Introduction

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The contributions in this book discuss the processes of professionalisation related to professional teaching practice, teacher education and the organisation of professional education. The chapters identify different trends, dilemma and perspectives through empirical research and analysis at the political macro-level as well as the institutional and practical micro-level. Contributions cover the experiences of different European and non-European countries making it possible to understand historical perspectives, different educational systems and teacher training traditions, adding complexity to the discussion of political discourse and the demands of professionalisation in educational and teaching practice.

It is possible to consider that the period from 1990 to the present day has been characterised by a loss of autonomy. Professional collegiality has been replaced by school managerial team work, that aims, in many cases, to implement policies, practices and performances devised and controlled centrally by government. Previous 'professional' dispositions, such as mutual respect, authenticity, courage and compassion were threatened and recultured by the values of the market place.

The identification of ages of professionalism, like the pre professional, the age of autonomy, the collegial and the post professional age or postmodern, refer, at the same time, to common trends in Europe and to different phases in the process of modernisation and professionalisation in different states, regions and traditions, like the Afro-American curriculum or the central European 'didactic-tradition'. The editing process will integrate contributions to which an international audience can relate.

In general, the chapters give a particular overview on the idea of the post modern professional as a diverse/complex/hybrid, taking on board some of the characteristics of past ages and at the same time incorporating a more performative professional role, mandate and purpose. The book as a whole will account for ethnographic approaches to teachers' experiences and professional pathways. However, even if all chapters are ethnographically based, each of them make their own unique contribution by exploring and interpreting empirical data and/or discussing theoretical possibilities for visioning what it means to be a professional teacher in the post-modern era of professionalism.

The chapters

In chapter 1 Bob Jeffrey and Geoff Troman, *The governance turn, institutional embrace and the postmodern professional*, focus on how the role of the post-modern teacher in the UK has been fashioned over the last twenty years. The authors argue that each of the identified postmodern professional identities is a challenge to the self, in order to maintain and develop the former and to meet the challenges faced by external demands and the progression of the learners. Chapter 2 *The performative culture in Swedish schools and how teachers cope with it*, by Marianne Dovemark and Ann-Sofie Holm, draws on an analysis of empirical data referring to fifty-five teachers from primary school to upper secondary school level. Even though there were some differences in the studied teachers' working duties and assignments, all the interviewed teachers, without exception, expressed similar views that a pervasive and strengthened performative culture had gained ground in schools. In chapter 3 *The interaction between students and teachers in times of performativity* by Michalis Kakos, refers to an investigation of the changes in the professional roles and practices related to citizenship education (CE). Kakos highlights that the significant challenges that obstruct the implementation of democratic and participatory pedagogies do not relate to teachers' conscious choices and professional judgment but to embodied, unquestioned social practices and everyday interactions. Against this background Kakos discusses how performativity affects the interactions between students and teachers and how it shapes teachers' roles.

In chapter 4 *Building democratic professional relationship at school? Families, students and teachers in context* by José Ignacio Rivas and Analia Leite the analysis is focused on the teachers and their different personal and professional histories. In the authors' reflection group sessions, the teaching staff tended to adopt an initially paternalist and protagonist role that gradually changed and become more personalised and democratic spaces could be constructed. Chapter 5, *Primary school teachers' professional identity: an ethnographic study* by Juana M. Sancho, Fernando Hernández, Amalia Creus, Laura Domingo and Alejandra Montané, introduces a decolonising approach to nine primary school teachers' professional development in the first five years of their professional career. All the participant teachers observed that the relationship with pupils was the most rewarding aspect of their job. Chapter 6 ,*Tales from the field: student teachers' ups and downs in their socialisation process,* by Jose Miguel Correa, Luispe Gutierrez, Estabaliz Jimenez de Aberasturi and Asun Martinez, presents an

empirical analysis contrasting two opposing cases of building teaching identity. The research highlights the emotional turmoil that student teachers go through. The authors argue that this is primarily because of their peripherality, as well as the means and strategies they must display so that this peripheral participation does not lead to disappointment regarding their teaching roles.

In chapter 7, *Raising the Standard: A research-based agenda for teacher education in England*, Alaster Douglas analyses the conditions for the current teacher education with a focus on the UK-context. The author emphasises the importance of challenging underlying assumptions and to teach students to think critically by embedding research-based agendas into both school-based as well as university-based teacher education courses. Chapter 8, *Discourses of performativity and effectiveness: Contesting and shaping teacher identity in a neoliberal world*, Lawrence Angus gives a critical perspective on the western world discourse and double logic on professionalisation and the contradiction: de-professionalisation. The author argues for a rational approach to learning and teaching where teacher identity should embrace a rational, democratic perspective in which students are regarded as contributors to a dialogical process. In chapter 9, *Professional changeability and technacy: The new professional raison d'etre*, Karen Borgnakke analyses case-studies focussing on the discourse practice and organisational strategies in the Nordic context where the demands of professional changeability are identified as a political credo going across the educational sector.

The background Network 19 — Ethnography — European Conference on Educational Research

The majority of the contributors to this book have been involved for a long time in Network 19 activities: i.e. the Ethnography network of the European Educational Research Association (EERA). This particular topic has been one of the topics discussed and reflected upon during many years within the network, through the work and initiatives of Bob Jeffrey, one of the book contributors.