

# Education and Teacher Education in the Modern World



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## *Problems and Challenges*

Edited by

K.G. Karras, P. Calogiannakis,  
C.C. Wolhuter and D. Kontogianni

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Problems and Challenges

Edited by K.G. Karras, P. Calogiannakis, C.C. Wolhuter  
and D. Kontogianni

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## PREFACE

The current volume consists of selected papers presented to the 1st International Symposium in Education and Teacher Education in the modern world, which was organized by and took place at the University of Crete, Department of Primary Education – KEMEIEDE (Centre for the Study and Research of the History of Education and the Teaching Profession) in May 2013 in Rethymno, Crete.

These selected papers by participant researchers are divided into three parts: the first part deals with teacher education in the modern world, the second with professionalism and research in the field of teacher education and the third part presents issues related to the evaluation of training and integration. The editors of this volume believe that the issue of education and teacher education in the modern world is nowadays one of the most important issues in Greece and worldwide. For this reason, distinguished Greek and foreign scholars communicate their experience, their knowledge and their research to form a contemporary and important area of discussion and debate in the field of education and training in the modern educational world. This volume includes new research on teacher education and training and includes original chapters that cover many aspects of what we know about teachers and the teaching profession today from an international perspective.

The editors of this volume would like to thank all the authors from the different countries around the world for their contribution to the contemporary international debate on education and teacher education in the modern world by submitting their original studies and research and Cambridge Scholars Publishing also for undertaking this publication.

This volume brings together significant experiences and practices in the area of teacher education and the teaching profession internationally; it can serve teachers, researchers and all those who are interested in education and teacher education, in the discussion of challenges facing education and teacher education in the pedagogical, educational, sociopolitical, cultural and ideological context of our era.

*K. G. Karras, P. Calogiannakis, C. C. Wolhuter, D. Kontogianni  
Rethymno, Crete, May, 2014*

## INTRODUCTION<sup>1</sup>

### “NOT FOR A *TECHNE* ... BUT FOR *PAIDEIA*”: NOT THE TECHNOCRAT-TEACHER BUT THE PEDAGOGUE-TEACHER IN THE NEW KNOWLEDGE COSMOPOLIS

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Consequently, Hippocrates, could it be that you believe the instruction/learning you expect to get from Protagoras, is not of the same kind as the one you got from your language teacher (*grammatistes*), your harp-teacher (*kitharistes*) and your sports instructor (*paidotribes*)? For the kind of learning you received from each of these teachers was not for professional/vocational purposes, that aimed at some craft/trade (*techne*), i.e. to become a “craftsman”, but for educational/cultural purposes, for *paideia*, as befits a citizen and a free man.

(Plato, *Protagoras*, 312b)

In Plato’s dialogue *Protagoras*, Socrates, the ancient Greek critical humanist philosopher-pedagogue, draws a distinction between education/learning/instruction for a particular profession, a craft (*techne*) or a trade, and education/learning/instruction for *paideia*/culture i.e. the cultivation of the mind (development of intellectual character) and the cultivation of the soul (*psyche*), i.e. the development of moral and aesthetic character.

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<sup>1</sup> This introduction consists of notes from an oral presentation by Prof. Kazamias.

## Key Concepts of the New Knowledge Cosmopolis

### *The political/economic context of teacher education*

- A “techno-scientific knowledge world/society constructed on a new informational epistemological paradigm; a culture of real virtuality; a network society” (Castells, 1996: 66–67).
- A virtual/not virtuous dystopia which emphasizes education and training, not *paideia*; instrumental rationality.
- A cosmos pervaded by materialism and pragmatism – a “denial of intellectual enquiry, aesthetic beauty and public virtue” (Abbs, 1994).
- Emphasis on competences, mostly instrumental. Under-emphasis on ethical dispositions and civic virtues – the “*paideia* of the soul”.
- A philistine empire informed by a philistine ethos (Furedi, 2003).

### *The epistemic/educational/cultural context of teacher education: What knowledge and education in the knowledge cosmopolis?*

- Predominantly education and training, not *Paideia*.
- Techno-scientific knowledge/information base, not general liberal education (*Allgemeine Bildung*, *Culture Générale*).
- Cognitive, vocational and social skills readily assessed and constantly renewable. Competitiveness, entrepreneurship, employability, innovation, creativity, productivity, accreditation.
- Possessive individualism with tangential concomitants, e.g. “critical thinking”, “problem solving”, “cohesion”.
- Emphasis on competences (theoretical, practical, cognitive), mostly instrumental. Under-emphasis on aesthetic and ethical dispositions and civic virtues – the “*paideia* of the soul”.

## Teacher Education in Europe

### *The political/economic context*

- Context: Europe of knowledge; European knowledge society/economy – an instrumental rationalist epistemological paradigm.
- Vision – The Lisbon Strategy/Agenda: “To make the European Union the most competitive and dynamic knowledge-based economy in the world capable of sustaining more and better jobs and with greater social cohesion”.
- A techno-scientific knowledge/information base; “codified knowledge” for the accumulation of capital in a competitive global economy; knowledge as a trading commodity; sophisticated learning technologies;

emphasis on cognitive, vocational and social skills and mostly instrumental competences (e.g. mathematical and basic competences in science and technology; digital competence; social and civic competences; sense of initiative and entrepreneurship; “learning to learn”; communication in the mother tongue and in foreign languages, and “cultural awareness and expression”).

### ***The neo-European paradigm of pre-service and in-service teacher education/training***

In the context of the “instrumental rationalist epistemological paradigm”, adumbrated above, schooling is evaluated on the basis of such criteria as “efficiency and productivity”, i.e. the criteria of management. Emphasis is placed on “accountability”, “standards”, “testing”, student achievement in mostly cognitively productive areas, e.g. mathematics and techno-scientific knowledge, and in the results of international examinations such as the IEA’s TIMSS and the OECD’s PISA.

Additionally, there is a trend towards the vocationalization of schooling and an under-emphasis on “general education”, particularly of humanistic education, what I would call the “paideia of the soul”.

## **Teacher Education: The Paradigm of England and Wales**

Neo-conservatism in the 1980s and the neo-liberal “marketized educational reforms” were extended to incorporate teacher education. Among other changes:

a. There was a change in the discourse from “teacher education” to “teacher training”.

b. Time spent on theoretical studies was reduced in favour of practice in schools – emphasis on “school-based training”. Philosophy, sociology and to a great extent psychology have disappeared from the courses for teacher education, being replaced by how to teach a subject and how to control classes.

c. Teacher assessment is based on competences and standards, on performance. Mentors in schools now play a large part in assessing prospective teachers against those standards.

d. “In all the discussions, the question of whether we ‘educate’ the teachers has been in the forefront, while training rather than education appears to be top priority” (Hilton, 2012: 166).

We see an emerging generation of teachers who know little of the past and virtually nothing of philosophy, who have an essentially uncritical view of what they do and a managerial language which dims intellectual

perception. Teachers become the technicians of subjects, not the critical guardians of a long culture . . . teachers emerge as an unexpected proletariat in the new technology. They will do the labour but will be told what and how to do it. They become the serving functionaries, not of the life of culture and the intellect, but of either the state or the free market – or a combination of both. (Abbs, 1994: 4–6)

### **The English Paradigm: An Example of the Deprofessionalization/deskilling of Teachers**

- From a “*pedagogue*” and “*public intellectual*”, whose role has traditionally been to cultivate “*minds and souls*”, i.e., “*to humanize*” the citizen-person, to a “*master technocrat*” whose job becomes one of how to organize and teach effectively, but uncritically, officially-prescribed knowledge (curricula) and methods for high measurable achievement in examinations.
- In the USA, Canada and the United Kingdom, the work of the teachers has been “intensified”, “formliazed” and “technicized”. It resembles “more the work of a miserable manual laborer, and less that of an autonomous professional” (Hargeaves, 1986).
- “Schools are currently places where commercialism is rapidly intruding. Students, teachers, and leaders rarely critique commercial intrusion (resulting in uncritical consumers and uncritical citizens).” (Boyles, 2005)

### **The Finnish Paradigm**

#### ***Relative strengths:***

- High status/prestige of the teaching profession: “esteemed professionals similar to medical doctors, engineer, or economists”. As such, they are given “professional autonomy to practice what they have been educated to do” (Sahlberg, 2010: 76).
- Teaching profession attracts the most able and talented high school graduates (ibid.: 93).
- Teacher education is research-oriented: All teachers “have completed Master’s theses accompanied by rigorous academic requirements of theory, methodology and critical reflection equal to any other field of study in Finnish universities” (ibid.: 94).
- Close collaboration between subject faculties and schools of education (ibid. 94).

### ***Politico-economic and socio-cultural context***

Finland has been transformed into an information society and a knowledge-based economy.

- Competitive welfare state with a dynamic knowledge economy. Equitable distribution of income and “state generated social capital” (ibid.: 112).
- Traditional social/cultural values: “law-abiding citizenry, trust in authority including schools, commitment to one’s social group, awareness of one’s social status and position, and a patriotic spirit” (ibid.: 112). Lutheranism.
- Educational policies/reforms focused on “better knowledge and skills in coherence with creativity and problem solving . . . strong focus on mathematics, science and technology”.

Finland has a competitive national economy, low levels of corruption, good quality of life, a strong sustainable-development lifestyle, and gender quality. These qualities make Finland one of the most prosperous nations in the world” (ibid.: 96).

## **Teacher Education in the United States**

### ***The Neo-Conservative Market Ideological Context***

Schooling is evaluated according to the same criteria as those used by corporations: efficiency and productivity – the criteria of management. Emphasis on accountability, standards, measurement, testing, student achievement in mathematics and techno-scientific knowledge, participation in international studies of achievement such as the IEA’s TIMMS and the OECD’s PISA.

- “Learning for the sake of learning has been replaced by attention to outcomes; education is measured in inputs and outputs and standardized via test scores” (Boyles, 2005: 34).
- “Primary and secondary schools are no longer meant to develop a democratic citizenry. Too often schools serve as a factory to produce workers or as just another marketing or investment opportunity” (ibid.: 154).

### ***The “effective schools” concept***

The effective school is characterized by high overall student achievement with no significant gaps in that achievement across the major subgroups in the student population. The effective school is built on a foundation of high expectations, strong leadership, unwavering commitment to learning for

all, collaboration, differentiated instruction, and frequent monitoring of student progress . . . [There is a focus on demonstrated student results] . . . the effective school is characterized by high overall student achievement with no significant gaps in that achievement across the major subgroups in the student population. (Lezotte & Snyder, 2011: 15, 17–18)

### ***The discourse: moral and epistemic purposes***

*Knowledge:* Content knowledge; general pedagogical knowledge; curriculum knowledge; knowledge of learners; knowledge of educational contexts (schools, communities, cultures); knowledge of educational purposes and values and their philosophical and historical grounds (Shulman, 1987: 8).

*Skills:* Intellectual, assessment, planning, instructional, evaluation, social behaviour management, role modelling skills.

*Dispositions:* Toward self (e.g. reflection on own teaching and its effects on learners, a personal philosophy of education); toward the learner (e.g. respect and value of individual and cultural differences, empathic cooperative relations with and among learners); toward teaching (e.g. engage in critical thinking and problem solving with learners; toward the profession (e.g. act as part of a team, social justice, engage in professional responsibilities within the school, professional organizations and the community (Minnesota Vision for TE).

### ***“A moral craft” – moral purposes/dispositions***

*Humanizing dispositions:*

Commitment to being a learner of diversity and its impact on teaching and learning; Relentless belief in the potential of culturally and linguistically diverse youth; Conviction to coconstruct knowledge with students and their families; Willingness to accept, embrace, and navigate the complexity of teaching and learning in collaboration with others; Persistence in advocating for students and their families. (Murrell et al., 2010: 29–30)

As the University of Southern Maine put it: “Fostering moral dispositions – for equitable and engaging learning – is at the heart of our work as teacher educators” (p. 96).

### ***Components of powerful teacher education programmes***

- A clear vision of good teaching permeates all course-work and clinical experiences.
- Well-defined standards of practice and performance are used to guide and evaluate coursework and clinical work.



- Curriculum is grounded in knowledge and child and adolescent development, learning, social contexts and clinical work.
- Extended clinical experiences are carefully developed to support the ideas and practices presented in course work.
- Explicit strategies to help students (a) confront their own deep-seated beliefs and assumptions about learning, and (b) learn about the experiences of people different from themselves.
- Strong relationships, common knowledge, and shared beliefs link school- and university-based faculty.
- Case study methods, teacher research, performance assessment, and portfolio evaluation apply learning to real problems of practice.

(Darling-Hammond, 2006: 41)

***The University of Wisconsin-Madison Teacher Preparation Program for Majors in English, Mathematics, Science and Social Studies***

- Integrated and coordinated course work. Students engage in a coherent, progressive series of courses and experiences that build on their increasing knowledge and skills.
- Course work that links directly to school practice.
- Team learning that fosters dialogue and collaboration. Students are organized into learning communities and learning teams . . . These groups offer students the opportunity for dialogue with faculty, peers and cooperating teachers.
- A commitment to prepare future teachers who can help each child to learn. In course work and field experiences, students explore teaching and learning issues related to ethnic, cultural and language diversity, social class, and students’ special needs and abilities.

***The University of Wisconsin-Madison Teacher Education Program – Professional Education Requirements***

- Semester 1 – Curriculum and Instruction: Strategies for Inclusive Learning; School and Society; Educational Psychology; Practicum in Secondary Education.
- Semester 2 – Curriculum and Instruction: Language and literacy across the secondary curriculum; Teaching diverse learners; Teaching of subject in secondary schools; Practicum in secondary school subject.
- Semester 3 – Educational Psychology: Human abilities and Learning; Advanced practices in the teaching of the subject; Student teaching.
- Semester 4 – Student teaching; Independent field work.
- Additional State Licensing Requirements: Minority Group Relations and Conflict Resolution.

## **Teacher Education and Critical Pedagogy: An Interesting Excursus**

### ***Critical pedagogy in teacher education programmes – a call for adoption***

- Grant (2008: 188) states that in a review of articles on social justice, published in refereed journals, several authors argued that teacher education programmes should adopt critical pedagogy in order to help prospective teachers “develop a critical stance to challenge racism and other biases”, as one writer put it.
- Bartolome (2007: 264) discusses “the importance of infusing teacher education curricula with critical pedagogical principles in order to prepare educators to aggressively name and interrogate potentially harmful ideologies and practices in the schools and classrooms where they work”.

### ***Paulo Freire and critical pedagogy as a “humanistic and liberating pedagogy”***

- Critical Pedagogy of the oppressed, as a humanistic and liberating pedagogy.
- Critical dialogue and critical reflection leading to praxis (action) by which the oppressed are liberated and become “human”.
- Freire’s critical pedagogy over-politicizes education by focusing almost solely on using education to transform injustice and oppression. He assumes that by politicizing education you liberate people from oppression and “humanize” them. As such, (a) insufficient attention is paid to the plurality of educational purposes in a democracy; (b) it limits what it means to be human; (c) it narrows the conception of “critical humanist pedagogy”: it undervalues the emancipatory power of aesthetic education, the arts and the humanities, what I call the *paideia* of the soul.

### ***Critical pedagogy’s philosophy of education: over-politicization of education?***

- Individuals are born into a world of domination and oppression, which is (re)produced in schools. Teachers have a moral obligation to be critical pedagogues, to ensure that children become autonomous and can transform the various forms of domination and oppression which exist in society.
- The purpose of education has two aims: critical consciousness and counterhegemonic action. Critical consciousness challenges the framework of thought used in society to give order and meaning to the

social and political world in which we live (Freire, 1974). Counter-hegemonic action aims to prepare students to understand and uncover the construction of power and privilege and to see themselves as agents capable of changing oppressive conditions. (Wheeler-Bell, 2013).

***Socrates as a critical humanist pedagogue (see first page of this introduction)***

Socratic pedagogy – the importance of *Elenchus* (questioning/argument/examination/critical play of consciousness)

Critical *Elenchus* (critical examination/questioning): “The unexamined life is not worth living for an individual.” “I am a sort of gadfly, given to the democracy by the gods, and the democracy is a large, noble horse who is sluggish in its motions, and requires to be stung into life” (Plato, *Apology*, 30E).

Sustained unrelenting philosophical argument to bear on issues of common concern (as Cicero later put it, “bringing philosophy from the heavens down to earth”, an activity which did not please everyone who encountered it (Nussbaum, 1997: 20)).

***Epimythion 1***

Both critical theories of education and pedagogy presented here (Freire’s and Socrates’) purport to be humanist theories, but they prioritize different aspects or elements of humanism. Freire’s theory seems to emphasize liberation through dialogue and revolutionary praxis, while Socrates emphasizes liberation through the *paideia* of both the mind and the soul.

***Epimythion 2***

Freire’s theory may indeed liberate the “oppressed” and the “alienated”, thus creating a more humane society, but to create a wholly human society we must, as Seneca and Martha Nussbaum have argued, cultivate humanity – and to do that we need Socrates’ *paideia* of the soul.

**Toward the Professional Pedagogue-teacher, the Moral Educator with a Scientific/Epistemic Training, *not* the Deskilled Technocrat-teacher**

***Clarification of concepts:***

- a) Teaching as a profession, the teacher as a professional.
- b) Teaching as art, craft or science? The teacher as artist, craftsman or scientist?

- c) Pedagogy and teaching – the pedagogue *vis-à-vis* teacher; pedagogy as discourse *vis-à-vis* teaching as act.

### ***Teaching as a profession***

- “A profession refers to an occupation that requires specialized education, knowledge, training and ethics . . . Professions are, ideally, made up of people with high ethical standards who have special knowledge and skills.” (Taylor & Runté, 1995)
- “The whole question of whether teaching is a profession or can become one, is a red herring. The real issue is the degree to which teachers can resist deskilling and maintain some measure of autonomy within the school bureaucracy”. (Taylor & Runte, 1995)
- “A profession has both moral and epistemic purposes . . . professionals are inescapably moral agents whose work depends upon public trust for its success.” (Sockett, 2008)

### ***Teaching: art, craft, or science?—The art of teaching and the science of education I***

According to Elliot Eisner, a prominent American philosopher of education, teaching is an art in at least four senses:

- a. It [teaching] . . . can be performed with such skill and grace that for the student as well as for the teacher the experience can suitably be characterized as aesthetic . . .
- b. Teachers, like painters, composers, actresses and dancers, make judgments based on qualities that unfold during the course of action . . .
- c. The teacher’s activity is not dominated by prescriptions or routines but is influenced by qualities and contingencies that are unpredicted.
- d. Teaching is an art in the sense that the ends it achieves are often created in process.

(Quoted in Alexander, 2001: 273)

### ***“The moral and epistemic purposes of teacher education” and the teacher as moral epistemon or moral epistemologist professional***

Four Models (Sockett, 2008: 48–62):

1. The scholar-professional: “regards knowledge as the purpose of education, so that the teacher is dedicated to imparting wisdom and fostering the life of the mind” (p. 48).

2. The nurturer-professional: “primarily focused on the development of the individual. It describes a teacher whose primary focus is on relationships with children” (p. 48).
3. The clinician professional: “emphasizes the teacher’s adaptive expertise, with moral emphases geared to social purposes such as social justice” (p. 49).
4. The moral agent professional: “The model describes the individual teacher with a primarily moral purpose focused on the child’s comprehensive development and growth, and its epistemic purposes, for teachers as well as children, are to integrate academic content with intellectual and moral virtues, such as accuracy, consistency, courage, and open-mindedness” (p.49).

***The teacher as pedagogue of the mind and the soul (paidagogos tou nou kai tes psyches)***

Key ideas/concepts:

- Teaching as “a moral craft built around a moral relationship between the teacher and the student” (Murrell, 2010: 96).
- “Everything we do . . . as teachers have moral overtones. Through dialogue, modeling, the provision of practice, and the attribution of best motive, the one caring as teacher nurtures the ethical ideal. She cannot nurture the student intellectually without regard for the ethical ideal unless she is willing to risk producing a monster” (Noddings, 1984: 179).

***Pedagogy as discourse vs education/teaching as act or “doing” – Pedagogue vs teacher – Distinction between pedagogy and education/teaching***

- “Pedagogy encompasses both the act of teaching and its contingent theories and debates (values, evidence and justifications” (Alexander, 2001: 931).
- “Pedagogy is the discourse with which one needs to engage in order both to teach intelligently and make sense of teaching – for discourse and act are interdependent, and there can be no teaching without pedagogy or pedagogy without teaching” (ibid., 927).
- “A lesson is part of a larger curriculum embodying educational purposes and values, and reflecting assumptions about what knowledge and understanding are of most worth to the individual and to society” (ibid., 929).

In Italian there is a distinction between *pedagogia* and *educazione*, between “educational doing” and “pedagogical knowing”.

“The word *pedagogia* characterizes the reflection about this doing and the knowledge derived from it” (Bohm, 1995: 60).

### ***Education vs pedagogy II – a modern variation of a classical Greek theme***

Bohm (1995: 59–61) asserts that “contemporary educational thought has added very little to the answers already found in Hellenism”. He distinguishes between “education as activity” and “pedagogy as knowledge”, between “educational doing” and “pedagogical knowing”:

it is advisable first to draw a careful boundary between education and pedagogy . . . we will denote with the term “education”, the educational “doing” that takes place in a concrete (educational) situation, and on the other hand, “pedagogy” will denote critical observation (including projective forethought), reflection, and the knowledge about the “doing”.

### **Epimythion - What Teachers Need to/Should Know and Be Able to Do**

According to Lee S. Shulman, content knowledge includes:

- General pedagogical knowledge, including principles and strategies for classroom organization and management.
- Curriculum knowledge, including materials and programmes.
- Pedagogical content knowledge, an amalgam of content and pedagogy that is teachers’ special form of professional understanding.
- Knowledge of learners and their characteristics.
- Knowledge of educational contexts, including the characteristics of classrooms, schools, communities and cultures.
- Knowledge of educational ends, purposes and values, and their philosophical and historical grounds.

(Quoted in Darling-Hammond et al., 1999: 35)

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## **PART I**

# **EDUCATION AND TEACHER EDUCATION IN THE MODERN WORLD**



# CHAPTER ONE

## REQUEST FOR AN INTERNATIONAL SURVEY OF THE TEACHING PROFESSION

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### **Abstract**

At a time of globalization and the ICT revolution, one of the opportunities for scholars in the field of comparative education is to embark on studies international in scope. Examples of such studies are the IEA surveys and the PISA studies, two international surveys of the academic profession. The Carnegie investigation took place in the 1990s in fourteen countries and the CAP (Changing Academic Survey) survey has just been completed. This survey used a standard questionnaire sent to a sample of the academic profession in 18 countries; it has resulted in a contract for 18 books to be published by Springer and also in over a hundred articles. The author was one of the editors of the recently published *International Handbook on Teacher Education Worldwide* and also of a survey of the social portrayal of the teaching profession in a number of countries. These projects have suggested the need for an international survey of the teaching profession, using a standard questionnaire with a sample of the teaching profession in as many countries as possible. Such a survey should include the following aspects of the lives of teachers:

- biographical particulars
- working conditions
- teaching education
- teaching activities
- views on educational matters
- views on social issues
- community involvement

- relations with school governance
- relations with government, especially with education authorities
- job satisfaction

The purpose of this paper is to test the idea of such a survey, to canvass support and to discuss the content of the questionnaire to be run.

### **Key-words**

Teaching profession, Comparative and International Education, Job satisfaction of teachers

## **Introduction**

At a time of globalization and the ICT revolution, one of the opportunities for scholars in the field of comparative education is to embark on studies international in scope. Examples of such studies are the IEA surveys and the PISA studies, two international surveys of the academic profession. The Carnegie investigation took place in the 1990s in fourteen countries and the CAP (Changing Academic Survey) survey has just been completed. This survey used a standard questionnaire sent to a sample of the academic profession in 23 countries; it has resulted in a contract for 18 books to be published by Springer and also in over a hundred articles. The author was one of the editors of the recently published *International Handbook on Teacher Education Worldwide* and also of a survey of the social portrayal of the teaching profession in a number of countries. These projects have suggested the need for an international survey of the teaching profession, using a standard questionnaire with a sample of the teaching profession in as many countries as possible.

## **Research Method**

The paper will subsequently survey the three research projects, namely the CAP International Survey of the Academic Profession, the *International Handbook on Teacher Education Worldwide* and the research on the social portrayal of teachers. From the analogy of the fruitful CAP project on the one hand, and the predicament of the teaching profession (revealed by the last two projects), an international survey of the teaching profession will be proposed.

## **The CAP International Survey of the Academic Profession**

The massification of higher education worldwide, together with the other sweeping changes which hit the higher education environment in the third quarter of the twentieth century, led to the first international survey of the academic profession. This survey, the so-called Carnegie Survey (so called after the Carnegie Foundation which financed the investigation) surveyed the academic profession in 14 countries: Chile, Brazil, Mexico, the United States of America (USA), the United Kingdom, Sweden, the Netherlands, Germany, Israel, Russia, Hong Kong, South Korea, Japan and Australia. The survey took place in the later 1980s and early 1990s and the results were published in Altbach (1996). The acceleration of the changes in the higher education environment brought about a second major international project, the CAP (Changing Academic Profession) survey during 2008, surveying, by means of a uniform questionnaire, the academic profession in the following 18 countries: Argentina, Brazil, Mexico, the USA, Canada, the United Kingdom, Norway, Finland, Germany, Portugal, Italy, South Korea, Hong Kong, China, Japan, Malaysia, Australia and South Africa. This survey has resulted in a contract for 18 books to be published by Springer and also in over a hundred articles. The first of the books was the volume edited by Locke et al. (2011).

## **Research Project on the Social Portrayal of Teachers**

The author has also been involved in a research project surveying a sample of teachers regarding the social portrayal of teachers in South Africa. The results were published in Wolhuter et al. (2012). This same survey was conducted in Greece, Cyprus, England and Sweden. In the South Africa survey it was found that while teachers are in the profession out of noble motives (to serve as a role model for children, the entered the profession out of love for children) they do experience serious stress in their work environment. This stress revolves around the large number of children per class, time pressure, children with special needs, a shortage of learning material, and the interminable stream of education reform and restructuring. Furthermore they also experience as problematic parents' neglect of their duty of care and education with respect to their children, as well as the poor education background of parents (Wolhuter et al., 2012).

## **International Handbook on Teacher Education Worldwide**

The author was also involved as editor of the *International Handbook on Teacher Education Worldwide* (Karras & Wollhuter, 2010). This book contains chapters on teacher education in some 90 countries, written by teacher education scholars in those countries. A study of the chapters revealed that teacher education worldwide show a number of distinct trends. These trends occur worldwide, shaped in each case by the national context. These trends pertain to teacher education and its objectives, the roles for which teachers are prepared, the content of teacher education, methods of teacher education, the duration of teacher education, the control of teacher education, teacher educators, access to teacher education, supply/demand balances, internationalization and regionalization, indigenization, in-service and education and training (Wollhuter & Karras, 2011).

### **Proposing an International Survey of the Teaching Profession**

In an emerging knowledge society, education is more important than ever. A pivotal component in any national education project is the teacher corps. Given the importance of education and of the teaching profession, and the momentous changes currently sweeping through the profession and their training, the author, based on his experience as participant in the CAP project, wishes to plead for an international survey of the teaching profession. Such a survey could also, as in the case of the CAP project, take the form of a uniform questionnaire to be completed by a representative sample of teachers in a number of countries.

Such a questionnaire should cover the following aspects of teachers' professional lives:

- Biographical details: gender, age, years of service in the teaching profession, marital status, family background: number of children, ages of children; socio-economic descent (education levels of parents), years of work outside the teaching profession
- Sources of inspiration/motivation: why the teaching profession was selected as a career
- Training: qualifications, number of years of teacher education, graduate studies, in-service education and training