

ara és demà

Debat sobre el futur
de l'educació a Catalunya

Report 4

Teachers

Miquel Martínez, Professor of Educational Theory at the Universitat de Barcelona



Generalitat de Catalunya
Consell Escolar de Catalunya

From Employment to Public Service

Teachers can experience their activity as an occupation, a trade for which one must be well prepared, or as a profession with autonomy and ethical and social responsibility. That is, they can experience it without more responsibility than that involved with job compliance and to satisfy the management's requirements of the public or private school where they work, or they could experience it as a profession with a commitment to the education of students, families, the community where the school is located, the school management and the ownership of the center. In other words, in the first case, teachers adapt to who is in charge, whether it is a public or private entity; in the second, teachers make their work their own and live it as something more, as a service to society defined within the unique local community where they work. It is desirable to have teachers committed to improvement in education, with a perspective that goes beyond the classroom and the center; teachers who understand their work as public servants, regardless of their contractual relationship.

What is our context now? What context do we want and what teachers do we want?

This commitment and this ethical and social responsibility that teachers should take on must be corresponded with a commitment by society. This is a necessary condition so that they can do a good job, with well-being, autonomy, trust and resources. Yet, we are not experiencing the healthiest moment of education as a right. Some affirm that we are approaching the end of the right to education as a universal right, within the reach of all people in conditions of equality and quality.

It is essential to consider how we guarantee new scenarios that would allow us to recoup this situation. While there are laws such as LOMCE which assert that schools will open as long as there is a budget, and constitutional texts saying there will be a budget to guarantee or not a right as long as there is no deficit, the danger of losing the right to education is not, unfortunately, a fallacy. There must be a new scenario related to the topic we are discussing here – teachers in Catalonia - that guarantees education as a right for all and allows teachers to do their job with quality; with well-being and commitment; with a desire to teach; with generosity, curiosity, enthusiasm and a desire to do a good job. In two words: with care. The current social and economic model guarantees neither one thing nor the other. With this model it is not easy to preserve the right to education for all in conditions of quality or to have a quality team of teachers to live up to the dignity of a democratic, inclusive society such as we would like ours to be.

There must be a social and economic model as well as a country culture that understand quality in education and quality in teaching in terms of education success and not only school success. The work of teachers is fundamental and, therefore, the group has to take on this responsibility. However, the responsibility for the country's education success cannot fall exclusively to them, even the success of their students. For the work of teachers to be effective, the work of other education professionals is increasingly more necessary. And for society to value education as a common good.

We know that, even before reaching a sufficient percentage of the GNP dedicated to education, the amount of resources needed for teachers' work to be efficient and effective has decreased. We also know that this work is only possible in co-responsibility with other education professionals and non-teaching education staff:

- those who take on education tasks outside the school timetable, inside or out of the school;

- those providing psycho-pedagogical and social support and attention;
- those from the resource centers, training and innovation advisors;
- the social educators, who work with families;
- those who select and produce learning and teaching resources, etc.

All of the above must be under favorable conditions, especially now that resources have been reduced, despite the fact that they are not sufficient for the teachers' work to be beneficial. Without investment in education we cannot go forward. We can dream, but today will not be tomorrow. We are well below what corresponds to a country we call our own. We need committed teachers and we wish for a society truly committed to education.

The Function of Teachers: in Terms of Education Success and Territory

We know the countries with the most education success – not only school success – are those that have been convinced that the quality of education cannot only depend on the corresponding administration. Quality also depends on the complicities and alliances that society can generate with public authorities – not only with the education administration – pushing forward with conviction towards a change in the way of posing education objectives – not only school objectives – and, especially, in the way of attaining them in order to generate social commitment around them.

In order to advance towards a system that improves the quality of education for all, we must propose two main aims: to strengthen schools and to guarantee that the education system promotes more social inclusion and more education excellence. Improvement in education must combine objectives of education excellence with objectives of equity and social cohesion. Schools must be strengthened – public as well as state-subsidized private – and we must also ensure in an integrated, joint way the commitment towards attaining these objectives. An environment must be created that contributes to strengthening schools and improving education for each and every student, integrating formal and non-formal teaching authorities.

With regards to the teachers we want for Catalonia, it is necessary to insist that only if we understand the quality of education firstly, in terms of education success and not only academic and school success, and secondly, in terms of closeness to territory will it be possible for them to contribute to attaining the education quality we desire for our country

With regards to the first objective, strengthening schools, new conditions must be proposed that affect initial and continuous teacher training, the system of selecting and incorporating teachers into the teaching role - especially in providing public school teaching positions - professional development, teacher work conditions and work culture at school. And also key, and not less important, guaranteeing that education jobs – not only those teachers in the classroom and at centers – are in the good company of other education professionals, as those mentioned above, both inside and outside the school.

Regarding the second objective, the commitment to more equity and social inclusion, there must be a proximity model with an integral vision of education that avoids segregation processes and expressions

in the territory. In this sense, we must favor decision-making and shared implication forums that compel co-responsibility among public schools, state-subsidized private schools, formal and non-formal education agents and other social agents. We must decisively recoup education areas, assess their size and, if needed, make them a more humane size so that they can be as efficient and effective as possible, and do so without falling into mistakes of more bureaucracy. It is important to simplify the system, with more function and less structure, and more online work, integrating perspectives and agents involved in educating a territory.

This is nothing new but we must insist that these two objectives are urgent and, to achieve them with the necessary strength and enthusiasm, there must be policy decisions and initiatives to focus and find broad consensus, including with teachers. Conditions should be generated that increase well-being in the professional teaching career, with more efficient center management and more quality in school learning and in education as a whole, both within and outside the school environment, formal and non-formal. We need citizens, political representatives, public administrators and social and economic agents truly committed to achieve quality education as a universal right for all.

Teacher Training

Initial and continuous teacher training, from early childhood education to post-compulsory secondary education, is a concern nowadays for many countries and a special consideration for many universities and education administrations. In the last ten years and within the framework of the university structure reform, our country has seen changes which have partly improved the previous situation. The reform brought about a different training area: 60 credits towards a Master's in secondary education teacher training; prior to this there was a year-long course to obtain the Pedagogical Aptitude Certificate. Right now, early childhood and primary school education consists of 240 degree credits while before it was different, corresponding to 180 credits. However, we are still far from a suitable model for teacher training in our country.

In the knowledge economy society in which we live, a teacher faces situations characterized by a high complexity and elevated levels of uncertainty. Exercising the teaching profession in the 21st century, in a world where formation is understood in terms of knowledge creation and in which society is characterized by diversity and complexity, requires knowledge perhaps deeper and less encyclopedic than before, as well as ways of doing things – some like in the past and others that are new - that should be incorporated with courage and care into initial teacher training. It is no longer is a question only of planning well, communicating knowledge well, teaching, getting students to learn and evaluating adequately. It means generating the best conditions so that students learn autonomously, with the view of being able to do so throughout life, in contexts of cooperation and collective construction of knowledge. They need to express themselves with as much richness as possible, learn to appraise, have their own criteria, argue with rigor and substantiation, know how to live together in a plural world and cherish the values inherent in a society based on respect and dignity for all people. It means the teacher should know how to apply the knowledge acquired in the period of training and show a good capacity for solving problems in new or little known environments and, therefore, in broader contexts than those of their specific field of study or expertise.

Future teachers have to be able to integrate knowledge and face the complexity of making judgements in situations of uncertainty, which are frequently accompanied by social and ethical consequences. The teaching staff nowadays has to know how to communicate knowledge and the latest reasoning that sustains their actions, not only before the students but also before specialized and non-specialized

audiences, clearly and without ambiguity. Teachers have to have the learning habits that will allow them to continue studying in a self-directed and autonomous way throughout their professional life.

That said, all these competences that are often proclaimed as basic for practicing the teaching profession are those found in the master's studies. It is true that some are acquired better in professional practice or through continuous education throughout the teaching career but they require an initial training with a more complex start than a graduate degree. Specifically, they represent:

- having acquired advanced knowledge in a specialized context and an informed understanding of theoretical and practical aspects;
- knowing how to integrate and apply knowledge and the capacities to solve problems in new and defined environments;
- predicting and monitoring the evolution of complex situations by means of developing new work methodologies;
- having developed enough autonomy to participate in innovation and research projects;
- being able to assume responsibility of one's own professional development.

If this is so, degrees that lead to teaching should have not only a minimum of 300 credits, as occurs in the case of secondary school teachers, but also the equivalent training to a master's. This must be valid for all teachers.

The complexity of the work, even though early childhood or primary and secondary education are different, is neither greater nor lesser according to the age of the students worked with. We propose university training of a graduate degree and a master's for compulsory secondary school teachers, for the primary education teacher, for the early childhood education teacher and, obviously, for the teacher involved in post-compulsory studies of vocational training, baccalaureate studies and adult education training.

More and more, the majority of our neighboring countries stipulate an equivalent training for all teachers, whether their work is done in early childhood, adolescent or young adult populations. If anything, we maintain a teacher training anchored in two cultures: a teacher with a "magisteri" certificate and a "secondary school" teacher. This leads to many difficulties, such as limitations derived from creating two social perceptions of an academic category, or the mobility difficulties throughout a professional career, unless the training is started over again from the beginning. . Thus, there are two pedagogical cultures: the *magisteri* which, in theory, emphasizes "how" and knowing and knowing how to, being in a classroom and at a center; and "secondary school" teachers who also, in theory, emphasize "what" and knowledge. In both cases, the students' age seems insufficient to justify one emphasis or another.

Every teacher – whether primary or secondary – must be an educator and also a born leader of their students' learning. It is necessary to be an expert in education, and also in some field of knowledge and to have the experience of in-depth learning and knowing how knowledge has been built in this field. It is necessary for the teacher to master knowledge and to have intellectual curiosity or interests in the world of art and human expression, even though they will never have to teach this knowledge as part of their teaching activity. We need teachers who are enthusiastic about knowledge, who accompany and guide their students and pass along this enthusiasm, cultured people with professional training appropriate for a diverse society and the creation of knowledge about what we are.

Teacher Education and Access

In terms of training structure, we propose that in order to become a teacher in Catalonia it be necessary to have a graduate degree and a Master's, for a required total of 300 credits. The contents of the degree and Master's would vary according to the grade level the teacher is initially interested in teaching and, if necessary, the corresponding curriculum area. Master's studies that professionally prepare teachers can be accessed from any university graduate degree: in some cases, directly, while in others, by means of tailor-made additional training and provided that, through various training modules, training received can be completed so that the teacher can easily change the grade level to teach.

As shown in the following figure, we differentiate three types of degrees:

- a degree in education focused on teaching;
- a degree in other than education but with an education pathway;
- any other university degree.

Access to the Master's degree will be direct if the graduate degree is in education focused on teaching and the teacher wishes to teach at early childhood or primary school grade level. However, if the teacher wishes to access the Master's in secondary education, it will be necessary to take some complementary training related to curricular contents for Compulsory Secondary Education (ESO). Likewise, a student with a degree other than in education with an education pathway can access directly all teaching Masters with the exception of early childhood and primary education; in that event, it would be necessary to have

Degree	Tailor-made complementary training	Grade level /curriculum area specialization Master's				
		ECE + PE	CSE	Bacc	VT	AE
Degree in education focused on teaching	Disciplinary degree related to curricular contents of grade level	Green	Orange			Orange
Disciplinary degree with education pathway	Educational psychologists	Blue	Green	Green	Green	Green
Disciplinary degree	Psicoped Educational psychologists agògics	Orange	Pink	Green	Green	Green
	Educational psychologist + disciplinary degree related to curricular contents of grade level			Green	Green	Green

Figure 1

studied complementary educational psychology education. If the student has a degree in any other area without an education pathway and wishes to do a Master's in education, it will be necessary to study educational psychology training courses and/or courses related to curriculum contents, to teach at early childhood and primary school level as well as at secondary education level.

As can be seen, we are proposing various Master's degrees according to grade level. Specialties for the only Master's in education – secondary school teaching – are usually established by curriculum areas. There must be a focus on teacher training not so much according to contents to be taught but rather on the subject being learned. It is essential to center the training on the students' learning activity and on the design of learning environments appropriate to the various developmental moments and the learners' culture. With this, it is supposed that the teacher has acquired the curriculum contents and knowledge necessary for the graduate degree or through pertinent complementary training prior to studying the Master's.

Teacher horizontal mobility must be facilitated between grade levels according to the teachers' own interests, their age or the professional stage they are in. This also allows for a better adjustment of the existing teacher work force at a determinate time to the education system and students' needs. There should be an architecture of initial and continuous training for all teachers that is flexible and systematic, that has a modular structure adequate for the philosophy of life-long learning, in this case throughout their professional life and teaching career.

With the aim of promoting teacher horizontal mobility between grade levels, it is necessary to have more recognition in terms of official degrees, initial and continuous training received and work experience. Independently of what is considered the most appropriate organization of education system grade levels, there is a need for teachers that, with the necessary complementary training, can teach in different learning areas in basic education or be specialized in determinant early childhood education cycles. For instance, it is needed for teachers in early childhood and primary education, with the required curriculum complements, to become teachers in the first cycle of secondary education or with a clearly guidance role in the second cycle, and can specialize in the first cycle of early childhood education. It would also be a good idea for other professionals with Master's degrees directly related to education, such as educational psychology, with the necessary curriculum complements, to complete the last year of the Master's with the necessary training to become basic education teachers.

With reference to the grade levels that students study, we would differentiate five Master's degrees:

- Early childhood and primary education;
- Compulsory secondary education;
- Baccalaureate;
- Middle level vocational training;
- Adult education.

These Master's degrees can offer various itineraries according to the particularities of some cycles, teaching approaches and learning of the various curriculum areas – scientific, humanistic, artistic and technological. Here are not included the middle level vocational education teachers nor university professors.

The number of places available to study the various Master's degrees will be determined according to the number of places offered by the recognized education centers and the student teacher practice centers. These education centers should have a welcoming and monitoring plan for practice teachers, with the teaching staff receiving adequate recognition for their dedication to student teachers' practice.

The Master's access selection process will take into account the graduate's academic record, personal curriculum and a letter of recommendation. The suitability of candidates will be assessed in an interview to consider their communicative and personal competences. There must be a guarantee that the future teacher, between the training received and the original degree, the supplementary training and the Master's, will have the knowledge related to the major or specialty; will have considered how to teach it and how it is learned; will know how to reflect upon teaching practice and their identity as a teacher, the meaning of education and that of the school institution; will have knowledge about school organization and will be equipped with the methodological tools to start up innovation and research programs in the classroom.

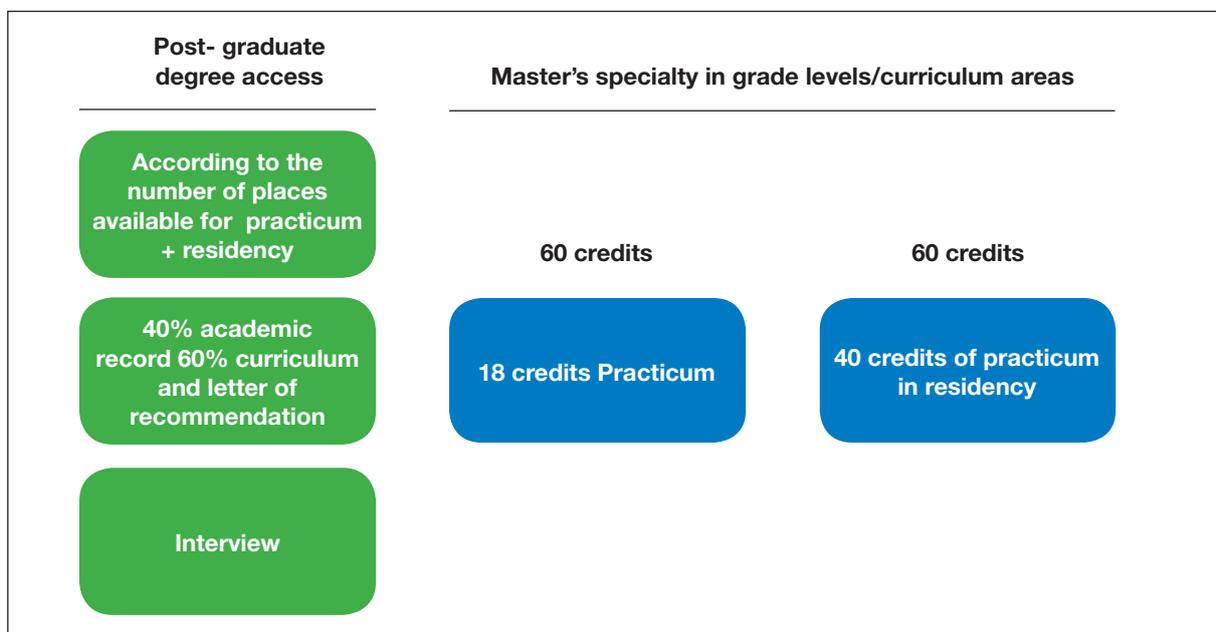


Figure 2

In the last year of the Master's, students spend two thirds of their time at the practicum center; the other third takes place between the education center and the university so that they can devote their time to study, analysis and reflection on the practicum.

The key to this phase of the initial training process is the careful selection of practicum centers and the quality of shared and collaborative work between the university professor staff and the supervising staff for teaching practice at the centers. There must be centers with stable teams, who practice in improvement projects or programs or who develop reference practices, who dedicate time to the task of training future teachers as well as spaces and time for shared work among supervising teachers at centers and those at the university.

This last year of residency at an education center has to serve as a way to get to know the different roles

a teacher plays day-to-day: in the classroom; in leisure areas; in learning spaces and communal areas outside the classroom; in the relationship with families; in the shared link and task among other education, health or social service professionals; in staff rooms and meetings and collaboration; in student assemblies, and so on. In the end, it deals with a type of immersion in the center that should offer enough elements so that the evaluation of student competences by supervising teachers and university professors is rigorous for a future teacher, with regard to professional competences as well as tacit and reflective knowledge.

Once again, monitoring and evaluation are tasks best made jointly among the supervising teachers at centers and the university professors. The evaluation of this last year of training must be accompanied by a guidance counseling pointing out the future teacher's strengths and weaknesses and which must be favorable in order to receive the Master's degree. Should this stage not be passed, the evaluation report will specify the activities and additional training the student needs to do before being evaluated again.

Practice teaching done at education centers should be related with the future teacher's major or specialty. A residency at schools or high schools recognized as centers of education reference will permit the training of future teachers in areas, methodologies or relevant matters that arise, and at the same time that these teachers are especially prepared to be placed in structural positions for specific profiles at the time of starting to teach.

The rapprochement between universities, schools and high schools involves a two way training model. This system suits the education system because it is a good catalyst of synergies and projects shared among university professors and teachers from primary and secondary schools. In addition, it facilitates better initial and continuous training and allows making the most of public and private resources in innovation and research on teaching practice.

In order to make progress in this direction, it is necessary to build a training model and a teaching culture at universities that promote the future teachers' tacit knowledge and reflective knowledge, both needed to face their task in a society that is no longer that of the 20th century and to work, live together with and educate children and young people who are not the same as before either. The ties between primary schools, secondary schools and universities can better help achieve the training model to which we refer.

When we talk about a training model, we are not referring to a study program for degrees that prepare teachers. We are referring to the intention with which the training is addressed. If the set of knowledge, attitudes, abilities, values and competences that a teacher must have is so evident and agreed upon in order to start teaching in favorable conditions, it would seem logical to expect that learning practices and co-existence in university classrooms, as well as the performance levels required, were in harmony.

And it is not always so. Achieving this harmony should not depend on the willingness of a particular professor or department. There are several fronts that should be attended to solve this situation. It is vital to overcome the protectionist attitude resistant to change that characterizes those professors that think the changes in society and students nowadays require a special way of dealing with training teachers which cast doubt on the value of their work. Contracting conditions, promotion and stabilization of the professors in charge of training teachers must generate enough motivation and trust to dare to change, consolidate good practices, innovate and, ultimately, dedicate time and space to improve the quality of the training model, shares educational objectives, construct teaching practices in collaboration, have a transversal and not compartmentalized vision of areas of knowledge, establish teaching teams, share improvement projects with schools, and so on.

Those responsible for education policies and universities must be aware that this change cannot be

addressed in an efficient way without their collaboration. And they must be responsive to the urgency of establishing implementation plans for improvement actions, such as these examples:

- Setting up networks between education centers and universities to place the education center as the main training axis of future teachers;
- Incorporating teachers already in the profession as associate professors and/or associated with teaching teams at faculties;
- Enabling teachers at education centers to link part of their teaching hours at a university department and university professors to do part of their teaching at the center;
- Providing adequate conditions - with personnel, time and work recognition - for the centers and primary school teachers who participate in residency practice and practice for students in teaching careers;
- Promoting mixed teams with current primary school teachers and university professors to develop innovation projects and education research.

Future teacher trainer profiles should always bring together, although with different weight, people with teaching experience at the same grade levels as the aspiring teachers and professors with experience in projects of improvement, educational innovation and research.

Continuous Training

These synergies can also foster shared actions of continuous training and pedagogical innovation and renovation, aspects in which Catalonia has been a leader for many years. Certainly, the teaching profession, often selfless and poorly paid, has been fundamental in pushing forward an education system that, even in times of crisis and meager budgets, experiences moments of change and stimulation. For years, centers, the Education Administration and teachers have been developing innovation projects and programs and identifying practices of reference but now what is needed urgently is to incorporate a culture of evaluation that can enable us to prove when innovating is improvement and orienting continuous teacher training towards that improvement.

Education administrations and local entities, teachers' unions and professional organizations, pedagogical renovation movements, universities and schools must contribute whatever is necessary to look deeper into the identification and consolidation of educational good practices in order to accompany these processes of innovation and especially to evaluate them as well as education practicums and their improvement.

Initial training is, as the name indicates, the start of training, the condition necessary to begin the teaching profession and to continue training. Contemporary society as well as children and young people are changing quickly and these changes continually present new challenges and training needs for teachers and primary and secondary schools.

Teachers must be up-to-date in digital competences, foreign languages, working with families, student culture, the multi-cultural and religious context of students' families, and so on. Teachers must be well prepared to educate emotionally, to teach students to learn to value, to have criteria, to lead a sustainable

life, on a personal as well as community basis. Teachers must be up-to-date on advances in psychology and neurosciences with regards to better knowledge learning and languages, of the arts and visual thinking, being able to identify correctly behavioral disorders and prepared to work in an inclusive school model in which students with special educational needs are present, together with their classmates, and learning.

When school center management teams are asked, the two main concerns on an international scale are: the lack of training or performance of teachers and the lack of teachers trained to attend students with specific education needs. Yet, if we observe the data in our context, the biggest concern is that half of all compulsory secondary education teachers work at centers where there is a deficiency in support personnel or teachers who can adequately attend these students. Initial and continuous teacher training must be especially sensitive to this serious weakness and the Administration cannot spare any resources, whether in support personnel or continuous training actions. Furthermore, the professional and ethical duty of teachers, as that of any other professional of this level, is to keep abreast of their work, an obligation corresponding to the right of students, their families and society.

The teaching model we want is founded on a good initial training and continuous training attentive to education needs and professional practice, which must be paid or not depending on whether the deficiencies or weaknesses are the teachers' or as a result of a change in the education system.

Online work among teachers at centers, universities and territorial renovation movements are the main components of quality continuous training. There have to be training and innovation advisors along with the support and trust of the administrations, which should promote spaces and synergies to foster collaborative work on innovation and continuous training for teachers. We need more proof from the study of educational practice and research to improve teaching and the quality of education. It would be good to promote mixed research teams of university professors and school teachers. There is a need for the participation of teachers, as training advisors in programs and projects of educational research, educational improvement and continuous training to be recognized by the education administration and by universities as a merit in the accreditation and access processes for university professors.

In order to evaluate initial and continuous teacher training, problems must be identified and improvements proposed. It would also be advisable to set up a round table on teacher training with the participation of all actors and users involved, as a space for participation and decision with the executive presence of education and university administrations.

Access and Development of the Teaching Career

In order to become a teacher, it will be necessary to have the aforementioned master's in education or its equivalent (if the person in question has studied outside the Catalan education system) and has received a favorable evaluation during a minimum two-year induction period. This period, as show in the following figure, will be the start of the teaching work once the corresponding master's studies have been completed.

If we observe the international field, we can confirm that teachers have various ways of joining a center to start teaching. One is through mentoring, understood as the support veteran teachers give to novices when they arrive at the center. When veteran teachers are good and well trained, mentoring actions allow: learning from the practice during the first years of teaching;

- overcoming their own difficulties on what it means to be alone before a group of students;
- regulating classroom and group dynamics;
- controlling adequately learning and teaching timing;
- facilitating self-evaluation and reflection on the practice;
- entering the organizational culture at the center;
- ultimately, helping the novice teacher to feel surer and have more self-confidence.

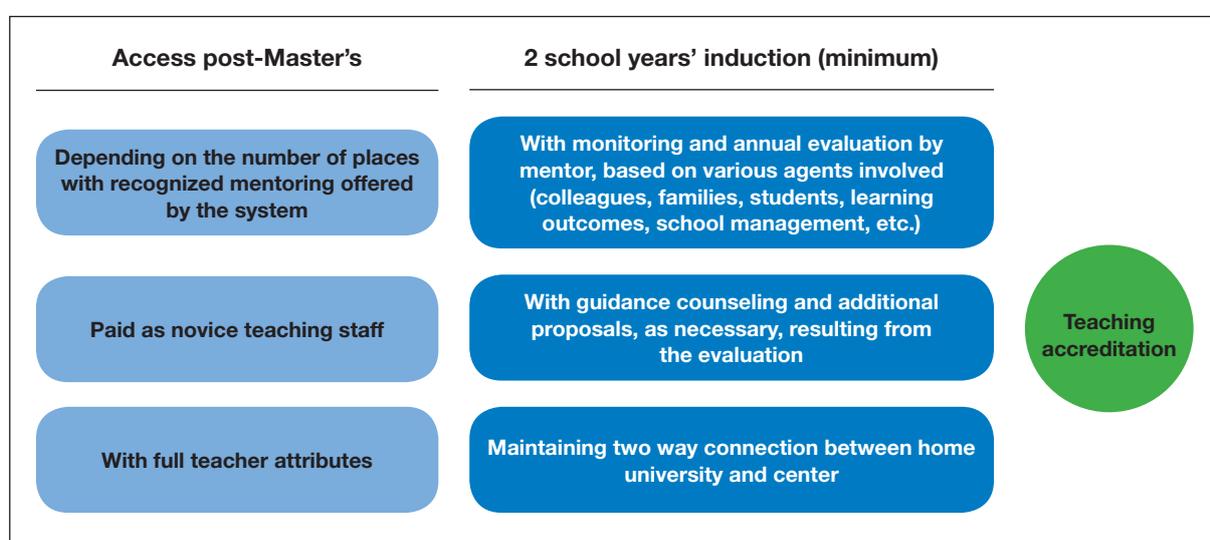


Figure 3

In the induction period, the novice teacher will be accompanied by a teacher with mentoring duties. On finishing the induction period, the teachers who have been favorably evaluated will become accredited and able to opt for positions offered by public and private centers. The mentoring will be recognized and form part of the teaching dedication time of the mentor teachers. To become a mentor, the teacher will need a specific preparation and a quality teaching record.

Novice teachers will carry out the same functions as accredited teachers. Teacher mentors will monitor and evaluate the novices based on observations and information gathered from colleagues, student learning outcomes, the school management team and other agents involved, such as families. This evaluation will be accompanied by guidance counseling and, if necessary, additional training proposals addressed to the novice in order to improve their teaching quality, complete the training received before access to the induction phase or adapting it to the needs of the center and the education system.

It would be wise for universities not to detach their graduates during this phase of starting their teaching career: they should learn from the professional competences evaluations of their alumni to improve their teacher training and collaborate with their complementary training by participating in the continuous teacher training plans mentioned earlier.

Teacher evaluation is a quality guarantee for the system, understood as support for teaching improvement and, therefore, for student learnings. The majority of Western countries envision teacher evaluations and some establish a trial period that begins at a new center as an evaluation measurement. At our centers, teacher evaluation has been mainly associated with inspections and less with internal evaluation of centers or peer evaluations. In some cases, consequences have not only been punitive or derived from documents presented as a result of having participated in training activities not necessarily linked to teaching improvement or student learnings. Because of these reasons, which surely are not the only ones, the teaching culture at our centers has not been especially favorable towards evaluating practice when it involves assessing teachers' activity.

In order to change this evaluation culture, there must be guarantees of transparency necessary for all actors involved, that it be truly oriented to offer teachers information so that they can improve their teaching and be accompanied with resources for continuous training.

It is clear that teaching must be updated. The new tools that are appearing so that teachers can do their work well require specific training and conceptual revisions on what it means to learn and teach nowadays and how to improve the reflective practice of their teaching. To advance the integration of the evaluation culture in teachers' daily work, it is necessary to have a good map of professional competences regarding teaching, guidance counseling and school management, sufficiently shared, and to know how to evaluate them.

It is necessary to recognize and go deeper into the existing good practices and foster the appropriate conditions to be able to demand, as a professional and ethical responsibility of all teachers, the care of the right that students have to learn and be educated in the best conditions. In this milestone, teachers have a leading role and this is why it is obvious that they must agree on the fact of accountability.

This is a fundamental question that we need to delve into further. An evaluation without consequences or merely bureaucratic, that involves slight salary increases, does not motivate committed, implicated teachers to improve and, instead, protects attitudes and ways of dealing with work that are limited to job compliance in the strictest sense of the word. Evaluation must be more discriminant and recognize teachers who can best be a mentor. They can link up with universities as professors, become associate professors or access to university professor positions similar to those of an associate physician.

We are proposing an evaluation model without many standards and rules, focused on improvement and accompanied with the necessary training resources. It must be a model that shows trust in teachers and their autonomy, and also in the autonomy of centers within the context of a territory. It must incorporate self-evaluation, internal evaluation and external evaluation, always with guidance counselling that identifies strong points and opportunities for improvement, that recommends actions in this direction and enable promotion throughout the teaching career. It would be advisable that, in order to achieve favorable evaluations, the center were also evaluated and show proof of its involvement with the teacher. Evaluation should be experienced as standard practice and should make a good evaluation of the practice. No external test can say what you do right. The evaluation system must be founded on guarantees, based on indicators and evidence with published criteria, agreed on and well-known, and that it be the responsibility of more than two evaluators who are involved in external evaluations. We are proposing an evaluation of a teacher's activity beyond simple job compliance which encourages improvement and well-being at work.

As can be seen in the following figure, throughout their teaching career, teachers can achieve various levels with recognition and salary increases, which can promote horizontal and vertical mobility, and should make it possible for the teacher with a favorable evaluation, after a minimum of five years, to become a full

teacher and after at least two more five-year periods and favorable evaluations, become a senior teacher/ chair (*catedràtic*), according to the terminology of the Education Law. In any case, the continuous evaluation of professional activity must allow access by merits to full and senior/chair teacher positions without any competitive exams or test. Evaluation will be a system that allows salary increases, which will necessarily enable the doubling of an initial salary throughout a teacher's teaching career.

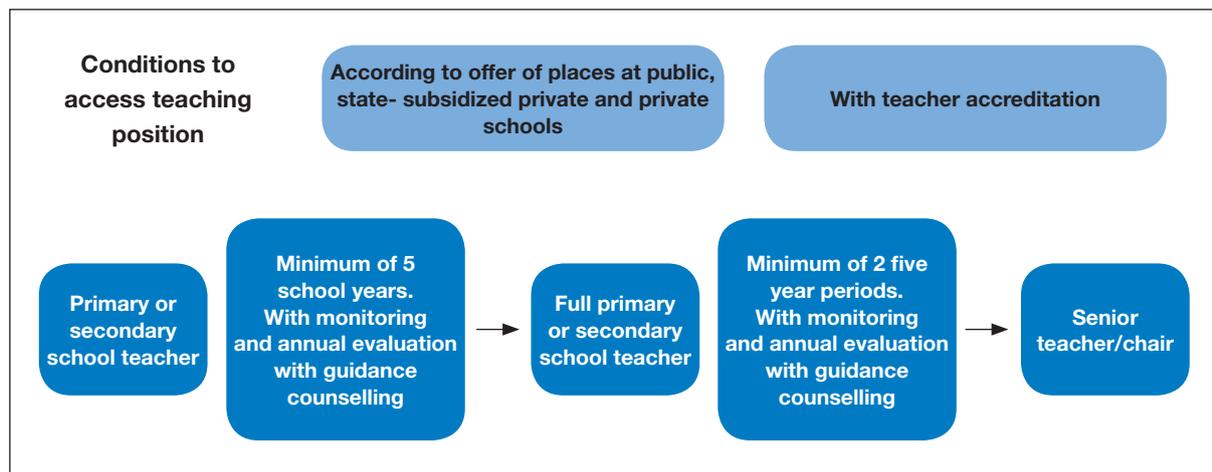


Figure 4

Favorable evaluations will be necessary conditions to access positions as guidance counsellor, school management team, supervisor and inspector, but not the only ones. It is necessary to identify well the knowledge and professional competences associated with these functions in order to carry out these activities, and choose among the teachers with favorable evaluations those with the best preparation and in good conditions for accompanying students and their families, exercising pedagogical leadership and guiding them in processes of improvement.

Two Final Considerations

As we said at the beginning, teachers must understand their activity as a profession and their mission as a public servant, regardless of the contractual relationship. Likewise, two final considerations must be mentioned in this respect. The first, as a commitment of society with the teacher; the second, as a commitment of the teacher with the society served.

Society must guarantee maximum job security, promote flexibility throughout the teacher's professional life and establish mechanisms that enable the termination of the teacher's role due to events beyond the teacher's control, by free choice or through incompetence, with the most respectful economic and work conditions for the teacher.

Teachers must acknowledge that education services and the rights of students and families to a quality education is above all other professional rights. Professional integrity as an ethical imperative obligates us to show the utmost honesty, independence when preserving freedom of action regarding external pressure on the profession, and impartiality and neutrality of professional practice with respect to private interests outside education, according to UNESCO declarations on ethics and human rights.

Supporting Documentation

The selection of studies and documents on teachers listed below can serve to complete the questions and proposals raised in this paper and contribute to debate.

We refer to three special thematic issues of education journals that this year have focused on the teaching profession: *Bordón*, on initial primary school teacher training; *Revista Catalana de Pedagogia*, on professional training of primary school teachers; and *Cuadernos de Pedagogía*, on a snapshot of the teaching profession.

The work by L. Darling-Hammond and Ann Lieberman contains very complete information on teachers in countries noted for their teacher training model.

We refer to some recent Eurydice papers on teachers and their corresponding links.

Below you will find a work written years ago, the result of a debate over an academic year of more than forty teachers – educational professionals and experts - convened by the Fundació Jaume Bofill to a series of working sessions at Can Bordoí. In this work you will find the texts of papers presented then by José Manuel Esteve and Mariano Fernández Enguita.

We include the reference to a document from 2013 by the French Ministry of Education on teacher training.

Below you will also find the reference to the 2013 Talis Report, which surveys teachers and school principals on teacher work conditions and learning environments at centers.

We also mention references to a research paper, as yet unpublished and coordinated by Ramon Palau on the quality and teacher promotion of early childhood and primary school teachers in Catalonia. In this document he makes an international review and interesting proposals for the debate based on opinions of a group of education professionals with various responsibilities within the education system.

Enric Prats' text gathers a set of reflections on teachers in Catalonia, recently published, which also involved the participation of a group of teachers and education experts.

Finally, we include a link to the Programa del Consell Interuniversitari de Catalunya on improvement and innovation in primary school teacher training (MIF), where you will find documents from various working groups and a link to the series of documents *Breus MIF*, that deal with aspects of interest to teachers from a shared vision.

DARLING-HAMMOND, L. and LIEBERMAN, A. *Teacher education around the world. Changing policies and practices*. Londres, Nova York: Routledge, 2012.

EUROPEAN COMMISSION/EACEA/EURYDICE. *Key Data on Teachers and School Leaders in Europe. 2013 Edition. Eurydice Report*. Luxemburg: Publications Office of the European Union, 2013.

http://eacea.ec.europa.eu/education/eurydice/documents/key_data_series/151en.pdf [Consulta: 11 de novembre de 2016]

EUROPEAN COMMISSION/EACEA/EURYDICE. *Levels of Autonomy and Responsibilities of Teachers in*

Europe. *Eurydice Report*. Luxemburg: Publications Office of the European Union, 2008.
<http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/094en.pdf> [Consulta: 11 de novembre de 2016]

EUROPEAN COMMISSION/EACEA/EURYDICE. *The Teaching Profession in Europe. 2015 Edition. Eurydice Report*. Luxemburg: Publications Office of the European Union, 2015.
<<http://www.anefore.lu/wp-content/uploads/2015/09/EURYDICE-THE-TEACHING-PROFESSION.pdf>>
[Consulta: 11 de novembre de 2016]

MARTÍNEZ, M. (dir.); ECHEBARRIA, I.; Farré, R. i PLANDIURA, R. *El professorat i el sistema educatiu català*. Barcelona: Editorial Mediterrània: Fundació Jaume Bofill, 2008 (Polítiques; 62).

JIMÉNEZ SÁNCHEZ, J. (ed.) Monogràfic "Docentes. Una profesión en tiempos de cambio". *Cuadernos de Pedagogía*, núm. 469 (juliol-agost de 2016).

MARTÍNEZ, M. (ed.) Monogràfic "Formación inicial de maestros". *Bordón*, núm. 68 (abril-juny de 2016).

MINISTÈRE DE L'ÉDUCATION NATIONALE. *Lancement des Écoles supérieures du professorat et de l'éducation*. París: Ministère de l'Éducation Nationale, 2016.
<<http://www.education.gouv.fr/cid72783/lancement-des-ecoles-superieures-du-professorat-et-de-l-education.html>> [Consulta: 11 de novembre de 2016]

OCDE. *Teaching and Learning International Survey (TALIS), Technical Report*. OCDE, 2013.
<<https://www.oecd.org/edu/school/talis.htm>> [Consulta: 11 de novembre de 2016]

PALAU, R., ANGLÈS, A., PEÑALVER, M. i GUINOVART, A. *Qualitat i promoció docent dels mestres d'educació infantil i primària a Catalunya*. 2016 (Treball pendent de publicació)

PRATS, E. (2016) "Les polítiques de professorat". A: VILALTA, Josep. M. (dir.). *Reptes de l'educació a Catalunya*. Anuari 2015. Barcelona: Fundació Jaume Bofill, p. 203-260 (Polítiques, núm. 84).

RUÉ, J. (ed.) "La formació professional dels mestres". A: *Revista Catalana de Pedagogia*, 2015 (núm. 9.).

MIF. <<http://mif.cat/>> [Consulta: 11 de novembre de 2016]

Breus MIF: <<http://mif.cat/breus/>> [Consulta: 11 de novembre de 2016]