





Norwegian University of Science and Technology


InFo-TED Summer Academy
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Professionalism and
Professional Development
Professor Kari Smith
NTNU





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“Choose a job you love, and you will
never have to work a day in your life”
Confucius, 551–479 BCE



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Common Career Trajectory
for Teacher Educators

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graph LR
    A((Teacher)) --> B((SBTE  
Mentor  
Teacher))
    B --> C((HEIBTE  
Teacher))
    C --> D((TE  
research))
    D --> E((TE  
research  
leader))
  
```

TE = teacher educator
SBTE = School based teacher educator
HEIBTE = higher education institution based teacher educator



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Framework

- ❖ Profession
- ❖ Professional
- ❖ Professionalism
- ❖ Professional development
- ❖ Mentoring




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What makes a profession?

- Clearly defined practical and theoretical knowledge base
- Systematic education
- Certification of professional practitioners
- Professional autonomy
- Explicit ethical code
- Priorities serving others to personal economical gains (Burbules & Densmore, 1991, Runtè, 1995; MacBeath, 2012)

The traditional trait model





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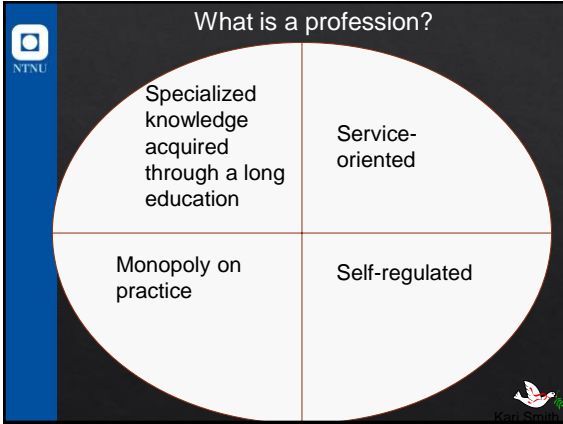


The structural-functional model

“Professions are merely the purest expression of a general trend: all occupations will undergo eventual "professionalization" as their knowledge base increases” (Runtè, 1995).
The monopoly of professional knowledge is the major trait in a profession.

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Teacher education is a profession. Why?

Teacher education is not a profession. Why?

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Do teacher educators belong to a profession?

- Unclear who the teacher educators are
- The professional knowledge-base is not clearly defined
- Little or no specific education to become a teacher educator
- Strong national and institutional frameworks define our work

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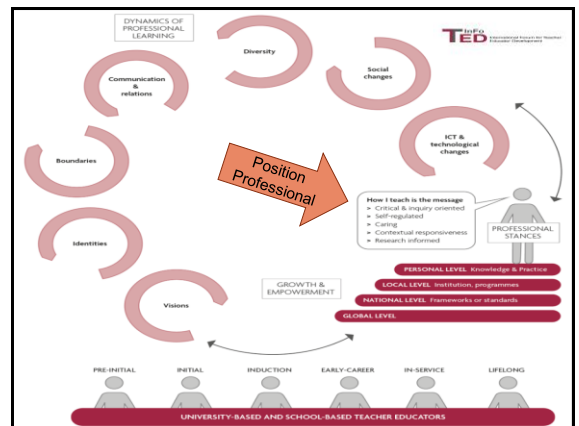
“Professional is not a label you give yourself- it is a description you hope others will apply to you”. David Maister, Harvard Business School professor

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Being professional is positioning (Antonio Novoa)

- Stance- the construction of a personal stance- developing a personal **disposition**
- Condition- finding our own place within the profession- professional **interposition**
- Manner- creating our own way, - professional knowledge **composition**
- Thinking-reflecting- reflecting together with colleagues, research knowledge - **recomposition**
- Statement- public visibility - public **exposition**


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“The essence of professionalism is the focus upon the work and its demands, while we are doing it, to the exclusion of all else”. Steven Presfield, American author



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Various types of professionalism

- Personal professionalism (autonomy, responsibility, personal quality insurance)
- Democratic professionalism, professional communities, relations, organizational (Sachs, 2016)
- Organizational professionalism (political), (standards, external quality assurance, management control) (Sachs, 2016)
- Constrained professionalism (Wills et al., 2009)



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Personal professionalism



Theoretical knowledge(episteme)

Practical skills (techne)


Professional decisions

Professional wisdom(phronesis)

Adapted from Brunstad, 2007



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Democratic professionalism

A profession is also a community connected by disciplinary traditions and shared norms. E.g. teachers belonging to a school or discipline will form a professional community.

Adapted from: <https://www.regjeringen.no/no/dokumenter/meld.-st.-28-20152016/id2483955/sec7>





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Professional community of learning/practice

professional learning community is a systematic process in which teacher (educators) work together to analyze and improve their practice. Teachers (educators) work in teams, engaging in an ongoing cycle of questions that promote deep team learning (DuFour, 2004).






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Constrained professionalism

- Teacher educators retain autonomy in practices, but
- their decisions are significantly circumscribed by contextual pressures and time demands, which
- devalue their professional experience, judgment, and expertise

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Organizational/political professionalism

- Top-down approach
- Standards/list of competencies
- External control
- Documentation
- Reduced agency
- Strong wash back effect

Strong organizational professionalism - weak personal professionalism

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Enacting professionalism (as I see it)

Political professionalism + Democratic professionalism → Personal professionalism Agency 'The other' is central

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DYNAMICS OF PROFESSIONAL LEARNING

Communication & relations, Diversity, Social changes, ICT & technological changes, Boundaries, Identities, Visions, Professionalism

How I teach is the message

- Critical & inquiry oriented
- Self-regulated
- Caring
- Contextual responsiveness
- Research informed

PROFESSIONAL STANCES

PERSONAL LEVEL: Knowledge & Practice
 SOCIAL LEVEL: Instruction, programmes
 NATIONAL LEVEL: Frameworks or standards
 GLOBAL LEVEL

GROWTH & EMPOWERMENT

PRE-INITIAL, INITIAL, INDUCTION, EARLY-CAREER, IN-SERVICE, LIFELONG

UNIVERSITY-BASED AND SCHOOL-BASED TEACHER EDUCATORS

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“Work to become, not to acquire”.

Elbert Hubbard, writer and philosopher

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Professional development (as I see it)

- **Becoming** the best professional I can possibly become
- Never ending process during a career
- Individual, as well as in cooperation with colleagues

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Learning

Learning is to acquire, modify or strengthen existing knowledge, actions, skills, values and attitudes. Learning entails change.

Anxiety zone, Learning zone, Comfort zone


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“The delicate balance of mentoring someone is not creating them in your own image, but giving them the opportunity to create themselves”.

Steven Spielberg, film director, author (film scripts)



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How does mentoring differ from teaching?


- ◆ Mentoring in the profession
- ◆ Mentoring adults
- ◆ Mentoring a colleague
- ◆ Assessing colleagues' work
- ◆ Complex new responsibilities
- ◆ Mentoring not the same as teaching



It is a profession within a profession!




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Mentoring knowledge


- Knowledge about theories of learning, specifically adult and work-based learning
- Research knowledge on professional learning of teachers
- Knowledge about giving feedback
- Knowledge about motivation theories/ self-efficacy




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Inter/intra-personal skills



- Mentoring skills, including communication skills and cooperation skills.
- Knowledge about and skills in how to nurture reflection
- Skills in analysing our own work and make our knowledge about teacher education accessible to others.



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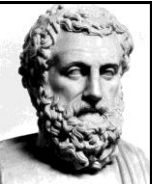


Some ideas for mentoring colleagues


- Create space at and off work
- Listen
- Share personal experiences
- Invite to your classes/ observe their classes
- Engage in shared critical, systematic reflection, e.g. self-studies, action research projects, publications




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“For the things we have to learn before we can do them, we learn by doing them”. Aristotle, 384–322 BC



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