

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

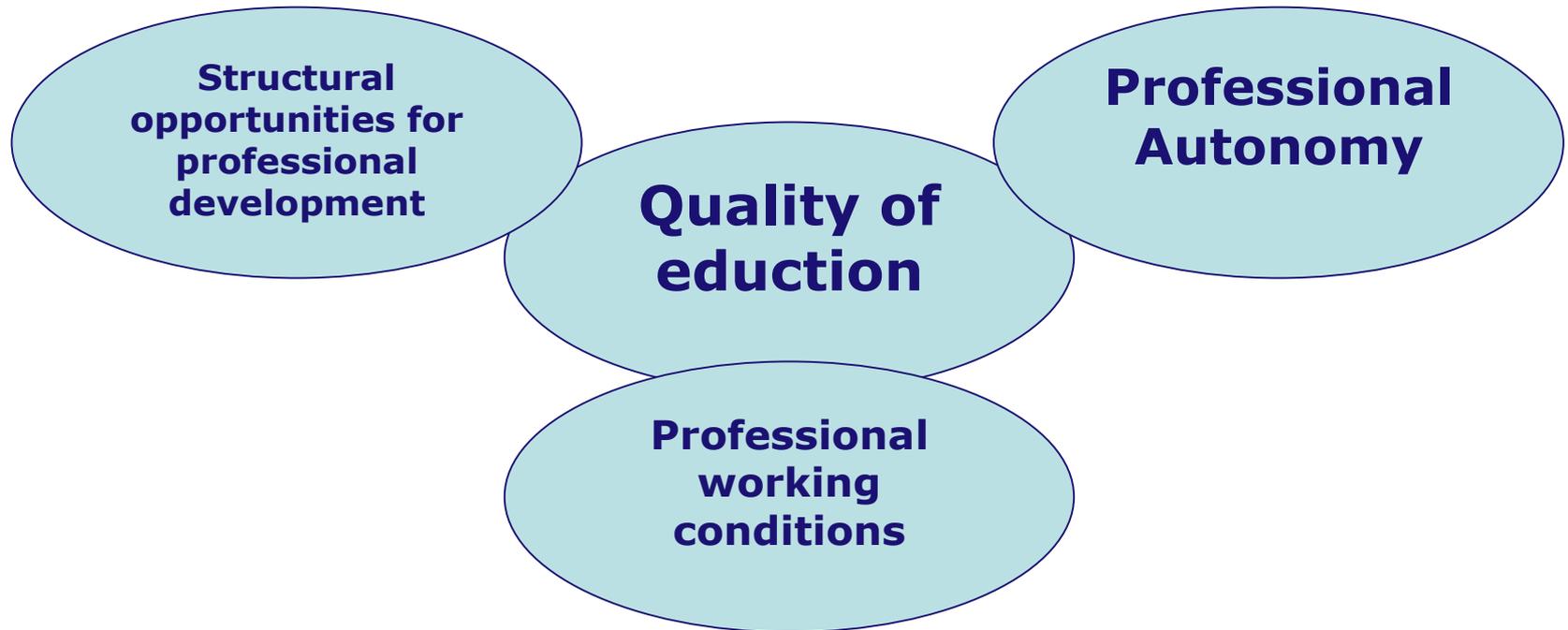
- In the Netherlands unions and employers collective labour agreements are concluded for every sector almost every year
- Past years social partners have agreed upon and created various opportunities for professional development and professional working conditions
- Both in collective labour agreements 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...



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...?