

‘Teacher Professionalism for 21st Century Learning Environments’

Introduction by John Bangs

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“The quality of the education system cannot exceed the quality of teachers ... equally, the quality of teachers cannot exceed the quality of the system.”

**(Report of the 2011 International Summit on
the Teaching Profession – Asia Society)**

- Is teacher professionalism synonymous with teacher quality?
- If the quality of the system depends on the quality of teachers, how is teacher professionalism defined?
- Is professionalism solely an individual responsibility for teachers or should education systems have an overarching responsibility for teacher professionalism?
- Are outstanding education systems dependent on strong, self-confident teaching professions?

What are the optimum conditions for teacher professionalism?

- Access to high quality professional development/learning?
- High quality teacher preparation?
- Effective teacher evaluation?
- Recruiting outstanding graduates to teaching?
- Effective institutional and system-wide evaluation?
- Effective leadership?
- Rewards for effective performance?
- Better Working Conditions?
- Defined Competences and Standards?

Who creates teacher policy?

- Is there a legitimate role for the teaching profession and its Unions in education reform?
- Can education reforms be successful without teacher and Union engagement?
- How can the teaching profession express itself effectively?
- Is it possible to create consistent and coherent teacher policy?