Living Professionalism: Mutual Support across Educational Sectors through Enhanced Partnerships

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In Australia there seem to be three contingent factors which have influenced discussions on Professionalism:

- Political
- Social
- Economic

Please consider whether these are relevant to your professional lives in Hong Kong.

Examples of political contingent factors

- Promotion of corporate federalism
- Business linked to education
- Neo-corporatism
- Human capital theory
- Corporate managerialism
- Economic rationalism
- ARC set up
- National Unified System for Universities
- Competencies imported from America but now called “standards”
- Award restructuring - signing the Teaching Accord
- Creation of bodies such as Queensland College of Teachers and The Australian Institute for Teaching and School Leadership (AITSL)

The job of being a professional teacher is huge! (Graham and Phillips, 2009)

...and it is getting bigger!

Definitions of Professionalism depend on time and place

In Australia there seem to be three contingent factors which have influenced discussions on Professionalism:

- Political
- Social
- Economic

But what does professionalism mean in the 21st century?
Examples of social contingent factors

- Perceived crisis in education - falling literacy/numeracy
- Psychology of national decline
- Teachers blamed for failure of policy/drop in standards
- Teachers seen as obstructers to new reform
- Deficit discourses about teachers and discourses of derision about teacher educators esp in the media
- Teachers seduced by dominant discourse of failure
- Immigration numbers increased

Examples of economic contingent factors

Economic discourses
- Recessions - economic crisis
- Australia entered a global economy
- New educational mission to improve economic/labour productivity
- Reduction in funding to states and education
- Globalisation
- International competitiveness

In the context of these factors, definitions of Professionalism appear in three areas

- Academic literature
- Policy documents
- What teachers believe

Alignment - discourses of professionalism and discourses of professional standards

<table>
<thead>
<tr>
<th>NEW</th>
<th>MANAGERIAL</th>
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</thead>
<tbody>
<tr>
<td>New Democratic Transformative Activist Principled Post-modern Occupational</td>
<td>Managed Organisational Prescribed Demanded Required Professionalism from above</td>
</tr>
<tr>
<td>Enacted Professionalism from within</td>
<td></td>
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Standards for Teaching (developmental)

Standards for Teachers (regulatory)

“Professionalism” became “Standards”: Discourses of Professional Standards in the Academic Literature

Standards for Teaching (These HELP teachers)
- Developmental standards (Mahony & Hextall, 2000)
- Standards for quality improvement (Sachs, 2003)
- Standards for professional learning (Mayer et al., 2005)

Standards for Teachers (These CONTROL teachers)
- Regulatory standards (Mahony & Hextall, 2000)
- Commonense standards (Sachs, 2003)
- Standards for quality assurance (Sachs, 2003)
- Standards for certification or control (Sachs, 2003)
- Standards for accountability (Mayer et al., 2005)

Australian Policy statements on Professionalism in schools (Federal and State)

- Strengthening Australia’s Schools (Dawkins, 1994)
- The Teaching Accord (DEET, 1994)
- Professional Standards for Queensland Teachers (Queensland College of Teachers; QCET, 2006) and
- National Professional Standards for Teachers (AITS, 2011)
3 common analytic themes or discourses across policy documents

1. Quality of education (both in teaching quality and educational outcomes) have to improve to ensure economic prosperity on a national and later a global level.

2. In order to achieve improved quality outcomes, all educational stakeholders work together on a national scale.

3. Professional standards are the main framework for achieving quality improvements, enhanced professional status as well as other benefits including professional learning and career pathways.

Some political statements on “quality”

<table>
<thead>
<tr>
<th>Discourse</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengthening Australia’s Schools</td>
<td>“the same fate is not the level of our investment in our schools, but rather in quality and appropriateness of their achievement” (Dawkins, 1988, p. 2)</td>
</tr>
<tr>
<td>The Teaching Accord</td>
<td>“improve the quality of teaching and learning in order to provide for the social and economic demands of the 1990s and beyond” (DEET, 1994, p. 7)</td>
</tr>
<tr>
<td>National Framework for Professional Standards for Teaching</td>
<td>“a society which seeks to be democratic, vigorous and tolerant and economically successful must have a wholehearted commitment to good education” (Crowley, 1998, p. 7)</td>
</tr>
<tr>
<td>National Professional Standards for Teachers</td>
<td>“a strong and effective school education system is integral to individual success, social cohesion, progress, and national prosperity” (MCEETYA, 2003, p. 3)</td>
</tr>
<tr>
<td>Professional Standards for Queensland Teachers</td>
<td>“a society faced with rapid social, economic, technological and cultural change” (QCT, 2006, p. 3) needs “quality” education as a central condition in order to prosper (effective education)” (QCT, 2006, p. 3)</td>
</tr>
<tr>
<td>National Professional Standards for Teachers</td>
<td>“quality education is essential to maintain our competitive edge” as part of Australia’s efforts to improve student attainment and ensure it has a world-class education system” (AISTE, 2011, p. 3)</td>
</tr>
</tbody>
</table>

Frequency of statements and terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>QUALITY</td>
<td>14 times</td>
</tr>
</tbody>
</table>

Who can possibly object to governments wanting to enhance quality?

However:

➢ In SAS (Dawkins, 1988) and The Teaching Accord (Crowley, 1998) no evidence is presented to support the calls for improvements in quality

➢ No link is provided to support improved teacher quality and educational outcomes to bring about economic prosperity

Quality improvements do not necessarily lead to improved economic prosperity

Interviews with teachers about being professional revealed 9 discreet discourses (and 24 discursive themes)

➢ Professional relationships – with Parents, Teachers and Students
➢ Efficient organisation – preparedness and time management
➢ Knowledge and skills – of subject and teaching
➢ Professional learning – stay up to date
➢ Personal attributes – commitment, passion, doing your best
➢ Accountability - Being accountable to the public, to systems and caring for assessment and data
➢ Leadership – following the Principal as leader but also sharing in leadership in the school.
➢ Reflective practices – Reflection for improving practice and improving learning outcomes
➢ Professional standards – no clear meaning but high standards of presentation
**Of all these definitions of professionalism, those of teachers and those designed to enhance teaching seem the most helpful**

- Those designed to regulate and control teachers are not helpful and may possibly (or probably) diminish the status and self-efficacy of teachers

**Jeremy Bentham's 18th century panopticon**

Although initially for prisons, Bentham considered that his design would work for hospitals, schools, sanatoria, daycares, and asylums!!

His idea was that a single observer can 'watch' without being seen – so that inmates never know whether they are being watched and so regulate their own behaviour!

Bentham described the Panopticon as "a new mode of obtaining power of mind over mind, in a quantity hitherto without example."

**Are teachers in their own prison?**

- Michel Foucault, invoked the idea of the panopticon in his *Discipline and Punish* (1975), as a metaphor for modern "disciplinary" societies and their pervasive inclination to observe and normalise.
- Foucault proposes that not only prisons but all hierarchical structures like the army, schools, hospitals and factories have evolved through history to resemble Bentham's Panopticon.
- The Panopticon creates a consciousness of permanent visibility as a form of power, where no bars, chains, and heavy locks are necessary for domination any more.

**Terri Bourke found that teachers have adopted managerial definitions of Professionalism as "docile bodies"**

- Teachers are constantly observed
- Teachers' lives are normalised
- Teachers are constantly examining and being examined.

**Teachers are under constant gaze**

- **Parental gaze** in a marketplace mentality to ensure sound investment in quality student outcomes
- **Collaborative gaze** in order to control other teachers' conduct to improve outcomes
- **Student gaze** in order to monitor the legal conduct of teachers
- **Teacher mentor student*,* behaviour and student mentor teacher* students* for efficient organisational skills
- In Qld, teachers must record of their professional learning in Cyberspace allowing the regulatory gaze of authorities. They must attend xx hours of professional development
- **Teacher gaze** at their own specific personal attributes and are constantly reflective when with pride
- Teachers are held accountable by the *Gaze* of the community / wider public (via the media) and the *Gaze* from employing authorities and education systems
- Teachers live under the *gaze* of their colleagues and those in school leadership positions
- Through the publication and endorsement of standards, there is constant *Gaze* from regulatory authorities, accreditation and registration systems

**How does regulation diminish teachers as professionals?**

Terri Bourke adopted the analytical approach of Michel Foucault who reminds us of the prisons designed by Jeremy Bentham in 18th c. England. Bentham called his design "The Panopticon"
Teachers' lives are normalised

- Teachers regulate and modify their practices for client satisfaction.
- Colleagues regulate and modify the behaviour of other teachers.
- Management of student behaviour.
- Control of space, time and activity are normalised in schools.
- Teachers prescribe activities to control the pace of lessons, curriculum.
- Professional learning has to fit with the standards and fulfil the QCT criteria (30 hours per year).
- Conservative behaviour and dress is normalised. A legacy of past views of teachers.
- Colleagues regulate and modify the practices of other teachers.
- Normal to reflect critically on own work.

Where does this leave teachers?

- Teachers' notions of professionalism in the twenty-first century align directly with Foucault's notions of disciplinary technologies.
- Old overt forms of control have now been replaced by the new covert form – 'professionslism' through professional standards.
- One could argue that the notion of professionalism is simply a revamped version of nineteenth century disciplinary techniques and teachers have become docile bodies. Some teachers learn to survive while others leave. Many suffer ill health.

Where to from here?

In an economic crisis, someone will always do the job

- In the United States, 252,000 teachers entered teaching in the years 1999-2000 but by the following year 287,000 teachers had left teaching. (Ingersoll, 2002)
- In the UK, government figures reveal that between 2012 and 2013 the number of full-time teachers employed rose by 9,000 to 451,100, but that the number of unqualified teachers jumped from 14,800 in 2012 to 17,000 in 2013.

Schools and teachers are constantly being examined

- Relationships: Parents judge teachers' effectiveness by student outcomes; Teachers examine each other's work; Student outcomes measure teacher effectiveness.
- Efficient organisation behaviour is examined by Principals and Heads.
- Knowledge and skills are examined through assessment.
- Professional learning profiles are audited annually.
- Teachers examine themselves on their specific personal attributes.
- Teachers are constantly held accountable through Codes of conduct and ethical behaviour.
- Assessment and use of student data measure teacher effectiveness.
- Through moderation and daily activities teachers moderate each other's work and reflect and judge themselves accordingly.
- Teachers are measured or examined against the published and "agreed" professional standards.

Teaching as a profession under “gaze”:

- Ingersoll calculated that "after five years of teaching between 40 per cent and 50 per cent of American beginning teachers had left the profession" (2003, p. 2).
- In the UK, a government report identified that 40% of new teachers had left the classroom within three years.
- However, ECT attrition in Germany is <5 percent; France (insignificant); Hong Kong SAR (<10 percent); Australia 18 percent (for female teachers in the age group 25-29 years of age; only data available); and Portugal (insignificant).
- Because the student population in Germany, France, and Portugal has declined in recent years, teaching jobs are at a premium. As a result, little teacher turnover occurs.

The Mental Health of Teachers

- The annual cost of anxiety/stress in education reached £230,000,000 in UK in 1998 and in 2000, 120,000 teachers called the open line for teachers suffering from stress and depression. "Several insurance companies were forced to withdraw their health insurance benefits".
- Studies conducted in Great Britain, Holland, Scandinavia, U.S.A., Australia, Canada, Hong Kong, New Zealand and other countries show that roughly 33% of teachers report that teaching causes stress or excessive stress.

(Papastylianou,Kaila and Polychronopoulos, 2009)
Teaching Staff Morale 2013 – comments from the UK

- An NUT poll of teachers found the proportion of teachers now describing morale as high or very high has dropped from 27% to 15%, with those going for low or very low rising from 42% to 55%. More than two-thirds of teachers said they felt professional morale had fallen since the last general election. In fact, 2012 doesn’t seem to have been much of a year for the morale of staff in schools, generally.

- In March, an Association of School and College Leaders (ASCL)/TES survey found that more than a third of headteachers were actively looking to leave the profession, and half of them wouldn’t encourage colleagues to enter teaching. Three-quarters of deputy and assistant heads said they were less likely to apply for headships than a year before.

Downloaded from http://www.theguardian.com/teacher-network/teacher-blog/2013/jan/04/schools-declining-staff-morale-teachers

What can be done? – the official line!

In 2002 Ingersoll concluded that a variety of issues affected the attrition of teachers, especially ECTs, such as teacher perception of low salaries, inadequate support from school administrations, classroom management problems and limited input into decision making within the school. In 2003 the Department of Education, Science and Training reported a number of factors that would keep ECTs in teaching (Australian Government, 2003a). These factors included:

- improved remuneration;
- improved resources and workload;
- improved employment conditions;
- improved professional standing in the community;
- reduced class sizes; and
- improved student behaviour.

Another interpretation ....

Since the primary cause of teacher turnover seems to be due to poor or difficult working conditions, perhaps changing the culture of schools should be the primary target of policy efforts. This cultural change would involve the creation of learning communities – schools that are

- learner-centered,
- assessment-centered,
- knowledge-centered, and
- community-centered.

Schools should be places that support learning by teachers, as well as students. According to Ingersoll (2001), cultural change would “contribute to lower rates of turnover, thus diminish school staffing problems, and ultimately aid the performance of schools.”

How can we Enhance knowledge exchange between Primary and Secondary Education (not to mention Tertiary (Teacher) Education ?

Faculty of Education
School-University Partnerships

Teaching practice
Whole school mentoring support approach
Professional events / activities
Others
Contacts

Researching and Creating alternative futures with practicing teachers is an important part of knowledge exchange
Will Facebook and other on-line forms of communication be the new schools?

- Will children of the future do much or most of their schooling using social networking and online communities of learners?
- There is already much talk about inverting the curriculum so that students do most of their learning at home using technology and come to school to discuss it.
- As "teachers" we may yet find ourselves surpassed by machines.

What if schools as we know them are at the end of their life?

In 1950 Alan Turing predicted that in about 50 years' time computer conversations could pass as human around 30% of the time and developed the "Turing Test" which requires 30% of people to be convinced they were chatting with a real human being.

Will Eugene Goostman stand up?

On Saturday 7th June 2014 at the Royal Society in London, a computer program named Eugene Goostman which imitates a Ukrainian teenager with a quirky sense of humour and a pet guinea pig which can squeal Beethoven's Ode to Joy won an artificial intelligence competition.

The program analyses questions it receives, and searches a "knowledge base" for material before compiling a response. Some of the time it will ask a clarifying question, or draw on a stock response from memory.

This is how HKU students see Tammy. Will we ever create a virtual Tammy?

<table>
<thead>
<tr>
<th>Comfortable receptive learners</th>
<th>Finding our own way</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active</td>
<td>Encouraging</td>
</tr>
<tr>
<td>Friendship</td>
<td>Enlightenment</td>
</tr>
<tr>
<td>Teacher</td>
<td>Exploring our learning journey together</td>
</tr>
<tr>
<td>Mentor</td>
<td>Set up our own learning agenda</td>
</tr>
</tbody>
</table>

... and would a virtual Tammy be appalling or exciting? We as teachers must decide.
Revised Code 1862 (UK): The first Standards for Teachers?

- Robert Lowe, an educational administrator in 19th century England argued that teachers daring to criticise the Code were "as impertinent as chickens deciding in which sauce they should be served" (Lawton, 1980, p. 16)

*This is NOT* The End of the story.....

Teachers need to take control of their own professionalism through mutual support and enhanced partnerships – otherwise ....

Thank you