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# **Professionalism in Education**

Professional Learning of  
Teachers in a Global Context

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Professional Learning of  
Teachers in a Global Context

*Editors*

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# Foreword

I am pleased to present the eighth annual edition of the Partap IPDA (India) International Conference Book “Professionalism in Education”. Over the years, in my role as Editor, I have observed a significant evolution in the meaning of professionalism in teaching. What was once understood primarily as adherence to institutional norms and local regulations has transformed into a far more complex and demanding role one that requires ethical judgment, global awareness, and continuous professional renewal.

This edition appears at a particularly critical moment. Across the world, education systems are being compelled to ‘rethink education’ in order to protect not only the future of learners but also the social and moral foundations of society itself. The global classroom is no longer a conceptual metaphor; it is a lived reality. Local schools are now inseparably connected to global knowledge systems, digital platforms, and transnational cultural exchanges. At the same time, educators continue to confront deeply rooted local challenges that demand contextual sensitivity and grounded solutions.

To be an educator in 2026 is to exist in a state of continuous becoming. Professional growth is no longer linear or predictable; it is recursive and dialogic, shaped by ongoing engagement across cultures, disciplines, and educational systems. In a global educational context, this ethical stance requires teachers to recognize every learner, and indeed every fellow educator, as a dignified participant in shaping our shared future.

This philosophical responsibility also highlights an urgent concern: the declining attractiveness of the teaching profession, particularly in countries such as India. Teaching increasingly struggles to attract talented and motivated young people, a reality that poses serious long-term consequences for educational quality and social equity. The challenge is not confined to national boundaries; it is a global phenomenon. The research presented in this volume reflects a rigorous synthesis of international scholarship, moving beyond narrow or localized perspectives toward a more comprehensive understanding of global competence. Such cross-border dialogues offer valuable insights into how professional development practices worldwide may inform and strengthen teacher education at the local level.

The era of mere instructional compliance has passed. The contemporary educator must function as a cultural mediator, an ethical guide, and a thoughtful architect of learning in both physical and digital spaces. As Andy Hargreaves and Michael Fullan emphasize in their work on professional capital, the strength of

the teaching profession lies in collective efficacy, the shared belief that educators, working together across contexts and cultures, can positively transform learners' lives. Professionalism, therefore, requires what Kant described as an "enlarged way of thinking": the capacity to reflect upon one's judgments from a universal standpoint while remaining rooted in local realities.

This eighth edition is conceived as a bridge between global ideas and local practice. While many classroom challenges are increasingly universal, meaningful solutions emerge from the diversity of educational traditions and lived experiences. Contributors to this volume represent a truly international dialogue, with scholars from India, Russia, China, and Uzbekistan engaging critically with shared concerns related to teacher education, professionalism, and systemic reform.

At the same time, this book does not shy away from difficult truths. The introduction of Artificial Intelligence and digital technologies into fragile educational systems without strengthening foundational values is akin to placing a heavy structure on a weak foundation. True professionalism requires the moral courage to resist superficial practices, including the commercialization of degrees and ineffective models of hybrid education that lack genuine engagement. This volume represents a collective resolve to confront such challenges honestly ranging from unjustified policy decisions to the troubling reality that fewer capable young people are choosing teaching as a lifelong profession.

Readers are invited to engage with these chapters not as fixed prescriptions, but as part of an ongoing global conversation on professionalism in education.

May this book serve as both compass and momentum for educators navigating the vast, sometimes turbulent, yet ultimately hopeful landscape of global education. The horizon is wide, and the journey belongs to those who have the courage to lead with both intellect and compassion.

*Dr. Manpreet Kaur*  
*Principal*  
*Partap College of Education, Ludhiana*

# Preface

## *“Rethink about Education”*



**Prof. Balwant Singh**

It is an honor for me to publish this eighth annual edition of the IPDA (India) Conference Book “Professionalism in Education” with a central theme on Professional learning of teachers in a Global Context having sub-themes: (a) Comparing and contrasting frameworks for initial teacher education and professional development (b) Harnessing new innovations including Artificial Intelligence, digitalization and technology to help promote professional learning in existing education system (c) The use of hybrid and blended models of existing professional learning frameworks to re-imagine and innovate the world.

In the recent times education system has passed through many changes. Some changes are related to just efforts of policymakers with the intention to bring reforms according to the needs and changes in society but some reforms are having a particular hidden agenda with a political push.

There is a close relationship between education and society and vice-versa. Teachers and Teacher educators are prepared accordingly. The concept of Education is totally changed now and it is reduced to promote skill learning to fetch jobs and to produce some expertise and transforming resources for economic, technology and security forces. Education is considered to enhance growth rate of a nation but this kind of education fails to cultivate our humanistic, ethical, aesthetic and spiritual qualities and remains faulty. Especially after Pandemic (COVID-19) people have adopted an attitude of buying degrees by paying huge amount of money but not attending the courses even involving practical skill training. A hoax of hybrid mode bluntly saying non-attending culture has come up which is creating an uncivilized society having fatal features like confrontation, chaos and confusion especially in the xenophobic society. People having such education don't develop the quality of sympathy or empathy but indulge in apathy and antipathy. Such type of education produces experts and specialists without a conscience, technocrats without soul and market without values. Human resources are devoid of humanistic ideals making the people intolerant, violent and criminal. A good number of students are involved in the rat race of competitiveness and join the life killing coaching factories. Some of them become robotic competition warriors who only know one thing that is to solve the examination problem for the purpose of servant jobs. The education system is related to market value of salary package. Now the primary goal of education is to teach the students to procure valid or fake genuine degrees to get jobs but the selection in the

jobs is purely based on the competencies of the candidates especially in the private sectors. So, these degree holder unemployable persons do not get any benefit from such education. This type of education system is affecting various professions for which the young students are being enrolled. Overall, it affects the whole society including teaching profession, teachers and teacher educators.

The quality and effectiveness of teacher educators remain a global concern. While teacher training programs have expanded widely, many systemic shortcomings continue to challenge the preparation of future educators. These issues are connected with unjustified policy making, funding, working conditions of the teachers, governance, institutional management and active participation of society in safeguarding the future of education. This scenario highlights common challenges like limited engagement in professional learning, inadequate practical preparation, weak accountability structures and the increasing disconnect between societal expectations and teacher competence. A notable concern relates to the declining number of highly capable youth choosing teaching as a profession, influenced by political, bureaucratic and socioeconomic factors. This system is struggling to uphold its role in nurturing critical thinkers and responsible citizens for future generations. Simultaneously, rapid advancements such as Artificial Intelligence, digitalisation, gamification and technology-driven teaching tools have opened extraordinary opportunities. Yet, there is a rising fear that introducing advanced technological systems into a fragile teacher education framework without first addressing foundational weaknesses may lead to deeper inequities. Implementing modern solutions on a broken base is comparable to placing a heavy structure on a weak foundation.

The teacher training program is responsible for creating good teachers for better education. But these teacher training modules are faulty and traditional, lacking innovations and modernization. There are many challenges in the teaching profession which affect adversely to the quality of teachers and ultimately quality of the society. Some of these challenges discourage the intelligent and highly competent people from joining this profession.

Therefore, a serious and open global dialogue is needed to reflect on what matters most: strengthening the teacher education ecosystem, refining professional learning structures and responsibly integrating innovation. This conference theme aims to bring together academicians, policymakers, teacher educators, school leaders and global experts to discuss, compare and envision strategies that uplift teacher professionalism in all regions of the world.

So, it is the time to 'Rethink about Education' and the preparation of teachers to avoid further damage to the mental health of new generation.

This particular conference was designed to invite scholars from all over India and various countries like England, Russia, China, Spain, Italy, Uzbekistan etc. to present their research reports, engage in scholarly discussions and make unanimous resolutions to meet these challenges permanently.

All these proceedings are published in this eighth annual edition of the IPDA (India) Conference Book “Professionalism in Education” for the benefit of scholars, academicians and all other stakeholders.

***Prof. Balwant Singh***

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