



Teacher Identity, Motivation, and Well-Being Framework			
	Definition	Possible Positive Implications	Possible Negative Implications
Teacher Identity	<p>The personal and cultural characteristics and experiences of teachers.</p> <p><i>Remember: Teachers are diverse men and women with varied experiences that brought them to teaching. They have their own priority needs, desires, and expectations.</i></p>	<ul style="list-style-type: none"> Teachers may have a strong desire to learn and develop themselves. Teachers may have been nominated by the community, have a deep understanding of the cultural and socio-economic context, and form positive relationships and status with parents, children and youth, and community leaders. 	<ul style="list-style-type: none"> Teachers may have joined the profession without a strong desire for teaching or promoting the protection and development of children and youth. Teachers often do not have professional identity as a teacher.
Teacher Motivation	<p>The different professionally related factors within the school context that encourage or discourage teachers in their work.</p> <p>+ Positive factors may help them feel happy, satisfied and proud to be a teacher. These factors may sustain them when difficulties arise.</p> <p>- Negative factors make teachers feel frustrated, unmotivated, and professionally isolated and unsupported.</p>	<ul style="list-style-type: none"> Teachers may be motivated by other factors, such as a desire to help their community or to be a community leader. Teachers may be encouraged through participatory approaches to training and management that respect and value their skills and experience. Support from colleagues, an opportunity to learn and participation in decision-making on school-related matters 	<ul style="list-style-type: none"> Teachers may be easily discouraged by difficult working conditions. (A small or non-existent salary). Teachers may be discouraged by negative attitudes (“deficit model”) from trainers and managers. Lack of inclusion in decision-making processes on school-related issues.

<p>Teacher Well-Being</p>	<p>The different factors outside the school context – related more to community and family – that encourage teachers in their work, sustain them when difficulties arise, and may help them feel happy, satisfied, and proud to be a teacher. Teacher well-being factors can also discourage teachers and make them feel insecure, worried, etc.</p>	<p>Being a teacher may be a source of satisfaction, comfort and empowerment to teachers – especially women.</p>	<p>Teachers may be experiencing stress and preoccupation with their own situation meaning that they are not able to devote the time and attention needed to meet individual student needs.</p>
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