



BATH
SPA
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Teacher Education in Lifelong Learning

Kingston College 15th March 2013

The future's bright, the future's professional

Activity which could be undertaken with current ITE trainees:

- Suggest three key principles of LLS professionalism
- Read and discuss models on next slides and compare with self generated.
- What three actions would you put in place now to improve professionalism?

Lingfield (BIS 2012: 22)

Professionalism involves:

- Mastery of a complex discipline;
- Continuous enhancement of expertise;
- Acceptance that the field of expertise is a vocation to be pursued selflessly for the benefit of others;
- Public accountability for high standards of capability and conduct;
- Membership of a group earning and deserving the respect of the community;
- Membership of a defined group with similar skills, transcending local loyalties to achieve national and international recognition;
- Acceptance of responsibility for the competence and good conduct of other members of the professional group;
- Membership of a group which accepts responsibility for planning succession by future generations;
- Membership of a group which seeks continuously to extend and improve its field of knowledge;
- Membership of a group deserving an above-average standard of living.

UCU (2013)

- professionalism in our education service is under serious attack from a culture of managerialism, a lack of respect for the expertise, views and commitment of professional staff and the imposition of ever- increasing workloads
- we suffer from an absence of institutional arrangements that would support the development, defence and recognition of our members' professionalism
- we need our own clearly-articulated, persuasive version of professionalism that we can deploy effectively to campaign for the effective provision of those means of support, defence and recognition
- we should be pro-active in promoting the contribution that our members make to delivering and supporting high quality teaching and research – *their professionalism is the foundation of that contribution*

UCU (2013) - The UCU alternative

There are a number of characteristics that are normally taken to define a profession:

- The use of skills based on theoretical and applied knowledge in accordance with the professional values and ethics through which accountability is exercised
- Through this accountability, the profession and the professionals are accorded trust and freedom from unnecessary employer or state micro-management and interference. This allows the professionals to have autonomy in their work and to safeguard their values and standards on behalf of the wider public good while resisting political interference
- The updating and extension of the specialist knowledge and skills through properly supported and funded continuing professional development
- A code of professional conduct and an expectation that the members of the profession will observe the code
- At times some professions have also controlled entry into their ranks and the arrangements for the award of recognised qualifications and professional accreditation.

Democratic Professionalism

Sachs (2001) - an 'activist' identity which emerges from democratic professionalism.

- Promotes the open flow of ideas, regardless of their popularity, to enable people to be as fully informed as possible.
- Focussed around faith in the individual and collective capacity of people to create possibilities for resolving problems.
- Uses critical reflection and analysis to evaluate ideas, problems and policies.
- Concerned for the welfare of others and "the common good"
- Allows communities of practice to develop. These are not located in ivory towers, but develop in larger contexts – historical, social, cultural, and institutional and with specific reference to resources and constraints.
- Requires sustained engagement, and at the same time demands discussion and debate to share meanings about both the subject and practice of education and learning.
- Communities of practice and an activist identity exist alongside one another. They reinforce and support each other.

Sources:

BIS (2012) *Professionalism in Further Education – Final Report (Lingfield report)*. London: Department of Business, Innovation and Skills.

UCU 2013: *Towards a UCU Policy on Professionalism: Summary*. London: UCU

Sachs, J. (2001): Teacher professional identity: competing discourses, competing outcomes, *Journal of Education Policy*, 16:2, 149-161

SW Teacher Education Forum views on Professionalism (from forum 8th March 2013)

Suggested prerequisites of / professionalism by participants (in no order of priority):

- Training
- Structure and progression at qualification level
- Funding
- Transparency / honesty
- Clarity – knowing answers to students' questions
- Consistency
- Non political and non government-driven
- We have a voice

SW Teacher Education Forum views on Professionalism (from forum 8th March 2013)

Suggested characteristics of / professionalism by participants (in no order of priority):

- Be a reflective practitioner
- Accept accountability
- Engage in research and CPD
- Involves shared values and standards
- Sense of ownership
- Individuals and groups are empowered

SW Teacher Education Forum views on Professionalism (from forum 8th March 2013)

Proposed actions to establish / enhance professionalism by participants
(in no order of priority):

- Agree definition of standards
- Establish forums – opportunities to share good practice and support progression and development
- Time to implement and put changes / updates in place and to explore and research best practice.
- Mandatory teaching qualifications – standardised
- Body of governors who are experienced practitioners who can lead.
- Raise discussions / debate in ITE sessions (dual professionalism) – a mix of ways to include examples
- Talk to senior leaders and advocate whole organisation approach / agreement about professionalism

SW Teacher Education Forum views on Professionalism (from forum 8th March 2013)

Proposed actions to establish / enhance professionalism by participants (in no order of priority) - *continued*:

- Keeping up to date with industrial experience as well as pedagogy
- Establish peer review process
- Establish a rich diet of CPD, fed from appraisal process.
- Develop communities of practice and whole organisation approach
- Emphasis on subject specialist updating and sharing (= motivation)
- Each and every teacher involved in all aspects of a learner's journey
- Updating pedagogy skills / knowledge

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