

Teacher Professionalism

Your
global
future
begins
here

College of Arts,
Science &
Education

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- Is teaching a **profession**?
- Are teachers **professionals**?
- Do teachers have a ***strong*** collective identity?
- Do teachers have a ***specialized*** knowledge base?
- Do teachers have **control** over their **professional standards**?

- **‘semi-profession’ or a ‘minor profession’**
- Teachers lack a **“solid knowledge base”**
- No **control** over their **professional standards**
- Teachers are **technicians**

- Teaching *is* a **profession**
- Creating **international community** of teaches with **shared goals and values**.
- Building a *sophisticated* **knowledge base**

Knowledge Base in SLTE:

1. What teachers need to know?
2. How teachers should teach?
3. How teachers learn to teach?

Benefits of Professionalization:

- Brings **recognition** and **value** to the profession.
- Controls **access** to the profession.
- Led to a growth **organizations** and **journals**.

Dangers of Professionalization:

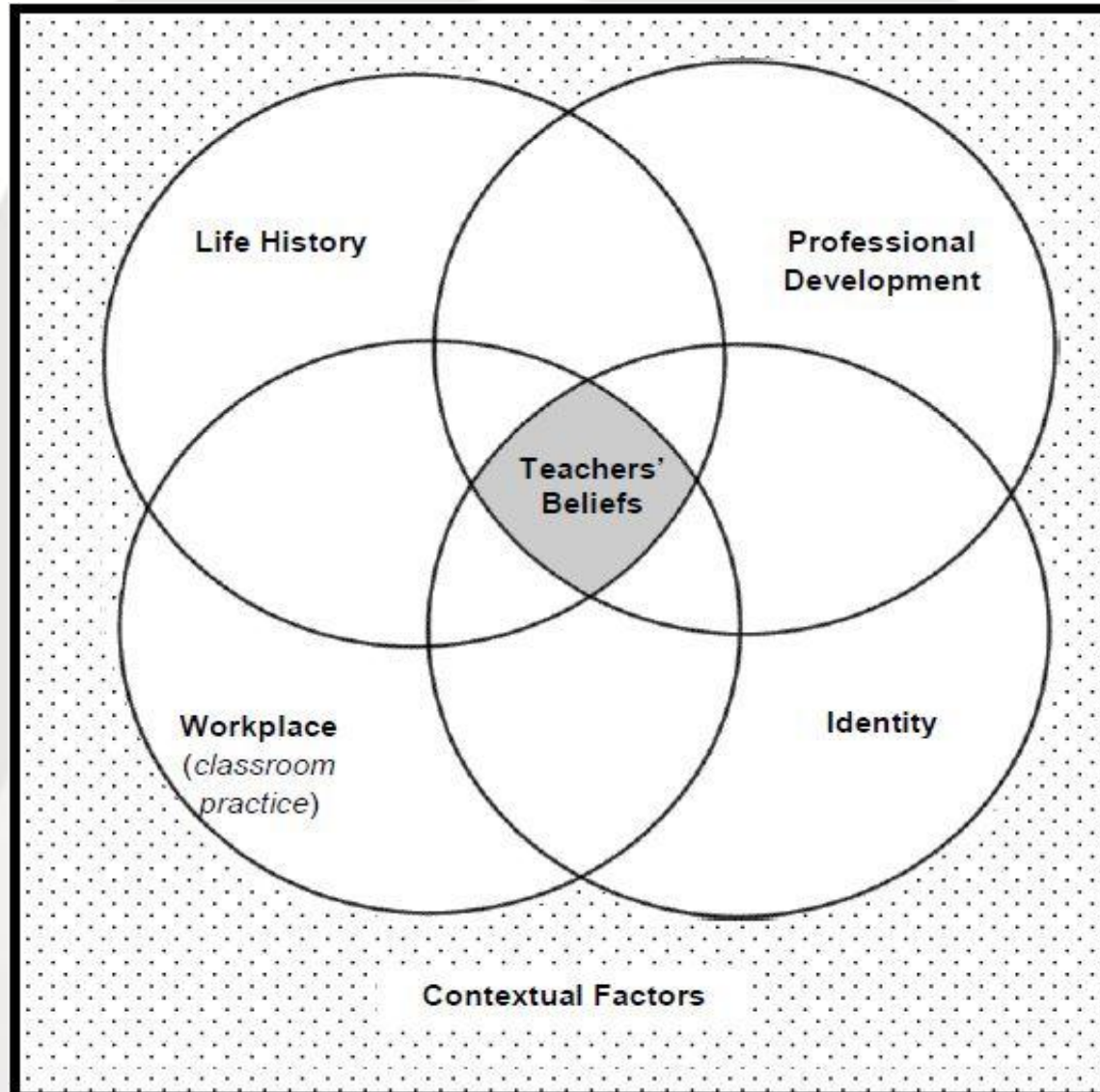
- Increased **accountability**.
- Increased **workload** .
- Lack of **compensation**.
- Increased **monitoring** of teachers' **work**.

Towards a New Perspective on Teacher Professionalism

‘unlike doctors and lawyers, as teachers we hand over the **knowledge** and **skills** we have to our learners... the **teacher-student relation** lies at the heart of education, whereas one could argue that the lawyer-client relation, for instance, is less moral and more instrumental in character’ (Johnston, 2003, p. 85)

‘Teaching may seek the respect it deserves not by comparing itself to other vocations, but by focusing on the role and importance of teachers’ **moral and intellectual commitments** in the lives of students and in society’(1993 in Campbell, 2003: 3).

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Reform changes cannot be implemented successfully without the **consent**, **competence** and **commitment** of teachers (Goodson, 2003)

Thank You