

The Teaching Profession

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First of all, thanks to FLC-CGIL for your invitation to this important seminar about teaching profession and congratulations Susan and all ETUCE for this European campaign., for this European week of mobilizations so necessary to demand and dignify the teaching profession.

The current education policies in many European countries don't support public schools and teachers; privatization is increasing, so our campaigns in our unions are essential.

Society and the educational policies of our government must value and give prestige to the work of teachers. and unfortunately, political decisions are being made and labor and economic policies are being implemented that lead to job insecurity.

In FECCOO We demand quality training and certification for the entire teaching profession. We must make the teaching profession more attractive to future generations. Teaching must be a rewarding career on a financial, intellectual, and professional level.

In Spain, unions defend the necessary reform of the initial training process and the regulation of access to the profession and a professional development model that values experience, training and merit, particularly in relation to the performance of the profession.

The teaching profession needs to be rejuvenated. The teaching staff in schools is aging (for every teacher under the age of 30, there are 15 teachers who are not). It's necessary to implement measures that will allow young teachers to enter the school system. This will significantly increase the number of teachers. The quality of the system is closely linked to investment in the workforce so that there are enough teachers, and to the conditions, support and recognition under which teachers do their work.

Investment in school staffing, workload, ratios, specialized support, occupational health, safety, mental health, climate resilience are fundamental elements that need to be improved.

In conclusion, there must be an increase in investment in public education.

At the same time, the teaching profession must be made attractive to young people from a professional, intellectual and financial point of view. In addition, to carry out an activity as complex as teaching, it is necessary to have the support and trust of society, as well as a high degree of autonomy and freedom in the exercise of the profession.

By the other hand, it's important opening of a debate on the curriculum, a greater emphasis on basic competencies at the expense of the accumulation of content, and a rethinking of evaluation methods and mechanisms. This is the meaning of the educational reform that has been implemented in our country.

We need to rethink methods and strategies, to value innovation, to embrace necessary change. Today, more than ever, we must be committed to education.

So, all the mobilisations and campaigns that we trade unions do are necessary. Today our colleagues in Portugal are on strike, (our solidarity Manuela) yesterday it was in Budapest. In Spain we have done concentrations in the government delegations in the different Spanish regions and press conferences denouncing the situation.

The teaching profession is caught in a paradox. On one hand, a large body of research indicates that the quality of education depends to a large extent on the quality of the teaching staff. On the other hand, political decisions are being made and labor and economic policies are being implemented that lead to job insecurity. Working conditions are directly related to and influence the quality of work being done. Demanding that these conditions are adequate is a right of the teaching profession, but it is also an important factor in the quality of education.

As unions, we believe that within this framework of dialogue and debate, we should have a far-reaching reflection about the teaching career, in order to outline the hallmarks of the profession at the beginning of this century. A reflection that begins with the necessary reform of the initial training process and continues through the regulation of access to the profession, which values the competencies required for performance, and the definition of a career or professional development model that values experience, training and merit, particularly in relation to the performance of the profession.

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Schedules, workloads, ratios, specialized support, healthcare, education and training resources, and careers are key elements.

It is also necessary to be clear about the teaching profile to be promoted, focusing on pedagogical and didactic aspects and on the integral development of students, and to increase resources for ongoing training. Teachers have a vocation for constant training, but it is necessary to facilitate it and not to demand it.

The public education system is facing enormous challenges that require new and imaginative responses from the administration and the education community, which we insist must be the product of dialogue and negotiation. And in this regard, the working conditions of its teachers are essential.

That's why demanding a Teachers' Statute Law is a priority for teachers in Spain, one that has been pending for far too long.

For the unions, the main issues are:

- Reducing the instructional hours and workload of each teacher so that they can perform their duties with certainty. This requires a significant increase in staffing. It is also necessary to reduce the student-teacher ratio.
- Implementing a professional career that is truly attractive, clearly defined and incentivized.
- Improving initial training and entry into the teaching profession, as well as ongoing training.
- Caring for occupational health, with special attention to psychosocial risks.
- The recognition of the highest rank of public servant for teachers of all levels and degrees.
- The rejuvenation of the workforce through a program of voluntary, early retirement with incentives.

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activity as complex as teaching, it is necessary to have the support and trust of society, as well as a high degree of autonomy and freedom in the exercise of the profession.

Today, more than ever, we must focus on strengthening public schools as a guarantee of the universalization of the right to education and the commitment to an inclusive and non-segregated school system that guarantees equity and equal opportunities, as well as the dignity and recognition of all groups of professionals, essential to ensuring quality education.

The scenario of the new reality also requires the opening of a debate on the curriculum, a greater emphasis on basic competencies at the expense of the accumulation of content, and a rethinking of evaluation methods and mechanisms. This is the meaning of the educational reform that has been implemented in our country.

We need to rethink methods and strategies, to value innovation, to embrace necessary change. Today, more than ever, we must be committed to education.

Finally, We need the solidarity of students, families and the all educational community.

Without education, there is no future.