

The Introduction into Education

LESSON 2: TEACHING PROFESSION

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

Find out in educational journals:

Bring one topic to the next lesson

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

The Act on Educational Staff approved in September 2004

- Teachers are generally required to have attained university-level education
- There is no unified compulsory curriculum for teacher training in higher educational institutions
- The Ministry of Education, Youth and Sports only formulates the key competences for teachers. It is up to the universities providing teacher training to give their graduates the expected skills level.
- There is no unified compulsory curriculum for teacher training in higher educational institutions, but certain components are always present: general subject education, psychology, pedagogy, didactics and pedagogical practical training.

Teaching profession

Career system – proposal in the Czech republic

(KS1) – 2 years, (KS2) – atestation after 2 years, (KS3) – 10 years, expert in the field, mentor, atestation

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.

Code of ethics

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

Teaching profession

Feminization (U. S. example)

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

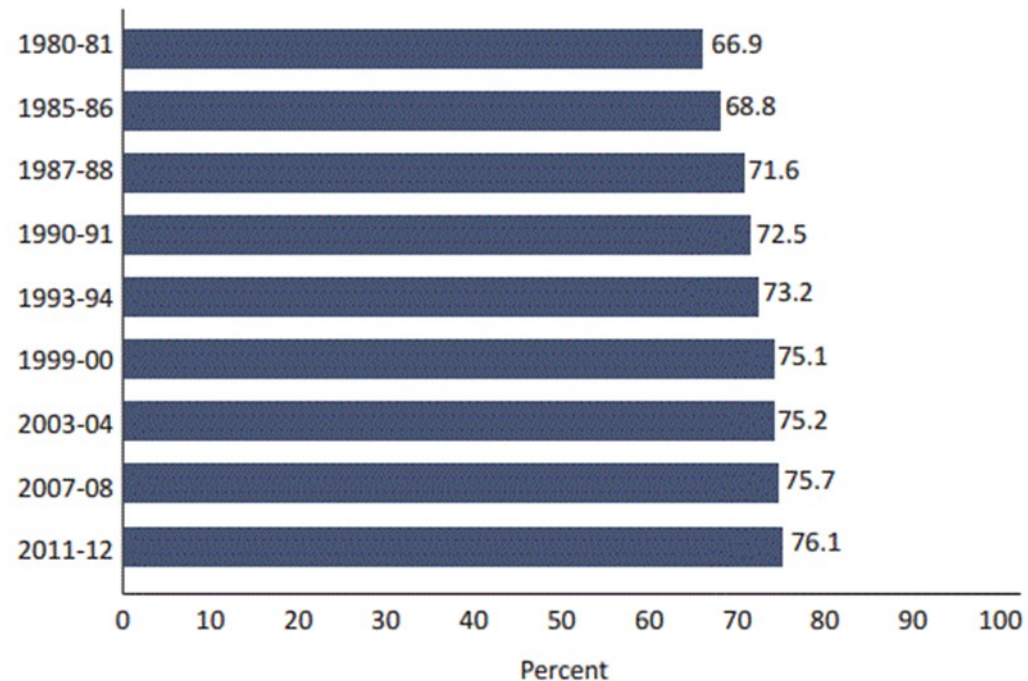
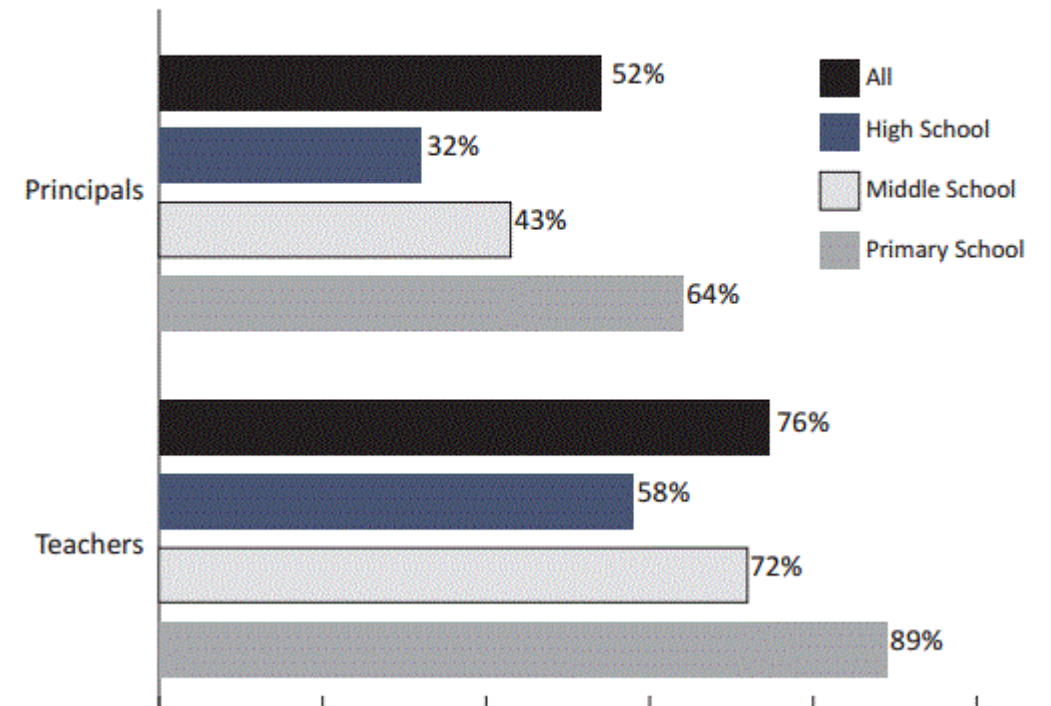


Figure 8. Percent Female School Teachers and Principals, by School Level, 2011-12



Teaching profession

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

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

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”

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

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)

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

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**.

Distinctive qualities of expert teachers

		Teachers
Dimensions	Aspects	Marina
Integrating aspects of teacher knowledge	Establishment of classroom norms and learning	Establish classroom norms and routines as they arise from the teaching situation
	Organization of learning and the object of learning	<ul style="list-style-type: none"> • Learning activities helped to achieve learning objectives • Integrating student interests and learning objectives
Relating to contexts of work and exploiting situated possibilities	Perceiving and exploiting possibilities for ESL learning	Integrating ESL learning inside and outside the classroom
	Maximize available resources for learning	Using limited resources creatively to address multiple facets of ESL learning
Reflective practice	Theorizing practical knowledge and practicalizing theoretical knowledge	<ul style="list-style-type: none"> • Constant reflection on experience and reframing conceptions of teaching and learning • Enacting personal interpretation of theoretical knowledge

Summary

- 1) Show an example of contemporary research topic in education.
- 2) Name at least one educational journal.
- 3) Describe teaching professions generally and specifically to the legal context in your country.
- 4) What defines a profession?
- 6) Is teaching profession the same as for example medicine?
- 7) What makes teacher an expert? How is it reflected in career system in your country?