



Malta Union of Teachers

A PROFESSIONAL BODY REPRESENTING EDUCATIONAL GRADES WITH A LEGACY IN INDUSTRIAL EXPERIENCE

MARCO BONNICI – MUT PRESIDENT



MUT History



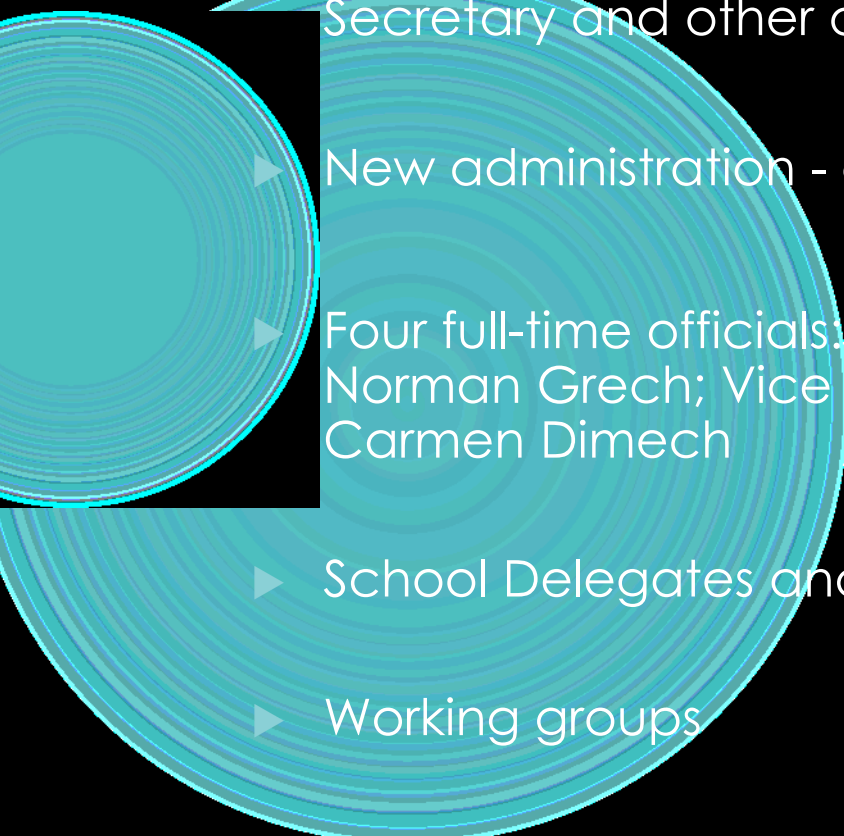
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- ▶ Founded in 1919 by Antonio Galea – a teacher
- ▶ First registered trade union in Malta
- ▶ Dual role – professional and trade unionistic
- ▶ Member of the European Trade Union Committee for Education (ETUCE) & Education International (EI)
- ▶ Member of the For.U.M. confederation of trade Unions.
- ▶ Apolitical Union
- ▶ The Union for Educational Grades across all sectors

MUT Setup



- ▶ General Conference (held every 3 years)
- ▶ MUT Council (elected every 3 years) – Officials elected include President, Senior Vice President, Vice President, Treasurer, International Secretary and other officials
- ▶ New administration - officials and council elected in June 2017
- ▶ Four full-time officials: President – Marco Bonnici; Senior Vice President – Norman Grech; Vice President - Elaine Germani; General Secretary – Carmen Dimech
- ▶ School Delegates and/or school committees
- ▶ Working groups



The Maltese Context



Government:

Major employer of educators

Educators employed within the Public Service – Collective Agreement regulating all Public service employees and a separate Sectoral Agreement for educators (negotiated between the Government and MUT)

Educators employed within the Public Sector – Semi-autonomous educational institutions regulated by separate Collective Agreements (negotiated between the Government and MUT)

The Maltese Context



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Church:

- ▶ Each church school is a separate employer
- ▶ Semi-autonomous structure as salaries of educators are paid by the Government
- ▶ Educators are regulated by a Collective Agreement (negotiated between the Government and MUT)

The Maltese Context



Independent:

- ▶ Each independent school is a separate employer
- ▶ Autonomous structure (with some restrictions) as the salaries of a group of educators (Learning Support Educators) are paid by the Government
- ▶ Educators are regulated by separate Collective Agreements (negotiated between the respective school and MUT)

MUT achievements of a collective nature since June 2017 (current leadership)



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1. Signed the Sectoral Agreement for State Schools with Government
2. Signed the Collective Agreement with Church Schools
3. Signed the Collective Agreement with the Institute for Tourism Studies – a post secondary institution
4. Signed the Collective Agreement with the Malta College of Arts Science and Technology – a post secondary vocational institution
5. Signed the Collective Agreement with St Martins' Institute- an independent school
6. Just obtained members' approval following vote on Collective Agreement for San Andrea- an independent school. Agreement shall be signed in the coming days.

Works in progress - negotiations



1. Collective agreement of the University of Malta
2. Collective agreement of Student Services in State Scholls
3. Collective agreement of Supply Grades
4. Collective agreement of managers at the Malta Council of Arts Science and Technology – a post secondary institution
5. Collective agreement of St Edwards – an independent school
6. Collective agreement of San Anton - an independent school
7. Collective agreement of St Michael Foundation – an independent school

The whole-school approach as a tool to prevent radicalisation and extremism – The Maltese experience



▶ Malta experienced a considerable increase in its foreign workforce, particularly during the past six years

▶ The number of foreigners registered officially in the workforce is estimated at 13,000+ per year and this trend is expected to remain stable in the coming years

▶ The majority are Europeans but there are also a considerable number of TCNs

▶ Considering the maltese population which was stable at 450,000 for a number of years, the impact of the foreign workforce is considerable

The educational provision



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- ▶ This increase in foreign workers impacted the educational provisions. Some Primary State schools which were closing due to decline in birth rates have seen the student population increase rapidly in the past 6 years
- ▶ Demographics of foreign workers is changing from an average age of 45 to the recent data indicating an average age of 35. This shall affect the student population growth which shall not continue to increase at the same rate.

Good practices – School A



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- ▶ Primary school in the northern area with 70% foreign population
- ▶ Students come from over 60 nationalities, some are predominant and present in great numbers
- ▶ Whole school approach starts from school management's attitude which is reflected in the day-to-day running of the school.
- ▶ Support given by migrant learners unit – support personnel often from native people and through local religious leaders
- ▶ School creating welcoming atmosphere but everyone has to abide by rules and regulations set by the school management
- ▶ A strong ethos of the maltese culture and all students are expected to learn maltese as a foreign language

Good practices – School B



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- ▶ Secondary school in the central area
- ▶ 88 students from Libya (70% of the cohort) mainly due to the end of Colonel Gaddafi era and an Islamic secondary school which was closed down.
- ▶ School experienced an upsurge of radicalisation and extremism due to the sudden increase of foreigners and the formation of gangs
- ▶ Whole school approach through sensitising management together with teaching grades through seminars organised from educators from a local Islamic school
- ▶ Support from centre through deployment of Arabic-speaking support workers
- ▶ Ongoing discussions between School and Imam as to how best to tackle situations
- ▶ History, Geography and Social studies are being taught in English through the use of digital resources and exam papers in both languages
- ▶ There is also an initiative to try to integrate Italian students through the use of language

National initiatives

- ▶ Ethics education introduced in State Schools in the past 3 years for students who do not want to study Religious Studies
- ▶ Induction programme for State primary schools in force
- ▶ Proposal to extend the programme for secondary students
- ▶ Maltese as a foreign language

National research



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- ▶ Government Commissioned a study entitled Migrants Students in the State School Sector being undertaken by a team of academics
- ▶ Project aims at exploring the impact of migrant students in primary and secondary, to map out experiences, issues, opinions and concerns of migrant students and their parents, maltese students and parents, teachers and management.
- ▶ Results will play a crucial role to influence the educational strategy and policy of the coming years.

Conclusion

Thanks for your interest

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