

WCCES panel

Title : Changing Teachers Role, Identities and Professionalism

Despite different political trajectories, South-America, US, European and Chinese education systems have both adopted a similar organization of assessment, required by a change in the regulation of the profession and to allow new generations to access to careers in teaching and training. The PISA results are often used as scientific and political arguments for educational reforms, for restructuring of the profession, and to encourage new political forums, such as the International Summit on the Teaching Profession (2011-2015) - where policy-makers, trade unions and experts meet and discuss 'policies and promising practices' regarding the improvement of teachers' work.

Nevertheless, the changes that are reshaping the profession of education should not be analyzed only through reports produced by international organizations and surveys like TALIS. It is also necessary to take into account the translations and reformulations needed to generate different types of implementation according to a specific reform agenda in each country. Indeed, the implementation of reform in education reveals different performances of national actors, expression of different interests and local power relations, and different principles of ethics. This process invites the panel to consider several dynamics at work in different levels of governance and territoriality in the modernization of education policies and transformations of professions at work.

The objective of the panel are:

Analyzing the changes in school organization and teaching profession as a result of educational evaluation policies and accountability.

Identifying the shifts in initial and continuing training policies for teachers and the emergence of new professional positions and profiles.

Better knowing and understanding reforms of teaching profession, and identify the ways they are implemented and contextualized at micro level, in schools, in leadership and teaching practices.

Composition of the panel

Chair: Romuald Normand, CFCIE

Liu Min, Beijing Normal University, China, the new conditions of the teaching profession in China

Rick Minthrop, University of Berkeley, USA, Teachers, leaders and leadership: what challenges for professional development in the USA?

Régis Malet, University of Bordeaux, France, Teaching professions and new accountability: what is at stake?

Monica Elena Mincu, University of Turino, Italy, Educational Research and Teacher Education and Work: what challenges?

Discussant: Luis Miguel Carvahlo, Institute of Education, University of Lisbon, Portugal