

PRESENTATION ISSUE 5

Dear Readers:

We shed light upon this new issue of JoSPoE, already our fifth, and with it we mark a new milestone in our editorial journey: accepting the challenge of publishing two annual issues instead of just one, as we've done till now. With this, we're trying to answer widespread calls asking us for yet more articles relating our subject, an interest which grows and extends itself (both numerically and geographically), coupled with the increased influence of international organisations in the educational policies of national formal teaching systems.

The series of articles which constitute the monographic section of the current issue is dedicated to one of the factors which has been identified, precisely by a myriad of reports by international organizations, as the most transcendental for the achievement of better standards of educational quality: teachers. In particular, it's centered in the teaching profession itself and its strengthening, convinced that through further professionalization of teachers and professors, we'll have better professional faculty, and thus better schools and in the whole a better education. To coordinate this section, we've counted with the magnificent work of Dr. Jesús Manso, Dean's Delegate of Quality for the Autonomous University of Madrid's Faculty of Teacher Training and Education Qualifications, a very recognized specialist in this subject, which constitutes the center core of his line of research since he addressed it for his doctoral dissertation. Such coordination effort has given this monograph a triple panoramic which supplements all possible perspectives. On one hand, national contributions are addressed, focused in a few concrete countries and comparative studies pertaining the reality of the teaching profession in them. These case studies discuss very diverse geopolitical realities, such as China, Brazil or Spain, which allows for the most global vision possible. On the other hand, several articles which deal with multiple viewpoints regarding this question in diverse supranational fields are presented, such as case studies in Latin America, the European Union or the OECD. In this area it's conceivable to mention a contribution of enormous interest in regards to the International Baccalaureate, which being, without a doubt, from the supranational field, isn't intergovernmental.

It's no easy feat to scrutinise the triple balancing act which in this globalized world the educational policies referring to the teaching profession should have, as they must cater to (a) contextual national, regional and local requirements, on one hand, (b) supranational demands on the other, and (c) a global vision on what it means to be a teaching professional nowadays. All this without neglecting the training needs of students through the deployment of teaching strategies that promote relevant learning in schools. The articles which are presented here try to supply thoughtful foundations in order to do so. Let's hope they've accomplished their aim, at least to a certain extent.

From the Management Team we wish to thank our coordinator for all his efforts to achieve this. We also wish to express our immense gratitude to the generous labor of María Matarranz in the making of this issue, whom as new Editor in Chief, has dedicated time and effort in a much more than efficient way.

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Directors