Teacher Professionalism in the National Education System: Analysis of Position, Duties, Rights, Obligations, and Competencies

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ABSTRACT

Teacher professionalism is a key factor in improving the quality of national education. Teachers play a role not only as implementers of learning but also as strategic actors in character formation, student potential development, and the achievement of national education goals. This article aims to comprehensively analyze teacher professionalism in the national education system, emphasizing the position of teachers, their duties and responsibilities, their rights and obligations, and their competencies as professional educators. This research method uses a qualitative approach with a library research approach. Data analysis was conducted using content analysis techniques by critically examining the substance of regulations and literature to identify the relationship between the normative framework and the practice of teacher professionalism in the context of national education. The results of the study indicate that teachers have been normatively recognized as professionals with a strategic position in the national education system. Teacher professionalism is reflected in the implementation of pedagogical duties, moral and social responsibilities, the proportional fulfillment of rights and obligations, and the mastery of four main competencies: pedagogical, professional, personality, and social. However, the implementation of teacher professionalism still faces various challenges, such as unequal working conditions, high administrative burdens, limited ongoing professional development, and educational policy dynamics that do not fully support strengthening the role of teachers. This article concludes that teacher professionalism is not only determined by the quality of individual teachers but is also greatly influenced by support from the education system as a whole.

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1. INTRODUCTION

Teacher professionalism is a strategic pillar in improving the quality of national education, because the quality of the educational process and results is largely determined by the professional capacity of

educators in carrying out their roles sustainably (Darling-Hammond, 2017; Hargreaves & Fullan, 2015). In the context of Indonesia's national education system, the issue of teacher professionalism is becoming increasingly relevant in line with demands for educational reform, increased public accountability, and shifts in learning paradigms that emphasize the development of 21st-century competencies.

Education plays a strategic role in human resource development and the advancement of a nation. The quality of education is largely determined by the quality of educators, particularly teachers, who are at the forefront of the learning process. Teachers serve not only as transmitters of knowledge but also as educators who guide, direct, and shape the character of students (Mulyasa, 2022). This multidimensional role positions teachers as agents of social change who contribute not only to the cognitive aspects of students, but also to the formation of values, attitudes, and skills necessary for social life.

Legally, the teaching profession has obtained strong legal legitimacy through various national regulations that position teachers as professional workers with clear rights, obligations and responsibilities (Indonesia, 2023; Indonesia, 2003). This normative recognition implies that teaching practice is no longer understood as merely technical work, but rather as a profession that demands competence, moral integrity, and a commitment to the holistic development of students. This is in line with the development of the concept of professionalism from an international perspective, which emphasizes the importance of professional autonomy, accountability, and continuous learning as the main characteristics of a profession (Day, 2002).

In the context of the national education system, teachers are positioned as professional educators with complex tasks and responsibilities (Wijaya, 2023). Teacher professionalism is no longer understood narrowly as teaching ability, but rather as the integration of scientific mastery, pedagogical competence, a mature personality, and social skills in carrying out educational roles. This paradigm demands that teachers continuously develop themselves in line with changes in educational policy, developments in science and technology, and the dynamics of student needs. These demands become increasingly complex in the digital and globalized era, where teachers are expected to integrate information and communication technology into learning, implement innovative learning approaches, and instill character values amidst the rapid flow of information and social change.

However, normative recognition of the teaching profession has not been fully accompanied by objective conditions that support the optimal realization of teacher professionalism. Teachers still face various problems in educational practice, such as inequality in welfare across regions and educational levels, high administrative workloads often irrelevant to pedagogical tasks, limited access to quality continuing professional development, and weak teacher involvement in the education policy-making process (Ministry of Education and Culture, 2020). This situation creates a gap between expectations and reality, where teachers are expected to be professional but are not supported by a conducive system.

Various research results show that the challenges to teacher professionalism do not only stem from individual factors, but also from an education system that is not yet fully conducive (Padang et al., 2025). Teacher professionalism is often limited to fulfilling administrative requirements, such as certification and fulfilling workload, without being balanced by strengthening the substance of professional competence and autonomy (Sahlberg, 2011). This situation has the potential to create a gap between normative demands for professionalism and the reality of implementation on the ground. Furthermore, a bureaucratic approach to managing the teaching profession can reduce the essence of professionalism to mere administrative compliance, thus neglecting substantive aspects such as learning quality, pedagogical innovation, and ongoing professional development.

On the other hand, demands on teacher professionalism are increasing along with the changing paradigm of 21st-century education. Teachers are faced with the need to integrate technology into learning, implement student-centered approaches, develop higher-order thinking skills, and instill character and national values amidst the challenges of globalization (Azzahra et al., 2024). This situation confirms that teacher professionalism is not a static state, but rather a dynamic process that requires policy support, institutional culture, and individual teacher commitment. This paradigm shift also demands a

redefinition of the teacher's role from mere transmitters of knowledge to facilitators of learning, mentors of character development, and agents of social transformation.

Although numerous studies on teacher professionalism have been conducted, most research focuses only on aspects of teacher competence or performance. Studies that integrate teacher status, duties and responsibilities, rights and obligations, and competencies into a coherent analytical framework are still relatively limited, particularly in the context of Indonesia's national education system. A holistic understanding of teacher professionalism requires an analysis that looks beyond technical competence to include structural, cultural, and policy dimensions that influence teacher professional practice.

Therefore, a comprehensive study is needed that is not only descriptive but also critically analytical of teacher professionalism as a systemic construct. Such a study is crucial for identifying gaps between the normative framework and practical implementation, as well as formulating policy recommendations that are more responsive to the need to strengthen teacher professionalism.

Based on this background, this article aims to analyze teacher professionalism in the national education system comprehensively by examining the position of teachers, duties and responsibilities, rights and obligations, and competencies of teachers as professional educators. Specifically, this article will answer the following questions: (1) What is the position of teachers as professionals within the framework of the national education system? (2) What are the duties, responsibilities, rights, and obligations of teachers in educational practice? (3) What competencies must teachers master as professional educators? (4) What challenges are faced in implementing teacher professionalism and what are the policy implications? This study is expected to provide theoretical contributions in the development of discourse on teacher professionalism as well as practical contributions to the formulation of educational policies that are more equitable and oriented towards improving the quality of national education.

2. METHOD

This study uses a qualitative approach with a library research approach. This approach was chosen because the study aims to analyze the concept of teacher professionalism normatively and theoretically based on relevant scientific sources (Creswell, 2012). Literature review allows researchers to conduct in-depth analysis of various theoretical perspectives, regulatory frameworks, and published empirical findings related to teacher professionalism.

The data sources in this study consist of primary and secondary sources. Primary sources include laws and regulations in the field of education, specifically Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, and Regulation of the Minister of National Education Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies. Secondary sources include academic textbooks on teacher professionalism, national and international journal articles published in reputable journals, and education policy reports relevant to teacher professionalism. Data collection techniques were conducted through documentation by identifying, collecting, and reviewing various literature relevant to the research topic. The collected literature was then sorted based on relevance, source credibility, and currency to ensure the quality of the analyzed data.

Data analysis was conducted using content analysis techniques. This technique is used to systematically examine the contents of documents to identify concepts, themes, and relationships between variables related to teacher professionalism. The analysis process includes several stages: (1) data reduction, namely sorting and focusing data on aspects relevant to the formulation of the research problem; (2) theme categorization, namely grouping data based on main themes such as teacher position, duties and responsibilities, rights and obligations, and teacher competencies; (3) critical interpretation, namely analyzing and interpreting data by linking various theoretical perspectives and empirical findings; and (4) concept synthesis, namely formulating a comprehensive understanding of teacher professionalism in the national education system based on the results of the analysis (Miles et al., 2013).

Data validity is maintained through several strategies. First, selecting credible sources, prioritizing literature published in accredited journals and books published by reputable publishers. Second, source

triangulation, which involves comparing various theoretical perspectives, research findings, and relevant normative provisions to obtain a comprehensive and balanced understanding. Third, methodological consistency, which involves maintaining alignment between research objectives, methods, and data analysis, ensures the validity and reliability of the study results. With this methodological approach, the article is expected to be able to provide an accurate and comprehensive analytical picture of teacher professionalism in the national education system, as well as produce recommendations based on in-depth theoretical and empirical studies.

3.   FINDINGS AND DISCUSSION

Position, Duties, Rights, and Obligations of Teachers as Professional Educators

Teacher professionalism in the national education system is built on a normative foundation that recognizes the strategic position of teachers as professional educators. Within the national regulatory framework, teachers' position as professionals is explicitly recognized in Law Number 14 of 2005 concerning Teachers and Lecturers. Article 1, paragraph 1, states that teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating students. This recognition affirms that teachers have a professional status equal to that of other professions, with the consequence of rights, obligations, and competency standards that must be met (Hargreaves & Fullan, 2015).

Furthermore, Law Number 20 of 2003 concerning the National Education System places teachers as a key component in the implementation of national education. Article 39, paragraph 2, states that educators are professionals tasked with planning and implementing the learning process, assessing learning outcomes, providing guidance and training, and conducting research and community service. This provision broadens the scope of teachers' duties beyond classroom teaching activities to include professional development and social contribution.

The strategic position of teachers in the education system is also reflected in their role as key actors in curriculum implementation. Teachers have pedagogical autonomy to translate the national curriculum into contextual learning practices tailored to student characteristics and local conditions. This autonomy is a manifestation of teacher professionalism, allowing for creativity and innovation in learning (Mulyasa, 2022). However, in practice, the professional status of teachers still faces various challenges. First, teachers are often positioned as administrative policy implementers with limited participation in the formulation of education policy. Second, teachers' professional autonomy has not been fully realized due to the persistence of strong bureaucratic control and rigid standardization. Third, the uneven distribution of teachers across regions and educational levels creates gaps in access to quality educators (Sahlberg, 2011).

The duties and responsibilities of teachers reflect the complexity of their professional roles. According to Law Number 14 of 2005, the primary duties of teachers include educating, teaching, guiding, directing, training, assessing, and evaluating students. The task of educating focuses on the formation of students' character and moral values, while the task of teaching focuses on the development of knowledge and skills. The task of guiding and directing emphasizes supporting individual student development, while the task of assessing and evaluating relates to measuring and improving the learning process and outcomes (Day, 2002).

In educational practice, teachers face various challenges in carrying out their duties. Heavy administrative workloads, such as the development of detailed learning materials, performance reporting, and classroom administration, often consume teachers' time and energy, reducing their focus on essential pedagogical tasks. Limited learning infrastructure, particularly in remote and underdeveloped areas, also hinders the implementation of quality learning. Furthermore, the dynamics of education policies, which frequently change without adequate outreach and training, create uncertainty and difficulty adapting for teachers (Ministry of Education and Culture, 2020).

A teacher's responsibility extends beyond the technical aspects of learning to encompass moral and social dimensions. Teachers are responsible for being role models for students in their attitudes,

behavior, and upheld values. This moral responsibility requires teachers to possess personal integrity and consistency between words and actions. Socially, teachers are also responsible to society and the state in realizing the goals of national education, namely developing the potential of students to become individuals who are faithful and pious, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Fulfillment of teachers' rights is an important prerequisite for the realization of sustainable professionalism. Law Number 14 of 2005 Article 14 regulates teachers' rights which include: (1) receiving income above minimum living needs and social welfare guarantees; (2) receiving promotions and awards in accordance with work duties and achievements; (3) receiving protection in carrying out duties and intellectual property rights; (4) obtaining opportunities to improve competence; (5) obtaining and utilizing learning facilities and infrastructure to support the smooth running of professional duties; (6) having the freedom to provide assessments and participate in determining graduation, awards, and/or sanctions for students; and (7) receiving a sense of security and safety guarantees in carrying out duties.

In practice, the fulfillment of teachers' rights is still not optimal and equitable. Welfare disparities between civil servant and non-civil servant teachers, between teachers in urban and rural areas, and between educational levels remain significant structural issues. Access to quality continuing professional development is also limited, especially for teachers in remote areas. Existing training programs are often formalistic, oriented toward fulfilling administrative requirements, and less relevant to the substantive needs of teacher competency development (Darling-Hammond, 2017).

On the other hand, the obligations of teachers as regulated in Law Number 14 of 2005 Article 20 include: (1) planning learning, implementing a quality learning process, and assessing and evaluating learning outcomes; (2) improving and developing academic qualifications and competencies in a sustainable manner in line with developments in science, technology, and art; (3) acting objectively and not discriminating on the basis of considerations of gender, religion, ethnicity, race, and certain physical conditions, or family background, and the socio-economic status of students in learning; (4) upholding statutory regulations, laws, and teacher codes of ethics, as well as religious and ethical values; and (5) maintaining and fostering national unity.

Fulfilling teachers' obligations requires personal commitment and adequate systemic support. Teachers' commitment to continuously developing competencies must be supported by access to relevant and ongoing professional development programs. The obligation to implement quality learning requires the support of infrastructure, teaching materials, and a conducive work environment. Meanwhile, the obligation to be non-discriminatory and uphold a code of ethics requires the internalization of professional values and effective supervision and accountability mechanisms (Borko, 2004).

The relationship between teachers' rights and obligations must be maintained in a balanced and proportional manner. An imbalance between the two has the potential to give rise to various professional problems, such as decreased work motivation, emotional exhaustion (burnout), and conflict within the educational environment. Adequate fulfillment of teachers' rights tends to increase commitment and performance in carrying out professional obligations. Conversely, when teachers' rights are not adequately fulfilled, the implementation of professional obligations risks becoming mechanical and losing meaningful pedagogical substance (Vescio et al., 2008).

Therefore, education policies need to be designed to ensure that teachers' rights are proportionally fulfilled alongside the demands of their professional obligations. This includes improving fair and equitable welfare, legal protection and occupational safety, access to quality professional development, and strengthening professional autonomy in educational decision-making. This way, teacher professionalism can develop within a supportive ecosystem, rather than within structural pressures that are counterproductive to educational quality. Teacher Competence and the Challenges of Professional Development

Teacher competence is the core of professionalism in education. Minister of National Education Regulation No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competence stipulates four main competencies that teachers must master: pedagogical, professional, personality, and social competencies. These four competencies are a complementary and inseparable whole in the practice of the teaching profession (Mulyasa, 2022).

Pedagogical competence relates to a teacher's ability to manage student learning. This competence includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials. In more detail, pedagogical competence includes: (1) the ability to understand student characteristics from a physical, moral, social, cultural, emotional, and intellectual perspective; (2) the ability to master learning theories and educational learning principles; (3) the ability to develop a curriculum related to the subjects taught; (4) the ability to organize educational learning; (5) the ability to utilize information and communication technology for learning purposes; (6) the ability to facilitate the development of student potential; (7) the ability to communicate effectively, empathetically, and politely with students; and (8) the ability to conduct assessments and evaluations of the learning process and outcomes (Lubis, 2018).

In the context of 21st-century learning, pedagogical competence requires teachers to be able to design learning that is not only oriented towards knowledge transfer but also towards developing critical thinking, creativity, collaboration, and communication skills. Teachers need to master student-centered learning approaches, such as problem-based learning, project-based learning, and collaborative learning. Furthermore, technology integration in learning is not simply the use of digital devices, but rather the pedagogical use of technology to enrich the learning experience and develop students' digital literacy (Zahra & Masyithoh, 2024).

Professional competence relates to the mastery of learning materials broadly and deeply. This competence enables teachers to guide students to meet the competency standards set out in the National Education Standards. Professional competence includes: (1) mastery of the material, structure, concepts, and scientific thought patterns that support the subjects being taught; (2) mastery of the competency standards and basic competencies of the subjects being taught; (3) creative development of the learning materials being taught; (4) continuous professional development by carrying out reflective actions; and (5) utilization of information and communication technology for self-development (Bagou & Suking, 2020).

A deep mastery of the material enables teachers to explain concepts meaningfully, relate the material to the context of students' lives, and satisfactorily address students' questions and curiosities. Furthermore, teachers with strong professional competence are able to identify students' misconceptions and design learning strategies to address them. Continuing professional development is an integral part of professional competence, requiring teachers to continually learn, reflect on their teaching practices, and integrate new knowledge into their professional practice (Borko, 2004).

Personality competencies relate to the personal characteristics of teachers who must reflect a mature, wise, dignified, stable, and noble personality. These competencies include: (1) acting in accordance with religious, legal, social, and national cultural norms of Indonesia; (2) presenting oneself as an honest, noble, and exemplary individual for students and the community; (3) presenting oneself as a steady, stable, mature, wise, and dignified individual; (4) demonstrating a strong work ethic, responsibility, pride in being a teacher, and self-confidence; and (5) upholding the code of ethics of the teaching profession (Dwintari, 2017).

Personality competencies play a crucial role in building positive educational relationships between teachers and students. Teachers with moral integrity and a mature personality tend to be more effective role models and build student trust. Teacher personality also influences classroom climate and student motivation. Research shows that teachers with positive, supportive, and respectful personalities contribute to a conducive learning environment and improved student academic achievement (Simamora et al., 2023).

Social competence relates to the ability of teachers as part of society to communicate and socialize effectively with students, fellow educators, education personnel, parents/guardians of students, and the surrounding community. This competence includes: (1) the ability to communicate politely orally, in writing, and/or through gestures; (2) the ability to use communication and information technology functionally; (3) the ability to socialize effectively with students, fellow educators, education personnel, heads of educational units, parents or guardians of students; (4) the ability to socialize politely with the surrounding community while respecting prevailing norms and value systems; and (5) the ability to apply the principles of true brotherhood and a spirit of togetherness (Mulyasa, 2022).

Social competence enables teachers to build collaborative networks with various educational stakeholders. Collaboration with fellow teachers, whether through lesson study, professional learning communities, or mentoring, has proven effective in improving the quality of learning and teacher professionalism. Effective communication with parents/guardians of students is also crucial for building partnerships to support student development. Meanwhile, teacher involvement in community activities strengthens their role as agents of social change, contributing to community development (Vescio et al., 2008).

Although the teacher competency framework has been normatively established, developing teacher competencies in practice still faces various challenges. First, available continuing professional development programs are often formalistic, oriented toward certification or credit points, and less relevant to the substantive needs of teacher competency development. Training programs tend to be generic, non-contextual, and lack follow-up, thus severely limiting their impact on improving teaching practices (Darling-Hammond, 2017).

Second, access to quality professional development is unequal. Teachers in urban areas generally have better access to various training programs, workshops, seminars, and professional learning resources than teachers in remote and underdeveloped areas. This gap contributes to disparities in teacher quality across regions, which in turn impacts the equity of education quality (Sahlberg, 2011).

Third, a collaborative, practice-based professional development culture has yet to develop widely in schools. Teachers tend to work in isolation with minimal opportunities to share practices, engage in collective reflection, and learn from fellow educators. Yet, research shows that professional learning communities, characterized by a shared vision, collaboration, a focus on student learning, and collective reflection, are the most effective professional development model for improving teacher competency and student learning outcomes (Vescio et al., 2008).

Fourth, existing teacher performance assessment systems often emphasize administrative aspects and adherence to procedures rather than the substantive quality of learning and its impact on student development. Compliance-oriented assessments can encourage opportunistic behavior in meeting assessment indicators without truly improving professional quality. An effective assessment system should be formative, based on evidence of learning practices, and aimed at supporting teachers' ongoing professional development (Borko, 2004).

Fifth, high administrative workloads reduce teachers' time and energy to focus on developing pedagogical and professional competencies. Demands for detailed learning administration, complex reporting, and other non-pedagogical tasks often take priority over performance assessments and certification. This creates a professional dilemma where teachers must choose between meeting administrative demands and improving the quality of learning, their primary responsibility (Hargreaves & Fullan, 2015).

To address these challenges, teacher professional development requires a more systemic, contextual, and sustainable approach. This systemic approach means that teacher professional development is not solely the responsibility of individual teachers but also requires support from school leadership, government policies, and the professional culture within the educational environment. Principals need to act as instructional leaders who support teacher professional development through constructive supervision, facilitating collaboration between teachers, and creating an environment that encourages innovation and continuous learning.

A contextual approach emphasizes the importance of designing professional development programs that are responsive to the specific needs of teachers and the school context. Effective development programs are based on real-world problems faced by teachers in their teaching practices, provide opportunities for experimentation and reflection, and actively engage teachers in the professional learning process. Models such as lesson study, action research, and communities of practice have been shown to be more effective than conventional, top-down, theoretical training (Darling-Hammond, 2017).

A sustainable approach emphasizes that teacher professional development is a career-long process, not a one-time event. Teachers need access to continuous professional learning opportunities, from pre-service education and induction for beginning teachers to continuing development for experienced teachers. A clear teacher career system, with vertical and horizontal development pathways, can incentivize teachers to continuously improve their competencies and contribute to professional development (Sahlberg, 2011).

Furthermore, strengthening teachers' professional autonomy is a crucial prerequisite for meaningful professional development. Teachers need to be given the trust and space to make professional decisions related to learning, including regarding teaching methods, teaching materials, and assessment. Professional autonomy also includes teacher involvement in the formulation of education policies at the school and regional levels. Trust in teachers' professionalism will foster the growth of professional responsibility and commitment to improving the quality of education.

Ultimately, developing teacher professionalism requires a paradigm shift from a regulatory-bureaucratic approach to a more professional-collaborative one. Professionalism cannot be imposed through strict regulations and controls; it must grow from within through a professional culture that upholds ethical standards, a commitment to student learning, and collective responsibility for educational quality. In this context, the role of teacher professional organizations is crucial as a forum for teachers to develop their professional identity, share best practices, and advocate for policies that support teacher professionalism.

4. CONCLUSION

Teacher professionalism is a strategic pillar that determines the success of efforts to improve the quality of national education, because the quality of educational practice ultimately depends heavily on the professional capacity of educators to carry out their roles sustainably. Based on the results of theoretical studies and literature analysis, it can be emphasized that teachers hold a strategic position as professional educators who play a direct role in realizing national education goals. Teacher professionalism is not only related to technical abilities in teaching, but also encompasses moral, social, and ethical responsibilities in shaping character and developing the potential of students as a whole.

The results of this study confirm that the teaching profession, within a normative framework, has gained strong legal legitimacy as an integral part of the national education system, thus positioning teachers as professional actors with clear institutional and social responsibilities. The position of teachers as professionals requires the implementation of complex tasks and responsibilities, including planning, implementing, and evaluating learning, as well as serving as role models for students and the community. However, the implementation of teacher professionalism in educational practice still faces significant structural and cultural challenges.

A balance between fulfilling teachers' rights and fulfilling their obligations is a key prerequisite for building sustainable professionalism, as fair and proportional working conditions directly impact educators' commitment and professional performance. Gaps in the fulfillment of teachers' rights, particularly those related to welfare, legal protection, and access to ongoing professional development, have the potential to undermine professional motivation and the quality of educational services. Furthermore, high demands without adequate systemic support can lead to professional burnout and alienation from the essence of pedagogical duties.

Conceptually, teacher professionalism represents the integration of pedagogical, professional, personal, and social competencies, manifested simultaneously in learning practices. These four competencies cannot be understood separately; rather, they complement and reinforce each other in shaping the quality of teacher performance. Pedagogical competency enables teachers to manage learning effectively, professional competency ensures in-depth mastery of the material, personal competency forms a positive role model, and social competency builds collaborative relationships with various educational stakeholders.

The main challenge in developing teacher professionalism lies in the gap between the normative framework and practical implementation. Available continuing professional development programs are often formalistic and less relevant to teachers' actual needs. Access to quality professional development is uneven across regions. A culture of collaborative professional development has yet to develop widely. High administrative burdens reduce teachers' focus on pedagogical tasks. The existing performance appraisal system emphasizes compliance over the substantive quality of learning.

Strengthening teacher professionalism cannot be reduced to a purely individual responsibility. It requires the support of a conducive education system, consistent policies, and the development of a collective professional culture within the school environment, serving as a shared learning space for educators. This implies the need for educational policy reform that is not merely regulatory but also transformative in nature, creating an ecosystem that supports the sustainable development of teacher professionalism.

Based on the conclusions above, it is recommended that further research examine teacher professionalism empirically through field research using both qualitative and quantitative approaches. Empirical research can complement normative and theoretical studies by providing a more comprehensive picture of teacher professional practices in various educational contexts, including factors that support and hinder teacher professional development. Comparative research across regions, between experienced and novice teachers, and across educational levels can provide richer insights into the dynamics of teacher professionalism. Furthermore, research on the effectiveness of various models of continuous professional development is needed to identify best practices that can be adopted more widely.

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