

Chartered College
of Teaching

Teacher professionalism

Presented by:
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We are the Chartered College of Teaching

Your Professional Body

We are working to empower a knowledgeable and respected teaching profession through membership and accreditation.



The story so far

The Chartered College of Teaching celebrates and supports the teaching profession to provide world-class education benefiting pupils and society.

- ✓ **1.5m pupils** supported by our dedicated members
- ✓ A vibrant community of over **45,000 members** across all phases from student teachers to executive leaders
- ✓ **4,800 expert educators** attending events
- ✓ **Over 1,000 articles** across our peer-reviewed journal and member website covering **over 100 topics**
- ✓ Proud to be **collaborating** with organisations across the profession
- ✓ Acting as the **authoritative voice** for the teaching profession, delivering the sector's key priorities to policymakers.

1.5m

pupils supported

.....

45,000+

members across all phases

.....

4,800

educators attending events



Why do we exist?



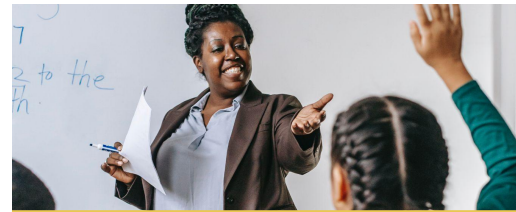
We celebrate the profession

- ✓ For making a difference to pupils' lives
- ✓ For your achievements and raising status of profession
- ✓ For your commitment to the profession



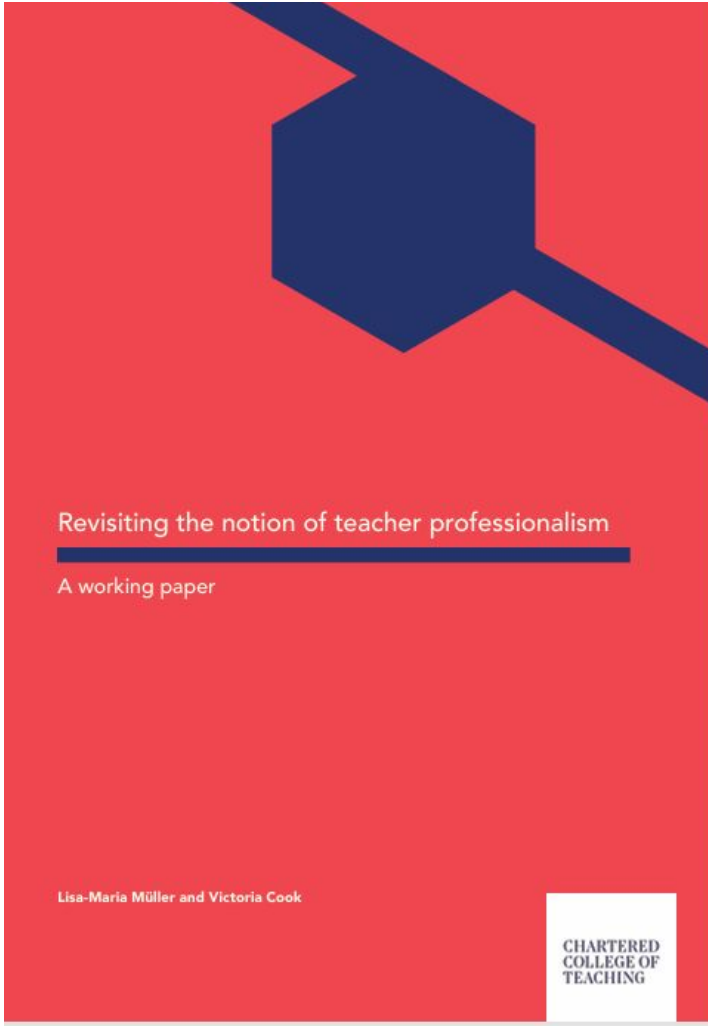
We connect educators

- ✓ At all stages of your career
- ✓ To provide a space for debate and your voice to be heard
- ✓ To foster collaboration



We support the profession

- ✓ To deliver excellent teaching through research and insight
- ✓ To constantly develop your knowledge
- ✓ To develop your confidence to make the best decisions for pupils



Revisiting the notion of teacher professionalism

A working paper

Lisa-Maria Müller and Victoria Cook

CHARTERED
COLLEGE OF
TEACHING

Why it matters

Our mission is to empower a knowledgeable and respected teaching profession through membership and accreditation, which we believe will help to ultimately raise the status of the teaching profession. Teacher professionalism can have a positive impact on teacher recruitment and retention by impacting:

- Perceived status of profession through autonomy
- Job satisfaction
- Teacher professional identity
- Levels of self efficacy (OECD, 2016; Suarez and & McGrath, 2022).
- positive impact on student outcomes

Countries where teaching is considered a high-status profession (e.g. Finland) have fewer recruitment and retention issues

Etymology and history

professions can be considered as a subgroup of occupations which distinguish themselves by a commitment to altruism and the public good over personal gain
'professional' originally comes from Latin *professus*, past participle of *profitēri* to profess, confess, from pro- before + *fatēri* to acknowledge

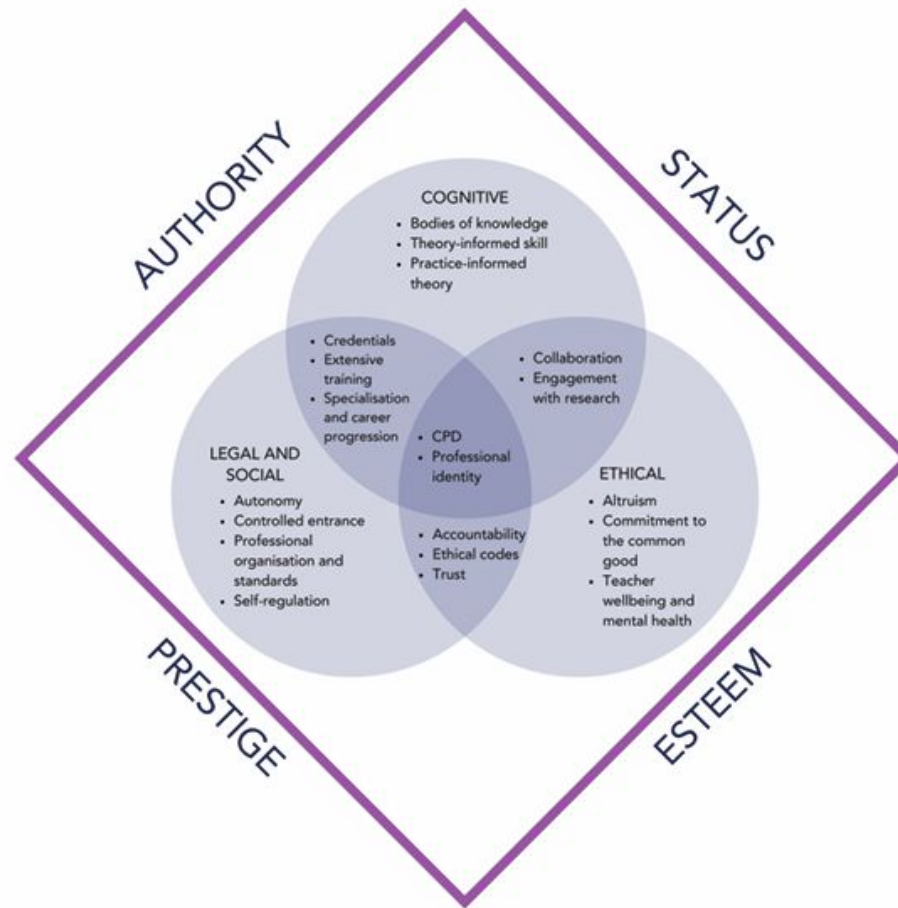
“Professions involve essentially intellectual operations with large individual responsibility; they derive their raw material from science and learning; this material they work up to a practical and definite end; they possess an educationally communicable technique; they tend to self-organization; they are becoming increasingly altruistic in motivation.” (Flexner, 1915 in Mezza, 2022, p. 156).

The importance of agency

- Professional agency has been eroding over the past decades
- Prevalence of top-down decisions and scripted lesson plans
- BUT teaching is a complex task
- ‘teachers’ professional space’
-
- à professional autonomy can work as a buffer against top-down decision making

‘New’ professionalism (Sachs, 2003)

- (a) inclusive membership
- (b) public ethical code of practice
- (c) collaborative and collegial
- (d) activist orientation
- (e) flexible and progressive
- (f) responsive to change
- (g) self-regulating
- (h) **policy-active**
- (i) **enquiry-oriented**
- (j) **knowledge building** à “Professional knowledge as developed through initial and continuous education **as well as action research**” (OECD, 2016)



Evidence-informed practice



Evidence-informed
practice (Scutt, 2019)

References

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Sims S, Fletcher-Wood H, O'Mara-Eves A et al. (2021) What Are the Characteristics of Effective Teacher Professional Development? A Systematic Review and Meta-Analysis. London: Education Endowment Foundation.

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