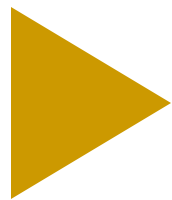




Inter-American Teacher Education Network



Teacher De/Motivation: What It Is, Why We Should Care, and How We Begin to Address It



Mary Burns is Education Development Center's Senior Learning Technologist. Since 1984, she has worked as a teacher, instructional coach, curriculum developer, researcher, technology specialist, professional development provider, university instructor, and evaluator. She has worked with teachers in 5 continents, at all levels of the education system, across a range of subject areas, across a range of socioeconomic contexts, and using a range of technologies. She has served as an instructional coach; authored national technology plans and online learning strategies and programs for Ministries of Education; designed, conducted and evaluated online, blended and face-to-face teacher professional development programs; and advised numerous donor agencies, private companies, states, school districts, and international organizations on issues around teacher quality and technology-based teacher professional development.

Ms. Burns has co-authored 4 books and over 125 articles, book chapters, essays and monographs on teacher professional development, teacher quality and technology. Her most recent major publications include *Where It's Needed Most: Quality Professional Development for All Teachers* and *Distance Education for Teacher Training: Modes, Models and Methods* and she has written about technology and teacher professional development for the World Bank, the Interagency Network for Education in Emergencies and presently for E-Learning Industry and the Global Partnership for Education.

► THE IDEA

This webinar explores both the concept and reality of teacher motivation and teacher demotivation. We will discuss why teacher motivation matters from a policy, programmatic, classroom and individual perspective; examine the research on teacher motivation; and explore current global and national initiatives to produce more research and influence policy on the topic of teacher motivation.

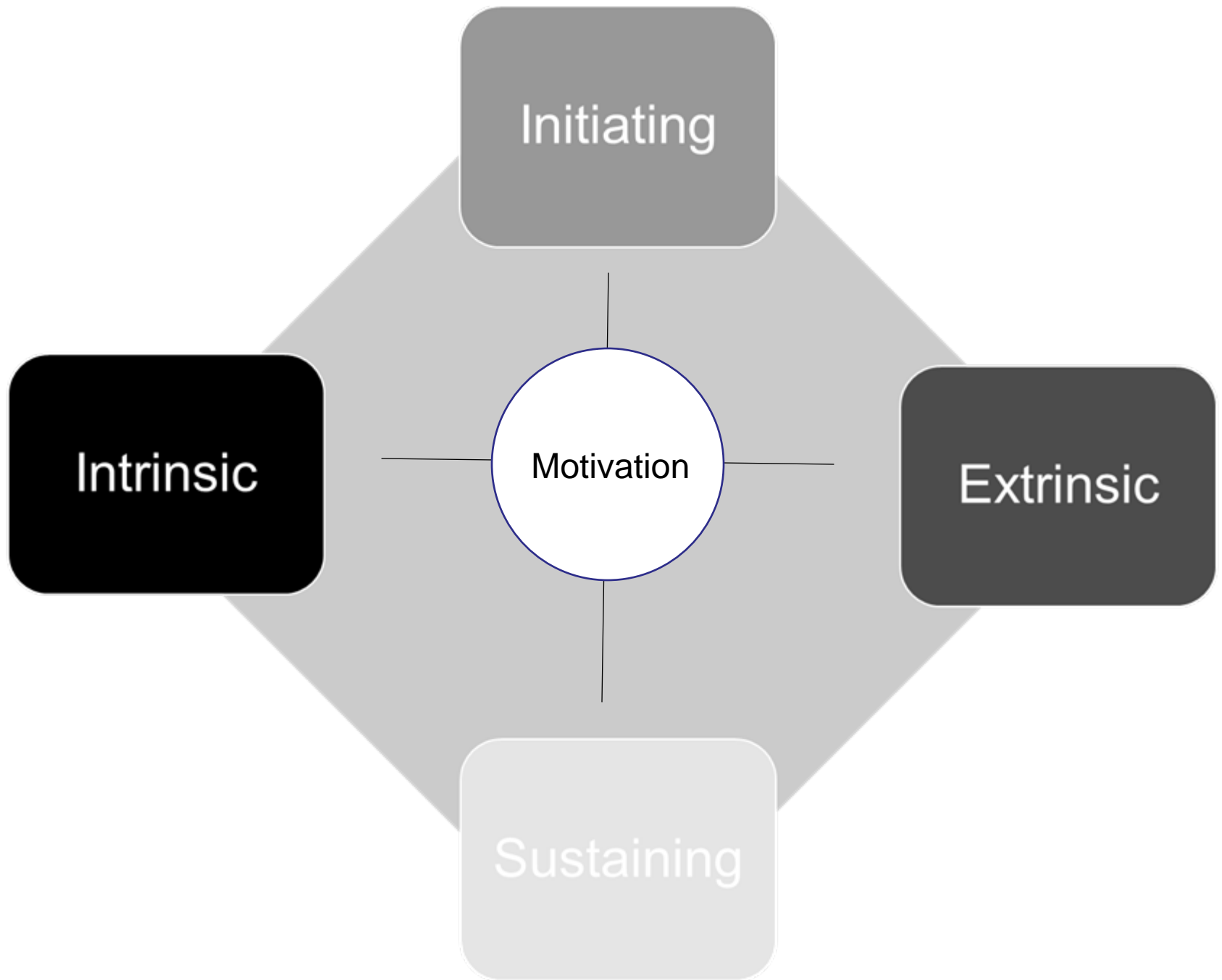
► FOUR QUESTIONS

- **Question 1:** What do we mean by “teacher motivation” (and “teacher demotivation”)?
- **Question 2:** Why should we care about teacher motivation?
- **Question 3:** What are some of the factors that contribute to teacher motivation?
- **Question 4:** Who is addressing issues around teacher motivation?

Question 1: What do we mean by “teacher motivation”?

Use chat box to answer





Question 2: Why should we care about “teacher motivation”?

Use chat box to answer



Third and sixth grade teachers in Latin America and the Caribbean:
Characteristics, perceptions and relationship with student learning achievement (UNESCO, 2016)

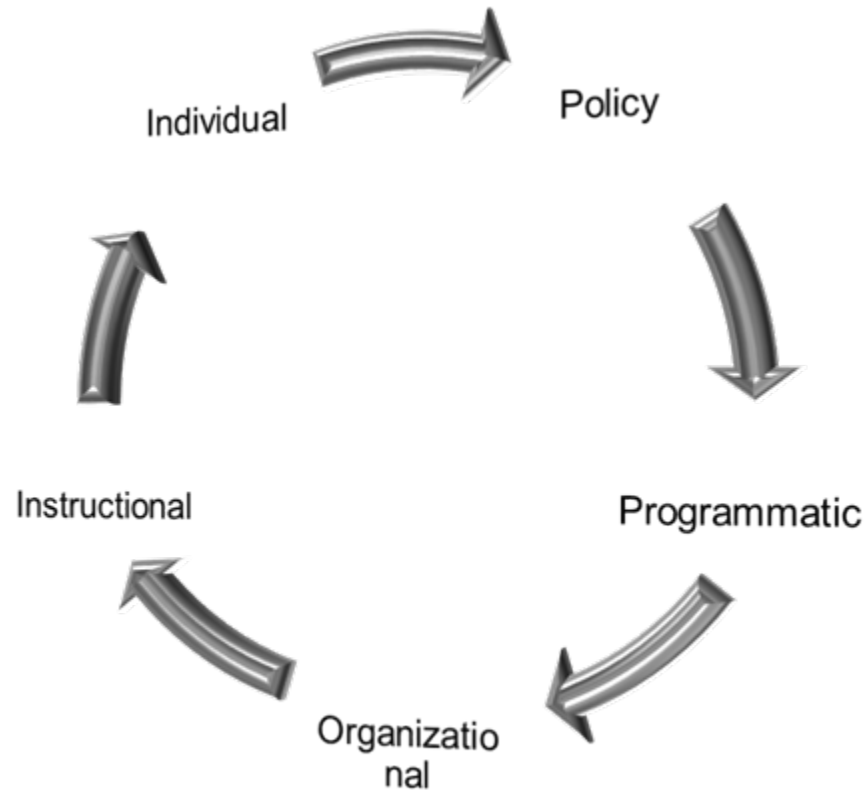
GRAPH 6

Are teachers satisfied with their job?

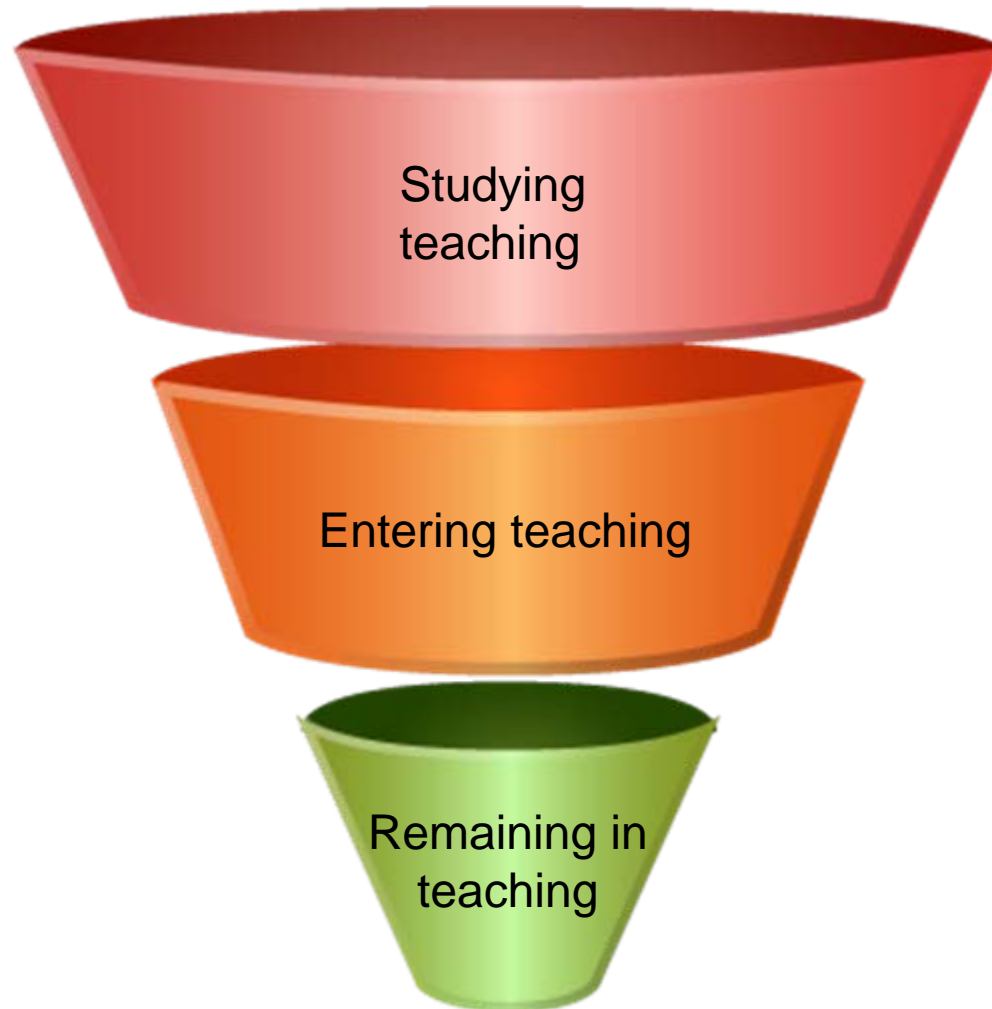
The purple bars indicate the percentage of third grade students taught by teachers who are satisfied with their jobs. The lines with the yellow circle indicate the mathematics scores of students whose teachers are not satisfied with their jobs. The pink lines indicate the mathematics score of students whose teachers are satisfied with their jobs. The direction of the arrows indicates if the score differences between students taught by teachers who are and are not satisfied with their jobs are statistically significant. The upwards pointing arrow indicates that the differences are positive and statistically significant. The downward pointing arrow indicates that the differences are negative and statistically significant. The horizontal line indicates that the differences are not statistically significant.



The multiple perspectives of teacher motivation



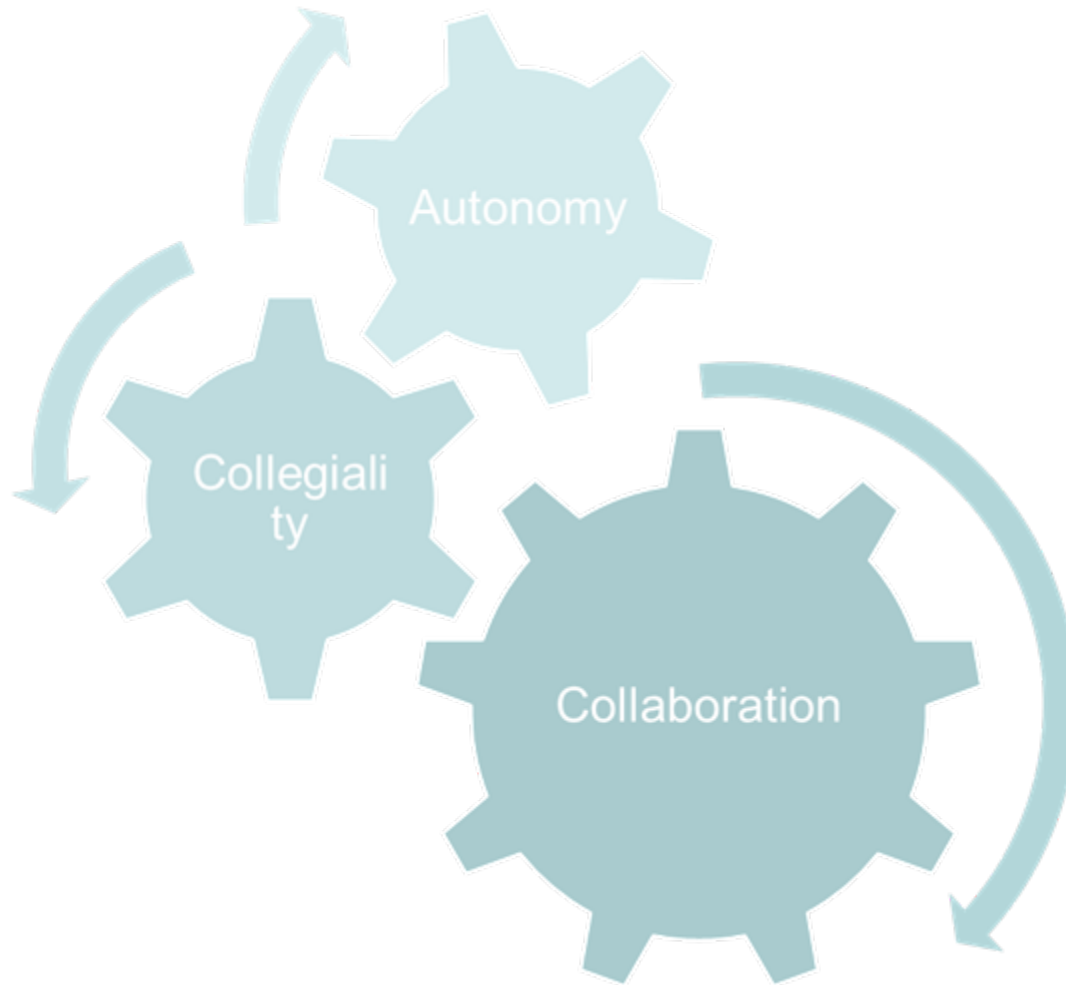
1. Policy



2. Programs



3. Organization



4. Classroom



5. Individual



Question 3: What are some of the factors that contribute to “teacher (de) motivation”?



Factors Influencing (De)Motivation

Culture/Mission

Merit Pay

Work Context

Work Content

Occupational
Status

Teacher
characteristics

1. Culture/Mission



2. Merit Pay

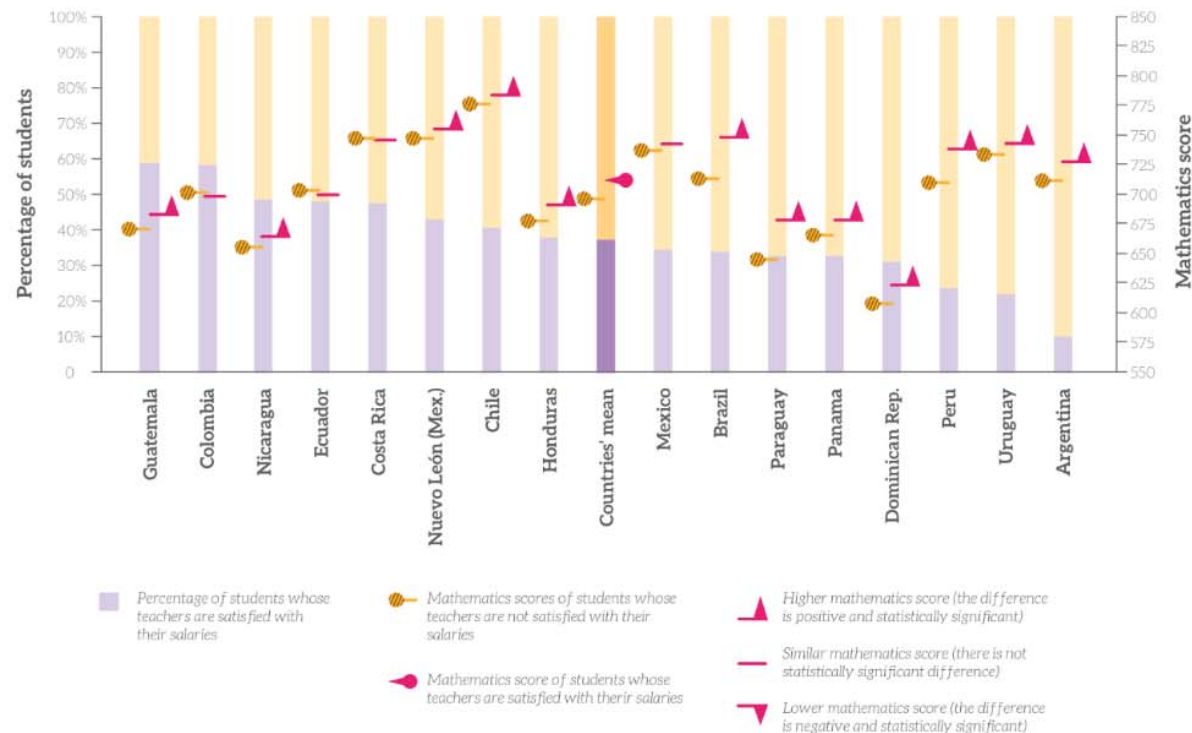


Third and sixth grade teachers in Latin America and the Caribbean:
Characteristics, perceptions and relationship with student learning achievement
 (UNESCO, 2016)

GRAPH 7

Are teachers satisfied with their salaries?

The purple bars indicate the percentage of students whose teachers are satisfied with their salary. The lines with the yellow circle indicate the mathematics scores of students whose teachers are dissatisfied with their salaries. The pink lines indicate the mathematics test score of students whose teachers are satisfied with their salaries. The direction of the arrows indicates if the score differences in students taught by teachers who are or are not satisfied with their salaries are statistically significant. The upward pointing arrow indicates that the differences are positive and statistically significant. The downward pointing arrow indicates that the differences are negative and statistically significant. The horizontal line indicates that the differences are not statistically significant.



3. Work Context





4. Work Content

4. Occupational status



6. Teacher characteristics



One more factor...



**Question 4: Who is
addressing issues
around teacher
motivation?**





INTERNATIONAL TASK FORCE ON TEACHERS FOR EDUCATION 2030

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<http://www.teachersforefa.unesco.org/>



<http://www.teachermotivation.org/>



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**TODOS POR UN
NUEVO PAÍS**

PAZ EQUIDAD EDUCACIÓN

Thank you!



@countykerrymary



<http://www.globalpartnership.org/blog>

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Thank you for your participation!

Access the **materials** used during this webinar and **learn more** about this topic with your peers in the **ITEN Inter-American Collaboratory on the Teaching Profession (Co-TEP)**.

<https://www.oas.org/cotep/library.aspx?lang=en>

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