

Magdalena Krawczyk-Radwan, PAFF and UW School of Education

Towards Teacher Professionalism: The (PAFF and UW) SoE Curriculum

Purpose

This presentation analyzes how the SoE curriculum addresses the demands of teacher professionalism specific to Poland.

The Argument and Its Bases

As Barber claims, the difference between good (e.g. Poland) and great (e.g. Finland) educational systems lays, among other factors, in the extent of teacher professionalism (Barber 2010).

We refer to the country profiles of teacher professionalism as described in the OECD TALIS 2013 Thematic Report (OECD 2016) and analyze IBE Teacher Working Time study data in the areas typically regarded as attributes of a profession, such as knowledge base, professional autonomy and professional collaboration.

Establishing the demands of teacher professionalism specific to Poland, we look at the SoE curriculum to present mechanisms designed to address those demands.

Teacher Professionalism in the IBE Teacher Working Time (TWT) Study

The 2012 TWT Study included a significant number of items on teachers' education and background, views on teaching, self-efficacy, self-perceived competence and collaboration practices. We recreate TALIS (OECD 2016) professionalism model using TWT indicators to better describe the demands of teacher professionalism specific to Poland, such as:

- the focus is much stronger on content knowledge than on pedagogical knowledge (PK) and pedagogical content knowledge (PCK)
- teachers do not feel confident about their PK, they complain the pedagogy they were taught had already been outdated and not useful
- teachers engage in a lot of professional development but do not find it very useful
- a "closed door classroom" culture.

The Analyses of the SoE Curriculum

We present both expected learning outcomes (knowledge, skills, attitudes) and instruments focused on building up teacher professionalism.

Such instruments at the SoE include, but are not limited to,:

- Student Development Standards
- individual tutorials and individual development plans
- the use of feedback and peer feedback
- the use of self-assessment
- formative assessment based on a series of assignments
- promoting team-teaching.

References

1. Barber, M., C. Chijioke and M. Mourshed. 2010. How the world's most improved school systems keep getting better. London: McKinsey
2. Freidson, E. 2001. Professionalism: the third logic. Chicago: University of Chicago Press
3. Hargreaves, A. 1994. Changing Teachers, changing times: teachers work and

culture in a postmodern age. London: Cassell.

4. Hargreaves, A. 2000. Four ages of professionalism and professional learning. *Teachers and Teaching: History and Practice*, 6 (2): 151-182
5. Hoyle, E. 1975. Professionalism, professionalism and control in teaching. In V. Houghton et al., eds. *Management in education: The management of organizations and individuals*. London: Ward Lock Educational in association with Open University Press.
6. OECD (2016), *Supporting Teacher Professionalism: Insights from TALIS 2013*, OECD Publishing, Paris.
<http://dx.doi.org/10.1787/9789264248601-en>