<table>
<thead>
<tr>
<th>Teacher Identity</th>
<th>Definition</th>
<th>Possible Positive Implications</th>
<th>Possible Negative Implications</th>
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| **Teacher Identity** | The personal and cultural characteristics and experiences of teachers. **Remember:** Teachers are diverse men and women with varied experiences that brought them to teaching. They have their own priority needs, desires, and expectations. | • 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. | • 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** | The different professionally related factors within the school context that encourage or discourage teachers in their work.  
• Positive factors may help them feel happy, satisfied and proud to be a teacher. These factors may sustain them when difficulties arise.  
• Negative factors make teachers feel frustrated, unmotivated, and professionally isolated and unsupported. | • 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 | • 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. |
| Teacher Well-Being | 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. | Being a teacher may be a source of satisfaction, comfort and empowerment to teachers – especially women. | 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. |