IMPORTANCE OF
THE TEACHING PROFESSION

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Changes at Schools

Various sources (incl. Dede 2007, Reeves 2010)

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<tr>
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<td>Focus on rearrangement of knowledge</td>
<td>Focus on the creation of knowledge</td>
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<td>General objectives of knowledge</td>
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<td>Activities</td>
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<td>Borrowing ideas</td>
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<td>Content-based activities</td>
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<td>Content selection</td>
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<td>Curriculum</td>
<td>Collective and generalised curriculum</td>
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### Changes at Schools

Various sources (incl. Dede 2007, Reeves 2010)

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<td>Learner comfort</td>
<td>What learned can understand easily</td>
<td>What learners must know to meet modern world demands</td>
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| Learning methodology | - Traditional methods and techniques of teaching  
                           - Talking, listening  
                           - Teacher-directed learning | - Combination of modern and new methods and teaching  
                           - Understanding and doing  
                           - Self-directed learning |
| Learner performance  | Teacher dependant | Self-reliance |
| Assessment           | - Assessment based on knowledge  
                           - Assessment of learning (control) | - Assessment based on learning  
                           - Assessment for/as learning (development) |

But what has not changed over time is that:
- teachers and pupils meet at school in order to learn,
- education and teaching are at the heart of those encounters and
- teachers as adults are more responsible for the main activities at school than pupils.

→ The core of ethics in teaching profession (Atjonen 2004).
Educating Children and Youth...


- Education...
  - means creating prerequisites to ensure versatile growth and development.
  - aims to develop an autonomous, inner-directed human being (the educator makes her/himself unnecessary).
  - takes time because growth is slow and multi-levelled.
  - is characterised by an asymmetric pedagogical relationship between the educator and the educatee.

⇒ Education means to take educational responsibility.
... and Teaching Pupils

Atjonen 2004, Atjonen et al. 2011, Kansanen 2004

- Teaching...
  - is an action concept that has dual meaning:
    1) to teach
    2) to be taught = to learn
  - is an activity that is...
    • pedagogically intentional
    • planned and conscious
    • organised and institutional
    • professional

- Teaching...
  - requires a teacher, a learner and content

→ Teaching means management of content and relationships.
Teachers as Responsible Actors

- Teachers’ special expertise is in creating and maintaining the didactic relationship.
  - parents, counsellors, hobby coaches, friends, pop idols... cannot do the same
  - professional education and expertise are required to manage ‘pedagogical content knowledge’ (Wilson 2008)
  - regarding didactic relationships, teachers need education concerning...
    - curriculum development and constructions for the key concepts of school subjects
    - teaching-learning methods (including ICT)
    - open, enabling and varied learning environments
    - strength-based pupil assessment

Teachers as Responsible Actors

- Teachers are important adults for pupils in establishing the pedagogical relationship.
  - not just any kind of a relationship but one based especially on learning → requires professional education and expertise
  - regarding pedagogical relationships, teachers need education concerning...
    - developmental psychology to meet the needs of pupils of different age
    - supporting pupils with special needs and other kinds of diversity (e.g. immigrants)
Teachers as Responsible Actors

• Teachers cannot avoid educational relationships with pupils.
  – educational partnership involves shared educational responsibility by schools and homes
  – ‘A human being can only become human through education’ (Immanuel Kant, philosopher) \( \Rightarrow \) teachers as role models and trustworthy adults
  – regarding educational relationships, teachers need education in...
    • philosophy of education (a concept of human being, worldview, values, legitimacy)
    • consolidating trustworthy asymmetric relationship and maintaining open, reciprocal interaction
Changing Environments of Teaching Profession

DIVERSITY OF SCHOOL COMMUNITIES
- Tradition of working alone
- Expected collaboration
- New challenges for leadership

MULTICULTURALISM
- One or many schools
- Habits, norms, world views
- Racist threats
- Tolerance of differences

DIFFERENT PUPILS
- Varying motives and interests
- Diversifying abilities
- Legitimacy of inclusion
- Meaningfulness of school

TEACHING PROFESSION

CHANGING WORLD
- Knowledge and knowing
- General and specific knowledge
- Societal agency
- Building the future

DIFFERENT HOMES AND FAMILIES
- Social and economic disparity
- Educational responsibility – educational partnership
- Changing work life and its impact

Core Competences of Teachers

Various references

Continuous learning
Scaffolding of learning
Development of operational environments
Cooperation and interaction

Various references (incl. Ball & Forzani 2010, Välijärvi 2006, Reeves 2010)
From Core Competences to Future Know-how

Atjonen 2009

Know-how in terms of
• deliberations
• information processing

Know-how in terms of
• theory
• students
• methods

Know-how in terms of
• cooperation
• interaction

Importance of Teaching Profession

Cohen 2013, Jakku-Sihvonen & Niemi 2006

• Teacher’s role has changed over times
  – new challenges concerning the teaching community, work life, family life, pupils, and cultural diversity ➔ new core competences become crucial
• High-quality teacher education is needed
  – to meet those challenges and
  – to also fight critically against undesirable external pressures in order to protect the main task and core competences, that is, the scaffolding of learning
• Ambitious task to protect teachers’ prestige is present and ahead in many countries (standardisation, low status, loss of discipline)
‘The Teacher Does Matter’ – Improving the Prestige

• Not quick, easy or cheap solutions:
  – values and structures are deeply-rooted in the society:
    Is education broadly appreciated and supported?
• Not much can truly be achieved by…
  – image campaigns
  – better salaries
  – control-oriented evaluation
  – standardised testing of pupils
  – increasing school size
'The Teacher Does Matter’ – Improving the Prestige

Krokfors et al. 2010

- High level of initial teacher education
  - not training in separate skills or in an increased number of topical courses but systematic development of pedagogical thinking (‘critical, systematic ability to be aware of the grounds and values of one’s own teaching’)
  - student teachers must be challenged to experiment with different ways of doing pedagogical work using modern tools and in non-traditional learning environments
  - Finland as an example: teachers have been educated at research-based universities since 1979 (Master of Education/Philosophy Degree; five years of study)

‘The Teacher Does Matter’ – Improving the Prestige

Helin 2014, Wermke 2013

- Good, regular and versatile in-service education
  - available for all teachers, not just principals, senior advisors and coordinators
  - not only short courses but longer programmes (professional development diplomas)
  - more school-based, case-oriented initiatives instead of mass lectures and centralised programmes
  - locally oriented action research or developmental research: teacher-as-researcher approach
'The Teacher Does Matter’ – Improving the Prestige

Onnismaa 2010, Stanulis et al. 2012

- Work-related psychosocial improvements
  - facilitating teachers’ positive self-esteem and supporting expertise via strength-based feedback
  - allowing peace and time for basic work with pupils (too many ongoing projects)
  - taking special care of both novice and ageing teachers (access to mentoring, lightened teaching load…)
  - lightening the workload (smaller schools, reasonable class sizes, teaching assistants)

‘The Teacher Does Matter’ – Improving the Prestige

Atjonen 2007 and 2014; Simola et al. 2013

- Avoidance of accountability-oriented evaluative practices
  - teaching standards, teacher appraisals and school rankings (‘league tables’) do not promote deep improvements in pedagogy or teaching work in general (perpetuate mediocrity, rigidity and unhappiness)
  - centralised curriculums do not indicate trust in teachers’ professional skills → school-based or local curriculums strengthen experiences of agency
  - pedagogical leadership in the spirit of shared knowledge is needed (‘social construct, as something that is created through dialogue’)

‘The Teacher Does Matter’ – Improving the Prestige

- Expectations on the part of the ‘public’ should be more supportive and less demanding
  - parents and citizens
  - media
  - (educational) politicians
  - school administrators
  - teacher unions

because teachers and schools are instrumental in defining our future and creating coherence and stability in society. Education is an important form of life insurance in global perspective, especially for girls.

References (a sample)


References (a sample)

Reeves, D. 2010. Transforming professional development into student results. Alexandria: ACSD.

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