

Teaching Profession In The Discourses Of UNESCO, OECD And European Union

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Abstract

Global educational agendas are not exempt from the economic and social changes of recent decades. In this context, teachers are increasingly required and their definition is reconfigured. International organizations have played an important role in shaping teacher policies in education systems through various recommendations reflected in documents that suggest an in-depth study. The objective of this research is to analyze the definition of the teaching profession from a supranational perspective through a comparative study between UNESCO, OECD and the European Union. A total of 4,267 citations from 11 documents were analyzed with the help of the Atlas.ti software and the application of a Code book. The main results show a harmonization of the definition of the teaching profession at a supranational level centered on a systemic approach in which teacher training and the discourse of effectiveness predominate in determining professional ideals. It concludes by pointing out that autonomy and participation, unlike other professions, is not yet an essential part of teaching identity.

Keywords: teaching profession; professional identity; international organizations; comparative education.

1. Introduction

For teaching to be recognized as a strong profession is a complex challenge, in continuous review and not lacking in deep social debates (López-Rupérez,

2014). The demands on teachers are becoming more complex. In addition, its functions and contribution to the educational system are substantially expanded (Ramos, 2020). Teaching ceases to be a mere exercise in transmitting knowledge and executing instructions (Perrenoud, 2017) to become a critical and reflective profession, with the ability to analyze, make judgments and make decisions that put student learning at the center. of his task. In this way, the definition of the teaching profession has been shaped over the years as a consequence of the infinite demands and expectations regarding teaching performance that society demands (Villoro et al., 2021; Zapico et al., 2017). Starting in the current century, with the linking of teaching to the improvement of the quality of education (Fullan, 2019; Hattie, 2017), some authors have made efforts to define a base of technical knowledge and professional skills (Hargreaves, 2003 ; Imbernón, 2017; Zeichner, 2020) suggesting substantial adjustments in teaching policies (initial training, induction of new teachers, practicing careers, etc.) (Manso and Valle, 2013; Darling-Hammond, 2017) that have reoriented the ideals of the profession.

In this redefinition of teaching as a profession, new themes or factors that characterize professional performance have also emerged, such as accountability (Darling-Hammond, 2020), evaluation (Joya, 2020), professional competencies (Guzmán, 2017), autonomy (Montero and Gewerc, 2018), the use of technologies (Esteve et al., 2018) or teaching effectiveness (Herrera-Torres et al., 2019). These themes have converged and favored an understanding of the teaching profession from a systemic perspective (Domingo, 2019) and focused on a competency paradigm (Manso and Valle, 2013).

On the other hand, the interrelation of these factors and themes is not always directly linked to specialized training to practice the profession (Darling-

Hammond, 2021) but is a reflection of the complexity involved in studying the profession as a whole. (Donaire, 2021). For the difficult task of defining the teaching profession, Ingersoll and Collins (2018) propose that teaching must be analyzed in comparison with elements that make up other professions. This means going beyond training and requires certain elements that, interrelated, promote progressive professionalization. For their part, Hargreaves and Fullan (2015) raise the importance of the status and social prestige that has been given to other professions and agree that it is necessary to consider that teachers are an important component of human capital in the educational field and that investing in improving its quality it also contributes to its professionalization process. Furthermore, Montero and Gewerc (2018) address the analysis of teaching in the context of social changes and the reconfiguration of their roles influenced by different trends such as initial training, accountability, teaching effectiveness, preparation for society. of knowledge, diversity and equity.

Furthermore, an increase in actors who currently seek to influence educational systems and the definition of the teaching profession must be recognized (Manso and Monarca, 2016). The association between education and economic growth has led, both nationally and globally, to the focus of educational reforms being on teaching quality and thus to the redefinition of the profession. In the same sense, the generation of data worldwide by intergovernmental organizations has strongly influenced political decision-making at the level of educational reforms, resulting in a global discourse of competitiveness (Akiba, 2017).

The interest in greater social development and economic skills through education has generated a systemic movement (Casilimas, 2017) that has positioned International Organizations (OOII) as references for various policies in the reforms

of educational systems, reducing the role that countries had (Manso and Monarca, 2016). Thus, the different recommendations of the OOII regarding the teaching profession are generating a space shared by the state educational systems that, in turn, are building the teaching ideology having as important references the discourses that emanate from international trends (Valle , 2012).

Given that each educational system has an idea of what it expects from its teachers, it is complex to establish a generalizable definition of the teaching profession. However, the proliferation of diversity of entities (OOII, foundations, NGOs, etc.) in the educational field (López-Rupérez and García-García, 2021) has generated discursive trends that have harmonized certain aspects that make up the definition of the profession. teacher (Valle, 2015). As Cantón and Tardif (2018) point out, addressing the definition of teaching at an international and comparative level is a complex issue and, even more so, when we try to address all the elements that make up the profession, as well as the relationships between them. In this context of indeterminacy, the OOII have been taking a greater role in trying to define the teaching ideal through descriptive reports, recommendations, perspectives, etc. (Matarranz and Pérez-Roldán, 2016). The OOII are currently references when it comes to contributing to research and the dissemination of studies on the global condition of teachers (Valle and Álvarez-López, 2019; Alonso-Sainz and Thoilliez, 2019; Egido, 2019). Among them, there is no doubt that the United Nations Educational, Scientific and Cultural Organization (UNESCO), the Organization for Economic Cooperation and Development (OECD) and the European Union (EU) have held speeches sustained over time and with social and political relevance in recent decades (Martínez-Usarralde, 2021).

UNESCO is one of the first organizations that expressed interest in shaping the discourse on teaching. With the drafting of the 1966 Recommendation, a product of the special Intergovernmental Conference on the situation of teaching personnel held on October 5 of the same year, the debate on working conditions and the need to improve them began. Although the recommendation failed to become binding, it is still valid today and has been the base document for other subsequent recommendations (UNESCO, 1984). With the World Declaration on Education for All (EFA) in 1990, UNESCO takes a leading role in being responsible for the Monitoring Reports. And with the Dakar Declaration of 2000 and the emergence of Development Indicators in Education, it expanded its interest in improving teachers (UNESCO, 2014). The EFA Monitoring Reports will be the first documents with a specific space for the teaching issue. For example, the 2004 report (UNESCO, 2004) introduces topics such as the need for certification, teacher salaries, attraction, teacher motivation and improvement of initial training. In the 2010 report, “Reaching the Marginalized,” the need for teachers to be able to educate on social differences and receive specific training in this regard is added. And in the “Education for All Report 2000-2015”, for the first time, specific aspects that define the expected teaching profession will be made explicit (UNESCO, 2009). Although the organization does much more specific work at the national level with the countries that are furthest from achieving the goals, there was no supranational document intended exclusively for the teaching profession. It will not be until 2015 when the “Guide for the development of teaching policies” will be published, with its complete version in 2020 (UNESCO, 2020), which aims to be a regulatory framework for the design of teaching policies. For the first time, the different dimensions of the teaching profession are specifically addressed in a

comprehensive manner and addressing the different stages of training at a systemic level.

For its part, the OECD has had a later role in educational policies. However, trends in the discourse of quality, accountability and standardized evaluations, among other issues, have positioned this organization as an important reference for numerous countries. The reports “Education at a Glance” and the “Programme for International Student Assessment” have defined unprecedented educational indicators at an international level in the 90s and the beginning of the 21st century (Pareja, 2009), placing the OECD as an essential actor in determining of the policies of many countries. Regarding the teaching profession, “Education at a Glance” opened the debate on the teaching profession by describing the learning environment and the organization of the school and including indicators such as effective class time, the student-teacher ratio , teaching experience, qualifications, professional development and responsibilities of teachers, etc. In 2005, the report “Teachers Matter: Attracting, Developing and Retaining Effective Teachers” (OECD, 2005) marks a relevant milestone at an international level as it offers a complete and specific vision of the main problems relating to teachers. Topics such as recruitment, selection and retention of teachers are addressed in this comparative study of leading countries in education. And, starting in 2008, with the beginning of the “Teaching and Learning International Survey” (TALIS), a cycle of specific publications on the teaching issue is consolidated every three years that includes the latest trends and evidence on the impact of the profession on educational quality and teaching effectiveness. This is an important statistical input of very specific data on the teaching workforce (OECD, 2019).

At the EU level, the first references to the teaching issue date back to 1976 through the Educational Action Program and since 1995 a series of publications on the teaching profession began, the main dissemination mechanism being the Network of Educational Information and Documentation of the European Community (EURYDICE). As a consequence of the Conclusions of the Lisbon European Council (European Council, 2000), the “Education and Training 2010” Program (European Council, 2002) and the report “Improving the quality of teacher training” (European Commission, 2007) Educational policies referring to teachers are consolidated through texts and agreements that ratify the growing concern of this organization for the teaching issue.

It is undeniable that these three OOII, among others, have participated in shaping the definition that can be had today of the teaching profession (Darling-Hammond; 2017; Egido, 2019; Valle and Álvarez-López, 2019). However, the need arises to delve into how this phenomenon has manifested itself, to know if there is a harmonization of the teaching ideal at the supranational level or if there are divergences or convergences between organizations.

2. Methodology

The present research consists of a qualitative comparative study in the field of supranational education between three OOII (UNESCO, OECD and EU) that address the issue of the teaching profession and express a definition of it in their speeches. The methodology has been that of Comparative Education according to the proposal of Caballero et al. (2016).

Regarding the process followed, in the first instance, a systematic search has been carried out in the UNESDOC, OECD Library and EURYDICE databases with the terms “definition” and “teaching profession” in English and Spanish. Of the total

of 93 texts (58 from UNESCO, 19 from the OECD and 16 from the EU), the analysis corpus was refined following the following criteria:

- Documents that address the definition of the teaching profession.
- Documents with a time range 2010-2020.
- Documents specifically authored by the international organization.
- Documents that are associated as mechanisms of influence in educational systems.

Table 1 shows the documents that have finally been selected for analysis, as well as the number of citations analyzed in each of them. A total of 11 documents and 4,267 citations have been analyzed. For this, it has also been necessary to construct the corresponding Book of Families and Codes :¹ consisting of 14 families (from 1 to 5 for context and from 6 to 14 for the teaching profession) and 64 codes.

Table 1. Selected documents and number of citations analyzed.

Document name	OOII_YEAR	No. Appointments analyzed
UNESCO Documents		
Methodological guide for the analysis of teacher issues	UNESCO_2010	46
Guide for the development of teaching policies	UNESCO_2015	113
Guide for the development of teaching policies	UNESCO_2020	302

OECD documents		
Creating Effective Teaching and Learning Environments. First Results from TALIS	OECD_2009	230
TALIS 2013 Results: An International Perspective on Teaching and Learning	OECD_2014	253
TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners	OECD_2019	307
TALIS 2018 Results (Volume II): Teachers and School Leaders as valued professionals	OECD_2020	175
EU documents		
Autonomy and responsibilities of teachers in Europe	EU_2008	189
Key figures of teachers and management of educational centers in Europe	EU_2013	308
The teaching profession in Europe. Practices, perceptions and policies.	EU_2015	322
The teaching profession in	EU_2018	312

Europe. Access, progression and support. Eurydice report	
Total citations associated with context families (1 to 5)	1,710
Total quotes associated with families about the teaching profession (6 to 14)	2,557
Total research citations	4,267

Note. Own elaboration.

The construction of the book of families and a priori codes has been carried out based on existing literature, knowledge based on the experience of researchers, some categories of analysis of previous studies on the definition of the teaching profession (Manso and Monarca, 2016; Alonso -Sainz and Thoilliez, 2018) and other studies related to the theory of OOII mechanisms (Casimilas, 2017; Valle and Álvarez-López, 2019). Table 2 shows the final code family that was subjected to a review process by expert judgment to confirm its suitability.

Table 2. Family of codes configured for content analysis.

Code family	Code	Code family	Code
6.	6.1. Teaching profession	11. Initial training	11.1. Characteristics of initial training
of the	6.2. Professionalis		11.2. Practical

teaching profession	<ul style="list-style-type: none"> 6.3. Professionalism 6.4. Status 6.5. Teaching autonomy 6.6. Effective teacher 	<ul style="list-style-type: none"> periods in initial training 11.3. Alternative routes 11.4. Initial training contents 11.5. Teacher trainers and training institutions
7. School governance	<ul style="list-style-type: none"> 7.1. Teacher participation in teacher policy decisions 7.2. Union organizations 7.3. Teacher collegiality 	<ul style="list-style-type: none"> 12. Insertion into teaching <ul style="list-style-type: none"> 12.1. Internship periods 12.2. New teachers 12.3. Induction 12.4. Mentoring
8. Working conditions	<ul style="list-style-type: none"> 8.1. Teaching workload 8.2. Salary 8.3. Class size 8.4. School infrastructure 	<ul style="list-style-type: none"> 13. Permanent training <ul style="list-style-type: none"> 13.1. Continuing Professional Development Needs 13.2. Barriers to participation 13.3. Continuing professional development

	8.5. Classroom management		activities
	8.6. Teacher demand		13.4. Professional development opportunities with a track record
	8.7. Teacher well-being		
	8.8. Teacher Placement		
	8.9. Hiring of teachers		
9.	9.1. Motivation to Attraction to the teaching profession		
	9.2. Teacher retention		
10.	10.1. Characteristics of teaching evaluation	14.	14.1. Education rights
	10.2. Standards	Cross-cutting themes	14.2. Right to early childhood
	10.3. Qualification and certification		14.3. Inclusion and equity in teacher hiring
	10.4. Accountability		14.4. Inclusion and equity in teacher training
			14.5. Teacher health and well-being
			14.6. Sustainability
			14.7. Vision of long-term policy effectiveness
			14.8. TIC

ty	<p>14.9. Teaching for the skills of the future</p> <p>14.10. Innovation</p> <p>14.11. Education for diversity</p> <p>14.12. Multiculturalism</p>
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Note. Families 1 to 5 are the context ones. Number 1 is “Purpose of the text”, number 5 is the year of publication and numbers 2, 3 and 4 are those included in Table 3. Own elaboration.

The data analysis has been carried out simultaneously by the researchers through the Atlas.ti 22.0 software, each researcher carried out the analysis of the three organisms, contrasting the results obtained with the other researchers. Final reports were prepared for each OOII by families of codes taking into account that in the triangulation of the researchers there was an agreement of 80% in the categorization. To treat the results, an analysis of the foundation (frequency of citations) of each code organized by dimension and subsequently the rooting was used. of the codes through code-document concurrence tables.

Finally, and before moving on to the results obtained, Table 3 describes the structural characteristics present in the texts selected in each of the OOII analyzed. High (A), medium (M) and low (B) values have been determined to determine the degree to which the characteristic is present in the text.

Table 3. Structural characteristics (by organization) of the documents analyzed

Code family	Code	UNESCO	OECD	EU
2. Discursive style of the text	2.1. Expository	M	M	M
	2.2. Statistical	TO	TO	TO
	2.3 Reflective	M	M	b
	2.4. Historical-comparative	b	TO	TO
3. Argumentative mechanism	3.1. Based on cases and/or national contexts	TO	TO	TO
	3.2. Based on other organisms	b	b	TO
	3.3. Based on educational actors	b	M	b
	3.4. Based on arguments for improvement	b	M	b
4. Recipients	4.1. Policymakers	TO	M	TO
	4.2. Training institutions	TO	b	b
	4.3. School directors/leaders	TO	TO	TO
	4.4. Teachers	M	M	b
	4.5. Researchers	b	b	b

Note. Own elaboration.

3. Results

The analysis has yielded two large groups of results. On the one hand, those that make up a “Systemic Approach to the Teaching Profession” and are made up of the following four groups of codes that interact with each other: (i) attraction and motivation to teaching, (ii) teacher training , (iii) teaching participation and collegial culture and (iv) working conditions. On the other hand, it has been possible to distinguish a second dimension called “Definition of the teaching profession” that responds to a more explicit nature through specific proposals on what is considered the teaching profession.

3.1 Systemic approach to the teaching profession

In this dimension, the concentration of citations of the three OOI analyzed is found in the code “Teacher training” (see Figure 1), followed by the topic “Working conditions”. It can be seen that the codes related to “Attraction to teaching” and “Teaching participation and collegial culture” are found in fewer quantities than the first two. Furthermore, it is possible to distinguish that the organization with the least frequency of citations in this dimension of “Systemic Approach” is UNESCO.

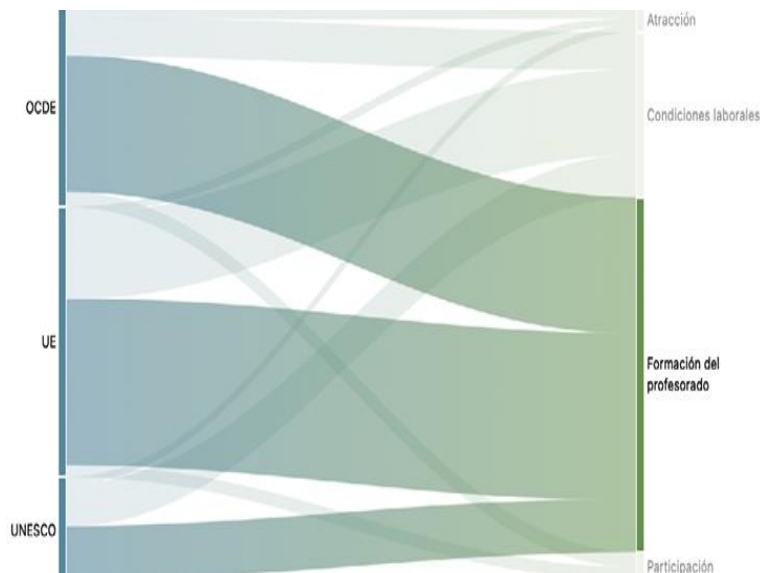


Figure 1. Frequency of citations by codes in the systemic approach of the teaching profession.

Note. Own elaboration.

Below, the analysis of the “Systemic Approach” codes is presented in more detail.

3.1.1 Attraction and motivation to teaching

As Figure 2 indicates, the discourse on “Attraction and motivation to teaching” is marked by concern towards “Teacher Retention” and the mechanisms necessary to achieve it. A more in-depth analysis of the quotes shows that “Teacher Retention” becomes important as a mechanism for optimizing the resources that would have been invested in teachers and, as an investment, it should not constitute a loss. The above would explain why the code “Motivation to become a teacher” has a lower frequency since it implies policies to which economic investment is associated.

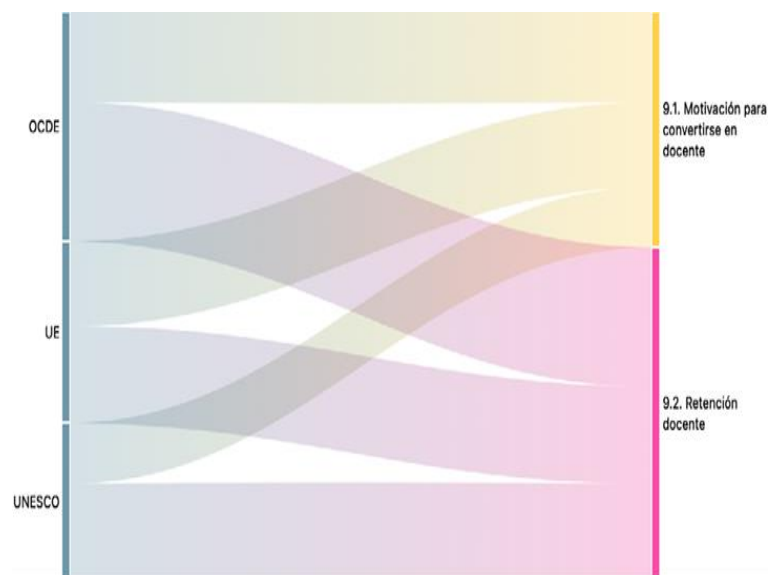


Figure 2. Concentration of quotes about attraction and motivation to teaching

Note. Own elaboration.

For UNESCO, teacher attraction, motivation and retention are closely related aspects. The strategies they propose require always having enough teaching staff to meet the proposed goals. And, furthermore, they propose basing their approach on a structured professional career that allows progression through the attraction-retention-continuous training triad. This vision coincides with that of the OECD and the EU, although with some nuances. On the one hand, the OECD insists on showing teaching as a career that requires stability and to be understood in a collegial manner. The teaching staff would constitute a group of advanced knowledge workers to which one wishes to belong; This characteristic becomes a key aspect for an efficient attraction to the profession. For the OECD, attracting not only implies covering the demands for teachers, but also the quality of the candidates must be considered. The EU quotes give greater importance to incentives and improvements in working conditions to strengthen the image of the profession and thus increase attraction. At the same time, the three organizations agree with a vision of career progression where it is not only enough to attract or access initial training, but also qualification, integration and permanence are required.

3.1.2 Working conditions

The working conditions of teachers are products of the teaching policy configurations of different countries and, at the same time, they offer a snapshot of the profile that is expected to attract to teaching. As seen in Figure 3, the OOII tend to associate working conditions with “Teaching well-being”, followed by “Salary” and “Workload”. The EU is the body that makes the most reference to the different codes of the dimension, so it is possible to affirm that it addresses the issue in a more in-depth manner. It is also relevant to mention that OECD is the organization

that most addresses the topic of “Classroom Management” which lacks presence in UNESCO and the EU.

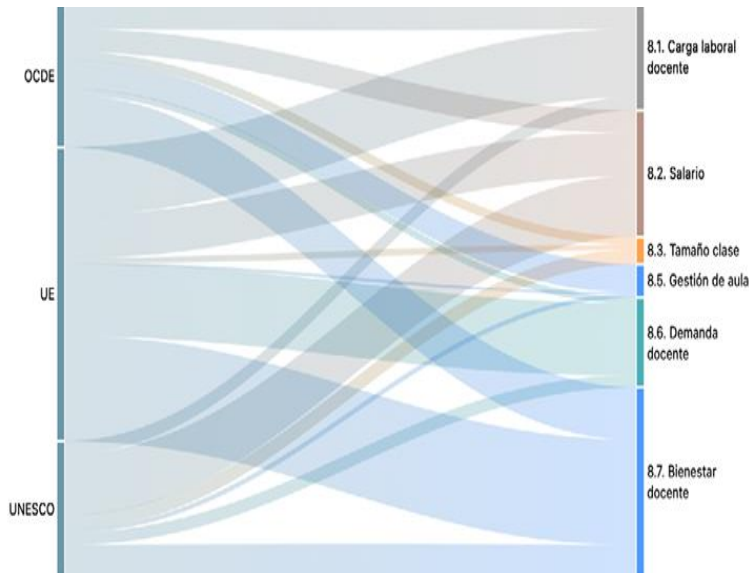


Figure 3. Concentration of citations of the Working Conditions dimension

Note. Own elaboration.

The “teacher salary” tends to be established as the basis of the teaching career, which generates implications in the configuration of teaching as a profession. In this sense, the OOII agree in suggesting salary increases based on the improvement of teaching practice (and not on the accumulation of experience) and on professional career. Salary progress based on the acquisition of more and better skills that goes beyond the focus on accumulating certifications or years of service. They also suggest the need to consider the wealth of the country and the salaries of similar professions as a reference to validate teacher fees.

With respect to the “Teaching load”, there is convergence in the importance that the OOII give to this code. They especially share the need to consider all hours (face-to-face and non-face-to-face) and tasks of teachers with the aim of making

visible that the profession requires a complexity of functions that go far beyond classroom teaching.

Finally, with respect to “Teacher well-being” it should be noted that the OECD relates this concept to a responsibility that teachers must assume as their own. However, they also point out that this code is marked by "the size of the class to mitigate its impact", the need to "control disruptive behaviors to optimize effective class time" or that teachers "must be trained to be resilient.” These aspects leave the responsibility for teachers' well-being on themselves, implying that they are mainly responsible for generating their own satisfaction or well-being. But, in addition, a dialogue between effectiveness and satisfaction is generated in the OECD discourse that implies that as long as a teacher is effective, he will have job satisfaction and vice versa. These discourses are not found either in UNESCO or in the EU.

3.1.3 Teacher training

As previously noted, the highest concentration of citations from this family allows us to observe how the construction of the teaching definition in the OOII studied is focused mainly on aspects of teacher training. At the same time, it is possible to distinguish four relevant codes that make up this family: (i) “Teacher evaluation”, (ii) “Initial training”, (iii) “Insertion into teaching” and (iv) “Continuing training”.

Figure 4 shows how “Continuing training” is the code most referred to by the organizations within this family, especially by the OECD and the EU. “Teacher Evaluation” is the second aspect considered relevant within “Teacher Training” at the different stages of their professional development.



Figure 4. Concentration of citations on the Teacher Training dimension

Note. Own elaboration.

Considering the above, it is possible to describe the convergences and divergences that each organism has with respect to the four codes that constitute this family.

Firstly, regarding “Initial training”, there are convergences in the discourses of the OOII studied around the idea that the quantity and quality of the contents of initial training are important for the effectiveness of adequate preparation that allows it to be a prelude to an autonomous professional exercise. They also converge on an initial training model integrated with the other stages of professional development, pointing out that it is not enough to have the best initial training if the rest of the stages do not favor lifelong learning. The main contents associated with initial training are inclusion, diversity and ICT. There is also interest in increasing practical periods in schools during this initial stage. Finally, they allude to alternative routes during initial training; However, while UNESCO and the EU point to them as a way to make up for the teacher shortage, the OECD's position is more decisive in considering that these alternative routes can involve greater

expense if they are not clearly planned and if they do not have mechanisms of protection. standards that ensure the quality of these programs. Another issue addressed mainly by UNESCO and the EU is that of teacher trainers; While UNESCO expresses concern about establishing profiles of teacher trainers in terms of qualifications and skills, the EU states this more generally, pointing out that, although the profile of trainers is varied, there is a tendency towards a common profile. regarding degree requirements such as master's and doctorate.

In relation to “Insertion into teaching”, the OOII agree that novice teachers face the most challenging situations in their first years of teaching and that professionalization comes from improving unstable working conditions, the limited training received and the destination from new teachers to challenging schools. It is possible to distinguish contrasts in the treatment of insertion as a professional stage and induction as a type of explicit support in this initial phase of professional development. In fact, the three organizations point out the need for an induction program with its own entity during insertion into teaching. The convergences show that teacher mentoring is positioned as the recommended form of induction and most associated with professionalization. The mandatory nature and need for evaluation during this phase are also urged. Although the sense of induction is manifested in a very homogeneous way in the three OOII, nuances are evident. Thus, the OECD expresses a vision focused on sustainability and optimization of resources through induction since training needs would be reduced during subsequent professional development. UNESCO's vision is focused on the contributions that induction makes to the well-being of teachers and the importance of being destined for socially disadvantaged schools. Finally, we find that the EU is committed to induction as an institutionalized and mandatory process.

Regarding “Continuing Training” some of the convergences are similar to those of initial training. For example, mandatory professional development is suggested and its contents are recommended to be focused on special educational needs, diversity, multiculturalism, multilingualism and ICT training, among others. On the other hand, the OOII agree that the barriers to adequate ongoing training are, among others, the lack of time and resources associated with participation and the lack of financial support. There is a focus on the collaborative nature of continuing education where the teacher participates more actively. In this sense, it is common to criticize workshops and seminars that position the teacher as a recipient and it is assumed that a collegial and collaborative culture in professional development contributes to the professional status of teaching.

Finally, regarding “teacher evaluation”, this is seen by the OOII studied as an aspect that builds and constitutes a better teaching practice and that plays a professionalizing role. There is a tendency to suggest a formative evaluation that involves feedback and involves the teacher's reflection. At the same time, it is insisted that it be of continuity in all stages of the teaching career and, furthermore, that it has an impact on the progression of professional trajectories. Among the nuances found, UNESCO discusses the effectiveness of the incentives associated with evaluation, as they could cause demotivation in teachers due to different working conditions. The OECD, on the other hand, states that precisely one of the barriers to teacher evaluation is the lack of incentives following the evaluation results. And the EU, for its part, highlights the importance of a teacher competency framework as a reference tool for evaluation purposes, something on which the OECD and UNESCO also agree.

3.1.4 Teaching participation and collegiate culture

This family has been analyzed, as can be seen in Figure 5, from three codes. There is an agglomeration of citations referring to “Teaching participation in policy decisions.” The attention that the OECD pays to “Collegiability” is evident, manifesting a favorable participation in the formation of professional skills. On the other hand, it is possible to see that what is related to “Trade Union Organizations” is anecdotal in the discourses of UNESCO and the EU and non-existent in the case of the OECD.

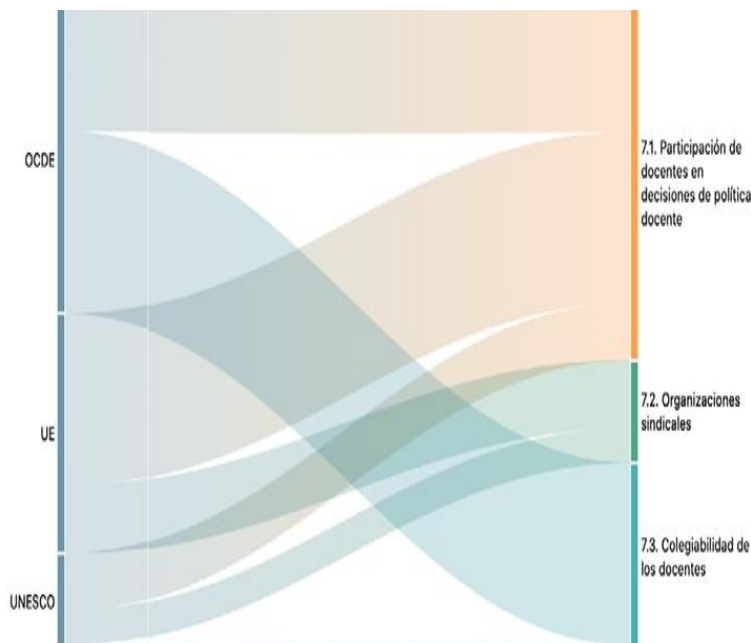


Figure 5. Concentration of citations of the dimension Teaching participation and/or collegial culture

Note. Own elaboration

The three organizations agree that “Teachers' participation in policy decisions” is important for the construction of the teaching profession and that this participation is necessary to involve teachers in educational change and to improve their professional status. It is indicated that teachers are the most important source of consultation to develop policies. However, the references made to participation

focus on consultations on policy decisions that have already been made as a method of discussion and validation (and not so much as actual participation in the construction and design of said policies). Thus, UNESCO, for example, points out the importance of “social dialogue” as an exchange of information and negotiation with teachers but highlights that there is no evidence of teachers' opinions when determining educational policies. UNESCO also highlights the importance of teacher governance and leadership. In addition, it alludes to the need for them to take part in actions such as the choice of educational materials, preparation of plans and “implementation”. He later points out that, in general, their participation has not been taken into account or they have simply remained a validation consultation on what was previously built.

In relation to the “Union Organizations” in the speeches of the three OOI analyzed, they are considered as one more way to know the opinions of teachers in relation to their working conditions. In the case of the EU documents, reference is made to the historical role that unions have had in contributing to the formulation of policies or in negotiations regarding working conditions.

Finally, the OECD's emphasis on “Collegiability” stands out. He goes so far as to suggest incorporating teachers explicitly into policy design as “a giant community of open source teachers.” However, this same organization focuses this code on the exercise of teaching leadership, referring to the making of decisions aimed at improving instruction and aspects of the curriculum as part of teaching responsibilities, but without crossing the borders of decisions on educational policies. by the teachers.

3.2 Definition of the teaching profession

The results have also allowed us to analyze the definition of the teaching profession beyond the previous systemic approach. From the documentation that emanates from the OOII, the generation of an explicit discourse of the teaching ideal is confirmed, while concurrent relationships are established between codes that define the profession and codes of the systemic approach (see Table 4).

The concurrence between the dimensions “Systemic approach” and “Definition of the teaching profession” allows us, on the one hand, to establish the following relationships between the elements that build the teaching ideal:

- a contradictory discourse around teacher participation that promotes autonomy in decision-making on teaching policies but does not go beyond the level of curricular decisions at the classroom level.
- the relationship between teaching effectiveness and workload and classroom management.
- a definition of the teaching profession associated with the achievement of teacher well-being.
- reaffirmation of the role of standards in the construction of the teaching definition and especially of effectiveness.
- importance of meeting continuing professional development needs for teaching effectiveness.

And, on the other hand, as can be seen in Figure 6, it is confirmed that the OECD is the organization that most explicitly defines the teaching profession (59% of the citations referring to this category are from this organization). and, therefore, who expresses the most interest in positioning an image of what is expected of teachers. Consistent with this, the most common code for the OECD is that of the

“Effective teacher”. For its part, UNESCO focuses its discourse on a definition based on three fundamental elements: effectiveness, teaching motivation and professionalism. Finally, it is also possible to observe that, unlike UNESCO and the OECD, the EU does not present specific definitions of the teaching profession and focuses on “Teacher Autonomy”.

Table 4. Concurrence between codes of the dimensions Systemic approach and the Definition of the teaching profession

	Category: Definition of the Profession	6.1. Teaching	6.2. Professionalism	6.3. Professionalism	6.4. Status	6.5. Teaching autonomy	6.6. Effective teacher
Category: Systemic approach							
Participation and collegial culture	7.1. Participation of teachers in teaching policy decisions	1	1	0	2	19	0
	7.2. Union organizations	0	0	0	0	0	0

	Category: Definition of the Profession	6.1. Teaching of the Profession	6.2. Professionalism	6.3. Professionalism	6.4. Status	6.5. Teaching autonomy	6.6. Effective teacher
	Category: Systemic approach						
	7.3. Teacher collegiality	1	0	0	0	0	1
Labor conditions	8.1. Teaching workload	5	0	3	1	1	9
	8.2. Salary	1	0	0	2	0	0
	8.3. Class size	0	0	0	0	0	4
	8.4. School infrastructure	0	0	0	1	1	0
	8.5. Classr	0	0	0	0	2	16

	Category: Definition of the Profession	6.1. Teaching of the Profession	6.2. Professionalism	6.3. Professionalism	6.4. Status	6.5. Teaching autonomy	6.6. Effective teacher
Systemic approach							
room management							
8.6. Teaching demand	0	0	0	0	0	0	0
8.7. Teacher well-being	1	0	0	4	4	16	
8.8. Teacher Placement	0	0	0	0	0	0	0
8.9. Hiring	0	0	0	1	0	0	
Attraction to	9.1. Motivation	3	0	0	4	1	4

	Category: Definition of the Profession	6.1. Teaching of the Profession	6.2. Professionalism	6.3. Professionalism	6.4. Status	6.5. Teaching autonomy	6.6. Effective teacher
teaching	become a teacher						
	9.2. Teacher retention	0	0	0	2	0	1
Teacher training	10.1. Characteristics of teaching evaluation	1	0	0	0	1	3
	10.2. Teaching standards	0	1	6	0	0	7
	10.3. Qualification and	0	0	0	0	0	0

Category: Definition of the Profession	6.1. Teaching profession	6.2. Professionalism	6.3. Professionalism	6.4. Status	6.5. Teaching autonomy	6.6. Effective teacher
Category: Systemic approach						
certification						
10.4. Accountability	0	0	0	1	1	2
11.1. Characteristics of initial training	0	1	0	0	0	0
11.2. Practical periods of initial training	0	0	0	0	0	2
11.3. Alternative	0	0	0	0	0	0

Category:	6.1. Teaching of Profession	6.2. Professionalism	6.3. Professionalism	6.4. Status	6.5. Teaching autonomy	6.6. Effective teacher
Systemic approach						
routes for initial teacher training						
11.4. Initial training contents	0	4	0	0	0	3
11.5. Teacher trainers and training institutions	0	0	0	0	0	0
12.1. Practice period	0	0	0	0	0	2

Category: Definition of the Profession Category: Systemic approach	6.1. Teaching of the Profession	6.2. Professionalism	6.3. Professionalism	6.4. Status	6.5. Teaching autonomy	6.6. Effective teacher
12.2. New teachers	0	0	0	0	0	1
12.3. Indu ction	0	0	0	0	0	1
12.4. Men toring	0	0	0	0	0	0
13.1. Cont inuing profession al developm ent needs	0	3	0	0	0	5
13.2. Barr iers to participati on	0	0	0	0	0	0

Category: Definition of the Profession Category: Systemic approach	6.1. Teaching of the Profession	6.2. Professionalism	6.3. Professionalism	6.4. Status	6.5. Teaching autonomy	6.6. Effective teacher
13.3. Continuing professional development activities	0	0	1	0	0	0
13.4. Professional development opportunities with paths	0	0	0	0	2	2
High attendance	Moderate attendance		No attendance			

Note. Own elaboration

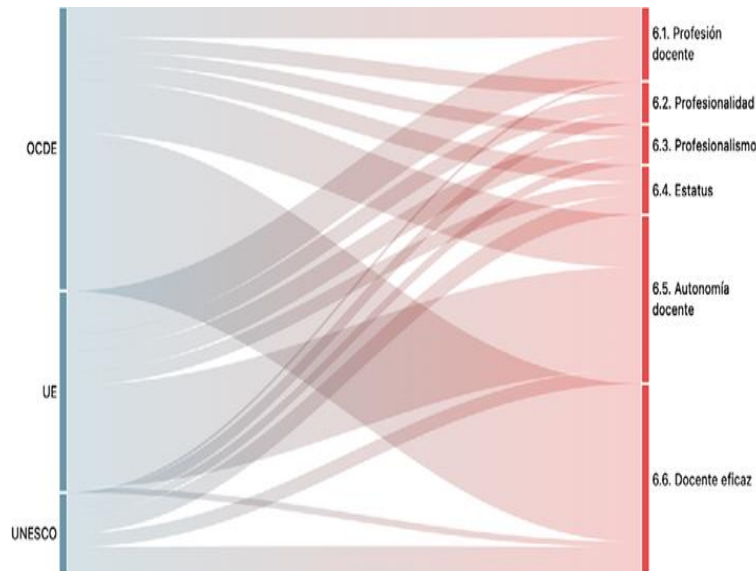


Figure 6. Concentration of citations in the codes of the dimension Definition of the teaching profession

Note. Own elaboration.

4. Conclusions and discussion

This research addresses the definition of the teaching profession from a supranational perspective through the analysis of the discourse of three OOII referents on the teaching issue. In light of the results, indicators have been found to define a framework of teaching professionalism, at least according to the discourses of the three OOII analyzed. These characteristics would constitute what we call the “five pillars of teaching professionalism”:

- a solid base of knowledge, skills and/or competencies (training)
- an incentivized professional career and trajectory (professional development)
- a peer and community evaluation (collegiality)
- responsibility (teaching autonomy)
- prestige and social value (status)

Furthermore, the results illustrate the great influence that teacher training (initial and permanent) has when defining the teaching profession. Something that is produced not only by the contents that are assumed in the teacher training processes but also by the models in which this takes place (more collegial and practical) and the recognition mechanisms of said training processes (Alonso-Sainz and Thoilliez, 2019; Darling-Hammond, 2021). Furthermore, teacher training is considered a defining element of teacher identity.

This research focuses, as Cantón and Tardif (2018) did, on defining the teaching profession as a “theoretical construction” that emerges from different interrelated elements. Various actors influence the relevance that one or other characteristics of teaching may have in the definition of teaching policies. In this case, the role played by the three OOII that we have analyzed in the study is evident. By studying the discourse of UNESCO, the OECD and the EU, it is possible to distinguish a harmonization of the supranational discourse with a marked systemic approach whose common elements are teacher training, working conditions and attraction to teaching. Furthermore, it should be noted that, although the OOII converge on teaching participation as an element that is part of the definition of teaching, this is mainly addressed on the work itself in the classroom and decisions that are related to curricular aspects or evaluation of the students. And they also agree to highlight the pending task that exists at the international level to improve the teaching status and prestige of the profession.

In the discourse of the OOII we observe how teachers are not recognized as professional authority to participate in educational policies, reducing their political intervention through union organizations and being far from being the “decision-making authority” (Ingersoll and Collins; 2018). . Furthermore, assuming a

definition and professionalization of the teaching role as a professional authority is contradictory with the lack of autonomy observed in the discourses of the OOII analyzed (Donaire, 2021).

In contrast to the generic concept of “profession,” in which one of the characteristic factors is the autonomy of a collegiate body to make decisions about its area of knowledge, the findings of this research reveal certain contradictions in the approach that teacher autonomy should have and is far from being achieved without authentic consideration of teacher voice.

Finally, this study draws on conclusions from previous research, such as that of Ramírez and Aquino (2019), which highlight the role that the OOII have had in the definition of certain specific indicators of competencies that are demanded of teachers and that translate into a specific competency profile. Furthermore, the commitment to standardized frameworks favors a decrease in concern about working conditions in favor of the concept of professionalization. The prevailing logic is that the most professional teacher is the one who has the best skills, incorporating performance evaluation associated, in turn, with certain improvements in working conditions.

Like all research, this study has limitations that, without a doubt, will be addressed in future lines of research. The main limitations derive from the methodological approach that reduces the study's approach to content analysis of documents. It is therefore a matter of studying the declarative discourse of the OOII when it could be of interest to delve deeper into more specific programs sponsored by said organizations and that would allow studying the coherence between what was declared and the actions implemented. On the other hand, it has not been possible to investigate the mechanisms of political influence that could entail carrying out a

study located in an educational administration in which, through other complementary documentary analyzes and in-depth interviews, the dynamics could be understood. of influence and relationship between the OOII and countries or regions.

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