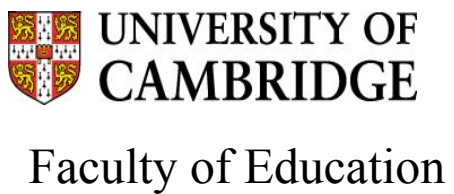
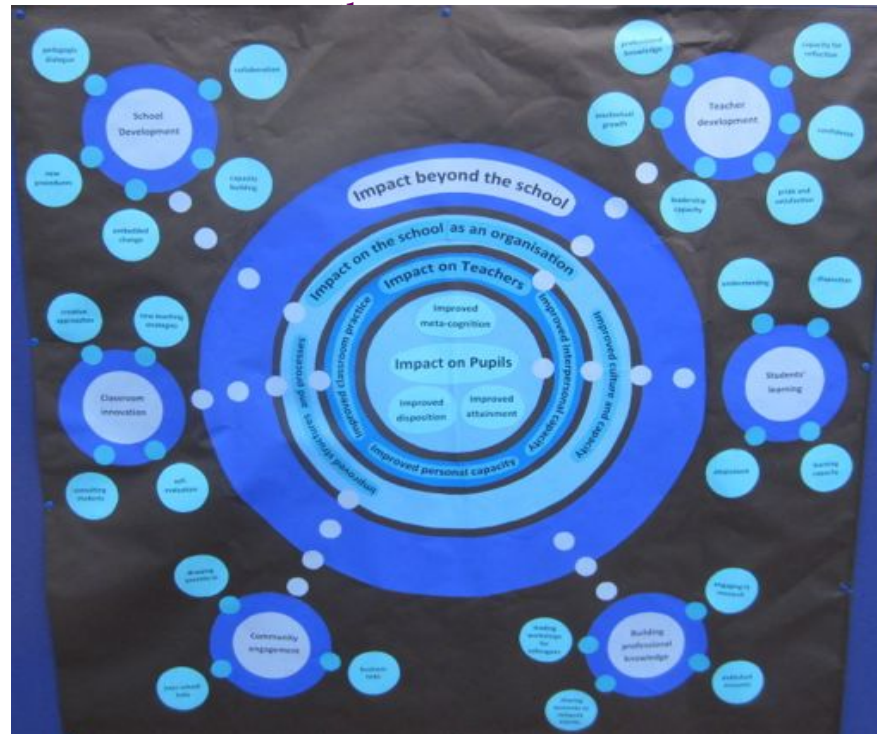




The HertsCam-Wolfson Seminar Series



Wolfson College

Professionalism, professionalism and professional cultures

A seminar

An education system is only as good as its teachers. Unlocking their potential is essential to enhancing the quality of learning. Evidence shows that education quality improves when teachers are supported...

(UNESCO, 2014)

Characteristics of a profession

- strong boundary
- academic credentials
- a university connection
- a self-governing professional body
- practitioner autonomy
- a code of ethics

Hoyle, E. (2008: 291) 'Changing Conceptions of Teaching as a Profession: Personal Reflections' in D. Johnson, R. Maclean (eds.) *Teaching: Professionalization, Development and Leadership*, Springer

Professionalism or professionalism?

Professionalism

the quality of service and about the status and esteem of the members of the profession

Professionalism

the skills, attitudes, scope of responsibility/ judgment / decision making, the nature of the accountability, the kind of knowledge and approach to knowledge creation

The Cambridge Seminars

A collaboration:

- Leadership for Learning (LfL)
- Open Society Foundations (OSF)
- Education International (EI)
- Organisation for Economic Cooperation and Development (OECD)

1. 'The Future of the Teaching Profession'
2. 'Sustaining Teacher's Professional Growth'
3. 'The Quality Education for All Challenge'

All professions are conspiracies against the laity

(Shaw, 2011).

A comment on the wall

How do we reconcile the notion of teacher professionalism with improving teaching/learning/ results in developing countries? We need to improve teaching in order to meet the 2030 goals, but that involves improving the quality of teachers, getting the right teachers in the profession, training them, encouraging them to work together – essentially developing and nurturing a teaching profession. How do we achieve the 2030 goals without this?

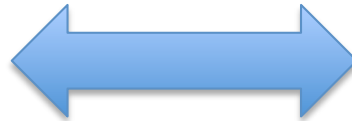
A comment on the wall

Technical expertise is not sufficient – at the core of teacher professionalism is moral purpose. If we can mobilise this, the pursuit of technical expertise will surely follow

Professionalism

Focus

Individualistic – focused
on classroom practice

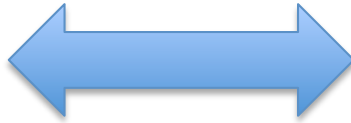


Collegial, a member of a
learning community

Professionalism

Focus

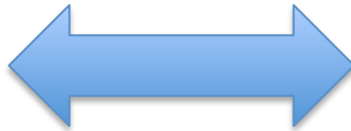
Individualistic – focused
on classroom practice



Collegial, a member of a
learning community

Orientation

Compliant,
implementation



Agential, innovation

Professionalism

Focus

Individualistic – focused on classroom practice



Collegial, a member of a learning community

Orientation

Compliant, implementation



Agential, innovation

Drivers

Standards, rules, Ofsted outcomes

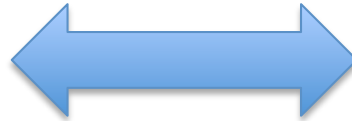


Principles, moral purpose, inquiry

Professionalism

Focus

Individualistic – focused on classroom practice



Collegial, a member of a learning community

Orientation

Compliant, implementation



Agential, innovation

Drivers

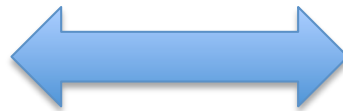
Standards, rules, Ofsted outcomes



Principles, moral purpose, inquiry

Knowledge

Well trained, informed and up to date

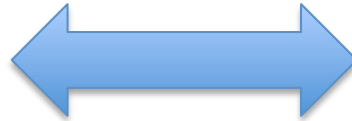


Knowledge creator, inquiry

Professionalism

Focus

Individualistic – focused on classroom practice



Collegial, a member of a learning community

Orientation

Compliant, implementation



Agential, innovation

Drivers

Standards, rules, Ofsted outcomes



Principles, moral purpose, inquiry

Knowledge

Well trained, informed and uptodate



Knowledge creator, inquiry

Leadership

Being led

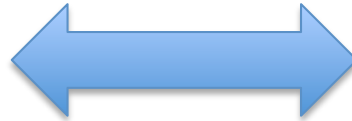


Providing leadership

Professionalism

Focus

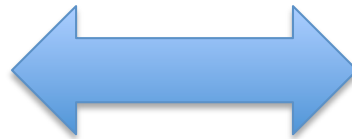
Individualistic – focused on classroom practice



Collegial, a member of a learning community

Orientation

Compliant, implementation



Agential, innovation

Drivers

Standards, rules, Ofsted outcomes



Principles, moral purpose, inquiry

Knowledge

Well trained, informed and uptodate



Knowledge creator, inquiry

Leadership

Being led



Providing leadership

Professionalism

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Collegial, a member of a learning community

Orientation

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Drivers

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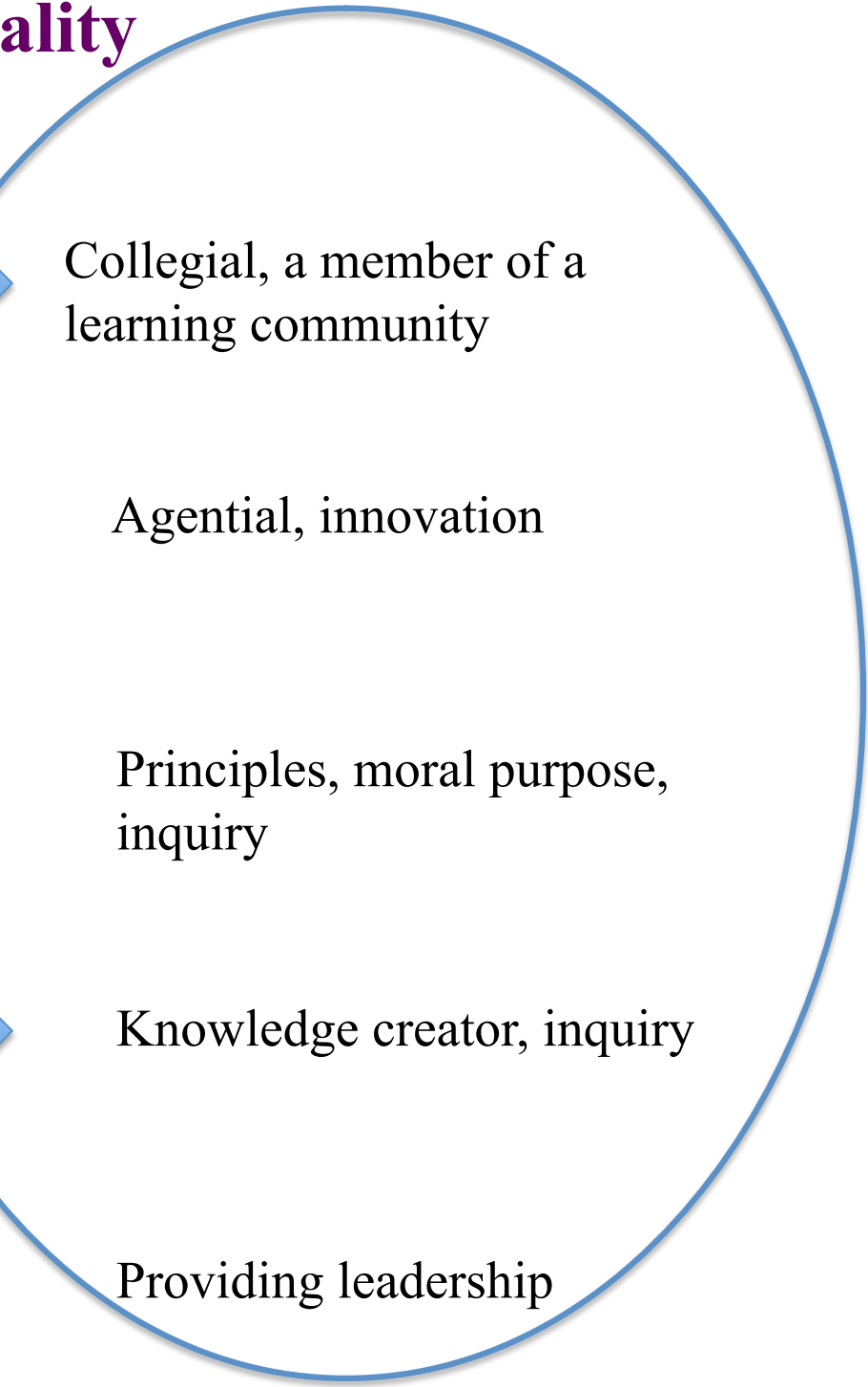
Knowledge creator, inquiry

Leadership

Being led



Providing leadership



Extended professionalism? Agential professionalism? Activist professionalism?

- collegial, a member of a professional learning community
- agential, engaging in innovation
- guided by educational principles and sense of moral purpose
- discovering how to improve through inquiry
- creating professional knowledge through inquiry, development work and networking
- seeking to influence others by exercising leadership

Restricted and extended professionalism

A restricted professional was construed as a teacher for whom teaching was an intuitive activity, whose perspective was restricted to the classroom, who engaged little with wider professional reading or activities, relied on experience as a guide to success, and greatly valued classroom autonomy. An extended professional was construed as a teacher for whom teaching was a rational activity, who sought to improve practice through reading and through engaging in continuous professional development, who was happily collegial, and who located classroom practice within a larger social framework.

Hoyle, E. (2008: 291) 'Changing Conceptions of Teaching as a Profession: Personal Reflections' in D. Johnson, R. Maclean (eds.) *Teaching: Professionalization, Development and Leadership*, Springer

The standards approach

Professionalism – the standards approach

Define excellence – identify dimension of professional expertise

Provide focused / targeted training

Assess expertise against the standards

Hold teachers to account

The National Board for Professional Teaching Standards

Proposition 1:

Teachers are committed to students and their learning.

Proposition 2:

Teachers know the subjects they teach and how to teach those subjects to students.

Proposition 3:

Teachers are responsible for managing and monitoring student learning.

Proposition 4:

Teachers think systematically about their practice and learn from experience.

Proposition 5:

Teachers are members of learning communities.

<http://www.nbpts.org>

This is from the US professional standards document. The 5th item is relevant to extended professionalism.

5. Teachers are members of learning communities

Accomplished teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development and staff development.

They can evaluate school progress and the allocation of school resources in light of their understanding of state and local educational objectives.

They are knowledgeable about specialized school and community resources that can be engaged for their students' benefit, and are skilled at employing such resources as needed.

Accomplished teachers find ways to work collaboratively and creatively with parents, engaging them productively in the work of the school.

From:

What Teachers Should Know and Be Able to Do (2002)
National Board for Professional Teaching Standards, USA



The National Professional Standards For Teachers

The seven Standards identify what is expected of teachers within three domains of teaching. Teachers' demonstration of the Standards will occur within their specific teaching context at their stage of expertise and reflect the learning requirements of the students they teach.

- Standard 1:** Know students and how they learn
- Standard 2:** Know the content and how to teach it
- Standard 3:** Plan for and implement effective teaching and learning
- Standard 4:** Create and maintain supportive and safe learning environments
- Standard 5:** Assess, provide feedback and report on student learning
- Standard 6:** Engage in professional learning
- Standard 7:** Engage professionally with colleagues, parents/carers and the community

From Australia, 2011. Their Standard also seems to be about extended professionalism



Australian standards – a stratified approach to roles

Proficient teacher

Highly accomplished teacher

Lead teacher

In the USA

A proposal:

Certificated teacher

Accomplished teacher

Teacher leaders

Master teacher

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

www.gov.uk/government/publications/teachers-standards

From the DfE standards document – not as close to the extended professionalism concept



The most powerful motivators

- Autonomy

-Mastery

- Purpose

Compare:

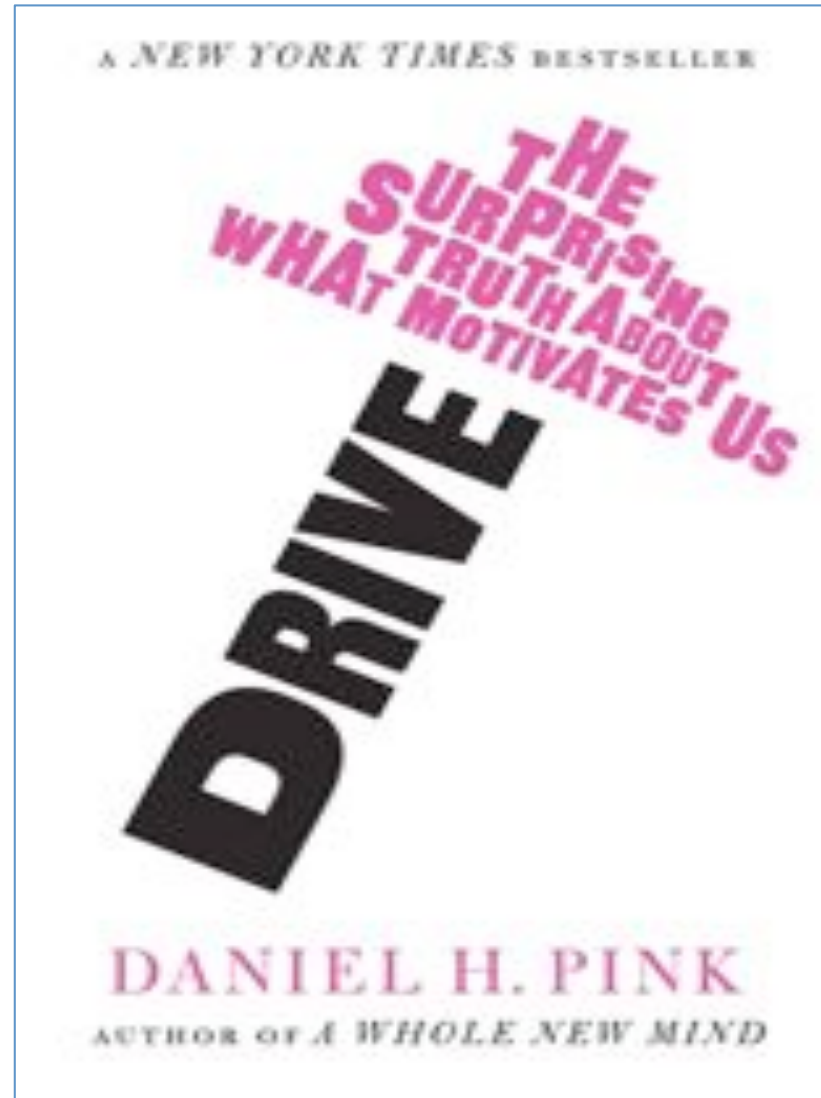
Encarta with Wikipedia

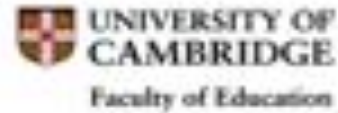
Example:

Fedex Days

20% time

ROWE





**TEACHER SELF-EFFICACY, VOICE AND LEADERSHIP:
TOWARDS A POLICY FRAMEWORK FOR EDUCATION
INTERNATIONAL**

John Bangs and David Frost
University of Cambridge Faculty of Education

A report on an international survey of the views of teachers and teacher union officials

Education International Research Institute

February 2012

This was the report
from a study
commissioned by
Education
International's
Research Institute

[http://www.educ.cam.ac.uk/centres/lfl/
researchanddevelopment/policy/
educationinternational/](http://www.educ.cam.ac.uk/centres/lfl/researchanddevelopment/policy/educationinternational/)

Teacher groups

USA

Macedonia

Hong Kong

UK

Denmark

The Netherlands

Bulgaria

Turkey

Egypt

Greece

Union officials interviews

Australian Education Union

National Education Association

Union of Education, Norway

Canadian Teachers Federation

Participants in the EI research

An enabling policy environment

Policy should....

1. provide opportunities for teachers to exercise leadership in the development and improvement of professional practice.
2. ensure the right to be heard and to be influential at all levels of policy-making, including the content and structure of the curriculum.
3. protect and enhance a teacher's right to determine how to teach within the context of collegial accountability.
4. support teachers in setting the direction of their own professional development and in contributing to the professional learning of their colleagues.
5. recognise the key role that teachers have to play in building collaborative relationships with parents and the wider community.
6. promote the role of teachers in pupil assessment, teacher appraisal and school evaluation.
7. enable teachers to participate in activities which lead to the creation and transfer of professional knowledge.

