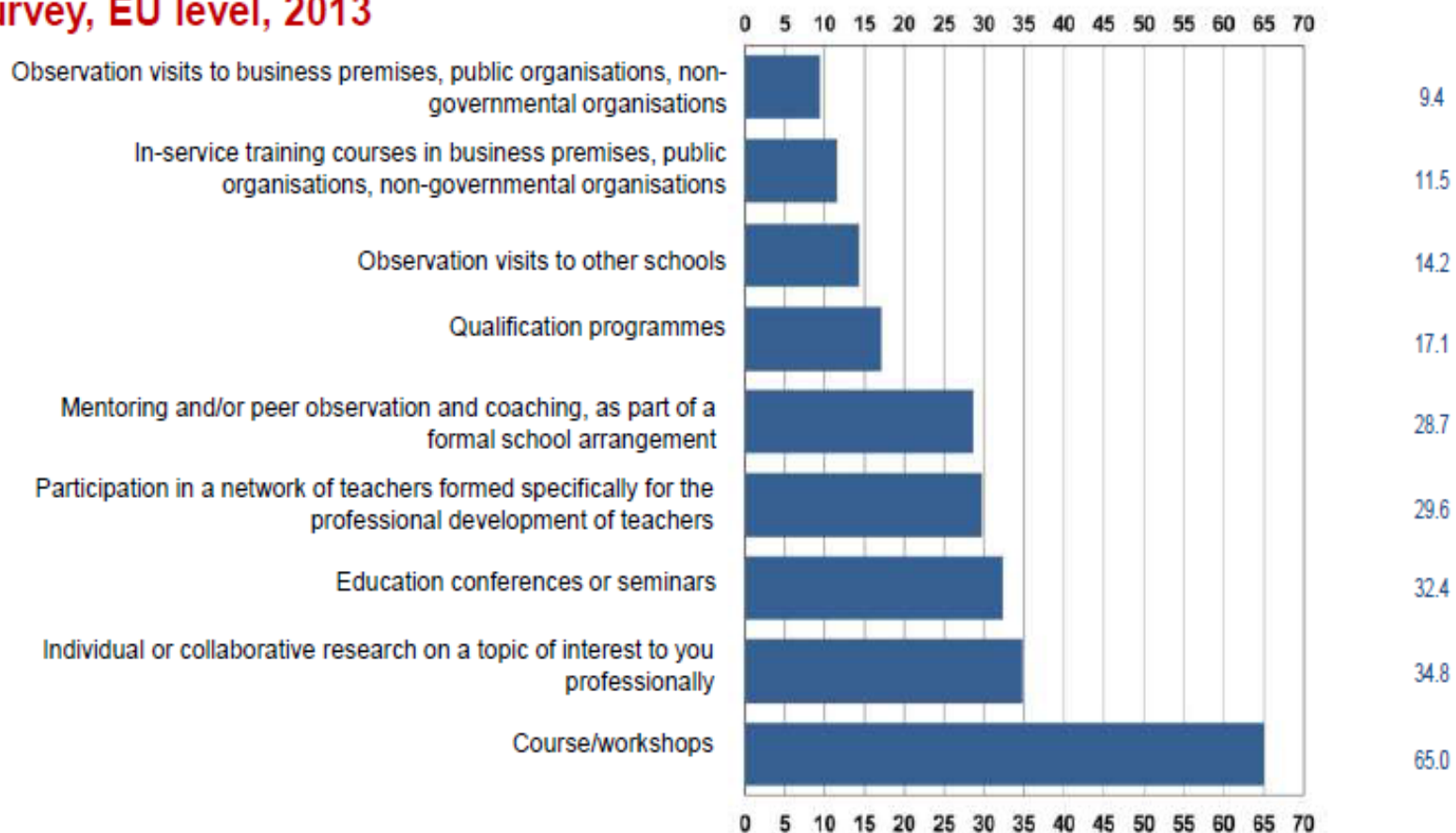
Status of CPD in education

Status of CPD for teachers in general lower secondary education (ISCED 2), according to central regulations, 2013/14



Type of CPD received

Proportion of teachers in lower secondary education (ISCED 2) who have followed different types of professional development activities in the 12 month previous to the survey, EU level, 2013



The wider European agenda – a snapshot

Issues identified in relation to CPD of teachers, trainers and school leaders

- **Strong link between quality of teachers and education outcomes**
- **Increasing need for teachers to be able to convey transversal competences**
- **CPD is duty in many countries, but often few or no incentives and no penalties**
- **Question of who is responsible/best placed to plan it**
- **Best way to delivery CPD?**
- **Specific CPD requirements for teachers/trainers at different levels and in different institutions**

Teacher development on the wider policy agenda: what should the priorities be?

- **Which of these items should be prioritised and on which of these issues have there been significant activities in Portugal?**
 - Strong initial education/support and mentoring for young teachers/trainers
 - Promoting continuous and coherent professional development for teachers throughout their careers
 - Responsibility and design of CPD for different teachers
 - Need for transnational exchange of experience
 - Ensuring teaching is an attractive and fulfilling profession with good career prospects
 - Others?

Thank you!

This project is carried out with the financial support of the European Commission

