



EUROPEAN TRADE UNION CHARTER FOR EDUCATION INSPECTORS

The European Charter of Trade Unions of education inspectors is divided into two chapters. The first chapter refers to universal principles, considered important for the performance of the profession, and the second chapter presents the desired profile for Educational Inspectors, including personal and professional competences.

The following principles are assumed by all the ones that subscribe the European Trade Union Charter for Education Inspectors and for all the other unions that in future want to subscribe to it.

The trade unions of education inspectors, who are signing this European Charter, commit themselves to collaborate in order to achieve its content, to jointly support the initiatives that we collectively adopt for this purpose, as well as to strengthen the professional ties that unite them by sharing concerns, efforts and activities, both in terms of training and demands to political decision-makers and European institutions. All the while respecting the independence of each trade union in its territorial or national sphere.

Chapter I

Principles

Some of the principles, fortunately, are already a reality in some European Inspectorates of Education. We aim to ensure its full applicability to all European Educational Inspectors. Subsequently, we aim to extend its scope to other countries and their geographical areas.

We advocate that education inspectors' judgements should be independent, to ensure justice, impartiality and equity in their actions.



Educational inspectors, as educational supervisors, shall participate in the institutional evaluations and studies of educational systems at international level promoted or carried out by European institutions.

The trade unions of education inspectors will encourage international bodies at European level with competence in education to include education inspectors in their studies, proposal and activities, recognising their contribution to the improvement of education in Europe and disseminating their contributions.

1. Recruitment and Training:

1.1- Education inspectors must have the necessary teaching qualifications (degree or master's degree);

1.2- All education inspectors must have at least eight years of teaching and/or appropriate leadership experience;

1.3- Those who inspect in other areas should have at least eight years of relevant experience in the area they are going to inspect;

1.4- Initial training for education inspectors should last at least one year and should have a theoretical component and a practical one (in a work context);

1.5- All the inspectorates should draw up an annual plan for in-service training, which is a right and an obligation of the inspectorates, and it should be taken into account for promotion.

2. Career:

2.1- Education inspectors must be highly specialized, inspecting mainly activities of their former professional experience or training;

2.2- Inspectors should receive remuneration significantly higher than teachers and school leaders;



2.3- There should be a career for education inspectors, in order to differentiate the various stages of responsibility and respective technical and functional demands and complexity, for the different levels of performance.

3. Working conditions:

3.1- On school visits, all of the expenditure should be borne by the department to which the inspector belongs, including travel, hotel, motorway/highway fees, parking, meals and other expenses borne by the inspector, related to the school inspection. The inspector may choose to receive a fixed amount as a subsidy for lodging and meals;

3.2- Inspectors should be provided with official cars. If that is not possible, with the prior consent of the inspector and upon their request, it should be authorized annually to use their own vehicle. Those who use their own vehicle for inspections should have their own vehicle insurance, reimbursed by the inspection service to which they belong or the inspectorate should pay for an in-service car insurance;

3.3- The time of work should start/finish from when the inspector leaves/arrives at their home/base working place (the time used for transport should be included in the weekly work time);

3.4- When not on duty in schools, inspectors may choose between working at the inspectorate or at their home/base working place;

3.5- Each Inspector must be provided with the necessary material for the performance of his or her functions, namely computer, printer, mobile phone and internet, as well as the respective consumables.

4. Trade Union representation:

4.1- Education inspectors, independently of the number of inspectors, must have the right to create a specific and independent union and/or also establish federations and unions between them;



4.2- Inspectors who are part of the leadership of the union should have a reduced weekly working time and the convener may have the possibility to be full time in the union (total reduction).

Chapter II

Education Inspectors' Profile

Inspectors should be recruited among experienced professionals in education, with the highest levels of competence to observe and report objectively, with the ability to analyse, evaluate and make judgements based on evidence gathered during the inspection activity.

Inspectors - always putting children and students first - must ensure that all judgements and evaluations made are based on solid and defensible evidence, assuming and defending their technical independence, leading by example and demonstrating accountability and transparency in all they do.

Inspectors should assume responsibilities towards respect to equity and diversity.

1. Personal Characteristics and Skills/Competences

Among the personal skills and competences, it is considered essential that the inspector:

- 1.1-** be an attentive observer;
- 1.2-** be a good listener in dialogue;
- 1.3-** be empathetic and assertive;
- 1.4-** be a good communicator, expressing themselves correctly orally and in writing;
- 1.5-** be organised and methodical;
- 1.6-** has a good command of ICT;



1.7- has a high sense of ethics, basing their actions on principles of correctness, impartiality, justice and fairness;

1.8- be collaborative and know how to work in a team.

2. Professional skills/competences

2.1- Technical Competences

2.1.1- Possess deep and broad knowledge of education issues;

2.1.2- Possess awareness of the changes taking place in education and inspection and demonstrate the ability to keep up to date on a wide range of professional issues;

2.1.3- Understand the action of the main actors in education and the operational and political context of each of them.

2.2- Communication

2.2.1- Communicate effectively in writing, demonstrating clarity and expressing judgements accurately and effectively;

2.2.2- Communicate orally with clarity and honesty, establishing partnerships and trust with interlocutors;

2.2.3- Explain complex issues, making them easy to understand for the addressees;

2.2.4- Transmitting information in a formative and clear way, with diplomacy;

2.2.5- Be receptive, conversational and impartial in discussions, respecting diverse interests and opinions;

2.2.6- Monitor the effectiveness of their own communications, adopting the necessary measures to achieve the objective(s) outlined.



2.3- Leadership

- 2.3.1-** Inspire and motivate teams to engage in their work and dedicate themselves to their role and goals;
- 2.3.2-** To lead in the sense of effectively challenging and holding others accountable;
- 2.3.3-** To welcome and respond to the opinions and challenges of others;
- 2.3.4-** Support, promote or defend own and team's actions and decisions, whenever necessary;
- 2.3.5-** Promote diversity, inclusion and equal opportunities, respecting differences.

2.4- Decision Making

- 2.4.1-** Clearly reflect on the deliberation process before making decisions;
- 2.4.2-** Encourage both innovative suggestions and challenges from others, for decision making;
- 2.4.3-** Rigorously analyse and interpret data from various sources to support decisions and identify likely outcomes;
- 2.4.4-** Find the best option, identifying positive, negative, risks and implications;
- 2.4.5-** Draw reasonable conclusions from a wide range of complex and sometimes incomplete evidence;
- 2.4.6-** Make decisions with confidence, even when details are unclear or prove to be non-consensual.

2.5- Processes and Outcomes

- 2.5.1-** Demonstrate a strong focus on improving outcomes for children and pupils;
- 2.5.2-** Ensure that everyone clearly understands their roles, responsibilities and objectives;



- 2.5.3- Convey information in a clear and motivating way about priorities, goals and expectations to get the best out of people;
- 2.5.4- Complying with legal and regulatory requirements;
- 2.5.5- Establishing and complying with processes and standards;
- 2.5.6- Effectively manage priorities and ensure timely communication of results;
- 2.5.7- Demonstrate resilience and independence by maintaining own levels of performance in challenging circumstances and encouraging others to do the same.

Fundão - Portugal, 1st of April 2022

The subscribers

Sindicato dos Inspetores da Educação e do Ensino (SIEE) – Portugal

(Bercina Maria Ramos da Costa Pereira de Araújo Calçada)

Unión Sindical de Inspectores de Educación (USIE) – Spain

(Jesús Abel Marrodán Gironés.)

Syndicat de L'Inspection de L'Éducation Nationale (SIEN) - France

(Elisabeth Jardon)



The FDA Trade Union – England

(Mark Sims)

Odborový zväz školstva a vedy, sekcia zamestnancov ŠŠI – Slovakia

Trade Union of Workers in Education and Science in Slovakia - Workers of state school supervision

(Monika Murínová)