

**THE LIBERALISATION OF TEACHER
EMPLOYMENT REGIMES:
EUROPEAN PERSPECTIVES ON THE
FLEXIBILISATION OF THE TEACHING
WORKFORCE AND CAREERS**

Xavier Dumay
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EERA NW23
Online Seminar Series

TEACHERSCAREERS

ERC StG 2016 (2017-2023)

Most important: a team!

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Final book to be published by OUP in Summer 2024.

OUTLINE

Research problem, theoretical framework, and research design

Four arguments:

1: Expansion of the EU field on teachers

2: Vernacular trajectories of teacher policies (in England and in France)

3: Liberalization of teachers' employment regimes (in England and in France)

4: Profession regulation and labor market outcomes

Concluding thoughts

The TeachersCareers project has received funding from the European Research Council (ERC) under the European Union's Horizon 2020 research and innovation programme (grant agreement N° 714641)

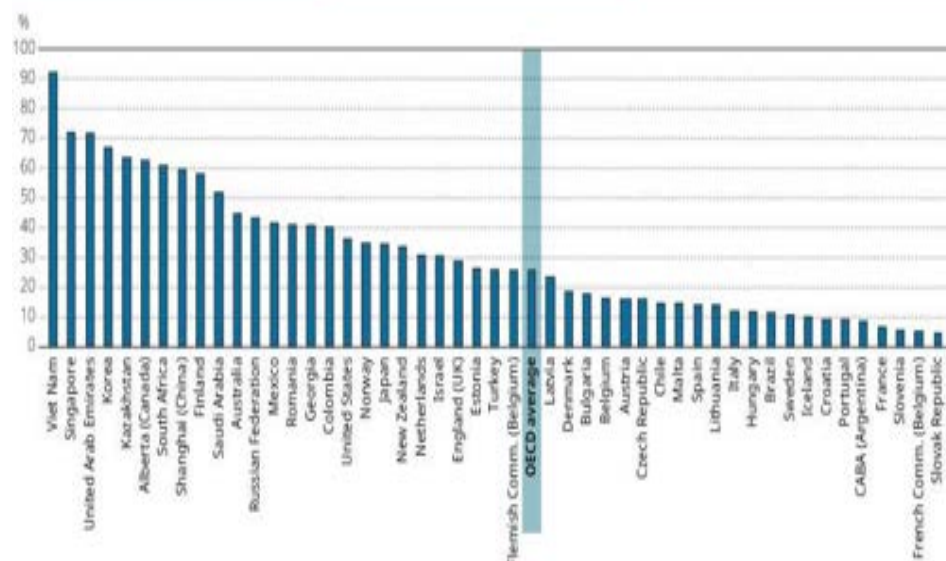




The Research Problem

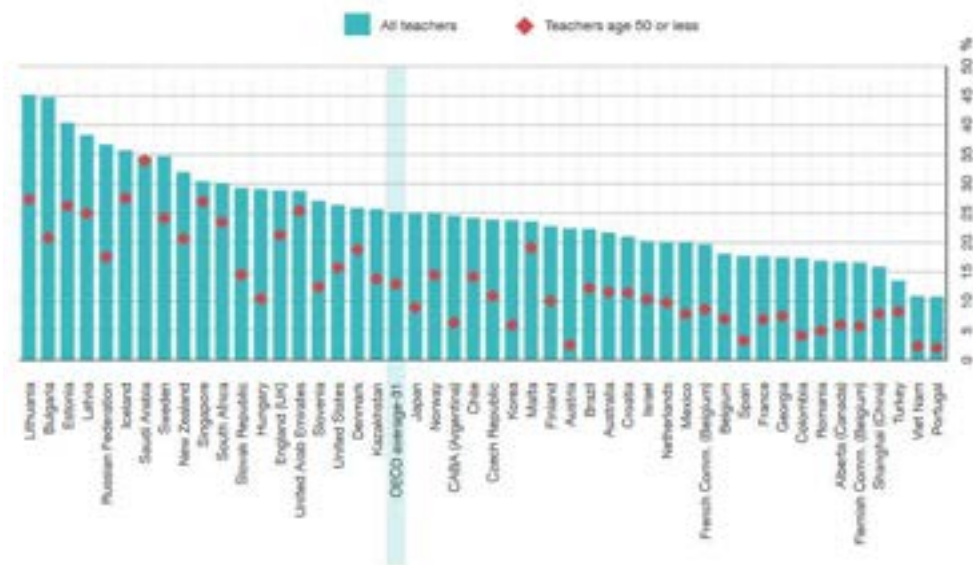
THE TEACHING PROFESSION IN TROUBLED WATERS?

Figure 1 **Teachers' views of how society values their profession**
 Percentage of lower secondary teachers who "agree" or "strongly agree" that the teaching profession is valued in society



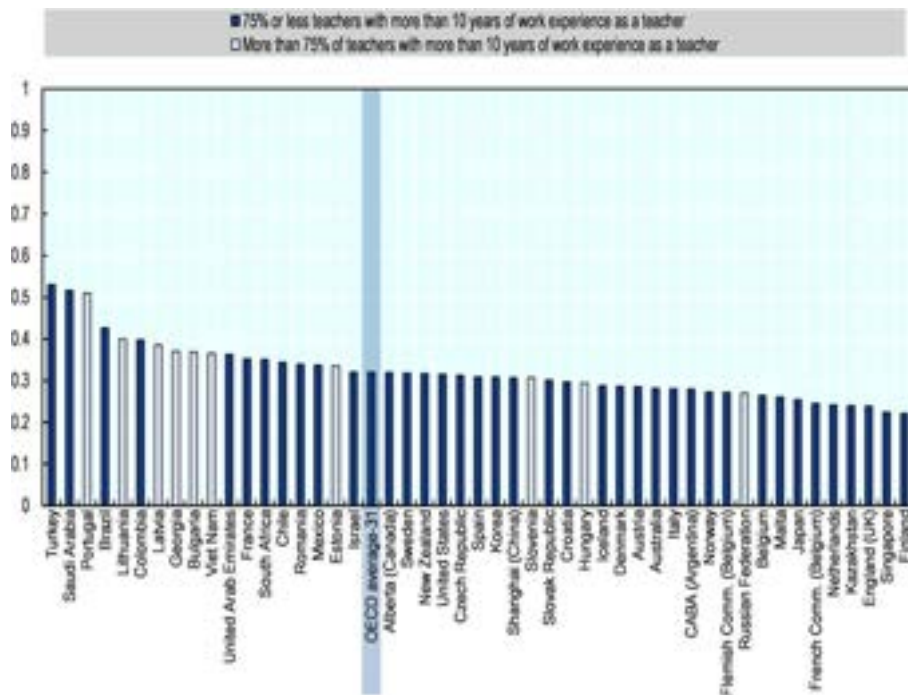
On average, less than 30% of lower secondary teachers agree or strongly agree their profession is valued by society

Figure 1.3. **Teachers' wanting to leave teaching within the next five years**
 Percentage of lower secondary teachers wanting to leave teaching within the next 5 years



On average, 25% of lower secondary teachers report wanting to leave teaching within the next 5 years

THE TEACHING PROFESSION IN TROUBLED WATERS?



On average, experienced (or fully trained) teachers are unevenly allocated into schools, especially for disadvantaged students

World Teachers' Day
5 October

Monitoring normative instruments regarding the teaching profession

Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART)

International Task Force on Teachers for Education 2030

A unique global independent alliance working solely on teachers and teacher issues

UNESCO-Hamdan Prize for Teacher Development

WORLD TEACHERS' DAY

ROUNDTABLE SUPPORTING TEACHERS TO ACCELERATE LEARNING RECOVERY
(FEATURING TEACHERS, STUDENTS, AND INTERNATIONAL EDUCATION LEADERS)

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PORTUGUESE - RUSSIAN - SPANISH

INTERNATIONAL SUMMIT ON THE
TEACHING PROFESSION
2022 15-18 MAY / VALENCIA / SPAIN

TALIS 2018

Teaching and Learning
International Survey

Figure 1
MET Project
Multiple Measures of Teaching

Where are teachers most valued?

**GLOBAL
TEACHER
STATUS
INDEX 2018**

#TeacherStatus

TEACHERS AS « GLOBAL POLICY PROBLEM »

ILO/UNESCO recommendation on the status of teachers (1966)

OECD: “teachers matter”; TALIS (2008, 2013, 2018, ...) + International Summit on the teaching profession (since 2011, every year)

World Bank: SABER-Teachers + observation instruments (Coach, Teach)

UNESCO: International taskforce on Teachers for Education 2030

McKinsey, Bill & Melinda Gates Foundation (*measuring effective teaching*), Varkey GEMS Foundation (*Global Teacher Status index*) ...

...

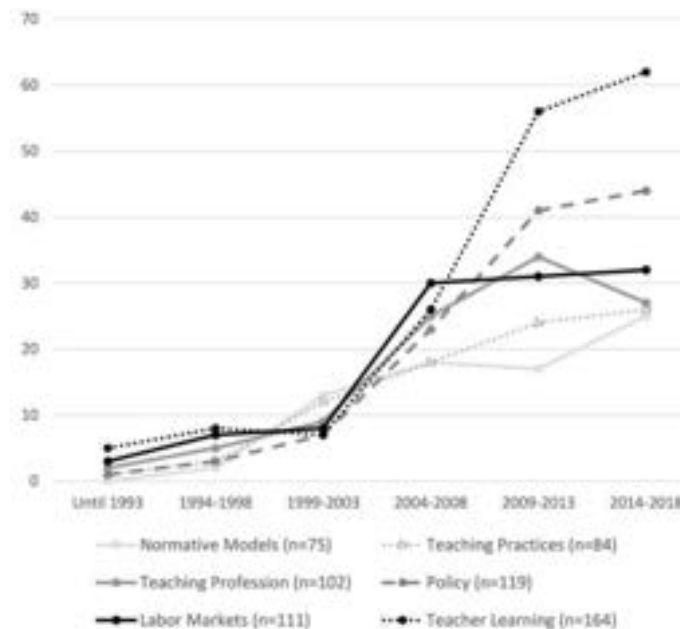
GLOBALIZATION AND THE STUDY OF TEACHERS/TEACHING PROFESSION

Special Section on Teachers, Teaching, and Globalization

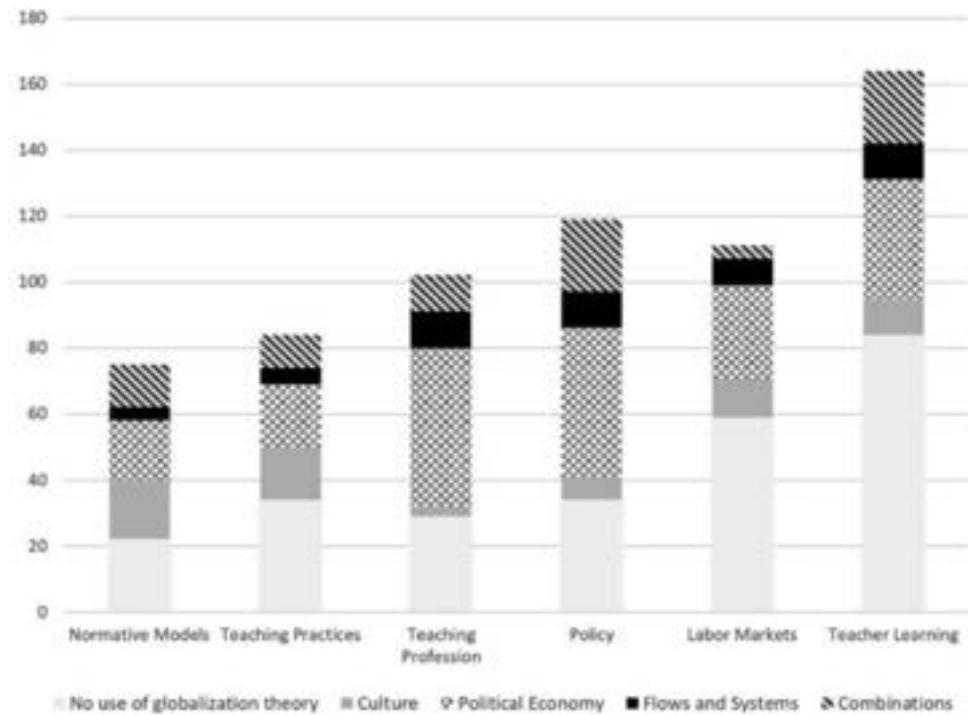
The Teaching Professions and Globalization: A Scoping Review of the Anglophone Research Literature

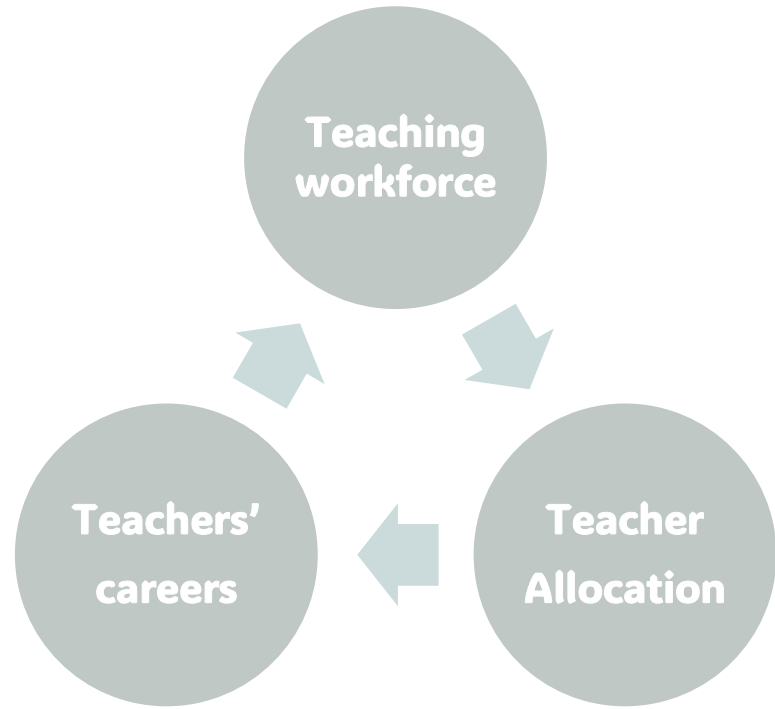
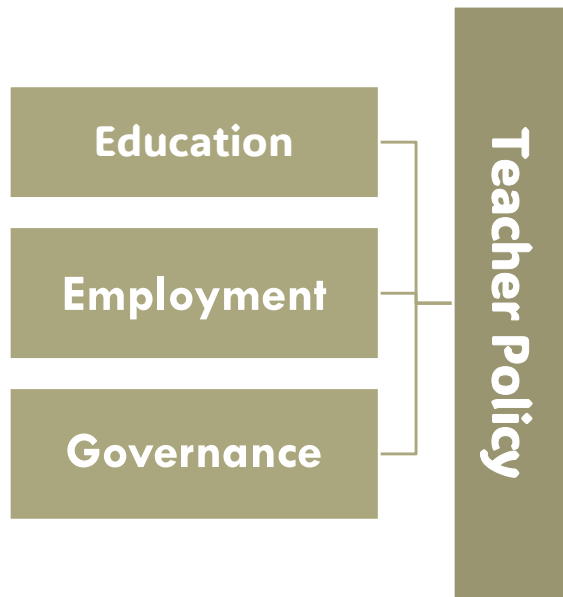
TORRE BERNT SORENSEN AND XAVIER DUMAY

Based on a scoping review of anglophone, peer-reviewed studies published in the period 1990–2018, we analyze and discuss the research literature on teachers, teaching, and globalization. Distinguishing between three categories of globalization theories, centered on (i) culture, (ii) political economy, and (iii) flows and systems, we trace the uses of these theories in the literature over the period, as well as their associations with specific topics concerning teachers and teaching. We argue that the theoretical trajectories of these strands have come to emphasize certain topics, while neglecting other topics such as teachers' labor markets, and call for further research into the theoretical trajectories dominating the field. Furthermore, our review highlights that a large part of the research in the field does not theorize globalization at all, leaving several issues concerning teachers and teaching undertheorized.



GLOBALIZATION AND THE STUDY OF TEACHERS/TEACHING PROFESSION





**EU governance field on teachers:
emergence, expansion,
thickening**

The diagram consists of a large light gray rectangle divided into three horizontal sections. Each section contains a darker gray box with text. Double-headed vertical arrows connect the boxes between sections, indicating interaction. A thin vertical line is on the left side of the page.

**Trajectories of teacher policies
and employment liberalisation**

**HR norms, labour markets
and teachers' careers**

How far has the typical long-term bureaucratic career of teachers been destabilized and reshaped?

Are European teacher policies contributing to the flexibilization of the public employment regime of teachers?

How different is the liberalization of the teaching profession from one context to another?

Is the flexibilization of the teaching profession diminishing the job quality for teachers? With what implications for educational inequalities and the quality of educational environments?



Theoretical Framework and Research Design

SOCIOLOGICAL NI

Sociological NI used to make sense of the institutional construction of political discourse and regulation instruments in the field of EU governance, and the intersection between the EU and national policy and professional fields;

Types of fields theory (Zietsma et al, 2017): differences between field types are central for theorizing fields, their conditions, field agency and their specific effects on processes of evolution and change;

We understand the emergence, the expansion and the thickening of the EU governance field on teachers as a “bridging issue-based” field, that interplays with (nationally-bounded) professional exchange fields.

HISTORICAL NI

Hyp is dominant liberal regime taking different shapes according to the historical employment regime (Thelen, 2012, 2014);

Three forms of liberalization: dualisation, deregulatory liberalization, and embedded flexibilisation;

The *dualisation* hyp entails the protection of the core workers from market risks at the expense of peripheral workers, while the *deregulatory liberalization* involves the replacement of collective mechanisms of labour regulations by the imposition of market processes.

RESEARCH DESIGN

- (1) “Large” N comparison, cases typification, and cases selection;**
- (2) Policy process-tracing (EU and domestic levels) + coevolution of policy trajectories and field development;**
- (3) Within-case employment regime transformations (longitudinal workforce analyses + evolutions in HR norms and teachers’ careers patterns) ;**
- (4) Cross-cases (longitudinal) comparisons (policy trajectories and employment liberalization in England and in France);**
- (5) “Large N” (again), integration of ideographic and nomothetic explanations + comparison of market and bureaucratic models, with professional models (education and training).**



RESULTS

1: Expansion of the EU field on teachers

2: Vernacular trajectories of teacher policies (in England and in France)

3: Liberalization of teachers' employment regimes (in England and in France)

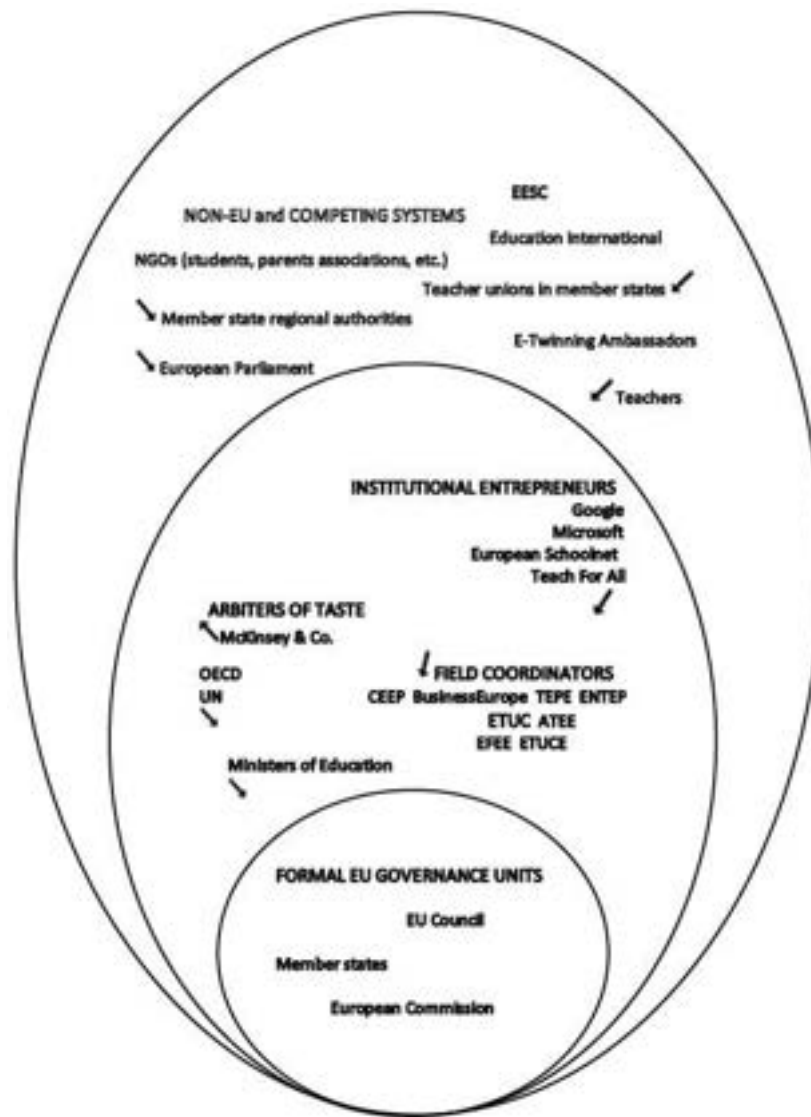
4: Profession regulation and labor market outcomes

1

Expansion of the EU field on teachers



2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	
Educational logic: Teachers as learners and educators														
<i>Quality education</i>					Reinforced focus on learning outcomes					European identities, values and dimension of teaching				
										Climate change				
<i>Quality teaching</i>					Broader set of competences needed for teacher staff					Teachers' collaborative environments				
<i>Personalisation and teaching as problem-solving</i>					Individualised teaching									
<i>Technology</i>					Open Education and Open Educational Resources					Digital Education Action Plans				
					Teachers' digital skills and teaching methods									
<i>Teachers' lifelong learning</i>					Individualised professional development and induction					A teaching profession of career long learners		Competence development and career paths		
Employment logic: Teachers as workers and employees														
<i>Skills and qualifications</i>					Skills as strategic assets for employability					Skills for competitiveness and innovation – a pull factor for investment				
										New skills agenda				
										Future of work		Micro-credentials		
<i>Teacher skills and shortages</i>					Competence frameworks to strengthen professional profile of teaching professions									
					Attracting high quality candidates					Improving selection and recruitment				
										Targeting underrepresented groups and career changers				
<i>Making teaching an attractive career choice</i>					Financial and non-financial incentives to boost attractiveness of profession									
					Diversification of teaching roles and professional careers									
Economic logic: The economic roles of teachers														
<i>Knowledge based economy</i>			Smart, sustainable, inclusive growth								Green and digital transition			
<i>Quality teaching strengthens competitiveness</i>					Educational marketplace for content and applications									
<i>Education investment and spending</i>					Efficiency and effectiveness of public investment and cost-sharing at different education levels									
<i>Investment in teacher learning</i>					Efficient funding in school education and teacher recruitment, retention and professional development									
Governance logic: Teachers as object and subject in policy														
<i>Teachers as key agents and definition of teachers</i>					Expanded definition of teacher group, including teacher educators and school leaders									
<i>Identification of common challenges and visions</i>														
					<i>School policy: competence focus, quality learning for all students, teachers and school leadership</i>					Effective, equitable and efficient governance of education systems				
<i>Teacher appraisal and feedback</i>					Competence framework for teachers and teacher educators, including quality assurance measures for assessment of teaching competences					European framework for teachers' career paths				
<i>Mobility for teachers</i>										Boosting teacher mobility		Mobility in ITE and PD		
					Online and offline learning communities									
<i>Partnerships</i>					Partnerships of public and private institutions, and inclusion of stakeholders in policy making									
					ICT products and services and education sectors									
					Teachers' organisations, social partners and student bodies					Supporting teachers' convening power and voice in policy				
					Buy-in of teachers									



THE EU TEACHER POLICY FIELD AS « ISSUE-BASED BRIDGING FIELD »

	Exchange Fields			Issue Fields		
	<i>Industry Exchange Fields</i>	<i>Professional Exchange Fields</i>	<i>Social Movement Exchange Fields</i>	<i>Competitive Issue Fields</i>	<i>Interstitial Issue Fields</i>	<i>Bridging Issue Fields</i>
Purpose/Focus of Orchestration	Coordinating exchange with interaction partners; coordinating lobbying; industry promotion or standards development.	Controlling practices and enforcing boundaries.	Mobilizing and coordinating actors and resources to further an agenda or extend an ideology.	Competing over meanings and practices.	Negotiating coordination to respond to emerging issues or opportunities.	Governing common resources or shared issues.
Boundaries	Boundaries tend to be relatively permeable to new entrants and based on practices.	Boundaries are strong and policed, with legal and educational entry barriers.	Boundaries are typically highly permeable and based on ideology.	Boundaries are contested to challenge practices and jurisdictions.	Boundaries are highly permeable and based on interest.	Boundaries are formalized, and often managed by a boundary organization.
Constituents	Focal industry population and its interaction partners.	Focal professional population and its interaction partners.	Focal social movement population and its funders, supporters, etc.	Two or more populations competing for dominance on an issue.	Individual members of multiple fields who share an interest in a new issue or opportunity.	Representatives of two or more interacting fields or groups and a boundary organization or arbiter.
Relational Structure	Elite and core periphery structure often exists, usually associated with market share.	Gatekeeper and hierarchical structure usually exists.	Egalitarian with networks in clusters and collaborations among networks.	Competing populations.	Disparate groups may form alliances.	Boundary organization bridges diverse groups.
Logics	Multiple, often segmented logic permutations.	Single firm.	Single issue.	Multiple, competing.	Multiple, fragmented.	Multiple, blended at interaction point.
Identity	Variations exist based on competitive positioning.	Shared — Based on education, practices and values.	Shared — Based on shared ideology, with variations.	Heterogeneous between and homogeneous within populations.	Identity is emerging.	Heterogeneous identities.
Implications for Isomorphism and Diffusion	Isomorphic pressures are moderate and come primarily from exchange partners. Innovations occur frequently and diffuse rapidly.	Isomorphic pressures are strong from professional association. Innovations are resisted, but diffuse when endorsed.	Isomorphic pressures are based on adherence to ideology more than practices. Diffusion is likely to be spotty, with significant variation.	Isomorphic and diffusion pressures are contradictory.	Isomorphic pressures are weak and diffusion is uncertain.	Isomorphic pressures and diffusion depend on the governance organization or agreement among parties.

THE EU TEACHER POLICY FIELD AS « ISSUE-BASED BRIDGING FIELD »

The expansion of the EU policy field on teachers comes with an increase in the variety of governance processes, logics and types of actors involved

These governance processes/logics/actors stick together (to a certain extent) in line with the boundary role of the EC

Multiple “streams” of logics, actors, and governance processes fuel the connections between the EU, MS, and the teaching profession

2

Vernacular trajectories of teacher policies (in England and in France)

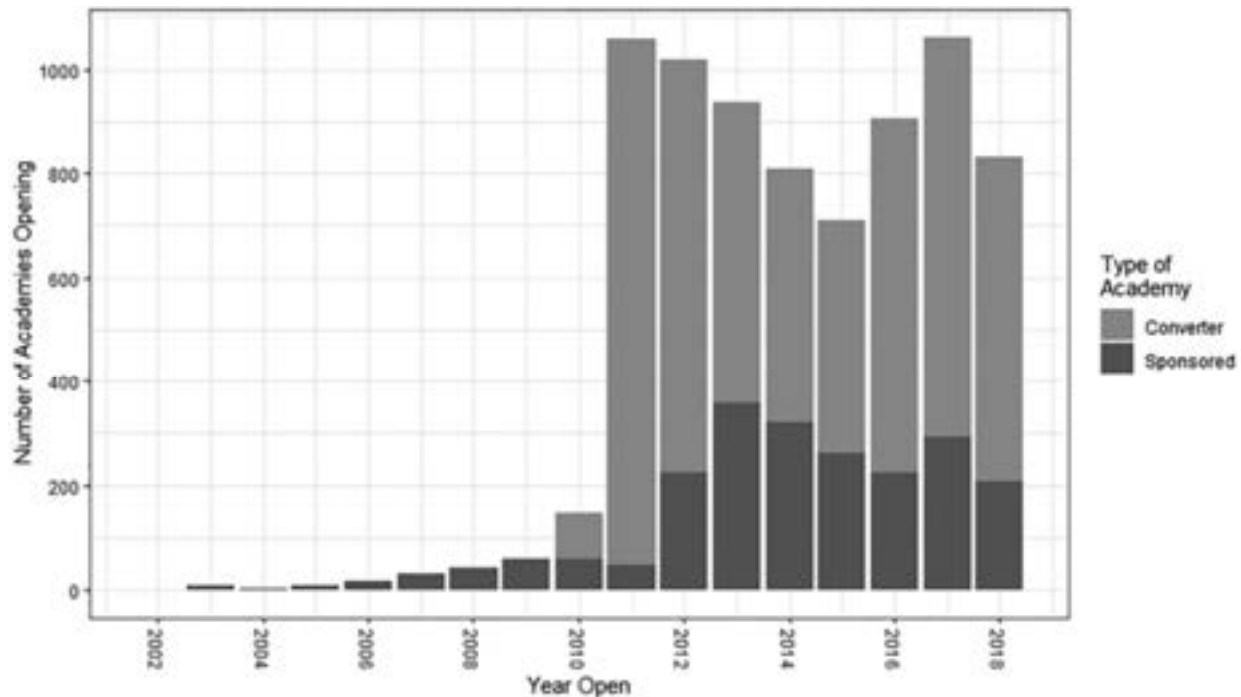
TEACHER POLICY TRAJECTORY (ENGLAND)

(1) Accreditation of ITT quality from 1984 (CATE, TTA, TDA, NCTL, TA), state supervision of teacher qualifications (QTS) coming along with diversification of entry routes to the teaching profession (market-based and employment-based routes, School Direct, Teach First, etc.);

(2) Academies programme: academies not legally bound to employ teachers on the terms and conditions governed by the STPCD + relaxation of rules concerning the recruitment of unqualified teachers (non-QTS). Deregulation of pay and working conditions, and qualification requirements;

(3) High-stakes accountability regime and more flexibility in HR, e.g., all schools have been required to introduce performance-related pay (PRP) for all teachers following a major reform of teachers' pay in 2013;

THE DEREGULATION OF EMPLOYMENT RELATIONS IN THE STATE-FUNDED SECTOR



Source: 'Open academies, free schools, studio schools and UTCs and academy projects awaiting approval: September 2018' gov.uk/government/publications/open-academies-and-academy-projects-in-development (Accessed 2019-01-31).

Martindale (2019)

	Education	Employment	Governance
EU usages and interactions	Limited – no ECTS, no masterisation, a proprietary model of ITE. Arguably some influence on the discourse of CPD	Limited, but openings for social dialogue at an international level where national paths to dialogue are shut	National questions of legitimacy overcome through “policy borrowing” from overseas, however, rarely is this centred on the EU or European countries
Domestic teacher policy field structuration	Major confrontations between an education field and a politico-administrative field. Much contestation, limits on legitimacy. A lack of unity, in a fragmented and heterogeneous landscape of both policymaking and ITE	Continued confrontations between educationalists and policymakers, hostile environment, lack of social dialogue. Workload issues omnipresent but ignored	Opposition towards control levers centred on inspections and data-streams by educationalists. Governance is therefore centred on “evidence” to enhance the legitimacy of the state and state action
Path dependence	Decentralized models of ITE and entry into the profession. Multiple pathways to becoming a teacher who all are of equal value (one QTS). Historic issues of retention magnified in recent years	Flexibilization (and historically flexible employment regimes) – neo-liberal state, with limited direct government involvement	Inspection focus
Feedback effects	Inspections (OFSTED), reviews of ITE (Carter Review, ITT Market Review)	Limited beyond inspections – troubled lack of social dialogue as unions shouts at a wall. Major issues of “workload” identified (and measured), but the “evidence” is often ignored under a logic of Policy-Based Evidence-Making	Inspection (OFSTED), governing by numbers approach to enable the systemless system to function. A high emphasise on evidence in what can be deemed an “Evidence era”

TEACHER POLICY TRAJECTORY (FRANCE)

(1) harmonisation of ITE: universitarisation (IUFM, 1990) then “masterisation” (2007) > professional de-segmentation and reinforcement of the internal professional market (state-controlled)

(2) only incremental and limited reforms of the teaching labor market, still very much centered on civil servant status and strong state regulation of careers, but growth in the number of contract teachers accompanied by emerging status contestation

(3) “Grenelle de l’Education” (national conference) about profession attractiveness, teacher salaries, teachers’ careers, CPD ... going along with school-based management and de-standardization of employment relations (e.g., “pacte enseignant”)

	Education	Employment	Governance
EU usages and interactions	Assumed standardisation (universitarisation, Bologna, ECTS), sometimes late and rapid (masterisation in 2010-2011). Weak capitalisation on European training experiences	Incremental standardisation (EU labor law rights) Highlighting a specific French feature (public service based on a statutory law)	French presidency of the EU – “Grenelle de l’Education” Professional development, new vision of civil servants, competence-based approach
Domestic teacher policy field structuration	Weight of symbolic hierarchies; importance of subject structure; numerous effects of the inflation of curricular prescriptions	Coalition of actors arguing for the recognition of contractualization Knock-on effects of contractualization	coalition of actors pleading for an individual evaluation by school leaders
Path dependence	ITE + competitive examination	Self-reinforcing effects: - Weight of unions (centred on titular teachers) - Competitive examination and tenure still central - institutional hurdles (salary scales, teachers' working hours, replacement organization)	Stability of public action configurations
Feedback effects	Reports on the theory-practice gap, on the drop in the number of candidates for the competitive examination, on the “malaise enseignant”	Attractiveness crisis The (lightweight) counter-model of teachers who enjoy contractualization	Failures of the successive evaluation devices

3

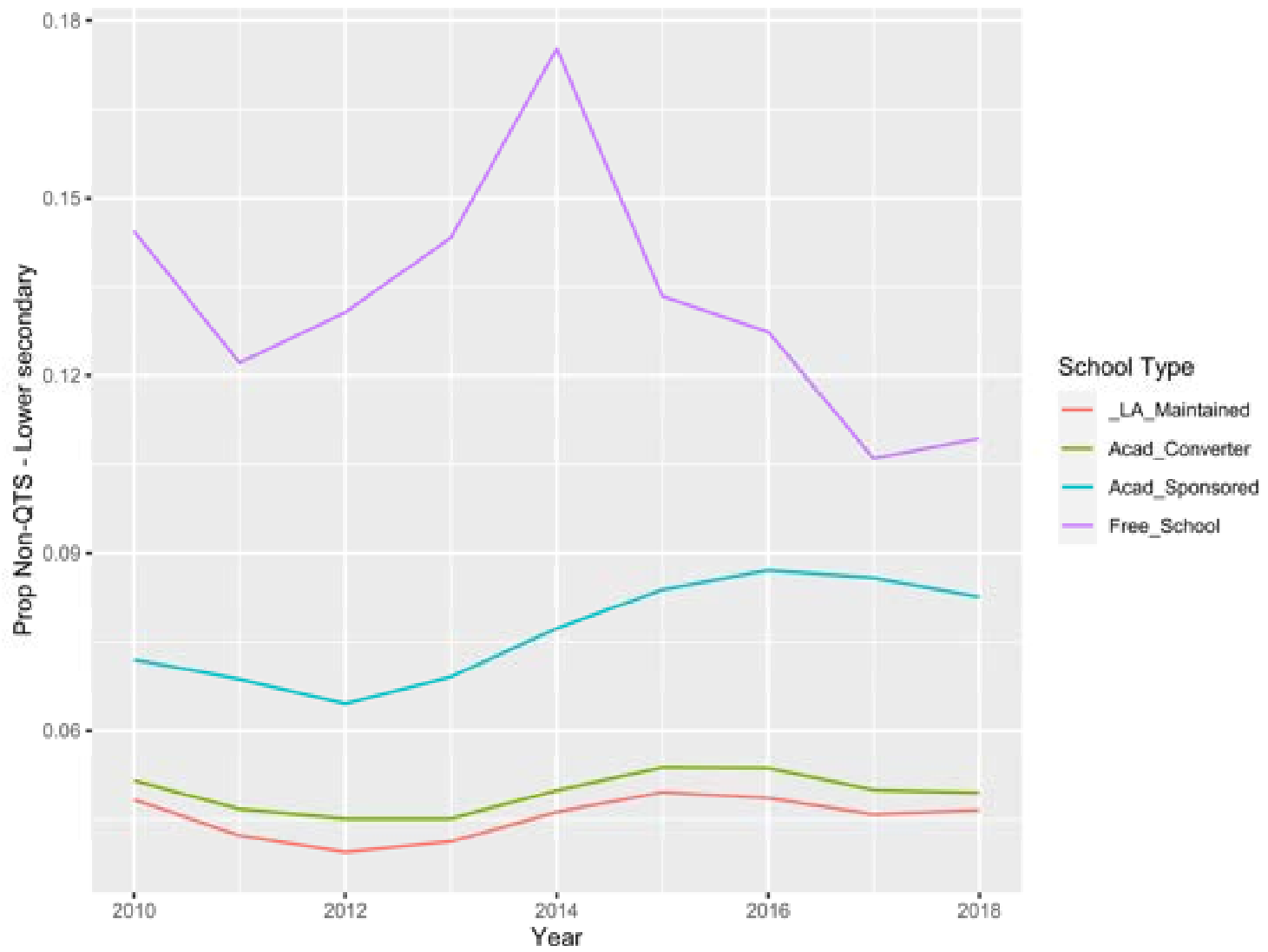
***Liberalization of teachers'
employment regimes (in England and
in France)***

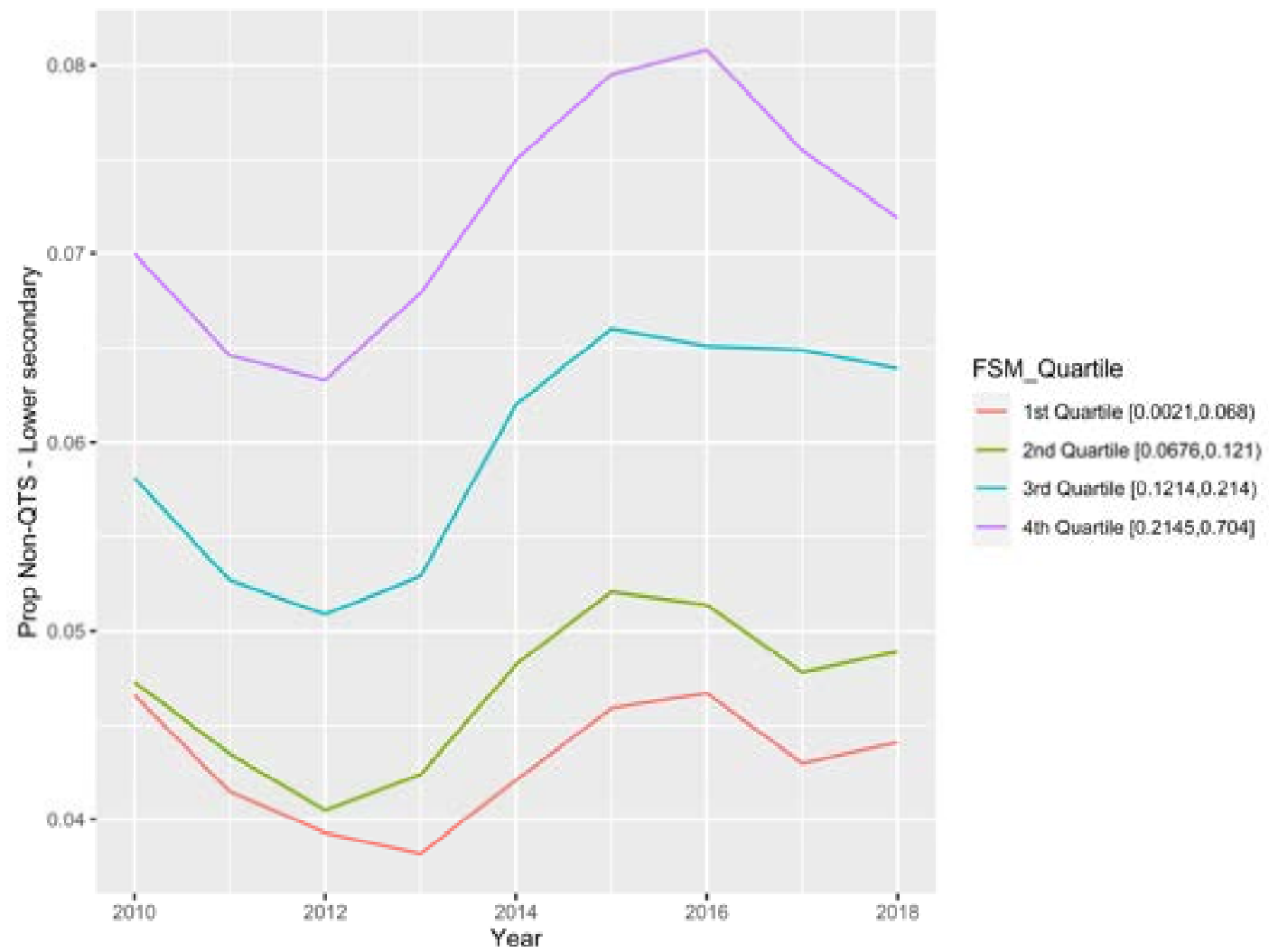
LIBERAL DEREGULATION AND THE TEACHING WORKFORCE

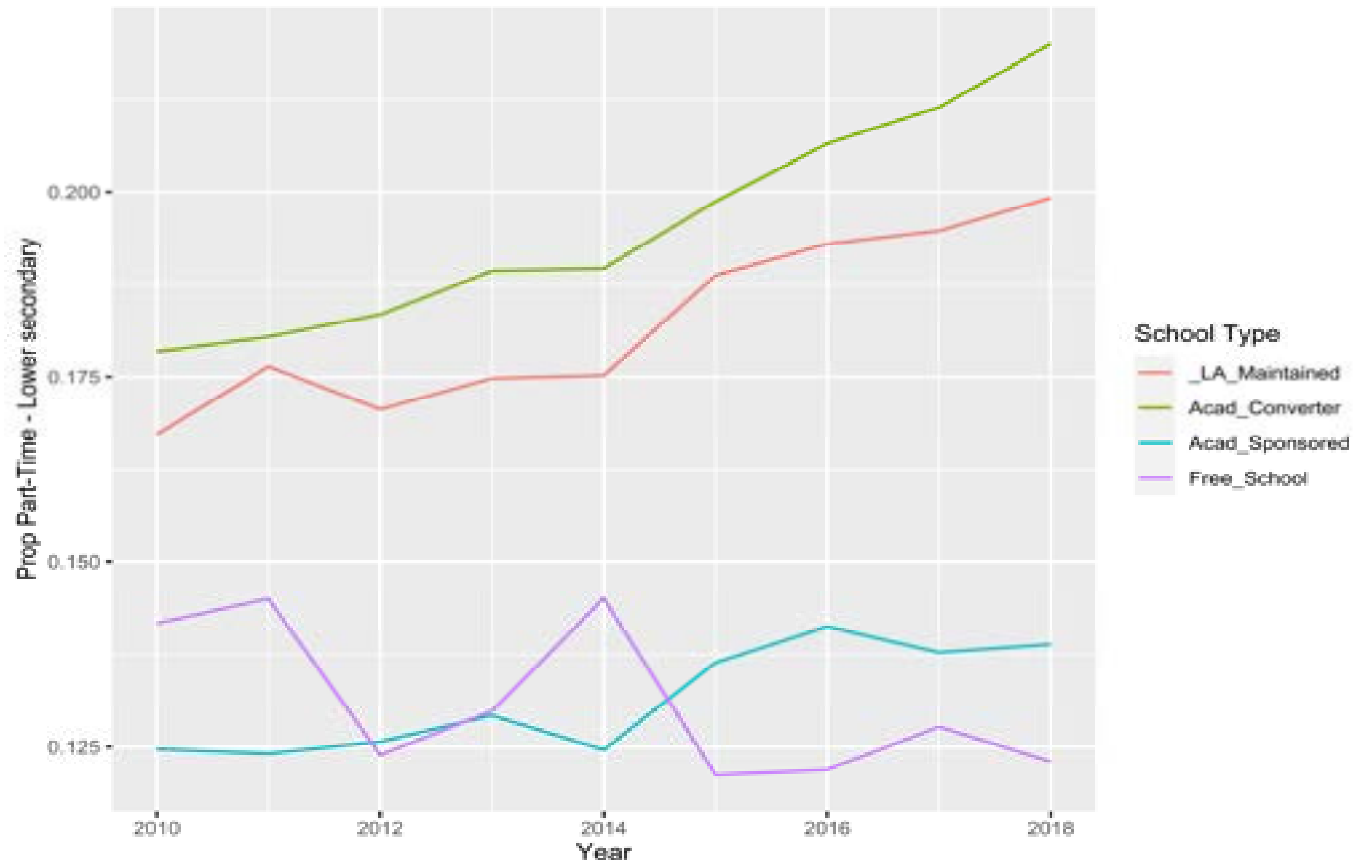
Internal flexibility (part-time, out of field teaching) is developing more strongly than external flexibility (unqualified, non-permanent teachers)

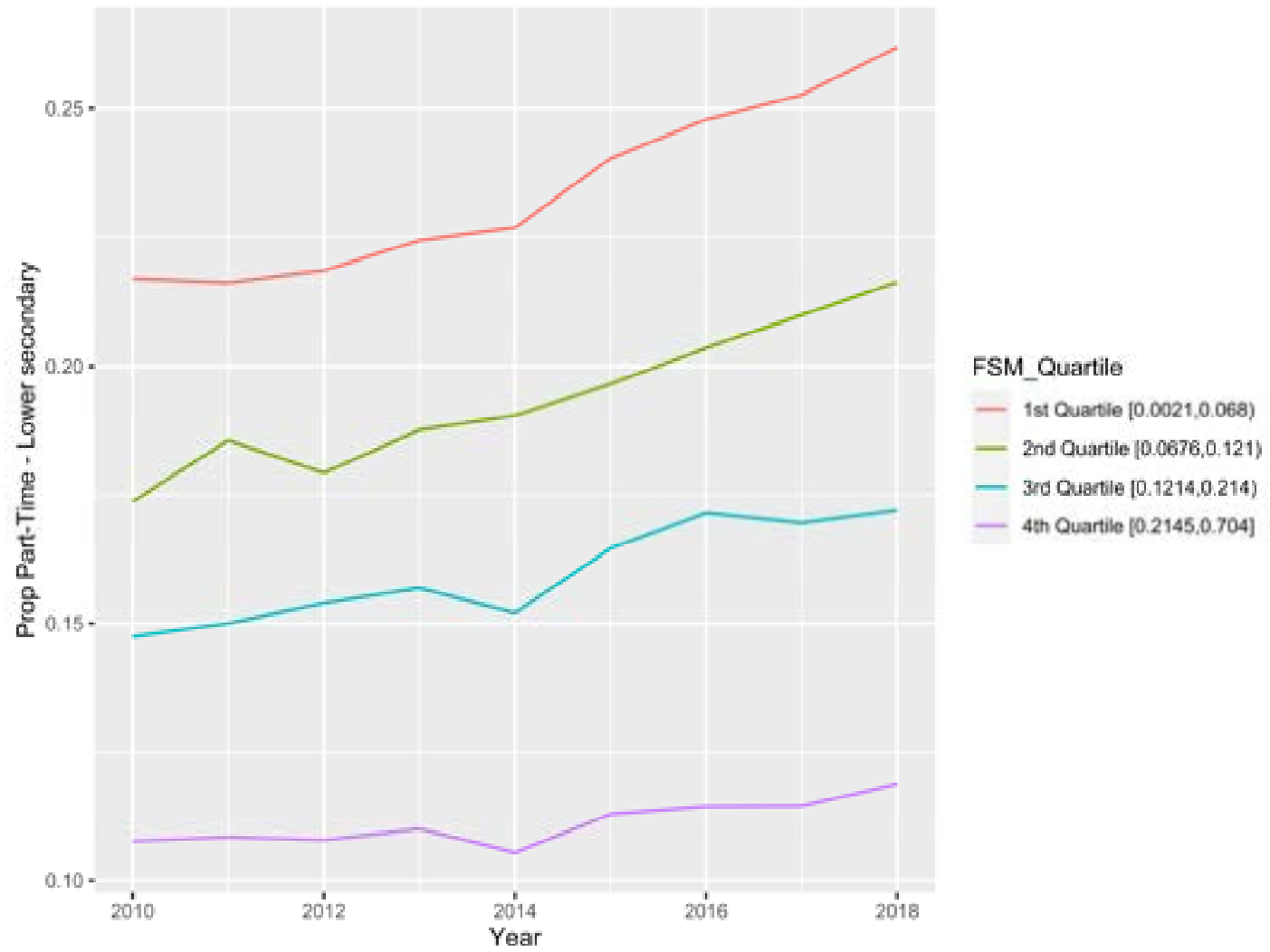
Results also suggest the development of internal and external forms of flexibilization reflect distinct organisational and social dynamics, which have important implications for educational inequalities:

- Internal flexibility higher in high SES schools, LA-maintained and converter academies => (in part) voluntary flexibilisation?**
- External flexibility higher in low SES schools, sponsored academies and free schools => forced flexibilisation?**

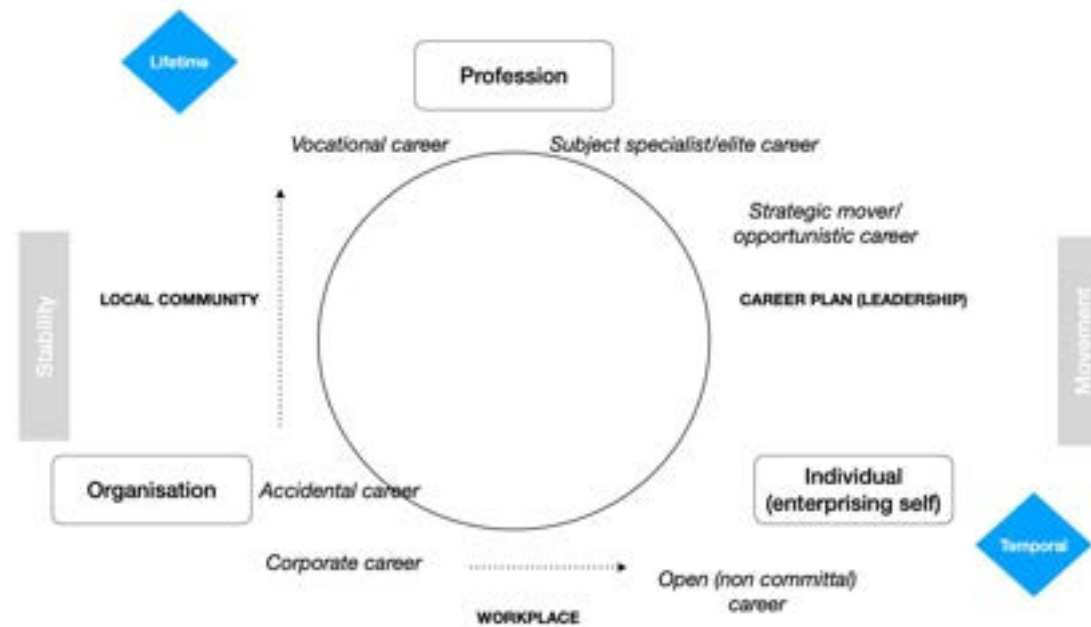




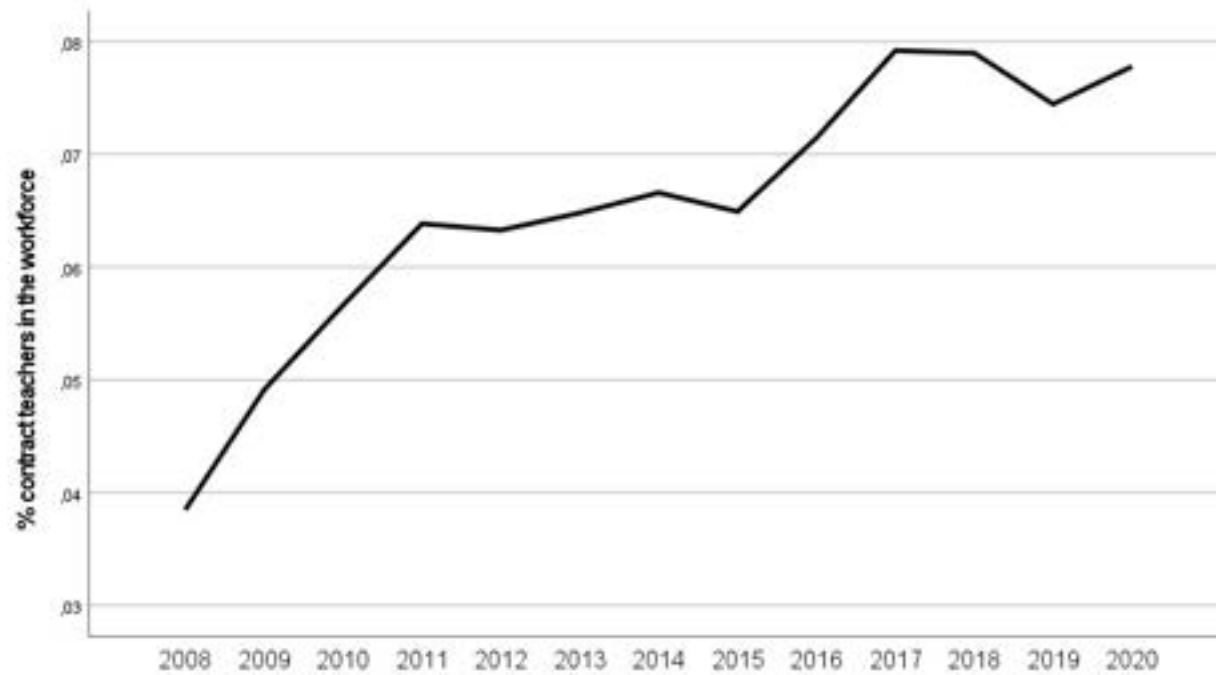




FRAGMENTED TEACHERS' CAREERS IN ENGLAND



DUALISATION OF TEACHING WORKFORCE IN FRANCE (2008-2020)



DUALIZATION OF THE TEACHING WORKFORCE IN FRANCE

Significant growth in the number of contract teachers, indicating a growing dualisation of the teaching labour market

Most contract teachers quit the profession within 1/2 years. Only a minority become titular/statutory teachers, or tenured in contract ("CDI")

Dualisation of teaching labor market comes with the *de-marginalization* of contract teachers in the education systems (i.e., higher growth in general subjects, in favoured areas, and high SES schools), but increased segregation in priority education schools or in areas with high level of priority education

DUALIZATION AND FRAGMENTATION OF TEACHERS' CAREERS IN FRANCE

A rule-oriented model

- **Careers are still highly regulated at the national level, influence of the French State on the internal professional market, great deal of stability but forms of change**

Precarisation of teachers' careers and intertwined forms of commitment

- **Contract teachers**
- **Fragmentation of career patterns for titular teachers who articulate diverse forms of commitment**

Career plans reflect increasingly diverse professional norms

- **Commitment to the profession is still the backdrop to all other forms of commitment but forms of commitment to the organization and the individual are more visible (in line with decentralization policies and de-standardization of career patterns)**
- **Teachers themselves are playing a major role in reshaping the employment and career system in France : the historical French employment status is beginning to crumble**

	England	France
Growth of flexibilization	Limited (but rather high in 2010)	In growth
Type of flexibility	Mainly internal	Mainly external
Teacher allocation	Increased segregation	Demarginalization + segregation
Teachers' careers	organizationally segmented and fragmented	Professionally segmented and precarious
<i>Type of liberalisation</i>	<i>Liberal deregulation</i>	<i>Dualisation</i>

4

***Profession regulation and labor
market outcomes***

	Market model	Bureaucratic model	Training model	Professional skills model
Dominant patterns	Market & standards-based regulation	Bureaucratic & subject-matter expertise-based regulation	Professional knowledge & autonomy-based regulation	Bureaucratic & professional skills-based regulation
Teacher training	Diversification of ITE pathways & providers	University-based ITE focusing on academic disciplines	High ITE selectivity & high ITE academic standards	Off- & on-the job teacher education and preparation
Labor market regulation	Openness, flexibility & competition for job	Bureaucratic rules & impersonal criteria	School autonomy & teacher qualification	Bureaucratic rules & professional standards
Teacher accountability	Performance, managerial & market-based accountability & low level of teacher autonomy	External/hierarchical control & teacher autonomy	Professional autonomy & expertise	Professional accountability & professional skills
Countries	England , Australia, USA, New Zealand, Chile	France , Italy, Portugal, Spain	Finland, Denmark, Norway,	Japan, Singapore, Shanghai, Korea

	Perceived value of the profession				Satisfaction with employment conditions				Satisfaction with work environment				Intention to quit the profession within the next 5 years			
	Bureaucratic model	Market model	Training model	Professional skills model	Bureaucratic model	Market model	Training model	Professional skills model	Bureaucratic model	Market model	Training model	Professional skills model	Bureaucratic model	Market model	Training model	Professional skills model
General intercept	0.12	0.07	0.23	0.52	0.21	0.61	0.46	0.26	-0.08	0.05	-0.11	-0.56	0.02	0.05	0.05	0.04
Teacher fixed effects																
Gender	0.29	0.29	0.29	0.29	0.35	0.35	0.35	0.35	0.12	0.12	0.12	0.12	0.94	0.94	0.94	0.94
Career choice	-0.27	-0.27	-0.27	-0.27	-0.34	-0.34	-0.34	-0.34	0.03	0.03	0.03	0.03	1.71**	1.71**	1.71**	1.71**
Employment status	-0.31*	-0.31*	-0.31*	-0.31*	-0.41**	-0.41**	-0.41**	-0.41**	-0.04	-0.04	-0.04	-0.04	1.24*	1.24*	1.24*	1.24*
Working time	0.19**	0.19**	0.19**	0.19**	0.16**	0.16**	0.16**	0.16**	0.04	0.04	0.04	0.04	1.23**	1.23**	1.23**	1.23**
Professional experience	-0.01	-0.01	-0.01	-0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	1.02*	1.02*	1.02*	1.018*
Number of schools	-0.11	-0.11	-0.11	-0.11	-0.06	-0.06	-0.06	-0.06	0.01	0.01	0.01	0.01	1.37*	1.37*	1.37*	1.37*
School fixed effects																
Teacher shortage	-0.05	-0.05	-0.05	-0.05	-0.01	-0.01	-0.01	-0.01	-0.04	-0.04	-0.04	-0.04	1.16*	1.16*	1.16*	1.16*
School composition	0.04	0.04	0.04	0.04	0.02	0.02	0.02	0.02	-0.03	-0.03	-0.03	-0.03	1.15	1.15	1.15	1.15
Principal leadership	-0.01	-0.01	-0.01	-0.01	-0.05	-0.05	-0.05	-0.05	-0.05	-0.05	-0.05	-0.05	1.10	1.10	1.10	1.10
Professional collaboration	-0.15	-0.15	-0.15	-0.15	-0.21	-0.21	-0.21	-0.21	1.67	1.67	1.67	1.67	1.18	1.18	1.18	1.18
Country fixed effects																
Per capita GDP salary	-0.16	-0.16	-0.16	-0.16	-0.02	-0.02	-0.02	-0.02	-0.08	-0.08	-0.08	-0.08	1.00	1.00	1.00	1.00
Mean salary	0.31*	0.31*	0.31*	0.31*	0.33*	0.33*	0.33*	0.33*	0.07	0.07	0.07	0.07	1.12	1.12	1.12	1.12
Bureaucratic		-0.54**	-0.11	-0.39*		-0.40**	-0.25	-0.06		-0.13	0.03	0.48**		0.38**	0.35**	0.53*
Market	0.54**		0.43*	0.15	0.40**		0.15	0.34	0.13		0.16	0.61**	2.61**		0.90	1.38**
Training	0.11	-0.43*		-0.28	0.25	-0.15		0.20	-0.03	-0.16		0.45*	2.89**	1.11		1.53*
Professional skills	0.39*	-0.15	0.28		0.06	-0.34	-0.20		-0.48**	-0.61**	-0.45*		1.89*	0.72*	0.65*	
Random effects																
Teacher variance		0.74**				0.84**				0.81**						
School variance		0.06**				0.16**				0.13**				0.21**		
Country variance		0.03**				0.02**				0.01**				0.03**		
PCV _{teacher}		11.6				16.6				1.4						
PCV _{school}		0				0				6.9				23.3		
PCV _{country}		69.8				66.1				91.1				84.7		
Deviance (d)		123061 (19)				130096 (19)				128069 (19)						
Diff. in deviance (dd)		11(3)**				9(3)**				23(3)**						

PROFESSION REGULATION AND LABOR MARKET OUTCOMES

Models of regulation (systems' orientations in terms of teacher education, teacher labor market and careers, and teacher accountability policies) shape teacher labor market outcomes (i.e., how teachers perceive the value of their profession, feel about their employment conditions, work environment, and profession, and intention to quit it within the next five years):

- Teachers in the “bureaucratic model” (e.g., France, Italy, Spain, Portugal) feel their profession is less valued than in the market and the professional skills models, and appear to be less satisfied with their employment conditions than teachers in the market model, but are significantly less likely to intend to leave the profession than in the three other models;**
- Teachers in the “market model” (e.g., Australia, Chile, England, New-Zealand, USA) feel relatively recognized as professionals and rather satisfied with their employment conditions but are more likely to report wanting to leave the profession;**
- Teachers in the “professional skills model” (e.g., Japan, Singapore, Shanghai, South-Korea) are significantly less satisfied with their work environment than in the three other models.**

Concluding thoughts

TEACHERS AND THE TEACHING PROFESSION IN THE GLOBAL/EUROPEAN GOVERNANCE

Teachers and the teaching profession in the global/European governance (European Sectoral Social Dialogue in Education, International Summit on the Teaching Profession, etc.):

- Ambivalent commitment
- Transformative vs embedded power
- New professional segmentations and decoupling

The professionalization discourse as new policy panacea:

- From market accountability to “school autonomy with accountability” (Verger et al, 2019)
- From human to professional capital? (Fraser & Smith, 2017)
- From structural to adaptative reforms? (Bromley et al, 2021)

VERNACULAR TEACHER POLICIES AND EMPLOYMENT LIBERALISATION

“Vernacular” trajectories of teacher policies and employment liberalisation:

- Global/European and local influences
- EU teacher policy field as issue-based bridging field
- Common mechanisms (EU interactions and “usages”, policy field structuration, path dependence, feedback effects) with different effects

(Highly) Contrasted patterns of institutional change:

- Labor market institutions and policies
- Dualization/deregulation of the teaching workforce and employment relations
- Fragmented vs precarious careers

MODELS OF TEACHING PROFESSION, EDUCATION ENVIRONMENTS AND INEQUALITIES

Models of the teaching profession and the teachers:

- Institutional approach to labor markets
- Configurations of institutional dimensions embedded into policies and regimes
- Global teacher shortages?

Profession regulation, institutional change, and education:

- Precariousness of work/employment and educational quality
- Professional fragmentation and education environments
- Teacher segregation and educational inequalities

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(accessible at www.teacherscareers.eu)

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