

Teacher Agency: Why is it Important in Education Policy?

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Abstract

This qualitative research aimed to problematize teacher agency in American and European countries. Its central question was: why is teacher agency important in education policy? Students require an education that prepares them to face the challenges of the current dynamic, plural, and changing postmodern era. Nonetheless, when education policy does not consider the teachers' professional and empirical contributions, it tends to be decontextualized and irrelevant to the students' realities, needs, expectations, and worries. The research proposes guidelines that the governments and schools should use to increase teachers' active role in designing and implementing education policy. Simultaneously, it formulates strategies to hone teachers' critical thinking skills to generate, implement and contribute meaningful ideas for enriching education policy and classroom dynamics. The research concludes that teacher agency is crucial to make deep transformations in the XXI century's education. Teachers need to break passive paradigms and rescue their professionalism to be co-builders of critical thinking communities, co-create knowledge with policy-makers, colleagues, and students, and be generators of projects filled with human and social meaning.

Keywords: Autonomy; critical thinking skills; curriculum; decision-making; policy-makers.