Supporting teachers, trainers and School leaders through social dialogue:
Views and experiences from the Netherlands

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Outline of presentation

Key question: How can social partners contribute to the professional development of teachers?

I. The education social dialogue setting of the NL and the role(s) of social partners in contributing to improve teachers’ working conditions and professional needs

II. New law on professional registration for teachers in the Netherlands

III. Opportunities and pitfalls for realizing and maintaining professional working conditions and structural professional development
Education social dialogue setting of the NL

➢ In the Netherlands unions and employers collective labour agreements are concluded for every sector almost every year.

➢ Past years social partners have agreed upon and created various opportunities for professional development and professional working conditions.

➢ Both in collective labour agreements as well as through a grown focus on team agency and learning communities.

➢ National government has provided small grants for individual teacher pilots and scholarships for master studies.
New law on professional registration of teachers in NL

- Registration of teachers has been a topic in Dutch parliament for over 30 years
- Finally law on registration of teachers enacted in 2017
- Through lobby and advice, unions have been able to incorporate:
  - description of profession
  - a legal basis for professional autonomy
  - a legal basis for team agency
  - far-reaching involvement of teacher representatives
  - professional and ethical standards
Key to improving professional conditions for teachers

Discussion should focus on...

- Structural opportunities for professional development
- Quality of education
- Professional working conditions
- Professional Autonomy
realizing and maintaining professional working conditions and structural professional development: opportunities

➢ Focus on the shared responsibility for quality education

➢ Professional development and professional autonomy require an ongoing dialogue both in schools and between unions, employers and government

➢ Every small step is (still) a step forward
realizing and maintaining professional working conditions and structural professional development: pitfalls

➢ Negative relationship between opportunities for professional development and wages

➢ proof of the pudding is in the eating

➢ Because of decentralization huge differences between schools

➢ Who is in charge of professional development and professional working conditions?
Thank you for your attention!!!

Any questions...?