



MALTA EDUCATION

Dokument bi proposti għall-partiti politiċi
2022

MUT.ORG.MT





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Elezzjoni Ġenerali 2022

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1. Introduzzjoni

IL-MALTA UNION OF TEACHERS, bħala protagonista ewlenija fis-settur edukattiv f'pajjiżna, qed terġa' tkun proattiva permezz ta' dokument estensiv li qed jiġi ppreżentat lill-partiti politiċi fid-dawl tal-elezzjoni ġenerali li jmiss.

Kull darba li l-MUT tieħu xi azzjoni kollettiva f'isem il-membri tagħha nisimgħu ħafna kliem, bħal: Fejn huma l-proposti tagħkom? Għalfejn dejjem tmaqdru biss? Dawn ir-reazzjonijiet huma ferm 'il bogħod mill-verità u mill-ħidma li tagħmel l-MUT, hekk kif jixhed dan id-dokument.

Il-proposti tal-MUT huma kontinwi, u l-MUT għal darba, darbtejn, tlieta toħroġ bi proposti konkreti li ħafna minnhom jiġu attwati mingħajr ħafna ħoss. Dan id-dokument, fil-fatt, la huwa l-bidu u lanqas it-tmiem tad-diskussjoni u l-konsultazzjoni. Huwa biss pass wieħed f'numru kbir ta' passi li diġà mxejna, fejn ħafna drabi lanqas nirrealizzaw minn fejn tlaqna u fejn għad irridu naslu sforz l-isfidi kontinwi li niltaqgħu magħhom. Huwa pass li jibni wkoll fuq dokumenti u pożizzjonijiet li ħarġu mill-MUT, flimkien ma' riċerki, konferenzi u anki pubblikazzjonijiet li jsiru minn żmien għal żmien.

Apparti hekk, kif dan id-dokument ser joħroġ fil-pubbliku, ser ikun hemm min jixtarr, min japplika l-proposti għall-kuntest tal-post tax-xogħol tiegħu u min ser jikkumplimenta l-ħafna proposti b'ideat oħra tajbin li jagħmlu sens. Bħala MUT għandna l-obbligu li nibqgħu nisimgħu, speċjalment lill-membri, ħalli mal-mejda tad-diskussjoni u dik tan-negozjati jkollna l-aħjar pożizzjonijiet possibbli fuq il-ħafna sfidi u diffikultajiet tal-qasam.

Dan id-dokument huwa intenzjonat li joħloq diskussjoni ta' rieda tajba. Dan sabiex flimkien ma' min ser ikun qiegħed jiġi fdat bl-amministrazzjoni tal-pajjiż u tas-settur edukattiv wara l-elezzjoni ġenerali li jmiss, immiddu jdejna għax-xogħol immedjatament. Bħala għaqda apolitika l-MUT tixtieq biss il-ġid tal-edukaturi u tal-istudenti kollha, lil hinn minn kull interess partigġjan.

F'dan il-kuntest nawgura li l-partiti politiċi u l-kandidati rispettivi jkollhom iċ-ċans li jifflu sew dawn il-proposti u li jifhmu x'inhu l-aħjar għall-ġid komuni tal-pajjiż u tas-settur edukattiv.

Marco Bonnici

President, Malta Union of Teachers

2. Viżjoni għas-settur edukattiv: MALTA EDUCATION

MALTA EDUCATION hija l-viżjoni tal-Malta Union of Teachers għat-trasformazzjoni tas-settur edukattiv fis-snin li ġejjin.

Preżentement l-edukazzjoni offruta mill-Istat mis-snin tal-kinder sas-snin tas-sekondarja, u anki lil hinn, hi pprovduta taħt l-istruttura tas-Servizz Pubbliku jew dak li kien magħruf bħala ċ-Ċivil. Matul dawn l-añhar għoxrin sena, sabiex isir it-tisfih meħtieġ u l-istituzzjonijiet ikollhom aktar flessibilità, numru ta' dipartimenti tal-Gvern li kienu jaqgħu taħt is-Servizz Pubbliku ġew trasformati u llum huma entitajiet jew aġenziji li jaqgħu taħt is-settur pubbliku. F'pajjżna diġà għandna tliet istituzzjonijiet edukattivi fejn saret din il-bidla: l-Università ta' Malta, il-Kulleġġ Malti tal-Arti, Xjenza u Teknoloġija (MCAST) u l-Istitut għall-Istudji Turistiċi (ITS). Tliet istituzzjonijiet oħra li jipprovdu tagħlim u taħriġ, li huma wkoll entitajiet fis-settur pubbliku, huma l-Fondazzjoni għal Servizzi Edukattivi (FES), l-Aġenzija Żgħażaġħ u l-Istitut għall-Edukazzjoni (IFE).

Permezz ta' MALTA EDUCATION l-MUT qed tipproponi li tinbeda d-diskussjoni fuq livell nazzjonali sabiex jiġi esplorat jekk id-Direttorat għal Servizzi Edukattivi fi hdan il-Ministeru tal-Edukazzjoni u l-Isport għandux jiġi mibdul f'entità taħt l-istrutturi tas-settur pubbliku. Dan isir fid-dawl ta' ftehim settorali ġdid u li għandu jwassal għal aktar flessibilità u awtonomija, titjib fis-servizzi mogħtija lill-istudenti, titjib fil-kundizzjonijiet tax-xogħol u titjib fil-pakkett finanzjarju tal-edukaturi.

3. Proposti

Proposta 1:

Id-deċiżjonijiet fil-qasam edukattiv jittieħdu skont ir-riċerka li ssir. Matul dawn l-aħħar snin, riċerka importanti li saret, kemm minn individwi, mill-Fakultà tal-Edukazzjoni kif ukoll mill-MUT baqgħet fuq l-ixkaffa. Dan jista' jingħad ukoll dwar l-aktar riċerka riċenti kkummissjonata b'mod kongunt bejn l-MUT u l-Ministeru, li tagħti dawl dwar l-isfidi fil-qasam edukattiv fl-iskejjel tal-Istat.

Proposta 2:

Titwaqqaf kummissjoni permanenti għall-edukazzjoni f'pajjiżna li tinkludi l-imsieħba ewlenin fis-settur. Dan sabiex tħares l-interessi tas-settur edukattiv u twettaq il-viżjoni tiegħu fit-tul, lil hinn minn tibdil fit-tmexxija politika.

Proposta 3:

Id-Direttorat tal-Kwalità u l-Istandards, fi hndan il-Ministeru, għandu jiġi mibdul f'entità awtonoma għall-ħarsien tal-kwalità u l-istandards edukattivi. Dan sabiex jiġi indirizzat il-kunflitt eżistenti, fejn min qiegħed jimpjega u min qiegħed iħares il-kwalità u l-istandards huma l-istess uffiċċji fl-istess ministeru.

Proposta 4:

Jiġu identifikati r-raġunijiet ewlenin għaliex is-settur m'għadux jattira biżżejjed żgħażaġħ sabiex jidhlu fil-professjonijiet fil-qasam edukattiv u għalfejn dawk li qed jattira qed ikunu aktar nisa milli rġiel (fatt magħruf bħala l-femminizzazzjoni tal-professjoni). Wara dan il-proċess jittieħdu l-miżuri, fuq livell immedjat kif ukoll fuq medda ta' snin, sabiex din is-sitwazzjoni tiġi indirizzata. Dan filwaqt li jitkompla l-eżerċizzju li jstabilixxi għaliex numru ta' edukaturi qed iħallu l-professjoni u jittieħdu l-azzjonijiet neċessarji sabiex dan it-telf ta' edukaturi mis-servizz jitnaqqas.

Proposta 5:

B'kollaborazzjoni mal-MUT isiru kampanji regolari ta' promozzjoni tal-professjoni u tal-ħidma sfiqa tal-edukaturi sabiex filwaqt li tkun espota l-ħidma li ssir, jitħajru aktar żgħażaġħ sabiex jagħzlu l-professjoni. Apparti dan, l-MUT qed tipproponi wkoll kampanji ta' għarfien dwar korsijiet li jwasslu għall-professjoni kif ukoll kampanji ta' għarfien dwar is-sejħiet għall-ingaġġ li jinħarġu.

Proposta 6:

Issir diskussjoni u tittieħed azzjoni dwar prattiċi li ddaħħlu waqt il-pandemija, u jekk hemmx lok li l-prattiċi li ħadmu jinżammu wara l-pandemija, filwaqt li daww il-prattiċi li affettwaw b'mod negattiv lill-edukaturi u l-istudenti jitwaqqfu meta dan ikun jista' jseħħ skont id-direzzjonijiet tal-awtoritajiet tas-saħħa.

Proposta 7:

Qabel ma jkomplu jitwettqu riformi kbar oħrajn, is-settur għandu jieqaf, jevalwa u jagħti ċans lill-edukaturi jidraw is-sistemi ġodda li daħlu jew qed jiddaħħlu fis-seħħ. Il-problema tar-reform fatigue l-MUT ilha tħossha, fejn l-edukaturi għejew bit-tibdil kontinwu bin-numru kbir ta' riformi li seħħew f'dawn l-aħħar għoxrin sena.

Proposta 8:

Titkompla d-diskussjoni mal-Ministeru tal-Edukazzjoni u l-Isport dwar id-dħul fis-seħħ, f'fażijiet kif diskuss fil-passat, tal-Att tal-Edukazzjoni l-ġdid.

Proposta 9:

Jissaħħaħ il-Kunsill tal-Professjoni tal-Għalliema u ssir it-trasformazzjoni ta' dan il-kunsill sabiex iħaddan ukoll gradi oħra, bħall-KGEs u l-LSEs. Dan iseħħ fl-isfond tal-implimentazzjoni tal-liġi li tirregola lill-Kunsill.

Proposta 10:

Tiġi implimentata l-klawżola tal-liġi li tagħti l-warrant jew liċenzja lill-gradi KGE u LSE. Dan sabiex dawn iż-żewġ gradi jingħataw l-għarfien professjonali mistħoqq.

Proposta 11:

Jinbdew id-diskussjonijiet dwar il-ftehim settorali tal-iskejjel tal-Istat, hekk kif dan ser jiskadi fl-aħħar ta' din is-sena. Dan isir fl-isfond tal-proposta tal-MUT imsejġha Malta Education u numru kbir ieħor ta' suggerimenti, diskussjonijiet u proposti inklużi f'dan id-dokument.

Proposta 12:

Isiru diskussjonijiet, fl-isfond tan-negozjati prospettivi mal-Istat, dwar il-ftehim kollettiv ġdid għall-iskejjel tal-Knisja. Dan minħabba r-rabta kbira li hemm bejn iż-żewġ ftehimiet.

Proposta 13:

Għandu jiġi żgurat, f'kull deċiżjoni li tittiehed, li l-iskejjel kollha Għawdxin ikollhom l-istess benefiċċji, riżorsi u opportunitajiet daqs daww f'Malta, kemm għall-edukaturi u anki għall-istudenti.

Proposta 14:

Jingħata rikonoxximent mistgħoq lill-gradji kollha fil-qasam edukattiv għall-impenn u d-dedikazzjoni li wrew meta żammew it-tagħlim għaddej u l-iskejjel miftuħin minkejja d-diffikultajiet kbar u r-riskji personali u għall-familji tagħhom waqt il-pandemija.

Proposta 15:

Fl-isfond tal-ħtieġa dejjem akbar tal-bilanċ bejn ix-xogħol u l-familja għandha titla' fuq l-aġenda nazzjonali d-direttiva msejja 'right to disconnect', li ddaħħlet bħala liġi f'xi pajjiżi. Dan sabiex bħalma kien minn tal-ewwel f'numru ta' provvedimenti, pajjiżna jkun ukoll minn tal-ewwel li jibgħat messaġġ ċar favur il-bilanċ bejn ix-xogħol u l-familja.

Proposta 16:

L-MUT tipproponi l-introduzzjoni ta' indemnity insurance għall-gradji kollha fil-qasam edukattiv, partikolarment waħda li tkopri f'każ ta' incident. Din għandha tgħin sabiex kulhadd iħossu aktar protett waqt il-ħin tax-xogħol.

Proposta 17:

L-MUT tipproponi t-tiżiħ ta' strutturi eżistenti li jħarsu l-well-being u s-saħħa mentali tal-komunità kollha tal-iskola. Dan għandu jsir billi jidiedu r-riżorsi umani f'dawn l-istrutturi sabiex jilqgħu għall-ħtiġijiet eżistenti, partikolarment fid-dawl tal-effetti tal-pandemija.

Proposta 18:

Jinholqu aktar opportunitajiet ta' mobilità fl-impjieg, permezz ta' istituzzjonijiet ta' taħriġ, sabiex persuni li jkollhom impjieg f'oqsma oħra iżda li jikkunsidraw impjieg fil-qasam edukattiv ikollhom l-opportunità ta' taħriġ waqt li jibqgħu fl-impjieg. Dan filwaqt li t-taħriġ mogħti jagħmilhom eliġibbli sabiex jidhru fil-professjoni.

Proposta 19:

Jiddaħħal il-kunċett ta' RPL (recognition of prior learning) fis-settur kollu sabiex edukaturi li jkollhom l-esperjenza u l-kwalifiki jkunu jistgħu jsarrfu l-esperjenza, flimkien mal-kwalifiki, u permezz ta' korsijiet skont il-każ ikollhom aċċess għal gradi regolari jew oġġla.

Proposta 20:

Jinħolqu aktar opportunitajiet, permezz ta' taħriġ u l-ksib ta' esperjenza, sabiex edukaturi li jixtiequ jbiddu s-suġġetti mgħallma, jew li jimxu mis-settur sekondarju għal dak primarju jew viċi versa, ikunu jistgħu jagħmlu dan filwaqt li jibqgħu fl-impjieg.

Proposta 21:

Jigi rivedut il-ftehim magħruf bħala l-'bridging', kif ukoll dak magħruf bħala l-'mobility', sabiex ikun hemm rikonoxximent tas-snin ta' taħlim ta' edukaturi regolari li biddu l-employer qabel l-2013 u l-2015 rispettivament. Dan fid-dawl tad-direttivi tal-Unjoni Ewropea kif ukoll minn rakkommandazzjonijiet dwar każijiet individwali li għadhom ma twettqux.

Proposta 22:

Isir sforz biex ix-xogħol tal-edukaturi, speċjalment dawk marbuta mal-klassi, ikun aktar flessibbli, fejn provvedimenti li hemm diġà fis-seħħ ikunu applikabbli għas-settur kollu mingħajr diskriminazzjoni kif ukoll jinħolqu opportunitajiet ġodda.

Proposta 23:

Jerġgħu jissaħħu s-servizzi peripatetiċi u s-servizzi ta' support wara li dawn kienu l-aktar li ġew affettwati b'mod negattiv mill-pandemija.

Proposta 24:

Issir diskussjoni sabiex jiġi rivedut il-ftehim tal-gradi supply sabiex kull min hemm fl-impjieg jiġi regolarizzat fuq medda ta' snin skont il-kwalifiki u l-esperjenza u apparti hekk, fejn meħtieġ, isir taħriġ apposta li jkun jista' jilħaq lil kulħadd. Dan filwaqt li jkun hemm impenn minn min iħaddem dwar data li warajha ma jkunx hemm iktar ingaġġ ta' edukaturi ġodda fil-gradi supply. Dan hu meħtieġ sabiex il-professjoni tissaħħaħ.

Proposta 25:

Jiġi regolarizzat l-ingaġġ li sar fl-aħħar snin ta' gradi msejġha 'trainers' li jaġħtu servizz, b'mod partikolari fis-sugġetti applikati. Jeħtieġ li jsir kull sforz sabiex ma jibqax ikun hemm gradi impjegati fuq 'contract for service' meta l-impjieg jista' jinbidel għal wieħed full-time. Dan mhu xejn għajr prekarjat istituzzjonalizzat.

Proposta 26:

Ikun hemm aktar flessibilità sabiex dawk fuq parental leave jew leave ieħor ikollhom l-għażla li jaħdmu numru ta' sigħat fuq bażi part-time. Dan ħalli dawn l-edukaturi ma jinqatgħux kompletament mid-dinja tax-xogħol u jkomplu jikkontribwixxu kif meħtieġ.

Proposta 27:

Jidhlu fis-seħħ incentivi sabiex edukaturi li jkunu rtiraw bl-età statutorja jkunu jistgħu, b'għażla tagħhom, jibqgħu jaġħtu s-servizz fejn meħtieġ filwaqt li jirċievu wkoll il-pensjoni dovuta. Isir provvediment ukoll sabiex edukaturi li rtiraw qabel l-età statutorja jkunu jistgħu, b'għażla tagħhom, jaġħtu servizz u fl-istess ħin jirċievu l-pensjoni dovuta.

Proposta 28:

Jiġi aġġustat il-capping tal-pensjoni sabiex jaġħmel tajjeb għall-piżijiet finanzjarji li jgħaddu minnhom il-pensjonanti. Dan filwaqt li jiġu indirizzati anomaliji li hemm fl-għoti ta' pensjonijiet li jmorru lura numru ta' snin.

Proposta 29:

Tiġi riveduta l-istrategġija tal-isport fl-iskejjel b'konsultazzjoni mal-edukaturi kollha li ser iħaddmuha. Dan sabiex l-isport ikompli jingħata prijorità bħala l-mezz sabiex inkomplu ndaħhlu kultura ta' attività fiżika u stil ta' ħajja aktar san fl-istudenti.

Proposta 30:

Jissaħħaħ id-Dipartiment tas-Servizzi Nazzjonali għall-Istudanti, bi professjonisti fil-qasam sabiex id-dipartiment ikun jista' jlaħħaq mad-domanda dejjem tikber ta' għajjnuna u sapport lill-istudenti li jeħtieġu għajjnuna speċifika.

Proposta 31:

Isiru diskussjonijiet biex jitwaqqaf tim interdixxiplinarju ta' professjonisti li jissapportja l-iskejjel fejn meħtieġ f'sitwazzjonijiet ta' mgħiba diffiċli, bullying u diffikultajiet oħra relatati.

Proposta 32:

Tiġi evalwata mill-ġdid l-implimentazzjoni tal-Learning Outcomes li għad trid tiddaħhal fis-snin 9, 10 u 11, u li għandha twassal għall-eżamijiet taċ-ĊES. Dan irid isir fid-dawl tal-implimentazzjoni ta' dan il-metodu ta' tagħlim u assessjar li saret fis-snin ta' qabel u li għadha qed tiġi introdotta. Din qed iwassal għal tensjoni akbar minħabba ż-żieda fil-frekwenza tal-assessjar, li mhux qed tiġi milqugħa minn ħafna edukaturi, studenti u ġenituri, b'detriment ċar għal kulħadd.

Proposta 33:

Tinbeda konsultazzjoni, diskussjoni u wkoll evalwazzjoni tat-tħaddim tas-suġġetti vokazzjonali (VET) u dawk iżjed riċenti magħrufa bħala SEAC, li nħolqu fl-isfond tal-istrateġija My Journey. Dan sabiex jiġu indirizzati d-diffikultajiet eżistenti li nħolqu mat-twaqqif u t-tħaddim ta' dawn is-suġġetti. Għandu jiġi stabbilit dak li huwa meħtieġ li jsir sabiex dawn is-suġġetti jwasslu għall-għanijiet imfassla.

Proposta 34:

Jeħtieġ li s-saħħa u s-sigurtà fl-iskejjel tingħata prijorità. Wara l-falliment tal-proġett fejn is-saħħa u s-sigurtà fl-iskejjel tal-Istat giet delegata lill-privat, jeħtieġ li jsiru diskussjonijiet sabiex jiġi stabbilit kif is-saħħa u sigurtà fl-iskejjel ser tissaħħaħ bis-sehem tal-edukaturi u tar-rappreżentanti tal-ħaddiema fil-post tax-xogħol.

Proposta 35:

Fid-dawl tal-ħtieġa ta' aktar attenzjoni individwali lill-istudenti matul iċ-ċiklu skolastiku kollu, jeħtieġ li jergġhu jiġu riveduti n-numru ta' studenti f'kull klassi.

Proposta 36:

Is-sistema tal-għoti tal-laptops tinbidel, u minflok permezz ta' fond, l-edukaturi jkollhom il-possibiltà li jakkwistaw l-apparat l-aktar adattat għall-ħtiġijiet tagħhom. Dan wara l-problemi kollha li nħolqu matul is-snin fit-tqassim u t-tiswija tal-laptops, li bħalissa qed iħallu eluf ta' edukaturi mingħajr dan l-apparat essenzjali għax-xogħol tagħhom. Il-materja ta' edukaturi mingħajr laptop hi waħda li trid tissolva mill-aktar fis.

Proposta 37:

Jeħtieġ li fejn jidhru riżorsi teknoloġiċi ma jibqax ikollna disparità bejn l-iskejjel tal-Istat u dawk tal-Knisja u indipendenti. Għaldaqstant jeħtieġ li jingħata sostenn lill-iskejjel li mhumiex tal-Istat sabiex l-edukaturi u l-istudenti tagħhom ikollhom ukoll l-istess aċċess għat-teknoloġija fil-klassi.

Proposta 38:

Fid-dawl li t-tagħlim matul is-snin tal-pandemija nbidel, b'aktar tagħlim jingħata fuq pjattaformi diġitali, issa jeħtieġ li dawn jiġu regolati bi ftehim sabiex l-użu tagħhom jissalvagwardja kemm lill-edukaturi kif ukoll lill-istudenti.

Proposta 39:

Jitkompli l-proġett tat-tablets, jew apparat diġitali simili, għall-istudenti mis-seba' sena tas-sekondarja 'l fuq, wara li l-proġett waqaf fis-sitt sena tal-primarja.

Proposta 40:

Issir diskussjoni dwar tibdil meħtieġ fil-fondi li qed jgħaddu lill-iskejjel tal-Istat. Dan fid-dawl tal-ħtieġa ta' awtonomija kif ukoll tal-ħtiġijiet li jvarjaw minn skola għal oħra. Kull skola għandu jkollha biżżejjed fondi sabiex ikollha klassijiet, flimkien ma' uffiċini, mgħammra daqs dipartimenti oħra b'dak kollu neċessarju ħalli x-xogħol tal-edukaturi jsir bl-aħjar mod.

Proposta 41:

Titnaqqas kemm tista' l-burokrazija, kemm bħala proċeduri żejda fil-livell ta' dipartimenti u direttorati u anki fil-livell ta' skola. Il-ħin moħli fuq karti, formoli twal u proċessi għandu jonqos kull fejn hu possibbli.

Proposta 42:

Kull skola jkollha s-servizzi ta' uffiċjal addizzjonali bħala amministratur tal-binja. Dan l-uffiċjal jaħdem taħt il-gwida tal-kap u l-assistenti kapijiet tal-iskejjel sabiex jara li l-binja u l-faċilitajiet edukattivi fl-iskejjel jinżammu fl-aħjar mod. Dan filwaqt li l-binja tkompli taqdi l-ħtiġijiet tagħha, kemm waqt il-ħinijiet uffiċjali tal-iskola kif ukoll qabel u wara dawn il-ħinijiet permezz tas-servizzi normalment offruti f'ħafna mill-binjiet tal-iskejjel.

Proposta 43:

Jinbada proġett estensiv sabiex l-iskejjel u l-istituzzjonijiet edukattivi kollha jkunu mgħammra b'sistemi ta' arja kundizzjonata. Dan isir b'mod sostenibbli fejn jintużaw il-bjut tal-iskejjel sabiex tiġi ġġenerata l-enerġija mill-pannelli solari.

Proposta 44:

Jitkompli u jitlesta l-proġett mibdi f'xi skejjel sabiex ikun hemm provvista ta' ilma tax-xorb. Huwa ta' għajb li sal-lum għad għandna l-maġġoranza tal-iskejjel li ma jipprovdux ilma tajjeb għax-xorb lill-istudenti u l-edukaturi.

Proposta 45:

Għandu jsir sforz ġenwin sabiex numru kbir ta' laboratorji, klassijiet jew saħansitra skejjel li ntesew maż-żmien jiġu attrezzati b'faċilitajiet moderni. Apparti dan, binjiet u faċilitajiet li ġew inawgurati reċentement għandha tibqa' ssirilhom il-manutenzjoni neċessarja.

Proposta 46:

Wara l-introduzzjoni tal-uffiċjali tas-sigurtà fl-iskejjel kollha tal-Istat, sforz il-pressjoni li għamlet l-MUT qabel il-pandemija, issa jeħtieġ li jiġi evalwat is-servizz li qed jingħata u kif dawn l-uffiċjali jistgħu jassistu aħjar lill-iskejjel. Għandha ssir ukoll evalwazzjoni ta' x'jista' jsir aktar sabiex tkompli tissaħħaħ is-sigurtà fl-iskejjel.

Proposta 47:

Jiġu konklużi d-diskussjonijiet neċessarji sabiex hekk kif irrakkomandat, l-iskejjel tal-arti, id-drama u l-mużika jkunu mmexxija minn kapijiet ta' skejjel, hekk kif bħalissa dawn huma mmexxija minn dawk imsejha 'amministraturi taċ-ċentri'. Dan għandu jsir b'rikonossiment totali tal-ħidma, il-kwalifiki u l-kompetenzi ta' dawn l-amministraturi taċ-ċentri eżistenti, filwaqt li l-iskejjel jingħataw l-assistenza meħtieġa sabiex joffru l-aqwa tagħlim speċjalizzat lill-istudenti matul il-jum u filgħaxxijiet.

Proposta 48:

Issir konsultazzjoni dwar it-tiġdid tal-att li jirregola l-Università ta' Malta filwaqt li l-proċess, li jidher li twaqqaf, jitkompla.

Proposta 49:

L-Università ta' Malta titwaqqaf milli tkompli timpjega lettori b'kundizzjonijiet ta' xogħol prekarju taħt il-pretest magħruf bħala 'tenure'. Dan il-mudell, li jinvolvi li lettur jingħata kuntratt definit sena wara l-oħra għal perjodu li jista' jtawwal tmien snin, mhux biss qed ikażbar id-drittijiet tal-impjegati iżda qed iwassal sabiex lettori prospettivi ma jagħżlux li jbiddu impjeg fiss f'xi istituzzjoni oħra ma' wieħed definit offrut mill-Università ta' Malta. Għaldaqstant l-Università ta' Malta mhux qed tattira l-aħjar edukaturi.

Proposta 50:

Jiġu konklużi n-negozjati dwar ftehim kollettiv ġdid tal-lettori tal-Università ta' Malta Junior College. Dan wara li l-ftehim preżenti skada fl-2018 filwaqt li n-negozjati kkaratterizzati minn tfixkil kontinwu u tkaxkir tas-saqajn ilhom għaddejnin tliet snin.

Proposta 51:

Il-Junior College jkompli jissaħħaħ ħalli jkompli joffri tagħlim fil-livell 4 tal-kwalifiki filwaqt li jinbada proċess sabiex jiġu offruti wkoll programmi ta' tagħlim fil-livell 5 tal-kwalifiki, kif stipulat fil-ftehim kollettiv eżistenti.

Proposta 52:

Issir konsultazzjoni dwar it-tiġdid tal-att li jirregola l-MCAST filwaqt li l-proċess, li jidher li twaqqaf, jitkompla.

Proposta 53:

Jiġu fi tmiemhom it-taħditiet dwar l-għoti ta' professorat fl-MCAST. Dan filwaqt li jinbdeu it-taħditiet għall-għoti tal-professorat fl-ITS u fl-IFE.

Proposta 54:

Jiġu konkluzi n-negozjati għal ftehim kollettiv ġdid fl-MCAST, li issa jinkludi wkoll numru ta' gradi li għażlu lill-MUT sabiex tirrappreżentahom b'mod kollettiv. Wara li l-MUT irnexxielha ġgib it-tagħlim vokazzjonali fl-istess livell ta' dak akkademiku, issa jeħtieġ ukoll li jinżamm is-sostenn tal-gradi kollha fil-kulleġġ b'għarfien tal-ħtiġijiet diversi u b'għajjnuna kontinwa sabiex jibqa' jingħata tagħlim ta' kwalità.

Proposta 55:

Jiġu konkluzi n-negozjati għall-ftehim kollettiv il-ġdid fl-ITS, fejn ikompli jingħata rikonoxximent kemm lit-tagħlim akkademiku kif ukoll dak vokazzjonali. Wara li l-MUT irnexxielha ġgib it-tagħlim vokazzjonali fl-istess livell ta' dak akkademiku, issa jeħtieġ li jinżamm is-sostenn tal-gradi kollha fl-istitut b'għarfien tal-ħtiġijiet diversi u b'għajjnuna kontinwa sabiex jibqa' jingħata tagħlim ta' kwalità.

Proposta 56:

Jitkomplew id-diskussjonijiet u jintlaħaq ftehim dwar il-ħidma tal-edukaturi fis-sixth forms tal-Istat, tal-Knisja u dawk indipendenti. Dan sabiex ikun hemm rikonoxximent tan-natura partikolari ta' dawn l-istituzzjonijiet edukattivi u l-ħidma tal-edukaturi. Il-ftehim għandu jwassal sabiex tinqata' l-incertezza li għad hemm f'dawn l-istituzzjonijiet.

Proposta 57:

Jiġu konklużi n-negozjati li jinsabu għaddejnin bħalissa li huma relatati mal-ewwel ftehim kollettiv tal-Istitut għall-Edukazzjoni (IFE). Dan sabiex jingħata r-rikonoxximent misthoqq lill-uffiċjali tal-istitut filwaqt li dan l-istitut ikompli jissafhaħ ħalli jagħti l-aqwa servizz lill-istudenti tiegħu.

Proposta 58:

Jeħtieġ li l-MUT tingħata l-għarfien ewlieni ta' numru ta' gradi fejn l-impjegati, fil-maġġoranza tagħhom, jixtiequ lill-MUT sabiex tirrappreżentahom b'mod kollettiv. It-tali proċess, li qiegħed jitwaqqaf mill-amministrazzjoni, qiegħed jitfa' lil dawn il-gradi fil-limbu għaliex mhuma qed isibu lil ħadd li jirrappreżenta l-interessi kollettivi tagħhom.

Proposta 59:

Issir evalwazzjoni serja tax-xogħol tal-MATSEC li qiegħed jintefa' fuq l-edukaturi u li żdied matul is-snin. L-MUT tipproponi li tinħoloq struttura għal kumpens adegwat.

Proposta 60:

Jintwera rrispett b'mod konkret, u mhux biss bil-kliem, billi l-edukaturi, bħala l-professjonisti fis-settur, jiġu mismugħa, jiġu involuti fid-deċiżjonijiet u jiġu fdati mingħajr xkiel u skrutinju żejjed.



Document with proposals for political parties

General Election 2022

MUT.ORG.MT

Document with proposals for political parties by the Malta Union of Teachers

General Election 2022

1. Introduction
2. A vision for the education sector: MALTA EDUCATION
3. Proposals

1. Introduction

The MALTA UNION OF TEACHERS, as one of the main actors in the education sector in our country, is once again being proactive through an extensive document that is being presented to the political parties in the light of the coming general election.

Every time the MUT takes collective action on behalf of its members we hear comments like: Where are your proposals? Why do you always find fault in everything? Such reactions are far from the truth as is evident in the work done by the MUT and as can be seen through this document.

The MUT's proposals are ongoing and the Union has frequently come up with solutions, many of which are implemented without much fuss. In fact, this document is neither the beginning nor the end of the discussion and consultation. It is just one of the many steps we have already taken, and we often do not realize where we have come from and where we still have to go, because of the ongoing challenges we face. It is also a step which builds on documents and positions taken by the MUT, along with research, conferences and even publications published from time to time.

Apart from this, as soon as this document is released to the public, there will be those who will think over it, those who will apply the proposals to the context of their workplace and others who will complement the many proposals with other meaningful ideas. The MUT is committed to keep on listening to all feedback, especially from its members, with the aim of finding the best possible solutions to the many challenges and difficulties of the sector during negotiations.

This document is intended to trigger discussion based on goodwill, so that together with those who will be entrusted with the administration of the country and the education sector after the next general election, we will start getting things done immediately. As an apolitical union, the MUT only wants the good of all educators and students, beyond any partisan interest.

In this context I hope that the respective political parties and candidates will find time to look closely at these proposals and understand what is best for the common good of the country and the education sector.

Marco Bonnici

President, Malta Union of Teachers

2. A vision for the education sector: MALTA EDUCATION

MALTA EDUCATION is the vision of the Malta Union of Teachers for the transformation of the education sector in the coming years.

At present the education offered by the State in the years from kindergarten to secondary school, and even beyond, is provided within the structure of the Public Service or what was formerly known as the Civil Service. Over the last two decades, in order to enhance and make the institutions more flexible, a number of Government departments, which used to fall under the Public Service, have been transformed and are now entities or agencies that fall under the public sector. In Malta we already have three educational institutions which have experienced this change: the University of Malta, the Malta College for Arts, Science and Technology (MCAST) and the Institute for Tourism Studies (ITS). Three other institutions that provide learning and training, which are also public sector entities, are the Foundation for Educational Services (FES), the Aġenzija Żgħażaġħ and the Institute for Education (IFE).

Through MALTA EDUCATION, the MUT is proposing the initiation of discussions at national level to explore whether the Directorate for Educational Services within the Ministry of Education and Sport should be transformed into an entity that falls under the structures of the public sector. This will be done in the light of a new sectoral agreement which should bring along more flexibility and autonomy, improvement in the services offered to students, improved working conditions, and a better financial package for educators.

3. Proposals

Proposal 1:

Decisions in the educational field should be research-based. Over the last few years, important research conducted by individuals, by the Faculty of Education, and also by the MUT was not utilised accordingly. The same can be said in relation to the latest research jointly commissioned by the MUT and the Ministry, which sheds light on the challenges in the education sector in State schools.

Proposal 2:

The setting up of a permanent commission for education in Malta, which would include the main stakeholders in the sector, to protect the interests of the educational sector and to realize its long-term vision, beyond any changes in political leadership.

Proposal 3:

The Directorate for Quality and Standards within the Ministry should be transformed into an autonomous entity to safeguard quality and standards in education. This should address the existing conflict whereby the employer and the regulator are the same offices in the same ministry.

Proposal 4:

Identify the main reasons why the sector is no longer attracting enough young people to education professions, and also why those who are doing so are mostly women (a fact known as the feminisation of the profession). Following this process, measures should be taken, both in the short-term and long-term, to address this situation. This can be done in conjunction with an on-going exercise to determine why a number of educators are leaving the profession, and to take the necessary actions to reduce the loss of educators from service.

Proposal 5:

In collaboration with the MUT, regular campaigns should be carried out to promote the profession and the hard work of educators, so that while exposing the work done, more young people are encouraged to choose the profession. Besides this, the MUT is also proposing campaigns to raise awareness on courses that lead to the profession as well as campaigns to raise awareness on calls for recruitment.

Proposal 6:

Discussions should be held, and decisions taken, in relation to practices introduced during the pandemic, on whether the practices that have worked should be maintained after the pandemic, while those practices that have negatively affected educators and students should be discontinued when permissible, in accordance with the guidelines issued by the health authorities.

Proposal 7:

Before further major reforms are implemented, the sector must stop, evaluate, and give educators time to get used to the new systems that have been initiated or are currently being put in place. The problem of reform fatigue has long been felt by the MUT, and educators are tired of the constant changes brought about by the large number of reforms that have taken place over the last two decades.

Proposal 8:

Discussions with the Ministry for Education and Sport on the implementation, in phases as discussed in the past, of the new Education Act.

Proposal 9:

The strengthening of the Council for the Teaching Profession and transformation of this Council to include other grades, such as KGEs and LSEs. This should take place in light of the implementation of the law that regulates the Council.

Proposal 10:

The implementation of the clause in the law which grants the warrant or licence to the KGE and LSE grades in order to give these two grades the professional acknowledgement that they deserve.

Proposal 11:

The start of discussions on the sectoral agreement for State schools, which will expire at the end of this year. This should be done in the spirit of the MUT proposal called MALTA EDUCATION and several other suggestions, discussions and proposals included in this document.

Proposal 12:

Discussions should be held on the new collective agreement for Church schools, in light of the prospective negotiations with the State. This is due to the strong link between the two agreements.

Proposal 13:

Every decision taken must ensure that all Gozitan schools have the same benefits, resources and opportunities as those in Malta, for both educators and students.

Proposal 14:

All grades in the education sector should be given due recognition for their commitment and dedication to keep teaching and to keep schools open despite the great difficulties and risks to themselves and their families during the pandemic.

Proposal 15:

In light of the growing need for work-life balance, the directive known as 'the right-to-disconnect', which has been introduced as law in some countries, should be on the national agenda. Our country has been a pioneer in a number of provisions and can also be one of the first to send a clear message in favour of work-life balance.

Proposal 16:

The MUT proposes the introduction of indemnity insurance for all grades in the field of education, particularly one that covers the individual in the event of an accident. This should help everyone feel more protected during working hours.

Proposal 17:

The MUT proposes the strengthening of existing structures that protect the well-being and mental health of the whole community at school. This should be done by increasing human resources in these structures to meet existing needs, particularly in view of the effects of the pandemic.

Proposal 18:

The creation of more job mobility opportunities, through training institutions, so that personnel employed in other fields, but who are considering employment in the education sector, would have the opportunity to receive training while staying in employment. Training provided should make them eligible to enter the profession.

Proposal 19:

The introduction of the concept of RPL (recognition of prior learning) throughout the sector so that experienced and qualified educators would be able to make use of their experience, along with their qualifications, and through appropriate courses they would be able to have access to regular or higher grades.

Proposal 20:

The creation of more opportunities, through training and experience, so that educators who want to change the subjects they teach or move from the secondary to the primary sector or vice versa, would be able to do so whilst remaining in employment.

Proposal 21:

There should be the revision of the 'bridging' and 'mobility' agreements to ensure recognition of the years of teaching of regular educators who changed their employer before 2013 and 2015 respectively. This is in accordance to EU directives, as well as recommendations, on individual cases that have not yet been implemented.

Proposal 22:

Efforts should be made to make the work of educators more flexible, especially those entrusted with a class. Provisions already in place should be applicable to the whole sector without discrimination while creating new opportunities.

Proposal 23:

The re-strengthening of the peripatetic and support services since they were the most negatively impacted by the pandemic.

Proposal 24:

Discussions should be held on revising the supply grades agreement so that over a number of years everyone in employment will be regularized according to their qualifications and experience. In addition, whenever necessary, there should be the provision of specialised training that would be accessible to all concerned. All this while ensuring a commitment from the employer on a date, after which there will be no more recruitment of new educators in the supply grades. This is necessary to strengthen the profession.

Proposal 25:

The regularisation of recruitment made in recent years of grades which provide a service called 'trainers' particularly in applied subjects. Every effort should be made to reduce the number of grades employed on a 'contract for service' when this can be changed to full-time employment. This is nothing but institutionalized precarious work.

Proposal 26:

More flexibility so that those on parental leave or other forms of leave would have the option of working for a number of hours on a part-time basis if they want. This is to ensure that educators would not be completely cut off from the profession and continue to contribute as needed.

Proposal 27:

Incentives should be put in place for educators who have retired at the statutory age to be able, if they so wish, to continue providing a service where necessary while also receiving the pension due. A provision should also be made for educators who have retired before the statutory age to be able, at their choice, to provide a service and receive the pension due at the same time.

Proposal 28:

The adjusting of the pension capping to make up for the financial burdens which pensioners go through, while addressing any anomalies in the provision of pensions that go back a number of years.

Proposal 29:

The revision of the sports strategy for schools in consultation with all educators who will implement it. This would ensure that sport continues to be given priority to continue instilling a culture of physical activity and a healthier lifestyle among students.

Proposal 30:

The strengthening of the National Student Services Department, with professionals in the field so that the department can cope with the growing demand for help and support for students who need specific types of help.

Proposal 31:

Discussions should initiate to set up an interdisciplinary team of professionals to support schools as necessary in situations related to difficult behaviour, bullying and other similar difficulties.

Proposal 32:

The re-evaluation of the implementation of the Learning Outcomes that still has to be introduced in years 9, 10 and 11, leading to the SEC examinations. This needs to be conducted in light of the implementation of this method of teaching and assessment in previous years and which is currently still being introduced. This is leading to more tension due to the increase in the frequency of assessment, which is not getting a positive response from many educators, students and parents.

Proposal 33:

The initiation of consultation, discussion and evaluation of the implementation of vocational subjects (VET) and the more recent ones known as SEAC, which were created in the context of the strategy called My Journey. This is to address the existing difficulties that have come about with the establishment and teaching of these subjects. This should include an outline of what needs to be done in order for these subjects to reach the objectives set.

Proposal 34:

Health and safety in schools need to be given priority. After the failure of the project whereby health and safety in State schools was delegated to the private sector, discussions need to take place to establish how health and safety in schools can be enhanced, with the participation of educators and workers' representatives at the workplace.

Proposal 35:

The number of students in each class needs to be reviewed in view of the need for more individual attention to students throughout the whole cycle of their education.

Proposal 36:

The system of the provision of laptops needs to change and a fund system adopted, where educators would have the opportunity to purchase the equipment that best suits their needs. This follows all the issues that have arisen over the years in the distribution and repair of laptops, which are currently leaving thousands of educators without this basic equipment for their work. The issue of educators without a laptop is one that needs to be resolved as soon as possible.

Proposal 37:

There is a need to eliminate disparities between State, Church and independent schools in terms of technological resources. Therefore, support needs to be given to non-State schools so that educators and students would have the same access to technology in the classroom.

Proposal 38:

Learning has changed during the years of the pandemic, with more learning being provided on digital platforms. This needs to be regulated and agreed upon to safeguard both educators and students.

Proposal 39:

The tablets (and similar digital devices) project should continue for students from Year Seven in the secondary onwards, after the project stopped at Year Six in the primary.

Proposal 40:

Discussions should be held on changes needed in the funds being provided to State schools. This is in view of the need for more autonomy, as well as the needs that vary from one school to another. Each school should have sufficient funds to have classrooms, as well as offices, that are well equipped as other departments, with all that is necessary for the work of educators to be carried out in the best possible way.

Proposal 41:

The reduction of bureaucracy as much as possible, both with regards to extra procedures at departmental and directorate level, and also at school level. Time wasted on paper, lengthy forms and processes should be reduced wherever possible.

Proposal 42:

Each school should have the services of an additional officer acting as the building administrator. This officer would work under the guidance of the Head and Assistant Heads of the school to ensure that the school building and the educational facilities are maintained in the best way possible. This would be done while the building continues to serve its needs, both during official school hours, before and after, through services normally offered in most school buildings.

Proposal 43:

An extensive project should be launched to equip all schools and educational institutions with air-conditioning systems. This should be done in a sustainable way whereby school roofs are used to generate energy from solar panels.

Proposal 44:

There should be the continuation and completion of the project to have drinking water supply, which is currently being implemented only in some schools. It is a shame that to this day the majority of schools still do not provide safe drinking water for students and educators.

Proposal 45:

A genuine effort should be made to equip, with modern facilities, a large number of laboratories, classrooms and schools that have been forgotten over time. In addition, newly inaugurated buildings and facilities should continue to be duly maintained.

Proposal 46:

Following the introduction of security officers in all State schools, thanks to the pressure by the MUT before the pandemic, it is now necessary to assess the service being provided and how these officers can assist schools better. An evaluation must also be made of what can be done to further enhance school safety.

Proposal 47:

The conclusion of the necessary discussions so that, as recommended, schools of art, drama and music are run by heads of schools, since currently they are run by so-called 'centre administrators'. This should be done in full recognition of the work, qualifications and competencies of the administrators of the existing centres, while the schools should be provided with the necessary assistance to offer the best specialized teaching to students during the day and in the evening.

Proposal 48:

A consultation process should be held on the renewal of the Act governing the University of Malta while carrying on with the process which seems to have been stopped.

Proposal 49:

The University of Malta should stop employing lecturers with precarious working conditions under the pretext known as 'tenure'. This model, which involves awarding a lecturer a definite contract year after year for a period of up to eight years, is not only undermining the employees' rights, but is also leading prospective lecturers to choose not to change their permanent employment with another institution with a definite one offered by the University of Malta. In this way, the University of Malta is not attracting the best educators.

Proposal 50:

The conclusion of negotiations on a new collective agreement for lecturers at the University of Malta Junior College, since the present agreement expired in 2018 and negotiations, characterized by continuous obstruction and dragging of feet, have been going on for three years.

Proposal 51:

The further strengthening of the Junior College for it to continue offering learning for level 4 qualifications. This, while a process should be initiated, for the College to also offer learning programmes for level 5 qualifications, as stipulated in the current collective agreement.

Proposal 52:

Consultations should be held on the renewal of the Act governing MCAST while the process, which appears to have been stalled, should continue.

Proposal 53:

The conclusion of talks about the granting of professorship at MCAST, while talks for the granting of professorship at ITS and IFE shall be initiated.

Proposal 54:

The conclusion of negotiations for a new collective agreement at MCAST, which now also includes a number of grades that have chosen the MUT to represent them collectively. Following the success by the MUT in bringing vocational teaching to the same level as academic teaching, it is now also necessary to maintain the support for all grades within the college, with an awareness of the various needs and with ongoing support in order to continue to provide quality learning.

Proposal 55:

The conclusion of negotiations for the new collective agreement at ITS, which will enhance the recognition of both academic and vocational education. Following the success by the MUT in bringing vocational teaching to the same level as academic teaching, it is now also necessary to maintain the support for all grades within the institute, with an awareness of the various needs and with ongoing support in order to continue to provide quality learning.

Proposal 56:

The continuation of discussions and reaching of an agreement on the work of educators in State, Church and independent sixth forms, in order to recognize the particular nature of these educational institutions and the work of educators. The agreement should put an end to the uncertainty that still exists in these institutions.

Proposal 57:

The conclusion of the ongoing negotiations relating to the first collective agreement of the Institute for Education (IFE), in order to give due recognition to the officials of the institute while this institute continues to be strengthened in order to give the best service to its students.

Proposal 58:

The MUT needs to be given the recognition for a number of grades where the majority of employees want the MUT to represent them collectively. Such a process, which is being stopped by the administration, is holding these grades into limbo because they are finding no one to represent their collective interests.

Proposal 59:

The carrying out of serious evaluation of the work that MATSEC is giving to educators, which has increased over the years. The MUT proposes the creation of a structure for adequate compensation.

Proposal 60:

Respect should be shown in concrete ways, not just in words, by listening to educators, as the professionals in the sector, and by involving them in decision making and trusting them without undue hindrance and scrutiny.