



European Education Policy Network on Teachers and School Leadership

Draft Policy Recommendations 2019

Background

The European Union is on the crossroad of defining new policy strategies for the next decade on education and training. The *European Education Policy Network on Teachers and School Leaders* is a Europe-wide network of different organisations (policymakers, European level social partners in education, school leaders, researchers and other stakeholders) to promote co-operation, policy development and implementation at different levels, and to support the European Commission's policy work on teachers and school leaders. This network is building on existing activities developed at European level, especially initiatives and projects supported through European Union programmes in the field of education, eg on the European Policy Network on School Leadership (EPNoSL).

We acknowledge and we wish to contribute to the implementation of the first principle of the European Pillar of Social Rights adopted by the EU leaders which defines that *“Everyone has the right to quality and inclusive education, training and life-long learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market.”* The leading principle of our work was that the mission of education is social and personal development.

The following recommendations are based on research evidence¹ the project partners have compiled within the framework of the topic of the first year of the project on careers and professional development of teachers and school leaders.

The recommendations provide opportunity to policy makers and stakeholders to align them to different national, regional and institutional circumstances within an enhanced cooperation among different stakeholders and include consultation within own constituencies.

¹ Further information about the research outcome can be found here:
<https://educationpolicynetwork.eu/research/>

As the focus of the first year of the project was on supporting careers and professional development of teachers and school leaders, we call the **EU institutions, the EU Member States, national, regional, and local decision-makers** to

1. Analyse obstacles for choosing the teacher and school leader profession and improve **motivation to and attractiveness of the profession** by ensuring effective support to teachers and school leaders in particular concerning their professional well-being, supportive work environment, and career development in order to guarantee quality and inclusive school environment and school management.
2. Advocate high **quality and inclusive initial education, induction phase, and continuous professional development of teachers and school leaders, as a right**, supported by necessary reforms in consultation with social partners and relevant stakeholders, research, and sufficient and sustainable investment Teachers and school leaders need to be well prepared to work in culturally and socially diverse educational institutions and to promote critical thinking, democratic values and human rights, civic engagement and a responsible use of new technologies.
3. Ensure **equal access and equal opportunities** to access the teaching and school leadership profession and for initial and continuous professional development to teachers and school leaders regardless their gender, age sexual orientation, economic status, ethnicity, language, religion and citizenship status.
4. Advocate a **whole school approach and democratic school culture** by ensuring **democratic and collaborative school leadership** with the participatory approaches of all relevant school actors (school heads, teachers, parents, students, etc) as an example to create democratic and inclusive school environments.
5. Support **professional autonomy** of teachers and school leaders to choose the most appropriate learning and teaching methods so to ensure student-centred learning and freedom of expression, reinforced by **research** supporting pedagogy, knowledge, skills and competences of teachers.
6. Encourage partnership and **cooperation** between educational institutions at different sectors and levels with different local and regional actors in an open school approach, within and beyond national borders, to achieve democratic and inclusive school leadership and enable smooth transitions.