

European education employers and trade unions publish joint report on “Professional autonomy, accountability and efficient school leadership”

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During the past two years the European Federation of Education Employers (EFEE), the European Trade Union Committee for Education (ETUCE) and the Secondary Education Council of the Netherlands (VO-raad) have been examining in their joint project the role of social dialogue and social partners in efficient school leadership.

Strong and effective leadership is important in the European schools of the 21st century, as strong and effective leadership is a key driver for educational changes necessary for a modern European education system able to face social and economic challenges like growth, competitiveness and social cohesion.

School leaders are an important stakeholder group for both the education employers' organisations and teacher trade unions, as they are the link between school management and teachers, between different levels of education and training, families, the local community and the labour market. School leaders also have a crucial responsibility in ensuring the creation of a safe and conducive environment for teaching and learning and student success.

Moreover, as international studies show, school leaders are expected to play a key role in the maintenance and improvement of educational quality (McKinsey, 2010). And therefore, the increased recognition of the responsibility of school leaders for school quality and performance (i.e. student attainment and teacher performance) were important starting points for our research and our Peer Learning Activities as presented in this report.

During our Peer Learning Visits, by exchanging of best practices and experiences, it became clear that the dialogue between and among teachers and school leaders, between trade unions and employers, between schools and their direct community is of utmost importance in guaranteeing good school leadership, in enhancing mutual trust and good-will and in striving for education quality.

The European Social Partners in education wish to stress that the issue of high quality and effective school leadership is a priority for their members, the national social partners in education, at national level, but certainly also at local and regional level.

We therefore hope that this work on “Professional autonomy, accountability and efficient school leadership” will contribute to the awareness of education employers and teacher trade unions on their own role to play in enhancing the effective and accountable autonomy of education institutions and school leaders.

The report is available at the website of [EFEE](#), [ETUCE](#) and the [VO-raad](#). The executive summary is also available in [French](#) and [German](#).

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The European Trade Union Committee for Education (ETUCE) represents 131 Teacher Unions and 11 million teachers in all countries of Europe, 4.2 million teachers in the EU, from all levels of the education sector. ETUCE is a Social Partner in education at the EU level and a European Trade Union Federation within ETUC, the European Trade Union Confederation. ETUCE is the European Region of **Education International**, the global federation of teacher unions.

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