

CALL FOR PAPERS

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Issue Topic: The Changing Status of the Teaching Profession

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The theme of the forthcoming monothematic issue of *Studia paedagogica* is the changing status of the teaching profession. The aim of the issue is to explore current developments in this field in different countries. Though many education systems around the world are facing similar concerns regarding teacher professionalism, there are important differences in the local manifestations of this state of affairs and in the different ways that policy actors and teachers address it.

The character of the teaching profession is changing in many respects (Guerriero and Révai, 2017): new routes to teacher certification; growing accountability pressures and administrative loads; increasingly diverse multicultural classrooms with varying student learning needs; changing relationships with students and their parents; the emergence of new curricular areas, competencies, and literacies (social-emotional, financial, digital, global citizenship, etc.).

Teachers' social status is also in a state of flux. This process is not straightforward; rather, two contradictory tendencies shape the status of the profession. On the one hand, public trust in teachers and in traditional teacher education programs has eroded (Goepel, 2012). What counted as adequate teaching a generation ago is currently viewed by policymakers and the public as inadequate and a target of necessary reform. On the other hand, teachers are seen as the key lever of educational improvement and the agents of change (Day, 2002). As such, demands on their professionalism are growing (Schleicher, 2018). This situation, in which teachers are both undervalued and called upon to take on additional responsibilities, is confusing and stressful for teachers. The rate of teacher attrition in many countries has risen, and the teaching staff is aging. Moreover, in many countries, teachers are dissatisfied with their professional status, working conditions, pay, and other material benefits (Price and Weatherby, 2018).

This brief survey raises the question: *What is happening to the teaching profession and why?* We are interested in contributions that bring theory and/or empirical findings to bear on this question. We welcome case studies of the state of the teaching profession in different systems, of policies and programs that seek to strengthen teacher professionalism, and of how teachers are responding and proactively working to improve their lot.

The component questions could be:

What does high-quality teaching mean today? What competencies do teachers need to be able to ensure this? What is an adequate system of teacher education and teacher development for quality teaching?

Are we facing an erosion of public trust in teachers, in traditional teacher education programs, and in traditional teacher roles? What are the reasons for this?

Is there a relationship between the professional characteristics of the teachers and their students' results? What data are available to answer this question?

How do teachers value their profession? What are the reasons for teacher satisfaction or dissatisfaction in their profession? What are the reasons for teacher attrition? Is it possible to increase satisfaction and decrease attrition?

How do teachers cope with the demands of their professional role? What are the most effective strategies for preventing stress and burnout?

Important dates

This monothematic issue will be published in English in July 2020. The deadline for abstracts is August 31, 2019; the deadline for full texts is October 30, 2019. Both abstracts and full texts are to be sent to the e-mail address studiapaedagogica@phil.muni.cz. Articles should be written in English and meet the requirements mentioned in the instructions for authors on the [the journal's website](#). Manuscripts will be submitted to a peer-review process that will enable the editors to select papers for publication. The editors of this issue are Adam Lefstein (Ben-Gurion University of the Negev, Israel), Stanislav Štech (Charles University, Czech Republic), and Klára Šed'ová (Masaryk University, Czech Republic). You can find more information at <http://www.studiapaedagogica.cz>.

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