



# Teaching and the Teaching Profession: Core issues from the perspective of EI

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# Outline

1. What is a profession?
2. Key challenges confronting the teaching profession
3. The 2013/4 GMR: a rebirth of the teaching profession?
4. What is a good teacher?
5. EI's Unite campaign



# Characteristics of a profession

- A profession has a specialised body of theoretical knowledge and specialised skills acquired through rigorous training
- Legal recognition and professional closure - professions exclude those who do not meet minimum requirements
- Professional code of conduct and self-regulation – a profession is controlled by the professionals themselves
- Work autonomy - professionals exercise autonomy over their work (MacBeath, 2012)

Is teaching a profession?



# Key challenges confronting the teaching profession

- Deprofessionalisation and casualisation
- Unreasonable accountability demands
- Poor salaries and conditions of service
- Critical shortage of infrastructure, teaching and learning resources
- Large class sizes
- Health and safety



# The 2013/4 GMR: a rebirth of the teaching profession?

The 4 GMR strategies for providing the best teachers:

1. Attract the best candidates into the profession – **how?**
2. Train them well – **on what? how?**
3. Get teachers where they are most needed – **how?**
4. Provide the right incentives to retain the best teachers – **is the minimum salary proposed by the GMR adequate?**



## Comprehensive teacher policies and instruments: the missing link?

- Implementation of comprehensive teacher policies, developed with the full involvement of teachers and their unions essential
- Full implementation of international instruments and standards essential to improve the status of the teaching profession:
  - ILO/UNESCO Recommendation concerning the Status of Teachers (1966)
  - UNESCO Recommendation concerning the Status of Higher Education Teaching Personnel (1997)
  - ILO Policy Guidelines for the Promotion of Decent Work in Early Childhood Education (forthcoming)



# Qualities of a good teacher

<b>Brazil</b>	<b>India</b>	<b>The Netherlands</b>
Profound understanding of subject matter	Has sound knowledge of the subject matter	Posses thorough knowledge of the subject matter
Has a wide range of methodological tools	Is pedagogically competent	Possesses pedagogical and didactical knowledge
Is sensitive to student backgrounds and needs	Can deal with diversity and is sensitive to student needs	Knows each of her students individually and establishes a relationship with them
Cares for her learners	Loves and cares for children	Flexible and able to deal with unexpected situations
Ensures maximum opportunities and development of every learner	Stimulates an all-round development of the child	Must be interested in the broader world
	Creates an interactive learning environment	Has to stimulate children's independence (Bourgonje and Tromp, 2011)



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## Unite Campaign Aims

1. **Create awareness that quality public education provision for all is one of the fundamental pillars of a just and equitable society,**
2. **Demonstrate that privatization undermines public education and is detrimental to the interests of society.**
3. **Ensure that the free, universal quality EFA Goal is a central part of any global post-2015 Development Strategy.**

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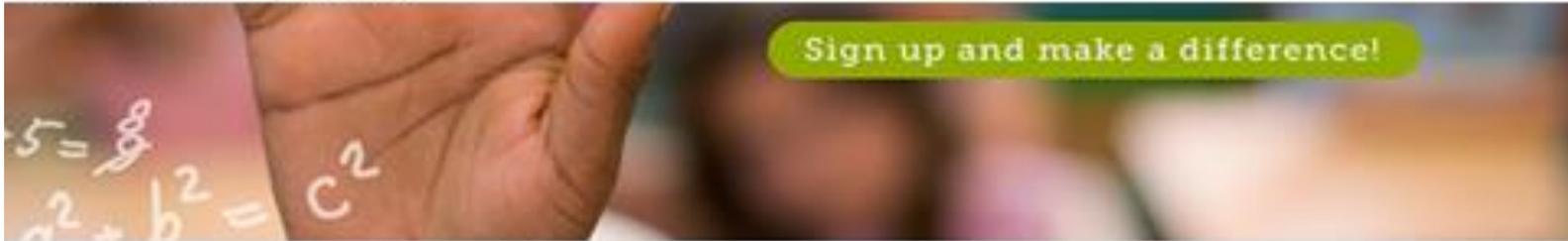


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## THE THREE PILLARS OF QUALITY EDUCATION

Essential elements of quality education for a successful global future. Support for each of these pillars will help to ensure that quality education remains the basis for a sustainable, peaceful and prosperous future.

### QUALITY TEACHERS

Teachers are the most important educational resource and a critical determinant of quality.

### QUALITY TOOLS

Appropriate curricula and inclusive teaching and learning materials and resources, including ICT.

### QUALITY ENVIRONMENTS

Supportive, safe, and secure facilities enabling teachers to teach effectively

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# Conclusion

**‘There can be no keener revelation of a society’s soul than the way in which it treats its children’ – Nelson Mandela**

Every child must be taught by a well-trained, professionally qualified, highly-motivated and supported teacher and learn in safe educational institutions with adequate infrastructure, facilities and resources.