



<b>Teacher Identity, Motivation, and Well-Being Framework</b>			
	<b>Definition</b>	<b>Possible Positive Implications</b>	<b>Possible Negative Implications</b>
<b>Teacher Identity</b>	<p>The personal and cultural characteristics and experiences of teachers.</p> <p><i><b>Remember:</b> 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"> <li>Teachers may have a strong desire to learn and develop themselves.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers may have joined the profession without a strong desire for teaching or promoting the protection and development of children and youth.</li> <li>Teachers often do not have professional identity as a teacher.</li> </ul>
<b>Teacher Motivation</b>	<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"> <li>Teachers may be motivated by other factors, such as a desire to help their community or to be a community leader.</li> <li>Teachers may be encouraged through participatory approaches to training and management that respect and value their skills and experience.</li> <li>Support from colleagues, an opportunity to learn and participation in decision-making on school-related matters</li> </ul>	<ul style="list-style-type: none"> <li>Teachers may be easily discouraged by difficult working conditions. (A small or non-existent salary).</li> <li>Teachers may be discouraged by negative attitudes (“deficit model”) from trainers and managers.</li> <li>Lack of inclusion in decision-making processes on school-related issues.</li> </ul>

<p><b>Teacher Well-Being</b></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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