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# Identity Formation or Knowledge Shopping

Education and research in the new globality

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## Chapter 10

### **Professional Development of Schoolteacher in Bangladesh (1971—2001): Doing Things Right or Doing the Right Things?**

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#### **Why the teachers?**

The picture of schoolteachers' professional development in general, particularly in the developing world looks chaotic as educational reform policy aims directly or indirectly to influence teachers' professional capacity. Some argued teachers as catalysts of a 'knowledge society' and 'informational society' must therefore be able to build a special kind of professionalism—a new professionalism, where they can become their own skilled change agents, responding swiftly and effectively to the social and educational changes happening all around them.

This chapter focuses on the development of teaching as a professional occupation in the primary education sub-sector in Bangladesh. My point of departure is that to understand the dynamics of basic schooling in a country such as Bangladesh one has to grasp who the teachers are and how they stand out as an occupational group: i.e. their skills and training, how their jobs are defined, and the status and power they possess in relation to other groups in a wider societal context. The main thesis here is that primary school teachers in Bangladesh only to a very limited degree have been able to come forward as an autonomous profession. School teaching is an occupation where its members have an

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