

Education Past, Present,
Future

The role of the teaching professional

Learning Outcomes

- At the end of this session you will be able to:
 - Identify how the role of the teacher has changed.
 - To consider the nature of professional identity within the teaching profession

Task

- In groups discuss and list what you feel to be the main challenges for the teaching professional in the 21st century
- Where do you think these challenges have come from?

Some headlines...

- Teachers 'to blame' for lack of ambition among pupils – Guardian 2012
- Stressed teachers being 'reduced to tears' – BBC News October 22nd 2015
- Are teachers doing the best for the best pupils? – Telegraph October 2015
- Chinese teachers blame Welfare State for lack of British pupils' discipline – Daily Express August 2015
- Teacher changes accent to avoid 'village idiot' tag – BBC News February 2017
- Teachers drop out 'due to workload' – BBC News February 2017



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*' (Hogbe 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



Is teaching a profession?

- 1950s and 1960s classification of occupations
- The emergence of 'semi' or 'quasi-professions' (Millsen 1964)
- 21st century – the de-professionalisation of the teacher
- The role of the state and professional autonomy

Models of teacher education

- Three main models of teacher education
 - Craft model
 - Applied Science model
 - Reflective model



Craft Model

- Traditional and basic model of teacher education
- Trainee or beginner works with expert
- Imitation of teaching techniques is key to this model
- Observation, instruction and practice are key



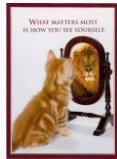
Applied Science Model

- Teaching is a science and can be examined rationally and in an objective manner
- Teachers learn how to be teachers through being taught research-based theories
- Theories are taught to the students by experts in the field
- Teachers are seen to be educated when they can proficiently put these theories into practice



Reflective Model

- Professional competence is developed through reflection on own practice
- Wallace (1991) – received & experiential knowledge
- Three stages in model:
 1. Pre-training
 2. Professional development
 3. Professional competence
- Cyclical process



Task

- In groups discuss each of the models of teacher education craft, reflective and applied science.
- What do you think are the advantages and disadvantages of each method?
- Which model do you think would be the most effective and why?

Education Policy and New Labour

- 1998 Green Paper 'Teachers: meeting the challenge of change'
- "The time has long gone when isolated, unaccountable professionals made curriculum and pedagogical decisions alone, without reference to the outside world"*

Teachers challenged to:

- Accept accountability
- Have high expectations of themselves and of all pupils
- Seek to base decisions on evidence of what works in schools
- Work in partnership with other staff in schools
- Welcome the contribution that parents, business and others outside a school can make to its success
- To take personal and collective responsibility for improving their skills and subject knowledge
- To anticipate change and promote innovation

Increased interventions in the classroom

- Literacy and numeracy strategies
- Remodelling of the workforce
- The role of 'Every Child Matters' and the Children's Agenda

Key stakeholders

- Head teachers
- Teachers
- Teaching Assistants
- Governors
- Parents
- Pupils

References/Further Reading

Furlong, J. *et al* (2000) *Teacher Education in Transition: Re-forming Professionalism?* Buckingham: Open University Press.

Northouse, P. (2010) *Leadership: Theory and Practice: Fifth Edition*. London: Sage.

Wallace, M.J. (1991) *Training Foreign Language Teachers: A Reflective Approach*. Cambridge: CUP,

Whitty, G., (2002) *Making Sense of Education Policy: Studies in the Sociology and Politics of Education*. London: Paul Chapman.
