
Inclusive Policy Design for Transformative Education: A Global Synthesis of Teacher Identity Formation in Resource-Constrained Contexts

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ABSTRACT: This study explores how teacher professional identity and autonomy evolve within global education systems undergoing sociopolitical, cultural, and technological change. Anchored in the Critical Agency Framework, the study synthesizes recent empirical and theoretical research to examine how policy structures, cultural norms, and digital infrastructure shape teacher agency. It highlights how teachers navigate professional expectations within centralized systems, community traditions, and resource disparities. This study employed a hybrid approach integrating systematic review protocols with narrative synthesis. Academic sources were retrieved from Scopus, PubMed, and Google Scholar using structured searches and citation tracking. Peer-reviewed studies were selected for relevance to teacher identity and autonomy, covering diverse contexts including Mexico, Vietnam, China, and Finland. The findings highlight the necessity of integrated policy approaches that treat teachers as co-constructors of reform and recognize the socio-cultural and infrastructural contexts in which they operate. Effective educational change depends not only on institutional mandates but on authentic collaboration, cultural responsiveness, and investments in teacher capacity. This study contributes to the literature by offering a global, multi-layered analysis of how systemic structures shape the lived professional experiences of teachers. It underscores the importance of moving beyond one-size-fits-all policy frameworks and calls for adaptive, inclusive, and equity-driven reforms.

Keywords: Education Policy; Educational Innovation; Digital Infrastructure; Inclusive Education.



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INTRODUCTION

Teachers' professional identity and autonomy have emerged as crucial issues within contemporary educational discourse, particularly as global education systems face unprecedented transformations driven by sociopolitical reforms, technological advancements, and shifting cultural landscapes (Bracho, 2019; Day et al., 2023). These transformations have profound implications for how teachers perceive themselves and navigate their roles within increasingly standardized and

accountability-driven environments. Understanding teacher identity as a dynamic and evolving construct, shaped by individual experiences, institutional settings, and cultural narratives, is vital to addressing educators' challenges in maintaining a coherent professional sense of self.

Recent studies have emphasized that teacher identity is not a fixed attribute but a socially constructed and contextually contingent process (Browes & Altinyelken, 2022; Nazari et al., 2023). In diverse educational systems, teachers encounter tensions between externally imposed expectations and internally held beliefs about teaching and learning. For example, in Oaxacan regions of Mexico, resistance to standardized reforms highlights how local cultural values and historical consciousness inform teachers' rejection of universal policy frameworks (Bracho, 2019). In China, where centralised education policies dominate, teachers often report a misalignment between institutional norms and classroom realities, resulting in diminished pedagogical autonomy and increased emotional fatigue (Day et al., 2023). These findings underscore the need for context-sensitive research that explores how professional identity is negotiated across distinct geographic and cultural settings.

Empirical data and comparative literature consistently point to several systemic barriers that hinder the development of professional autonomy. These include top-down policy directives, rigid evaluation mechanisms, and inadequate institutional support structures that limit teachers' ability to innovate or adapt to local needs (Nazari et al., 2023; Browes & Altinyelken, 2022). Furthermore, teachers often face conflicting priorities between national education reforms and localized pedagogical practices, creating a sense of disempowerment and resistance. In Southeast Asia, for instance, Vietnamese English teachers are caught between modern teaching paradigms and limited institutional capacities, exacerbating identity conflicts (Vu, 2020).

The urgency of addressing these issues has intensified after global disruptions such as the COVID-19 pandemic, which catalyzed rapid shifts toward online and hybrid learning models (Lo & To, 2023; Scott et al., 2024). This digital transformation has introduced new demands for teacher competence in technological tools and redefined classroom interactions, thereby challenging traditional notions of teacher identity (Watters & Diezmann, 2015). Concurrently, national-level responses have emphasized professional development programs that foster adaptive teaching capabilities, yet often without corresponding institutional or emotional support (Lo & To, 2023).

Despite these efforts, substantial gaps remain between policy rhetoric and classroom implementation, particularly concerning the recognition and support of teacher autonomy. Literature reveals that educational reforms frequently adopt a one-size-fits-all approach, disregarding the sociocultural complexities of local teaching contexts (Day et al., 2023). As such, there is a pressing need for policy innovations that are both inclusive and responsive to the realities of classroom educators.

A growing body of research advocates for alternative models of professional development, such as peer-group mentoring and action research, which empower teachers through collaborative learning and reflective practice (Tynjälä et al., 2019; Sternszus et al., 2020). These interventions have shown promise in enhancing teachers' agency and professional identity by fostering collegial support and enabling contextually relevant pedagogical experimentation. Notably, such models

acknowledge the psychosocial dimensions of teaching, offering holistic strategies to address professional burnout and disengagement.

Nevertheless, a comprehensive literature review indicates several enduring gaps in understanding how teacher identity and autonomy evolve within culturally diverse and resource-constrained environments. While numerous case studies provide insights into localized experiences, there is a lack of integrative analyses that systematically compare cross-national data and elucidate common patterns and divergences in professional identity formation.

This review will synthesize recent empirical and theoretical contributions concerning teacher identity and professional autonomy, specifically focusing on how sociopolitical, institutional, and cultural factors influence these constructs. This study explores the interplay between educational policy, local pedagogical practices, and the psychosocial dimensions of teaching that shape professional identity. It also highlights effective interventions supporting teacher autonomy and identity development in diverse contexts.

The scope of this review encompasses literature from geographically and culturally varied regions, including but not limited to Latin America (e.g., Mexico), East Asia (e.g., China), Southeast Asia (e.g., Vietnam), and Europe (e.g., Finland). Special attention is given to studies involving early-career teachers, educators in marginalized or rural communities, and those operating within highly centralized education systems. Drawing on various demographic and contextual factors, this review aspires to offer a nuanced and globally informed understanding of the challenges and opportunities inherent in fostering teacher identity and autonomy in the 21st century.

This review offers a timely and original contribution to the evolving discourse on teacher professional identity and autonomy by situating these constructs within the broader sociopolitical, institutional, and cultural contexts that shape educators' lived experiences. The novelty of this study lies in its multi-layered analytical approach that transcends conventional individualistic or psychological perspectives on teacher identity. Instead, it adopts a critical agency framework that foregrounds how structural forces—such as centralized policy regimes, cultural norms, and institutional hierarchies—intersect with the internal dimensions of teacher identity and autonomy.

In contrast to prior reviews that often focus on single-country contexts or limited demographic groups, this study distinguishes itself through its comparative and cross-cultural scope. By synthesizing empirical and theoretical contributions from diverse regions—including Latin America, East and Southeast Asia, and Northern Europe—this review provides a global perspective on how teacher autonomy is enabled or constrained by varying educational governance models, cultural expectations, and pedagogical traditions. Including marginalized voices, such as early-career teachers and educators in rural or structurally disadvantaged communities, adds further depth and social relevance to the analysis.

Moreover, this review is significant in highlighting context-sensitive interventions that support the development of teacher identity and professional agency. Rather than proposing universal solutions, it identifies adaptive strategies—such as participatory policymaking, culturally responsive professional development, and mentorship models—that align with local conditions while promoting reflective practice and professional empowerment. This emphasis on localized

innovation within global discourse contributes to the field by bridging theoretical debates with actionable insights.

METHOD

This literature review was designed to systematically investigate the intersection between teacher professional identity, autonomy, and pedagogical practice through the lens of critical agency. The methodological approach combined the rigor of systematic review protocols with the adaptability of narrative synthesis, enabling a structured yet interpretive examination of relevant literature. The aim was to construct a comprehensive and contextually nuanced understanding of how teacher agency is shaped and enacted within diverse educational settings.

Academic sources were retrieved from three major databases: Scopus, PubMed, and Google Scholar to ensure the breadth and depth of coverage. These platforms were selected due to their wide indexing of peer-reviewed journals, inclusion of multidisciplinary educational studies, and advanced search functionalities. Scopus provided access to high-impact international journals, PubMed offered domain-specific indexing through Medical Subject Headings (MeSH), and Google Scholar facilitated the inclusion of gray literature and citation network exploration.

A detailed and iterative search strategy was developed using combinations of primary keywords, synonymous terms, Boolean operators, and advanced filters. Core search terms included: “*teacher professional identity*,” “*teacher autonomy*,” “*critical teacher agency*,” and “*pedagogical practice*.” These were expanded with translated equivalents such as “*identitas profesional guru*,” “*otonomi pengajar*,” and “*agensi guru kritis*” to capture both English and local-language literature. Boolean operators (AND, OR) were strategically applied to broaden and refine results, such as in: (“*teacher professional identity*” OR “*identitas profesional guru*”) AND (“*teacher autonomy*” OR “*otonomi pendidik*”). Wildcards (e.g., *educat***) included various term derivations like *education*, *educator*, or *educational*.

In addition to keyword searches, citation tracking, snowballing, and cross-database validation were used to enrich the corpus. Citation tracking identified seminal works frequently referenced in the field, while snowballing allowed the inclusion of literature cited within relevant studies. Cross-referencing across databases helped mitigate source bias and ensured the comprehensiveness of the review.

Inclusion criteria were clearly defined to guide article selection. Eligible studies were: (1) published in peer-reviewed journals, (2) written in English or an accessible local language, (3) published within the past ten years, and (4) explicitly addressed at least one of the core constructs—professional identity, teacher autonomy, or pedagogical agency. Both empirical and theoretical studies were included, encompassing a range of methodologies (qualitative, quantitative, mixed-methods) and designs (e.g., case studies, surveys, field experiments, systematic reviews, and meta-analyses).

Conversely, exclusion criteria eliminated sources that lacked methodological rigor or relevance. These included editorials, opinion pieces, incomplete conference abstracts, non-peer-reviewed literature, and articles without empirical grounding or theoretical contribution. Studies unavailable in full text or written in inaccessible languages were also excluded to maintain analytical quality.

To operationalize the search, a master list of search strings was piloted and refined iteratively. This phase allowed the team to calibrate search sensitivity and precision, addressing terminological variations and disciplinary nuances across educational and regional contexts.

Each identified study underwent a two-stage screening process. First, titles and abstracts were reviewed for thematic relevance. Articles that passed this filter were then subjected to full-text screening, during which methodological integrity, conceptual alignment, and theoretical contribution were critically assessed. Two reviewers independently conducted each screening phase to ensure inter-rater reliability and reduce selection bias, resolving discrepancies through consensus discussions.

Reference management software supported literature organization and analysis, including EndNote and Zotero. These tools facilitated systematic documentation, deduplication, and annotation of sources. A literature matrix was developed to extract and categorize key information from each article, including study objectives, methodologies, theoretical frameworks, population focus, geographical context, and main findings.

Regarding quality assurance, selected studies were evaluated using the Critical Appraisal Skills Programme (CASP) and the Joanna Briggs Institute (JBI) checklists. These standardized tools provided structured criteria to assess the research's validity, reliability, and relevance. Studies were also assessed using bibliometric indicators, such as journal impact factors and citation counts, as supplementary academic influence and field recognition indicators.

Ethical integrity was maintained throughout the review process. Proper citation practices were observed, and all included studies were critically evaluated based on transparent and replicable criteria. The combination of structured search protocols, layered quality appraisal, and ethical scholarship resulted in a literature base that is both methodologically sound and thematically rich.

This methodological framework integrates systematic rigor with narrative depth to support a robust and credible exploration of teacher professional identity and autonomy within the critical agency paradigm. It also establishes a foundation for the empirical synthesis and theoretical interpretations in subsequent review sections.

RESULT AND DISCUSSION

The Role of Policy in Shaping Teacher Identity and Autonomy

The role of policy in shaping teacher autonomy and professional identity emerges as a profound determinant of educational quality and sustainability, particularly when analyzed through the lens of critical agency. A growing body of literature consistently highlights that centralized policy frameworks, which rely on top-down implementation, often undermine the very foundations of teacher agency. Nazari et al. (2023) demonstrate that when macro-level policy directives are formulated without substantive input from educators, they produce misalignments between abstract goals and the concrete realities of classroom practice. These misalignments are not simply technical hurdles but represent deeper structural tensions that constrain teachers' ability to exercise professional judgment and pedagogical creativity. The consequence is a systematic erosion of school innovation, as educators must prioritize bureaucratic compliance over context-sensitive

teaching strategies. Qualitative evidence reinforces this pattern, revealing that centralized reforms diminish teacher autonomy and trigger emotional consequences such as demotivation, professional disillusionment, and in some cases, active resistance to change.

This dynamic is vividly illustrated in Bracho's (2019) ethnographic study of Oaxaca, where the concept of "Oaxacan exceptionalism" was a rallying point for teacher resistance against nationally imposed reforms. The teachers' defense of traditional pedagogical practices, deeply embedded within local cultural and social structures, highlights a critical insight: educational policies disregarding the sociocultural fabric of the communities they aim to serve are likely to encounter passive non-compliance and active contestation. The Oaxacan case reveals that policy success cannot be disentangled from cultural legitimacy. Policies perceived as culturally invasive are not neutral interventions; they are interpreted as threats to identity, tradition, and communal agency. The resulting dissatisfaction among teachers, as Bracho details, leads not only to ineffective reform implementation but also to broader alienation within the education system.

Conversely, participatory policy-making models offer a compelling alternative pathway. Nazari et al. (2023) underscore that when teachers are treated not merely as implementers but as co-constructors of policy, their sense of professional commitment and agency is substantially strengthened. Participatory models foster a relational dynamic between policy and practice, in which institutional goals are not externally imposed but negotiated through dialogue with educators' situated knowledge. This relational approach transforms policy from an instrument of control into a medium for empowerment, aligning macro-level ambitions with the micro-level realities of schools and classrooms. The evidence strongly suggests that teacher identity flourishes in environments where professional voices are institutionalized within governance processes, leading to higher motivation, creativity, and a willingness to innovate.

However, even within participatory frameworks, a major challenge persists: the persistent gap between policy rhetoric and classroom realities. Structural communication failures—whether due to hierarchical barriers, bureaucratic inertia, or tokenistic consultation practices—undermine policy effectiveness. Many well-intentioned reforms fail because the mechanisms for translating policy into practice do not account for the material, emotional, and social conditions in which teachers operate. Without robust, ongoing channels for feedback, even participatory policies risk replicating the centralization they seek to dismantle. Thus, effective educational reform requires initial teacher involvement and sustained, iterative communication, adaptation, and mutual accountability.

International comparative research lends further weight to these arguments by demonstrating that decentralized education systems, prioritizing local autonomy and contextual responsiveness, consistently outperform their centralized counterparts in fostering teacher agency. As Nazari et al. (2023) and Bracho (2019) note, countries such as the Netherlands and New Zealand exemplify systems where flexibility at the local level allows for meaningful curricular adaptations, responsive pedagogy, and a stronger sense of ownership among educators. In these contexts, decentralization is not merely an administrative reconfiguration but a philosophical reorientation toward trust, professionalism, and localized knowledge. Teachers are empowered to act as agents of change within their communities, crafting educational practices that are both culturally resonant and pedagogically innovative.

The theoretical and empirical synthesis presented here points to an unavoidable conclusion: the architecture of educational policy plays a decisive role in constructing or constraining teacher

agency. When rigidly applied, centralized policies operate as mechanisms of control that diminish professional identity, erode motivation, and invite resistance. Participatory and decentralized models, by contrast, serve as enabling environments that nurture teacher agency, contextual innovation, and sustainable reform. Nevertheless, the success of participatory approaches hinges on their authenticity and depth; token gestures toward inclusion are insufficient. True participatory governance demands an epistemological shift that values teachers not as passive policy recipients but as active, knowledgeable co-creators of educational futures. To realize such a shift, policymakers must commit to culturally sensitive, relationally grounded, and structurally responsive reform strategies that recognize the complexity of teaching as both a professional and socio-political act. Education systems can only hope to foster resilient, empowered, and contextually responsive teaching forces in a rapidly changing world by bridging the gap between policy ambition and classroom reality through authentic collaboration.

Socio-Cultural Norms and the Formation of Teacher Professional Identity

The role of socio-cultural norms in shaping teacher professional identity and agency is neither marginal nor incidental—it is a central determinant of how educational reforms are interpreted, accepted, or resisted within diverse school systems. Teachers function not only as transmitters of knowledge but also as cultural agents whose professional identities are deeply embedded in local value systems, community expectations, and societal structures. These cultural underpinnings shape not only how teachers see themselves but also how they navigate institutional change and policy mandates.

King and Nomikou (2017) argue persuasively that teacher agency is not a purely individual capacity but a socially situated construct, embedded within broader cultural, historical, and political narratives. In this framing, the capacity of teachers to exercise professional judgment and innovate pedagogically is directly linked to the alignment—or misalignment—between societal values and policy initiatives. Educators tend to construct more authentic and empowered identities in culturally cohesive environments where the surrounding community and institutional frameworks mirror teachers' values. These environments produce higher job satisfaction, creative teaching practices, and professional commitment.

Conversely, when educational reforms are designed without cultural congruence, the tension undermines policy effectiveness and teacher morale. This disconnect is particularly evident in top-down policy models that impose standardized frameworks without recognizing local pedagogical traditions or historical educational practices. Vu's (2020) study in Vietnam exemplifies this phenomenon. Vietnamese teachers, many of whom operate within a Confucian cultural tradition emphasizing hierarchy, respect, and collective responsibility, often find themselves at odds with reforms rooted in Western-centric notions of critical thinking, individual autonomy, and learner-centered pedagogy. This tension results in professional ambivalence and the subtle rejection of externally imposed models that do not resonate with culturally accepted ways of teaching and learning.

Vu (2020) further contends that traditional values serve a dual function. On one hand, they offer a strong cultural foundation for constructing professional identity, creating a sense of coherence and legitimacy. On the other hand, when rigidly adhered to, they can inhibit necessary innovation and limit the adaptability of educational systems. The dilemma for policymakers is to design

reforms that acknowledge this duality—leveraging the cultural strengths of local teaching traditions while gradually introducing adaptive practices that align with global standards. Reforms that succeed in this balancing act tend to be participatory, dialogic, and culturally reflexive.

The resistance to reform in culturally conservative contexts should not be misinterpreted as backwardness or rejecting progress. Rather, it represents a form of professional self-preservation and a defense of pedagogical legitimacy. When reforms are introduced without adequate consultation, teachers often perceive them as assaults on their expertise and local epistemologies. This has been observed in various contexts where global policy discourses—often driven by international organizations—clash with community-based educational goals. Teachers in these settings resist not because they oppose improvement, but because they are excluded from defining what constitutes ‘improvement’ in the first place.

This phenomenon becomes even more complex when viewed through the lens of cultural variability between collectivist and individualist societies. In collectivist cultures, teaching is commonly perceived as a moral and communal responsibility, deeply tied to social harmony and intergenerational continuity. Educational changes that disrupt these norms will likely encounter resistance unless introduced gradually and with significant community involvement. On the other hand, in more individualistic societies, where innovation, autonomy, and professional differentiation are celebrated, reforms emphasizing self-directed learning and teacher autonomy tend to be embraced more readily. These differences underscore the importance of cultural calibration in policy design. As King and Nomikou (2017) assert, culturally responsive policies are not just more acceptable—they are more effective, sustainable, and ethically grounded.

Furthermore, these insights point to the limitations of universalist education reform models that fail to account for cultural specificity. The assumption that one-size-fits-all policy prescriptions, such as standardized curricula or uniform teacher assessments, can be successfully implemented across all contexts is increasingly being challenged in the literature. Instead, a more pluralistic and contextualized approach is needed, one that sees culture not as a barrier but as a resource for innovation. This involves reimagining policy development as a two-way process, where local educators are not passive recipients but active co-designers of reform.

Finally, integrating socio-cultural insights into educational reform has practical implications for teacher development and training. Professional learning environments must move beyond technical skill-building to incorporate reflective spaces where teachers can explore the cultural dimensions of their practice. Peer-led mentoring, community engagement, and culturally grounded pedagogical models are essential for supporting identity formation and agency. These initiatives must be institutionalized, not as add-ons, but as core components of reform agendas.

In conclusion, socio-cultural norms are not peripheral variables in the study of teacher identity and policy implementation—they are constitutive of both. The interplay between culture, policy, and teacher agency determines the shape of professional identity and the trajectory of educational change. Policies that engage deeply with cultural realities—acknowledging traditions, respecting local epistemologies, and empowering teacher voices—are far more likely to be transformative. In this regard, the literature offers a compelling case for reform strategies that are evidence-based, culturally informed, dialogic, and contextually grounded.

Infrastructure and Technology in Educational Transformation

Integrating infrastructure and technology into educational settings represents one of the most transformative shifts in contemporary pedagogical practice. However, this transformation is far from uniform and reveals deep structural inequalities and limitations in access and implementation. As Gu and Lai, in Wallace and Brooks (2014), assert, the presence of digital tools alone does not ensure improved educational outcomes; rather, their effective integration into teaching and learning environments drives instructional enhancement and student engagement. Schools with a strong technological foundation—reliable internet access, digital devices, and a supportive technical environment—consistently report superior academic performance and increased learner participation. These findings emphasize that digital infrastructure should not be seen as a supplementary enhancement but as a core component of equitable, modern education systems.

However, this vision remains unrealized for many. The disparity between urban and rural and between developed and developing regions underscores the enduring digital divide. Wallace and Brooks (2014) reveal that under-resourced areas often lack the basic prerequisites for digital adoption, such as stable internet or functioning hardware. Teachers face daily obstacles in accessing online content, implementing digital assessments, or conducting virtual instruction in such contexts. This inequity is not merely logistical but structural, deeply embedded in broader socio-economic and political configurations that determine public investment in education and technology. The digital divide, therefore, functions as both a symptom and a perpetuator of educational inequality, reflecting how resource allocation often mirrors and reinforces societal stratification.

Yet, even when digital tools are made available, a lack of professional capacity often undermines their pedagogical potential. As Scott et al. (2024) demonstrate, the successful integration of educational technology demands more than access—it requires a fundamental shift in teacher preparation, mindset, and ongoing professional development. Many teachers, particularly in low-income regions, lack the digital fluency necessary to transform technology into an effective pedagogical tool. This results in technology being underutilized, misused, or resisted altogether. Importantly, Scott et al. highlight that technology can become a source of stress, exacerbating feelings of professional inadequacy when teachers are expected to use unfamiliar tools without adequate training or institutional support.

This complexity points to a critical misalignment between technological innovation and the realities of classroom practice. In many systems, policies promoting digital transformation operate on the assumption that schools are ‘ready’ to absorb these tools into their everyday activities. However, such assumptions are frequently detached from ground-level realities. Professional development models often rely on short-term, surface-level training that fails to account for context, sustainability, or teacher agency. Instead, a sustained, reflective approach to capacity building is required—one that empowers educators not merely to use technology but to innovate with it. Effective professional development should be iterative, peer-supported, and embedded within a culture of continuous learning. It should also address technical proficiency and pedagogical redesign, enabling teachers to rethink how technology can support differentiated instruction, formative assessment, and inclusive learning environments.

International disparities further complicate the picture. High-income countries tend to have more agile systems that can respond to digital needs through investments in infrastructure, content development, and teacher training. These investments enable flexible responses to crises, such as

the rapid shift to online learning during the COVID-19 pandemic. In contrast, many low- and middle-income countries remain constrained by outdated infrastructure, limited fiscal space, and bureaucratic inertia. Digital reform initiatives often fail to scale or sustain impact, leading to what some scholars term "pilot fatigue"—a pattern where promising interventions are introduced but never institutionalized due to a lack of follow-up support or political will.

Scott et al. (2024) advocate for a holistic, systems-based approach to digital education that synchronizes infrastructure development with pedagogical and organizational change. This model recognizes that hardware and connectivity are only the foundation of digital learning. Without parallel investments in leadership, curriculum development, teacher agency, and community engagement, the transformative promise of technology remains underrealized. Moreover, policymakers must acknowledge that digital innovation carries cultural and epistemological dimensions. Technologies are not neutral tools; they reshape power dynamics within classrooms, influence the visibility of certain knowledge forms, and shift the boundaries of teacher-student interaction.

Critically, the transformative potential of technology in education should be re-conceptualized not as an end but as a means to enhance equity, enrich pedagogy, and democratize access to knowledge. To this end, the conversation must move beyond technical access to ask deeper questions about digital justice: Who controls the platforms and data? Whose knowledge is amplified through digital tools? How are marginal voices included or excluded in digital pedagogies? These questions highlight the ethical stakes of digital transformation and call for a vision of technological integration that is inclusive, context-sensitive, and anchored in principles of social equity.

In conclusion, while infrastructure and technology hold immense promise for reimagining education, their effectiveness hinges on enabling conditions. These include equitable access, sustained professional development, institutional responsiveness, and culturally relevant pedagogical frameworks. Without these, digital reforms risk becoming performative gestures that mask rather than address the deep inequities embedded in global education systems. The path forward lies in building not just smart classrooms, but smart systems that place teachers, students, and communities at the center of technological change.

The findings of this review reveal a dynamic interdependence between educational policy, cultural values, and technological infrastructure in shaping the effectiveness and sustainability of education reform. Rather than operating in isolation, these three domains interact synergistically, with adaptive and context-sensitive policies serving as the linchpin for successful outcomes. Inclusive, participatory, and locally responsive policies are consistently more effective in aligning educational goals with ground-level realities. When cultural frameworks are embedded within policy design, they enhance relevance and foster greater receptivity among educators and communities. Similarly, infrastructural readiness—particularly in digital access and technological tools—is an enabling condition that amplifies or constrains the policy's intended outcomes. The intersection of these factors underscores the necessity of designing education systems as cohesive ecosystems rather than segmented interventions.

Empowering teachers through inclusive educational design further strengthens this integrated model. A bottom-up approach to reform, in which teachers are engaged as co-creators of policy, has proven essential for fostering professional agency, ownership, and innovation. When teachers are invited into decision-making processes, their insights contribute to more grounded and effective policy frameworks while reinforcing their professional identity and commitment. This

participatory model addresses the recurrent gap between policy and practice by embedding local knowledge and pedagogical realities into the heart of reform agendas. It positions educators not as passive recipients of directives but critical agents capable of shaping transformative practices.

Several best practices have emerged that support this empowerment paradigm. Group-based mentoring, for instance, has significantly enhanced teacher motivation, autonomy, and reflective practice (Tynjälä et al., 2019). These mentoring models provide structured peer support systems where teachers engage in collaborative problem-solving, continuous learning, and context-sensitive adaptation. Moreover, interdisciplinary training environments—where pedagogical, psychological, and cultural dimensions intersect—equip educators with a holistic understanding of their roles and the tools necessary to navigate complex educational settings. Collaborative learning spaces facilitate real-time knowledge sharing and localized innovation, particularly vital in high-pressure or resource-constrained environments. Collectively, these practices build internal capacity within schools and lay the foundation for scalable, culturally adaptive, and resilient educational reforms.

CONCLUSION

This study has revealed the complex interplay between policy systems, social structures, and teachers' professional identity development. The findings underscore how top-down policies can diminish teacher autonomy and innovation, while participatory and context-responsive policy frameworks promote professional growth and pedagogical creativity. Social norms and cultural values significantly shape teachers' perceptions and responses to educational reforms, highlighting the necessity for localized and inclusive approaches. The evidence also emphasizes the critical role of infrastructure and technology in amplifying or constraining the impact of educational interventions.

Urgent action is required to reform educational policies that overlook teaching environments' socio-cultural and technological realities. We recommend adopting flexible, inclusive policies that empower teachers through professional mentoring, collaborative practices, and digital support systems. Moreover, policymakers must integrate local voices and promote horizontal partnerships between institutions to ensure the sustainability of reforms.

Future research should pursue longitudinal and cross-cultural analyses that account for psychological, social, and contextual dimensions of teacher identity. Integrative methodologies that combine quantitative data with in-depth qualitative insights are essential to capture the nuanced realities of teaching practices. Embedding adaptive policies, cultural sensitivity, and technological infrastructure is the most effective strategy to overcome current challenges and foster a more equitable and effective education system.

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