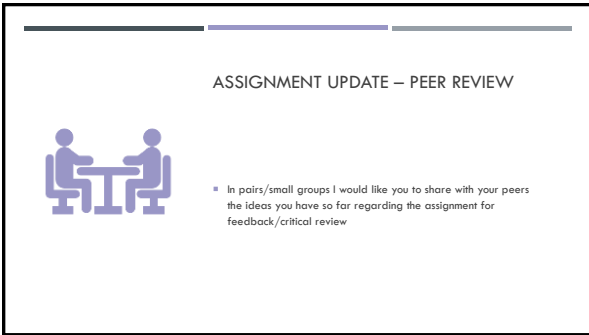










IS TEACHING A PROFESSION?

- Distinction between 'professionalism' and 'professionality'
- Professionalism 'those strategies and rhetorics employed by members of an occupation in seeking to improve status, salary and conditions.'
- Professionality 'knowledge, skills and procedures employed by teachers in the process of teaching' (Hoyle 1974)

FRAGMENTATION AND THE TEACHING PROFESSIONAL



Welfare approach to teaching pre-1980



The effect of marketization



Exacerbation of divisions within the teaching force



Casualisation of the labour force

THE IMAGE OF THE PROFESSIONAL ACADEMIC (RICE, 1992, p.119)

1. Research is the central professional endeavour and the focus of academic life.
2. Quality in the profession is maintained by peer review and professional autonomy.
3. Knowledge is pursued for its own sake.
4. The pursuit of knowledge is best organized according to discipline (ie according to discipline-based departments).
5. Reputations are established through national and international professional associations.
6. The distinctive task of the academic professional is the pursuit of cognitive truth.
7. Professional rewards and mobility accrue to those who persistently accentuate their specialization.

BOYER (1990)

- The four forms of scholarly work

TOWARDS 2030: A FRAMEWORK FOR BUILDING A WORLD-CLASS POST-COMPULSORY EDUCATION SYSTEM FOR WALES

- Conducted by Professor Ellen Hazelkorn and reported in 2016
- Recognition of ongoing challenges and complexity of the post 16 sector within Wales
- Question:** What do you see as the challenges facing Wales in the post-16 sector?

REFORM DIRECTIONS CONSIDERED

Adoption of a post-compulsory system perspective which can ensure a strategic, coordinated and coherent approach to educational provision for all learners and society

Establishment of a new post-compulsory intermediary body with the legislative authority to undertake and implement system planning and coordination functions

Better alignment between national policy priorities, institutional funding and mission, and performance and productivity whilst respecting institutional autonomy

GUIDING PRINCIPLES

- **System-view** – build a coherent educational eco-system for Wales, which meets the needs of Welsh society and economy, now and in the future
- **Learning for Life** – based on the fact people are living longer and healthier, and democratic society depends upon active, engaged, responsible citizens
- **Societal Contribution** – education contributes to society and the economy through its graduates, new knowledge and innovation, all of which are vital for personal and societal success and sustainability
- **Competition and Diversity** – strong competitive and diverse institutions, working collaboratively and responsibly, to enhance excellence, strengthen competitiveness and build critical mass in a global environment
- **Learner Focused** – placing the needs of learners of all ages, gender and talent, throughout their active lives, at the centre of the educational system, enabling and facilitating changing opportunities and life circumstances over time
- **Institutional Autonomy** – respect for institutional autonomy within an over-arching framework of a system-approach to educational provision and delivery, and strengthened institutional governance, responsibility and accountability

RECOMMENDATIONS

1. Develop an overarching vision for the post-compulsory education system for Wales based upon stronger links between education policy, providers and provision, and social and economic goals to ensure the needs of Wales are future-proofed as far as is practicable.
2. Establish a single new authority – to be called the Tertiary Education Authority (henceforth TEA) – as the single regulatory, oversight and coordinating authority for the post-compulsory sector.
3. Place the needs of learners at the centre of the educational system, by establishing clear and flexible learning and career pathways.
4. Civic engagement should be embedded as a core mission and become an institution wide-commitment for all post-compulsory institutions.
5. Create a better balance between supply-led and demand-led education and research provision shifting away from a market-demand driven system to a mix of regulation and competition-based funding.
6. Create the appropriate policies, processes and practices to encourage better long-term and joined-up thinking about the educational needs and requirements for Wales, now and into the future.

TASK

- In pairs/small groups review the document Digital 2030 and in conjunction with Towards 2030 consider the implications this has for your PCET setting. What should/can be done to ensure the expectations of these policies are met in as far as possible?
- What also might this mean for your own professional development within the sector?
