

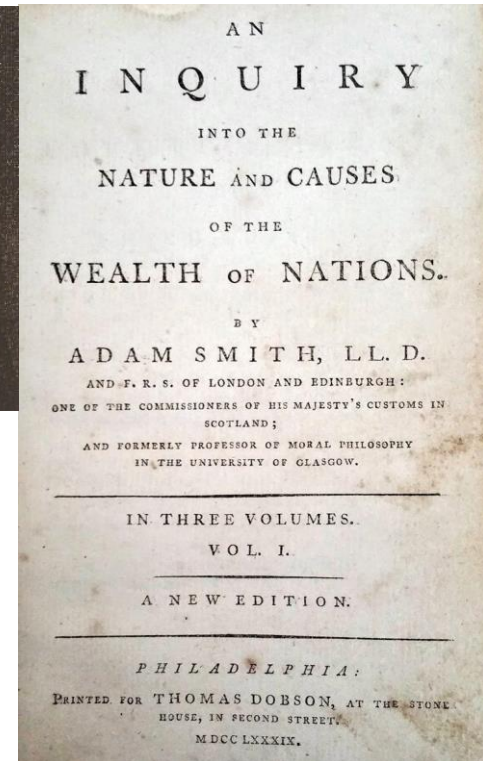
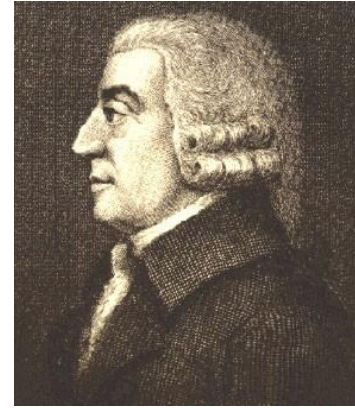
# Some thoughts on Teacher Professionalism



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## Adam Smith “Wealth of Nations”: pinmaking factory



characterized by the division of labor into ever finer parts, each the province of a specialist with a tremendously developed but excruciatingly narrow expertise.

Teachers by contrast perform a range of different tasks

→ integration

„We need standards [...] to make our schools work well in solving the myriad tasks they face. But [...] standards alone will not work. We need a surer sense of what to teach to whom and how to go about teaching it in such a way that it will make those taught more effective, less alienated, and better human beings.“ Bruner, J. (1996)



SDG4

Medieval and early modern tradition recognized only three professions: priests, medical doctors and law – > "learned professions"

20<sup>th</sup> century (sociology): milestones which may mark an occupation being identified as a profession:

- an occupation becomes a full-time occupation
- establishment of a training/university school
- establishment of a local/national/international association
- establishment of professional ethics
- establishment of state licensing laws
- establishing acceptable qualifications (best practice)
- degree of demarcation of the qualified from unqualified (certification, occupational closure)

Formation  
regulation  
autonomy  
power  
status and prestige

# I. Introduction

Shulman (**1987**)

model of professional knowledge:

- content knowledge
- pedagogical content knowledge
- general pedagogical knowledge



**2<sup>nd</sup> Empirical Turn** (~ late **90ies/2000**): technologies-globalisation-acceleration  
 → international comparative (school) studies  
 TIMSS, PISA, PIRLS  
 → econometrical, indicator based (quantitative), output oriented

current ideas on the  
teaching profession

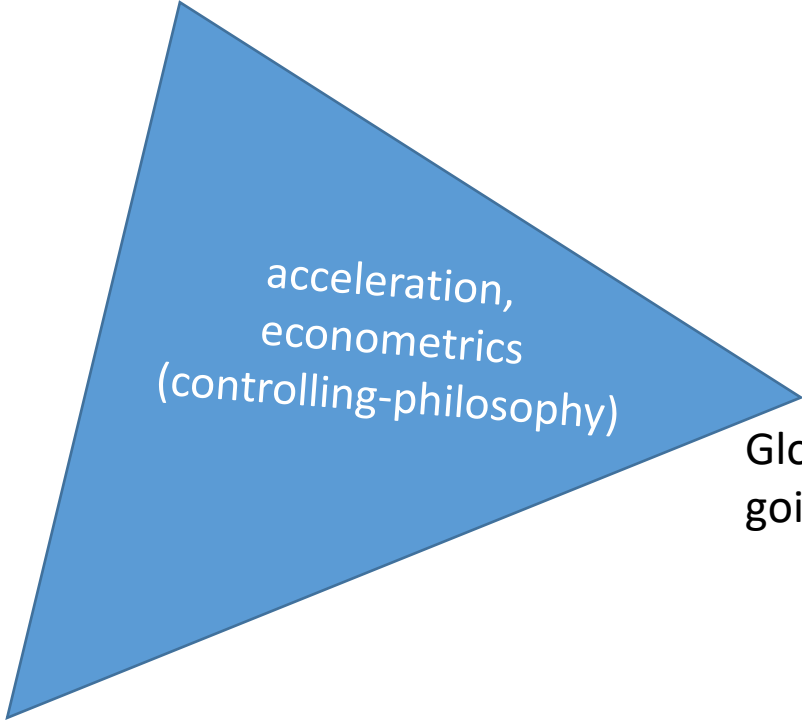
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Time

## School and formal education resonating within and mirroring society

### **Societal developments**

Individualisation vs (ideological) communitisation



acceleration,  
econometrics  
(controlling-philosophy)

### **Technological developments**

Globalisation and acceleration vs  
going local and slow movements

### **Economic developments**

Worldwide trade vs sustainable local developments

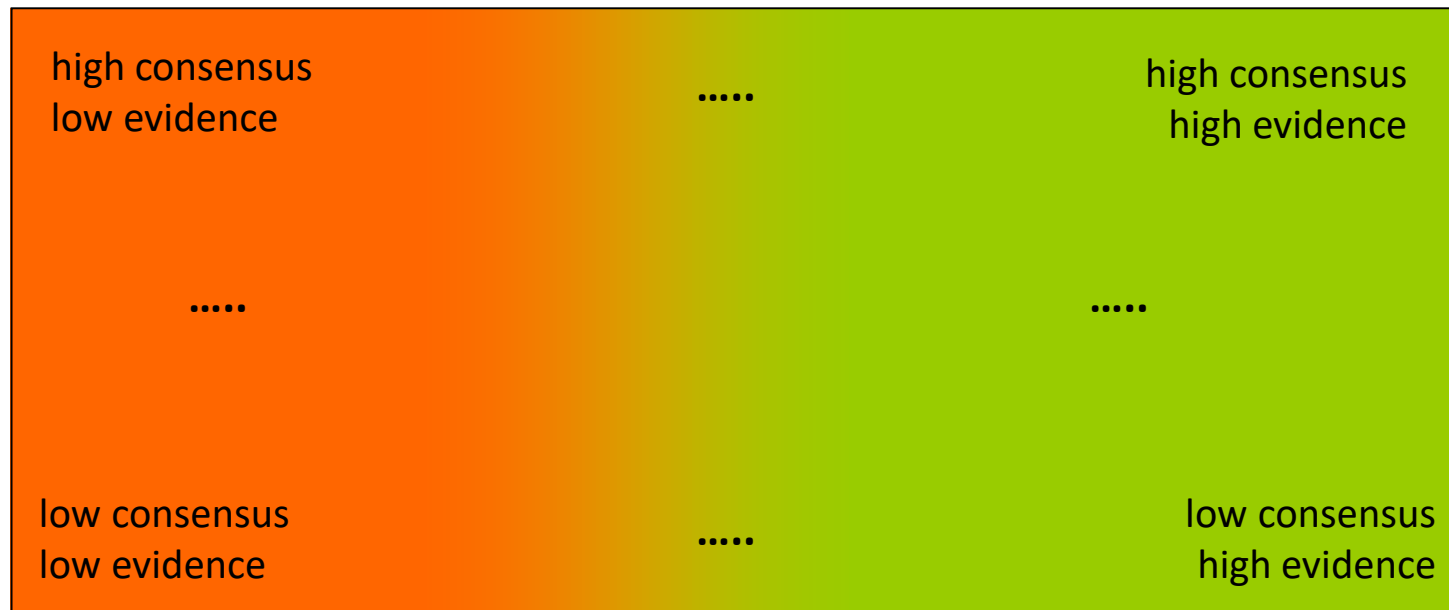
Hierarchy  
Roles  
Rituals  
Structures  
Bureaucracy

Derived from history of formal education

Norms & standards

degree of scientific  
confirmation →

degree of consensus ↑



**opinion-driven  
teacher education**

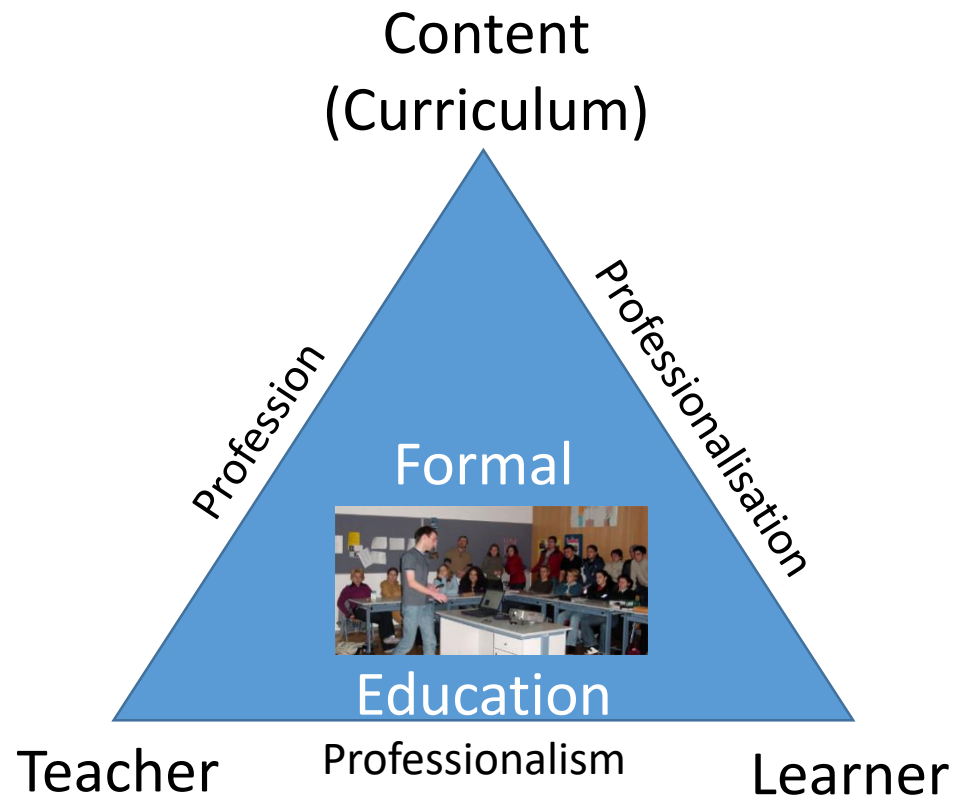
**evidency based  
teacher education**



Hierarchy  
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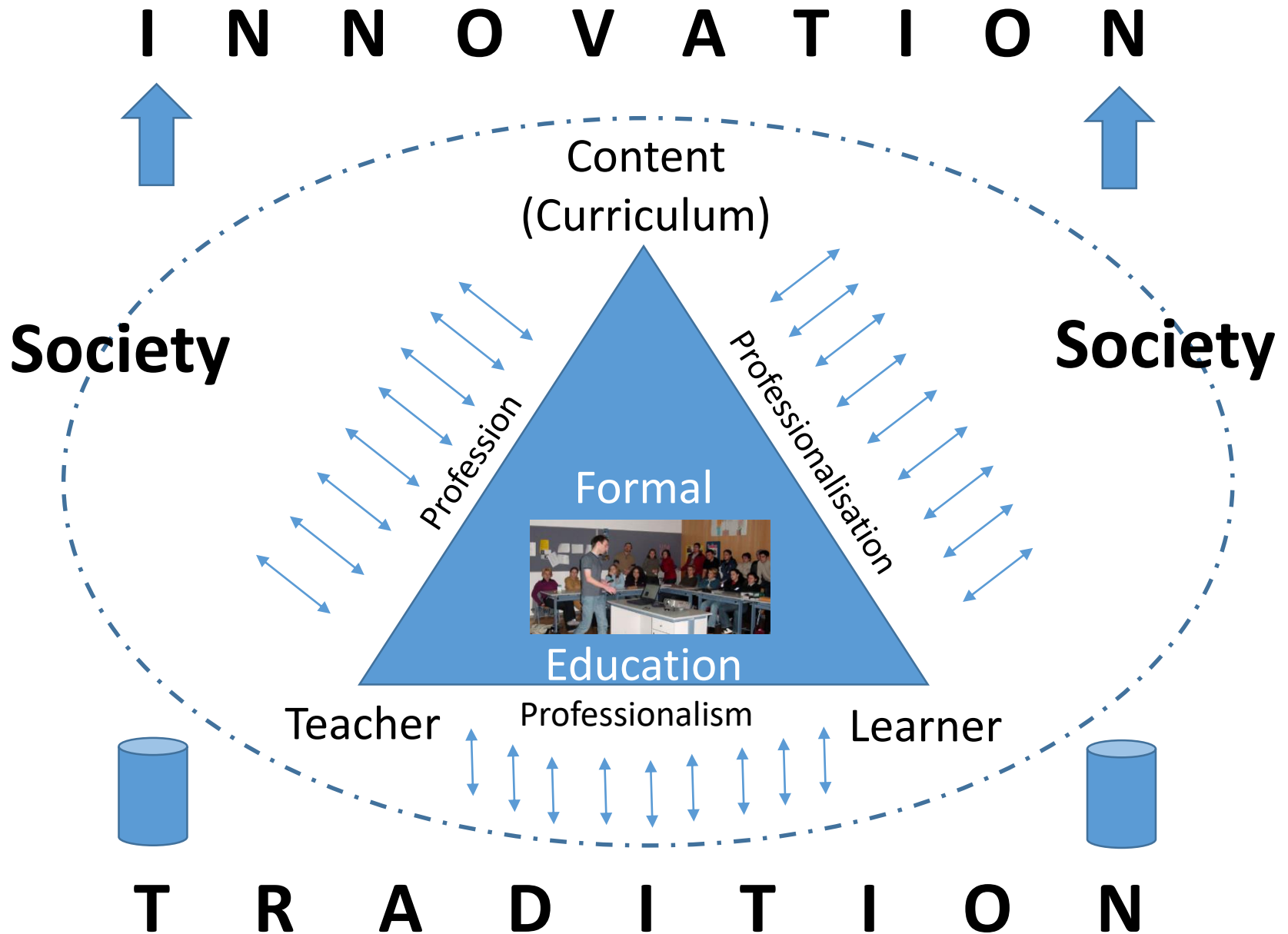
Hierarchical  
System

Curriculum



Parents

Students/pupils



## Professionalism

- developing the teaching profession is as much an individual as a collective process
- subject specific expertise as basis
- societal challenges to the profession as driving force
- technology as creative counterpart to explore options in the pedagogical triangle
- societal responsibility & self esteem
- action instead of reaction
- critical thinking

→ *creating a new narrative for teachers as a profession*

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