CSEE ETUCE | EFEE

Framework of Actions on the **Attractiveness** of the **Teaching Profession**

Adopted by the European Sectoral Social Dialogue Committee for Education in December 2023

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ETUCE and EFEE and their respective members agree on the following actions to be implemented at European, national, and local level with the aim of increasing the attractiveness of the teaching profession in every institution of the education sector, also including early childhood education, VET and higher education and research:

Recognising the role of social partners in education and committing to social dialogue

1. Respecting social partners and involving them meaningfully in education and employment related issues in the education sector at all levels in order to strengthen social dialogue between the various levels of government and trade union and employer organisations;

2. Promoting and committing to social dialogue and collective bargaining at European, national, and local levels to ensure fair and inclusive working conditions for teachers, school leaders, and other education personnel;

3. Encouraging the provision at national level of a mechanism to allow issues of dispute to be addressed by institutions responsible for teachers' remuneration recognised under national legislation;

Teacher shortages in lower secondary education in Europe

- Surplus, 3
- Shortages & surplus, 6
- Shortages; 23
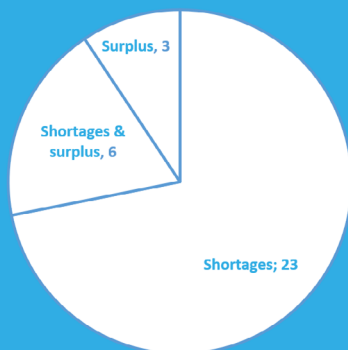
By number of affected countries. Simultaneous shortages and surplus (over-supply) depend on the subject areas. (Source: European Commission/EACEA/Eurydice, 2021)

Working conditions

4. Encouraging adequate salaries that are competitive by reference to jobs requiring the same or comparable qualifications (in the given jurisdiction) and addressing any pay inequalities through collective bargaining and by collective agreements and/or by influencing national legislation on the salaries of public servants, taking into consideration the rising cost of living in Europe and the European Directive on adequate minimum wages (EU/2022/2041);

5. Committing to collaborative and collegial leadership in educational institutions and systems (a) to establish conditions for a positive environment in educational institutions with a democratic culture of tolerance, equity, respectful professional discourse, inclusiveness and cooperation and (b) to enhance teaching, learning and assessment;

6. Promoting secure, predictable and attractive employment conditions to early-career teachers to reduce the dropout rate of those teachers both during the period of initial teacher education/training and in the early years of their professional careers, in line with the European Directive on transparent and predictable working conditions in the European Union (EU/2019/1152);

7. Allowing for work and time arrangements adapted to qualified teachers, school leaders and other education personnel needs while ensuring pedagogical continuity to pupils and students;

8. Implementing policies to support equitable and sustainable workload, mobility, gender balance, the recruitment of additional teachers, school leaders and other education personnel;

9. Putting in place innovative measures to encourage mid and late-career teachers to remain in the profession - such as an adjusted balance between teaching and other commitments that reflect and draw on the developed professional expertise and competences of those teachers;

10. Recognising the extent to which the effective working hours of teachers go beyond class contact time and properly assessing teachers' actual workload including the amount of unpaid overtime work;

Initial teacher training and continuous professional development

11. Recognising, valuing, and supporting with appropriate tools and continuous professional development (CPD) the core pedagogical dimension of the teaching profession;

12. Developing new strategies and introducing sectoral reform programmes aimed at enhancing the attractiveness of the teaching profession, e.g. initial teacher education, induction phase, continuous professional development, decent working conditions, equitable and sustainable workload, mobility, gender balance, additional teachers, conflict management skills, etc.;

13. Developing strategies, reforms and programmes with a view to ensuring that initial teacher education, the induction phase and continuous professional development are of a high standard and remain relevant, and encompass significant transitions, e.g. digital and green, etc.;

14. Creating supportive entry pathways and retention practices by raising the quality of induction training and mentorship, recognising that these programmes play a key role in integrating newly qualified teachers into the profession (by providing them with updated quality pedagogy and didactics, teacher training materials, alternative learning methods, updates of the curricular design) and involve the deployment of highly trained mentors and student assessment methods to assist the professional socialisation of newly qualified colleagues;

15. Recognising the availability of free quality, inclusive, and accessible initial education and continuous professional development programmes as crucial to regularly update the pedagogical, emotional and social competences of teachers and academics and encouraging the uptake of such programmes;

Curriculum and autonomy

16. Remodeling systems and curricula - where applicable, shared and adequately resourced - by introducing new methods and forms of working with students in order to ensure optimal development in accordance with their abilities and preferences;


Most significant problems associated with recruitment and retention in Europe
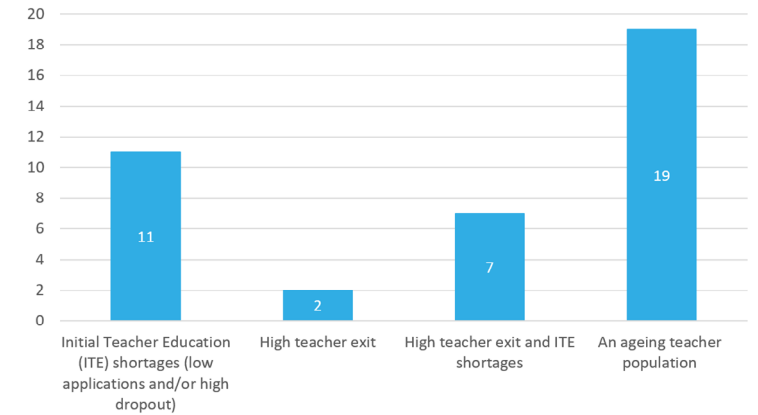
By number of affected countries. (Source: European Commission/EACEA/Eurydice, 2021)

## Investment to enhance the attractiveness of teaching

17. Promoting investment in quality, inclusive, attractive, and innovating education, including targeted investments to ensure a decent and supportive working environment for teachers, school leaders and other education personnel, and to promote quality and inclusive teaching;

18. Providing incentives - including a viable career structure and promotional opportunities - to encourage school leaders and teachers to contribute to and sustain a collaborative culture that both enhances the attractiveness of the teaching profession and improves equity and outcomes for students;

19. Encouraging sustainable investment and incentive mechanisms to increase teacher participation in initial teacher education and CPD programmes;
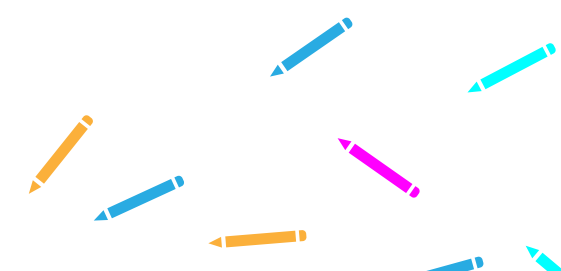
Health and safety

20. Ensuring sustainable decent working conditions - as defined by the ILO Decent Work Agenda (1999) - and promoting teacher well-being and health and safety by supporting education institutions to address risks and reduce psychosocial hazards, according to relevant national legislation, such as work-related stress, burnout-depression, work overload, extensification and intensification1 that can affect teachers' health and lead to teachers leaving the profession prematurely;

21. Improving the health literacy of teachers, trainers, academics, school leaders, other education personnel, workers' representatives and employers in education to raise awareness on the importance of health and safety measures and risk assessment at the workplace in education;

22. Ensuring respect for the right to disconnect to prevent imbalances in teachers', school leaders, and other education personnel's professional and private lives;

23. Promoting work-life balance by preventing and controlling excessive workload and work-related stress;

24. Promoting the uptake and implementation of the 'Multi-sectoral guidelines to tackle work-related third-party violence and harassment related to work' (2011) and contributing to their revision in agreement with the other signatories, advocating in favour of an EU Directive combating sexual harassment and violence, the implementation of the EU OSH "Framework Directive" (89/391/EEC) Fundamental Rights Charter of the European Union, and the ratification of ILO Convention 190;

25. Promoting among members the use of online interactive risk assessment tools (OiRA) for self-assessment in the education sector, adapting them as necessary;

26. Advocating for investment to ensure healthy, sustainable and resilient education institution infrastructures;

Percentage of women teachers by education sector in the European Union
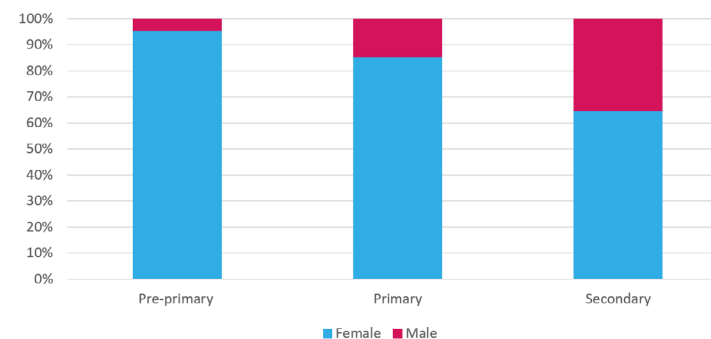
(Source: European Commission, 2019)

Status of the teaching profession

27. Promote professional autonomy and academic freedom for teachers and professional autonomy for education institutions leaders to decide through a collegial process the most appropriate approach to meet local conditions, specific contexts and individual needs of students within any curricular framework in order to ensure quality and inclusive education;

28. Addressing equality and diversity challenges in teaching workforce through recruitment, progression and pay policies and practices that seek to attract and retain a teaching body that reflects the diversity in the society it serves;

29. Taking appropriate measures to achieve greater gender balance and address gender pay gap, and to ensure that working conditions and salaries are kept as attractive and competitive as possible in order to attract the best possible candidates to the teaching profession;

30. Enhancing the status and the public perception of the teaching profession through public campaigns to promote the profession among the general public, especially in the pre-university and upper secondary age group, and through cooperation between social partners in education and education institutions in their engagement with the wider public.

Follow-up actions by social partners

31. ETUCE and EFEE and their respective members commit to carry out an assessment of the implemented joint social partner actions presented here three years after the adoption of the framework.

Attractiveness
of the Teaching Profession