



FOUNDATION ISSUES IN EDUCATION

RAENA DE FOUR
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OBJECTIVES

- Concept of a professional identity.
- Reflect on your own professional identity development.
- The impact on the values, beliefs and practices as teachers.

TEACHER PROFESSIONALISM

Elements that contribute to teacher professionalism.

Thorough knowledge

- of the subject.
- of the teaching and learning process.
- of society.
- Policy and organization in education.

TEACHER PROFESSIONALISM

Elements that contribute to teacher professionalism

SKILLS

- Able to communicate and discuss educational issues with a wider audience.
- Able to account the quality of work to the outside world.

TEACHER PROFESSIONALISM

Elements that contribute to teacher professionalism

SKILL (cont.)

- Able to conduct research within the practice of schools.
- Able to contribute to collaborative learning of professional communities.

TEACHER PROFESSIONALISM

Elements that contribute to teacher professionalism

SKILL (cont.)

- Able to translate outcomes of educational research to innovations in the classroom/school.

TEACHER PROFESSIONALISM

Elements that contribute to teacher professionalism

ATTITUDES

- Dedicated to the learning of pupils.
- Committed to the profession and the collective group of professionals.

TEACHER PROFESSIONALISM

Elements that contribute to teacher professionalism

ATTITUDES (cont.)

- Willing to contribute to the collective knowledge of the profession.
- Committed to the ethical code of the profession and the integrity of his/her work.

TEACHER PROFESSIONALISM

Elements that contribute to teacher professionalism

ATTITUDES (cont.)

- Willing to account the quality of work to the outside world.
- Focused on continuous professional development.
- Focus on improvement and innovation of teaching.

TEACHER PROFESSIONALISM

Teacher professionalism is defined as the knowledge, skills, and practices that teachers must have in order to be effective educators.

OECD (2016), *Supporting Teacher Professionalism: Insights from TALIS 2013*,

THE MEANING OF TEACHING



WHAT IS THE MEANING OF
TEACHING?

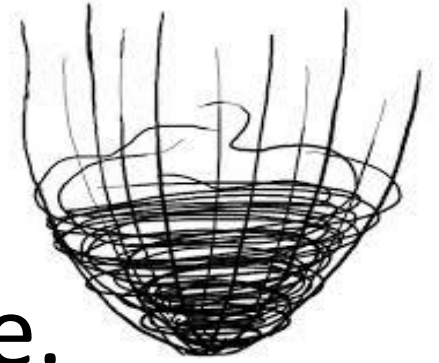


THE MEANING OF TEACHING

‘...being clear about what teaching is matters vitally because how teachers understand teaching very much affects what they actually do in the classroom’.

Paul Hirst (1975)

THE MEANING OF TEACHING



- Teaching is an act. It is enacted by someone. It matters who the teacher is.
- It matters to teachers themselves as well as to the pupils who and what they are.
- Teaching is an enormously difficult job that looks *easy*. (Labaree, D. 2000)

THE MEANING OF TEACHING

- Teaching implies a relationship of responsibility for a group of pupils or students.
- Teaching is a practice of human improvement.

- (Cohen, 1988)



THE MEANING OF TEACHING

To instruct someone... is not a matter of getting him to commit results to mind. Rather, it is to teach him to participate in the process that makes possible the establishment of knowledge. We teach a subject not to produce little living libraries on that subject, but rather to get a student to think mathematically for himself, to consider matters as an historian does, to take part in the process of knowledge-getting. Knowing is a process not a product. (Bruner 1966: 72)

THE MEANING OF TEACHING

A definition:

Teaching is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the **given**. (Smith 2018)

THE PROFESSIONAL TEACHER

Sometimes, as Parker J. Palmer (1998: 4) comments, we may even ask the “why” question – ‘for what purposes and to what ends do we teach? ‘But seldom, if ever’, he continues: ‘do we ask the “who” question – who is the self that teaches?’



THE PROFESSIONAL TEACHER



{Excerpt from The Zebra Question}

Are you good with bad habits?
Or are you bad with good habits
Are you noisy with quiet times?
Or are you quiet with noisy times?
Are you happy with some sad days?
Or are you sad with some happy days?

(The Zebra Question – Shel Silverstein)

The Reflective Teacher

Reflective teaching means looking at what you do in the classroom, thinking about why you do it, and thinking about if it works - a process of self-observation and self-evaluation.



REFLECTION- Let's Try

Perhaps these might help you begin:

- I am a teacher because...
- I want to be a teacher because...
- Being a teacher means...
- I think that teaching allows me...
- I consider teaching and learning...
- Teaching and learning; hmmm?

PROFESSIONAL TEACHER IDENTITY

1. Professional Identity:-

mainly focuses on personal views and self-images.

2. Professional Role:-

mainly focuses on position and expectations from the environment.

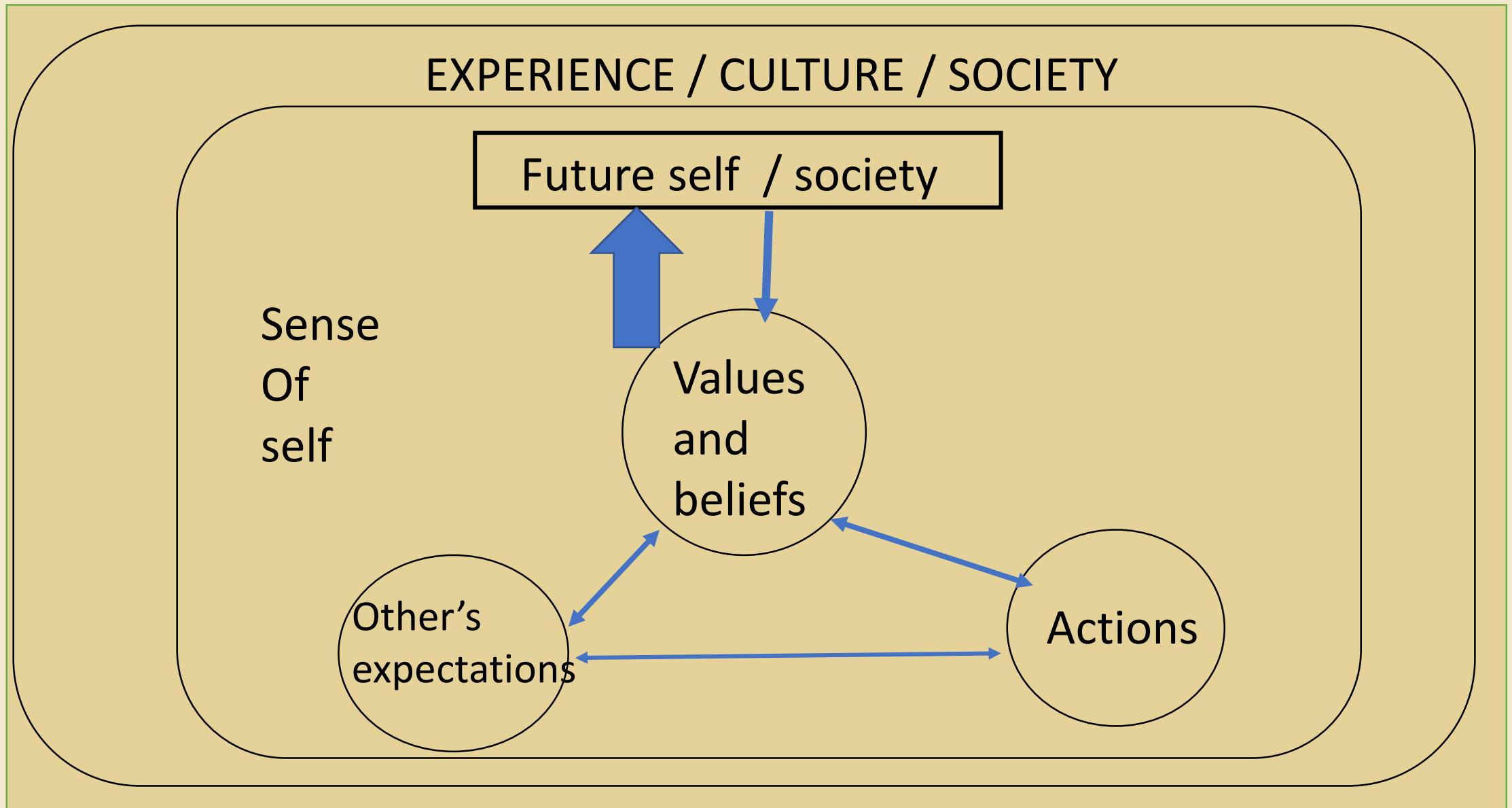
PROFESSIONAL TEACHER IDENTITY

Identity

Beijaard et al (2000) describes secondary school teachers professional identity in terms of:

- Subject matter expertise
- Didactical expertise
- Pedagogical expertise

Fig. 1 Helm's Model of Identity (1998)



The Professional Self-Understanding

Kelchtermans (2009)

Five components of teachers' self-understanding:

- Self-image,
- Self-esteem,
- Job motivation,
- Task perception
- Future perspective.

The Professional Self-Understanding

The Self-Image:

This image is based on self-perception, but to a large degree also on what others mirror back to the teachers.

The Professional Self-Understanding

The Self-Esteem:

Refers to the teacher's appreciation of his/her actual job performance. It further refers to the fact that emotions matter a great deal in teaching.

The Professional Self-Understanding

The Task Perception:

What must I do to be a proper teacher?

What are the essential tasks I have to perform in order to have the justified feeling that I am doing well?

The task perception implies value-laden choices, and moral considerations.

The Professional Self-Understanding

Job Motivation:

Refers to the motives or drives that make people choose to become a teacher, to stay in teaching or to give it up for another career. Motives for working as a teacher may develop over time.

The Professional Self-Understanding

The Future Perspective

(‘how do I see myself as a teacher in the years to come and how do I feel about it?’).

The person of the teacher is always somebody at some particular moment in his/her life, with a particular past and future.

THE GOOD TEACHER

- “I’ve come to a frightening conclusion that I am the decisive element in the classroom.
- It’s my personal approach that creates the climate. It’s my daily mood that makes the weather.
- As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration.
- I can humiliate or heal.
- In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.” — Haim G. Ginott

**TO TEACH WELL IS
TO BELIEVE IN WHAT
AND WHOM YOU TEACH.**





Thank You.
Enjoy the rest of
your day.



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