‘Teacher Professionalism for 21st Century Learning Environments’

Introduction by John Bangs

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“The quality of the education system cannot exceed the quality of teachers … equally, the quality of teachers cannot exceed the quality of the system.”

(Report of the 2011 International Summit on the Teaching Profession – Asia Society)
Is teacher professionalism synonymous with teacher quality?

If the quality of the system depends on the quality of teachers, how is teacher professionalism defined?

Is professionalism solely an individual responsibility for teachers or should education systems have an overarching responsibility for teacher professionalism?

Are outstanding education systems dependent on strong, self-confident teaching professions?
What are the optimum conditions for teacher professionalism?

- Access to high quality professional development/learning?
- High quality teacher preparation?
- Effective teacher evaluation?
- Recruiting outstanding graduates to teaching?
- Effective institutional and system-wide evaluation?
- Effective leadership?
- Rewards for effective performance?
- Better Working Conditions?
- Defined Competences and Standards?
Who creates teacher policy?

- Is there a legitimate role for the teaching profession and its Unions in education reform?

- Can education reforms be successful without teacher and Union engagement?

- How can the teaching profession express itself effectively?

- Is it possible to create consistent and coherent teacher policy?