

# The Introduction into Education

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## **LESSON 2: TEACHING PROFESSION**

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# What are the up-to date topics of educational sciences?

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Find out in educational journals:

Bring one topic to the next lesson (19th October)

## **Czech educational journals:**

Pedagogika:

<http://pages.pedf.cuni.cz/pedagogika/?lang=cs>

**Pedagogická orientace:**

<https://journals.muni.cz/pedor>

**Studia paedagogica:**

<http://www.phil.muni.cz/journals/studia-paedagogica>

**Orbis Scholae:**

<http://www.orbisscholae.cz/>

# Teaching profession

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## **Helping profession**

A profession that nurtures the growth of or addresses the problems of a person's physical, psychological, intellectual, emotional or spiritual well-being.

## **Career system**

## **Code of ethics**

<https://www.aeteachers.org/index.php/about-us/aae-code-of-ethics>

# Teaching profession

## Feminization (U. S. example)

Many traditionally male professions (doctors, lawyers, architects, ...) have opened up to women over the last several decades. Surprisingly, this has not translated into fewer women entering teaching:

Figure 7. Percent Female School Teachers, 1980-81 to 2011-12

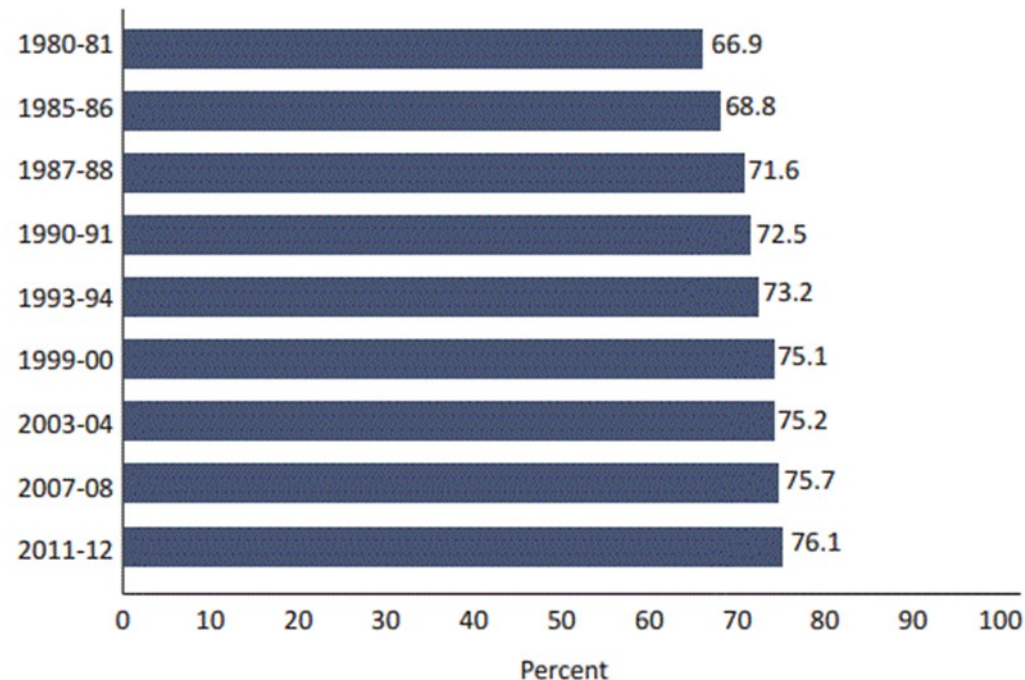
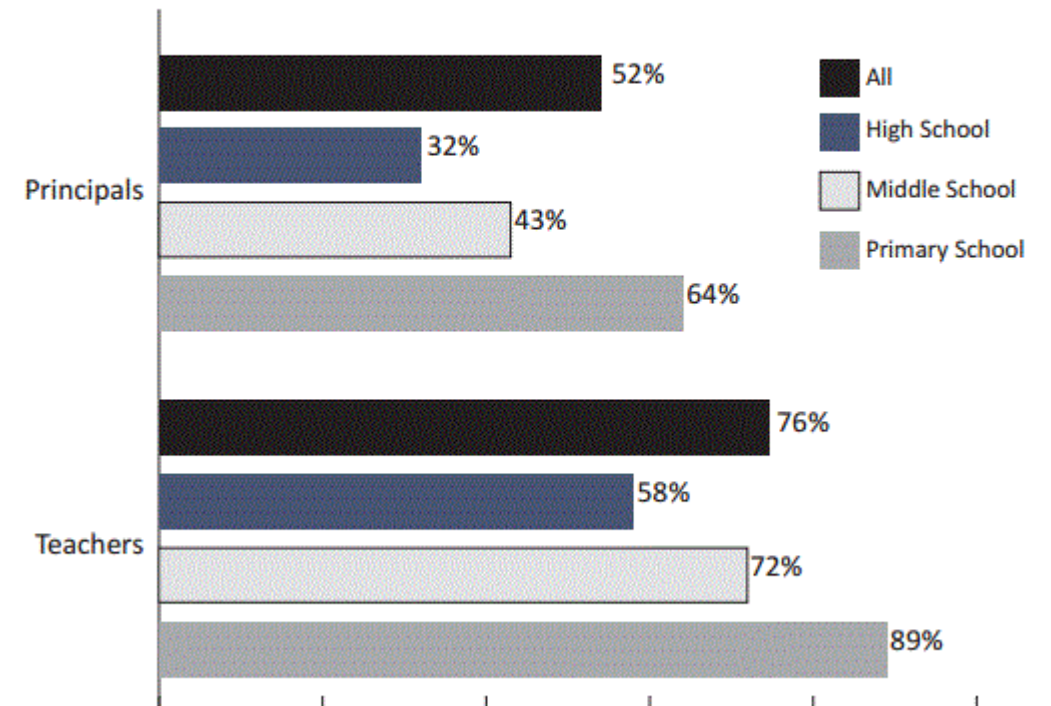


Figure 8. Percent Female School Teachers and Principals, by School Level, 2011-12



# Teaching profession

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## **Feminization** (U. S. example)

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Ingersoll, Merrill and Stuckey conclude that this trend is worrisome:

"If the trend continues, soon 8 of 10 teachers in the nation will be female. An increasing percentage of elementary schools will have no male teachers. An increasing number of students may encounter few, if any, male teachers during their time in either elementary or secondary school. Given the importance of teachers as role models, and even as surrogate parents for some students, certainly some will see this trend as a problem and a policy concern. Moreover, an increasing proportion of women in teaching may have implications for the stature and status of teaching as an occupation. Traditionally, women's work has been held in lower esteem and has paid less than male-dominated work. If the feminization of teaching continues, what will it mean for the way this line of work is valued and rewarded?"

# Teaching profession

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Fenstermacher (1990) notes three critical differences between the practice of teaching and that of medicine:

## **“the mystification of knowledge”**

teaching requires that teachers impart their knowledge not only to their students but also, to parents. This requirement stands in marked contrast to the traditional efforts of most professions to lock away their specialized knowledge even when it is of the most elementary nature.

## **“social distance”**

Impersonality, another characteristic of professional practice, similarly makes little sense with teaching. Students are not “cases” with very specific needs to diagnose and meet, and to treat them in such a fashion contradicts what we know about good teaching.

## **“reciprocity of effort” A**

In order to learn, students must engage in the learning process—they must expend effort. This sustained “reciprocity of effort” is another factor that distinguishes teaching from other professions.

# Paraprofessionals in education

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The paraprofessional is able to perform tasks requiring significant knowledge in the field, and may even function independently of direct professional supervision, but lacks the official authority of the professional.

**Teaching Assistant**

**<http://education.ufl.edu/spense/files/2013/05/parasFinal.pdf>**

# Summary of research findings

(Teachers' Qualifications and Their Impact on Student Achievement Findings from TIMSS-2003 Data in Israel )

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## **Teachers' Formal Education**

Findings related to teachers' academic degrees (e.g., bachelors or masters, etc.) are inconclusive

## **Teacher Education in Pedagogical Studies**

Studies have found somewhat stronger, and more consistently positive, influence of education and pedagogical coursework on teacher effectiveness

## **Duration of the Preparation Period**

5-year programs result in a higher retention rate and career satisfaction of their graduates than 4-year programs. It has not been shown that these graduates become more effective teachers.

## **Years of Experience**

Studies on the effect of teacher experience on student learning have found a positive relationship between teacher effectiveness and their years of experience, but not always a significant or an entirely linear one



# Teaching profession

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According to Fenstermacher (1994), there's not always congruence between the knowledge that the teachers obtain during their education and the knowledge acquire through experience. Therefore, he discriminated two types of knowledge in the teachers, **formal knowledge** and **practical knowledge**.