

INTERNATIONAL MOBILIZATIONS IN THE EDUCATION SECTOR: STATE OF THE ART

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Yesterday, our Minister spoke on the occasion of World Teachers' Day, making announcements that are against teachers. These announcements undermine the profession, the curricula and the staff, and run counter to the success of all students.

Among the announcements, I will mention a few: changes to the curricula, lowering the level of teacher recruitment, dictating methods to be followed by teachers, the labelling of textbooks by the Ministry.

He didn't talk to teachers, he talked to a section of public opinion, the most reactionary and close to the extreme right... as he has been doing for the last month and a half.

The trade unions found out about the plan in the press.

The minister is asking for proposals about how to implement new curricula focused on learning fundamentals what is done in eight weeks' timeframe, with a consultation of teachers at the same time, he wants to apply them in 2024 and have results in 2025. That's not the way the world of education works, which needs a long timeframe. It's not feasible. This is not a marketing operation.

The start of the new school year in pre primary and primary schools

At the start of the new school year, the dominant theme is the increasingly worrying state of the profession, with the impression that it is deteriorating from year to year.

The shortage of teachers

If the first week of the new school year was a week of adjustment, with a phase of openings and closures, it is now that the difficulties are being felt in terms of teacher shortages. In many places, not all part-time posts have been filled.

In other places, in order to have a teacher in front of each class, the administration is drawing on the reserves of substitutes by placing them in year-round classes.

As a result, at the start of the new school year in some areas there were no more substitute teachers available to cover future replacements (sick leave, maternity leave, looking after sick children, etc.). Some areas are already under pressure, and the President's promise that all substitute will be provided from the start of the new school year will not be kept.

When a teacher is not replaced, the students are taken into other classes, considerably increasing the number of students in the other classes.

What's more, we're increasingly noticing that departmental managements are cutting back on staff rights: refusal of availability, refusal of part-time leave, refusal of leave to attend funerals.

The whole system is under strain.

The recruitment problem

This year, 4 regions have found themselves short of candidates: Créteil, Versailles, Mayotte and Guyana. The question of attractiveness has been raised and, contrary to what the Minister said last year, the attractiveness shock has not taken place. There is a shortfall of nearly 1,600 posts.

In these areas, the recruitment of contract staff is therefore taking place and has increased since last year.

But what's worrying is that contract staff are also being recruited in regions where there is no recruitment shortfall, even in attractive regions.

Why are these areas, which have filled posts, being forced to recruit contract staff ? The reason lies in the training reform introduced under our previous minister, which uses trainees or students as teaching resources. Under the reform, trainees are either full-time or part-time, depending on their course of training, but it's impossible to calibrate the number of successful candidates beforehand because they are taking the same competitive examination. The same applies to sandwich students, who teach part-time.

Teaching conditions

When teachers are asked what could improve their working conditions, the first thing they say is salary. And the measures taken last year will not improve the purchasing power of all teachers because they are insufficient (SNUipp survey) and they do not want to work more to earn more.

In second place comes class size in improving working conditions. It seems obvious that smaller class sizes could solve everything: managing difficulties at school, providing schooling for pupils with disabilities or special educational needs, classroom management (in cases of bullying), etc. Yet the government has not chosen to use demographic decline as a lever for improving teaching and learning conditions.

What is currently weighing heavily on colleagues are the conditions for inclusion: lack of resources, lack of places in specialised establishments, no support, no training.

The profession

At the FSU-SNUipp, it is in our DNA to talk about the profession and teaching practices, and we have been doing so at our conferences and the Autumn University for over 20 years. We try, always in conjunction with research, to put the profession at the heart of our discussions so that success at school is a reality for everyone.

In addition, a few months ago we launched a campaign entitled "Reinventing our profession", and the conference organised around evaluation is fully in line with this campaign.

Autumn University

This is a 3-day event of workshops and conferences featuring some thirty researchers. Over 400 teachers take part each year.

In conclusion, despite this unfavourable context, the FSU SNUipp, as the leading union in schools, will continue to defend a high-quality public education service and to speak out loud and clear on behalf of the profession in order to build the school of the future, a school that promotes emancipation and helps to reduce inequalities.