

Abstracts

Introduction

Teachers, the challenge of attracting talent

p. 37

Alain Boissinot and Claude Lessard

How to recruit enough teachers and stop them quitting the profession are challenges facing all countries. While the varied situations analysed in this dossier reveal differences linked to social and historical contexts, constants also emerge pointing to critical factors. Recurring themes are the recognition of the profession, working conditions, how jobs are allocated and the quality of training. Comparing the policies implemented to improve recruitment raises three important issues: the type of commitment offered to teachers, the effectiveness of training schemes, and the ability to boost and enhance career development. But beyond the difficulty in attracting people to the teaching profession, what is perhaps also at stake is the ability of contemporary societies to make the teaching mission itself attractive.

Recruiting teachers in Japan: situation and trends

p. 47

Shogo Harakita and Wataru Hanai

This study presents a comprehensive analysis of the current state of teacher recruitment in Japan, with a specific focus on public primary and secondary schools. We examine the systematic mechanisms of teacher recruitment, the underlying factors contributing to teacher shortages, and ongoing reforms aimed at addressing this issue. Our study sheds light on the challenges and prospects for improving the attractiveness of the teaching profession in Japan. The insights gained from our research can help inform policymakers, educators, and researchers in developing effective strategies to address teacher shortages and enhance the teaching profession.

Teacher requirements in the German federal system

p. 57

Anke B. Liegmann and Isabell van Ackeren-Mindl

The article outlines the current state of the labour market for teachers and forecast challenges, as well as the possible causes of the shortage of teachers in Germany, particularly in certain types of schools and subjects. It provides a brief overview of medium- and long-term measures being taken to tackle the problem, and the debates they are generating at political level, within and between Länder, as well as among researchers, around their potential to address the problem. The multitude of specific approaches currently being developed in Germany to find solutions are also geared at developing a professionalisation of future teachers that is grounded in science.

The attractiveness of the teaching profession in France: a political matter overlooked by research

p. 69

Géraldine Farges and Loïc Szerdahelyi

This article considers the attractiveness of the teaching profession in France, which, like many other countries, is struggling to recruit teachers. These difficulties are not new, but currently present some historical and terminological peculiarities, which are addressed in the first part of the article. The second focuses on the measures implemented to increase numbers of applicants for teaching posts, with their focus on salaries as well as how recruits are affected to posts. Through the case of the 'Assistants d'éducation en préprofessionnalisation', trainee teachers working as part-time assistants in secondary schools, we present some original research results.

The challenge of attractiveness and the issue of teacher attrition in four French-speaking countries: France, Switzerland, Belgium and Quebec

p. 77

Louis LeVasseur, Bernard Wentzel, Vincent Dupriez and Pierre Périer

A great deal of research shows that the challenge of making teaching more attractive is linked to the causes of people dropping out of the profession, which include arduous working conditions, a lack of social recognition and a salary that does not match the time and effort invested in initial training that is more and more demanding. Could cultural factors also explain the trend towards attrition? Are teachers' values and aims still compatible with the increasing evaluation and transformation of their role in the name of efficiency? Does work that is beyond the control of those who perform it entail a loss of professionalisation? This article analyses teacher attrition in four French-speaking countries: France, Switzerland, Belgium and Quebec.

The teaching profession in Tunisia: what place for professional commitment? p. 87
Manel Barouni and Abdelmajid Naceur

Teachers are the main players and an essential link in the success of an education system, particularly when it comes to improving the quality of the teaching-learning process. This article focuses on the professional commitment of Tunisian teachers, shedding light on the context in which they work and the challenges they face. It gives a brief overview of the constraints and opportunities of their professional reality, considers the literature and analyses the current state of professional commitment before proposing avenues for developing teacher empowerment and motivation.

Ensuring the availability of primary school teachers in French-speaking sub-Saharan Africa. What are Burkina Faso, Cameroon, Côte d'Ivoire and Senegal doing? p. 95
Martial Dembélé, Geneviève Sirois, Ibrahim Abdourhaman, François Joseph Azoh, Mathias Kyélem, Ibrahima Sakho and Mourad Bacha

Faced with a major need for primary school teachers, most countries in French-speaking sub-Saharan Africa adopted a policy of contracting out their teaching staff in the 1990s and 2000s. What effects did this policy and the adjustments that followed, often under pressure from teachers, have on the attractiveness of primary education? What is the situation with regard to the retention of practising teachers? What is the extent of attrition and what strategies are being deployed to counter it? The article attempts to answer these questions in four national contexts: Burkina Faso, Cameroon, Côte d'Ivoire and Senegal.

Challenges facing the teaching profession in the southwest Indian Ocean. Case studies from Madagascar, Mauritius, Mayotte and La Réunion p. 107
Azzedine Si Moussa

Education systems in the southwest Indian Ocean face particular problems in attracting teachers which reflect their specificities and development contexts. In La Réunion, the choice to teach is influenced by considerations of status and geographical mobility more than in mainland France. In Mayotte, a specific model generates an attractiveness that is strongly linked to working conditions and representations of teaching. These are also at stake in Madagascar, which is experiencing very significant needs and difficulties. In Mauritius, the coexistence of the formal education system and parallel private courses is a dominant feature.

Structuring teaching careers to promote collaboration: the experience of New York City p. 115
Barbara Tournier, Chloé Chimier and H. Weir

This case study looks at the Teacher Career Pathways programme, introduced in 2013 by the New York City Department of Education, with the cooperation of the United Federation of Teachers. Conceived as an alternative to bonus pay schemes promoted by the Federal Government, the programme allows teachers to apply for teacher leadership roles while continuing their traditional teaching roles and to take on additional responsibility in exchange for higher pay. This reform is distinctive due to its focus on instructional leadership and for facilitating a culture of collaboration in schools. This paper draws upon research on the programme to show how well-designed changes to teacher career structures can contribute to making teaching a more attractive career choice and encourage high-performing teachers to remain in the classroom.

Teacher training: a third revolution? p. 127
António Nóvoa

This article suggests the possibility of a third revolution in the field of teacher education. In the first part, after mentioning the time of Normal schools (mid-twentieth century) and universitarization (mid-twentieth century), it argues that teacher education should be thought of as professional education at the university level. In the second part, dichotomies are avoided and a synthesis is proposed around valuing professional teaching knowledge (a third kind of knowledge), recognizing school teachers as the educators of new teachers (a third actor) and building a common home for teacher education and the profession (a third place). These elements lay the foundations for a third revolution in teacher education.