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RESEARCH ON IMPROVING
SYSTEMS OF EDUCATION

How to manage teacher careers: Getting the best you can out of the best you can attract

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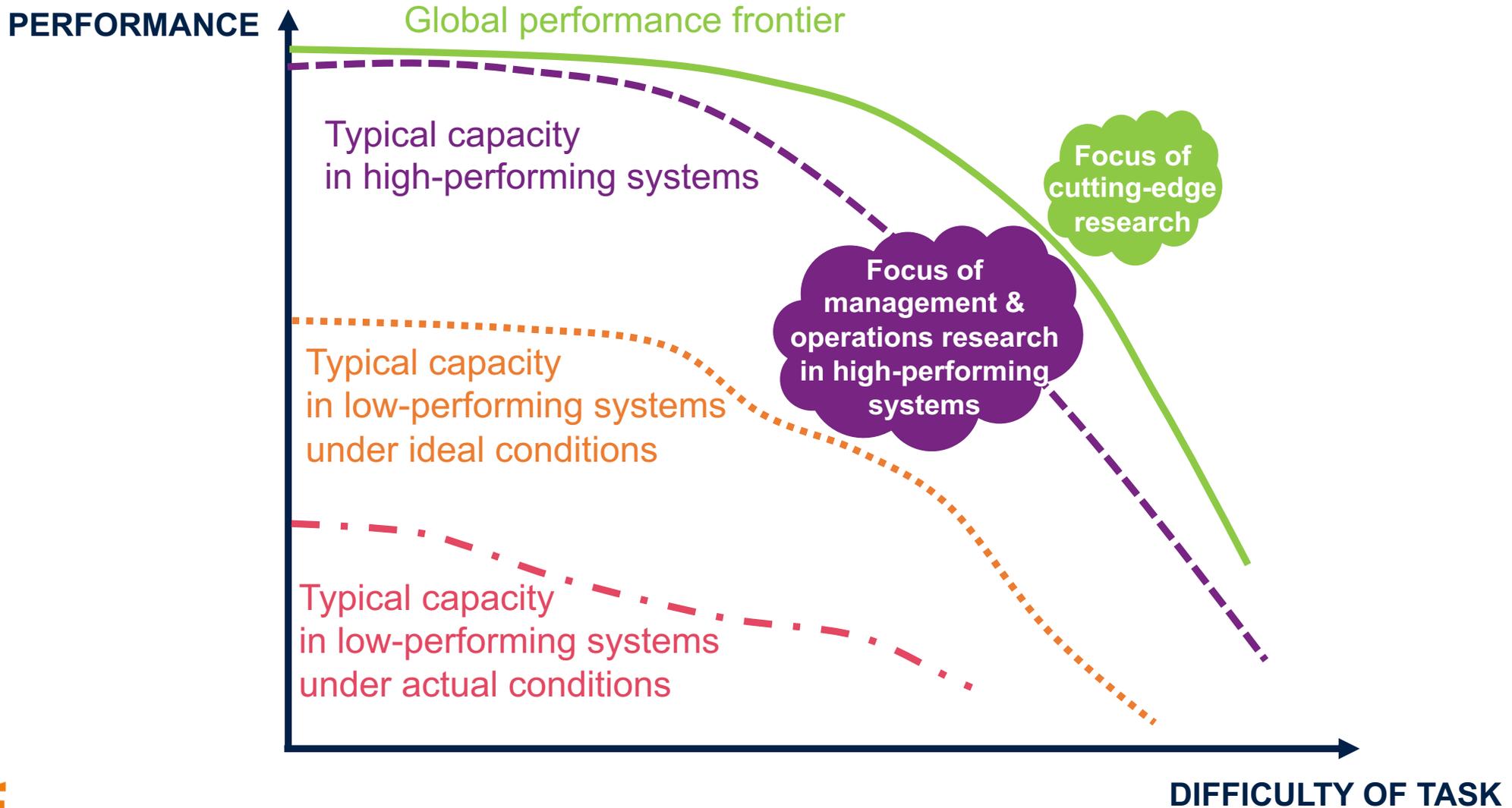


Two challenges in managing teacher careers: (i) complexity



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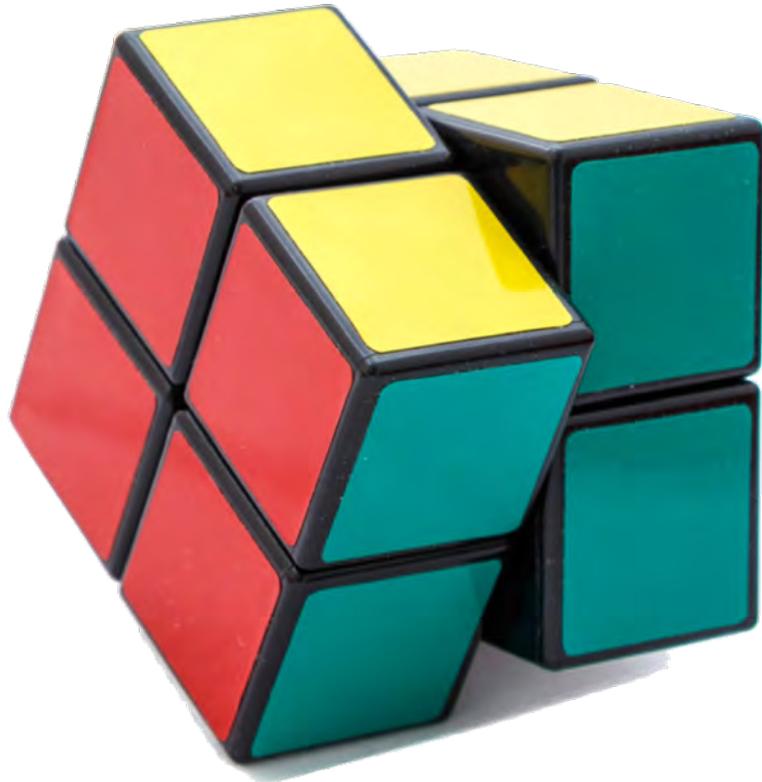
Two challenges in managing teacher careers: (ii) capacity



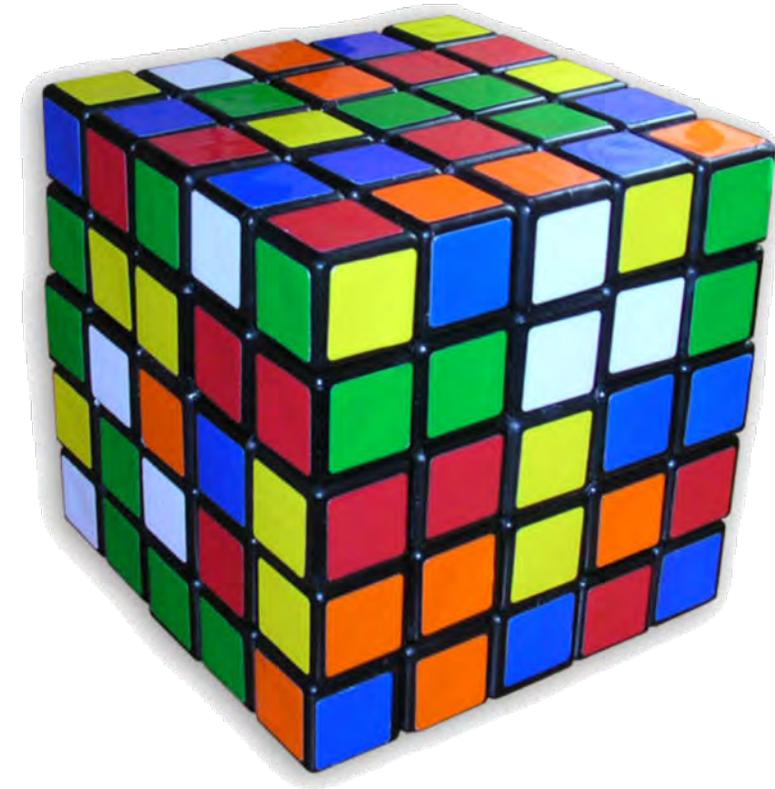
Source: adapted from [Pritchett \(2017\)](#)

Two challenges in managing teacher careers: complexity & capacity

We talk about teacher careers as if this were the situation:



But the situation in low-performing education systems is more like:



A fully hedonic, fully dynamic model of teacher careers



fully
hedonic

- **full range of factors** that influence teacher motivation
- **heterogeneity of motivation** across the full pool of teachers



fully
dynamic

- **different phases** of teachers' careers have different hedonic features
- prospective teachers weigh their expected utility over **full span of career**
- **effects** of teacher career reforms **manifest gradually** as cohorts change

Hedonic factors	 Pre-service <i><0 years</i>	 Novice <i>0–5 years</i>	 Experienced <i>5–25 years</i>	 Veteran <i>>25 years</i>
 Delegation <i>Who does what where?</i>				
 Information <i>How well are they doing it?</i>				
 Support <i>What would help them to do it better?</i>				
 Finance <i>How are they paid?</i>				
 Motivation <i>What else shapes their motivations?</i>				

1. Delegation: Who does what where?



Aspects of Delegation



Pre-service



Novice



Experienced



Veteran

Who: entry/exit into the profession

What: general responsibilities

What: differentiated responsibilities

Where: regions, schools, classrooms

There are many possible combinations of teachers, tasks, and settings, all of which interact to influence teacher motivation.

1. Delegation: Who does what where?

NOTE: the tables in these slides show **illustrative** examples of combinations of teacher career elements. The “best” combination depends on the context.

 Aspects of Delegation	 Pre-service	 Novice	 Experienced	 Veteran
Who: entry/exit into the profession	Entry based on academic and non-academic attributes	Involuntary exit for unsatisfactory end-of-phase appraisal	Periodic re-certification	Periodic re-certification; early retirement option
What: general responsibilities	Develop competencies in pedagogy and content	Cultivate student learning; consolidate instructional competencies	Cultivate student learning; contribute to school improvement	Cultivate student learning; contribute to systemwide improvement
What: differentiated responsibilities	Develop specialisations (secondary school subjects, special education, etc)		Optional: school leader selective pathway	Optional: instructional leader selective pathway
Where: regions, schools, classrooms	 Teacher allocation as a balance between educational needs across the system, teachers’ varied competencies, and teachers’ preferences			

2. Information: How well are they doing it?

 Aspects of Information	 Pre-service	 Novice	 Experienced	 Veteran
Frequency: informal feedback	<p data-bbox="1116 649 2275 1292">Constructive information is multifaceted and costly—but valuable for orienting teachers' motivations, administrators' decisions, and collective improvement.</p>			
Frequency: formal appraisal				
Sources: measures of student learning				
Sources: review of instructional practices				
Sources: student and parent feedback				

2. Information: How well are they doing it?

 Aspects of Information	 Pre-service	 Novice	  Experienced Veteran	
Frequency: informal feedback	Frequent		Frequent if resources permit	
Frequency: formal appraisal	At end of training	At end of phase	Every few years & for entry to school leadership pathway	Every few years if resources permit
Sources: measures of student learning			Flexible formative assessment (frequent), standardised summative assessment (periodic)	
Sources: review of instructional practices	In-school practicum, microteaching, instructional materials		Lesson observations and review discussions for ongoing development; portfolio of instructional materials for periodic formal appraisals	
Sources: student and parent feedback			Accessible feedback channels with low stakes for teachers (except for allegations of serious misconduct)	

3. Support: What would help them to do it better?

 Aspects of Support	 Pre-service	 Novice	 Experienced	 Veteran
Training and mentorship	<p>Regardless of how motivated a teacher may be to cultivate student learning, they will not succeed unless they are equipped for the job—and bad equipment will eventually erode their motivation.</p>			
Curricula, assessments, and instructional materials				
Resources for collaboration				

3. Support: What would help them to do it better?

 Aspects of Support	 Pre-service	 Novice	 Experienced	 Veteran
Training and mentorship	Establishing foundational competencies in pedagogy and content; in-school practicum	Structured induction to consolidate competencies	Annual in-service training requirement, matched to instructional needs; specialised training for those on selective pathways	
Curricula, assessments, and instructional materials	Familiarisation with curricular expectations	Well-aligned curricula, assessments, teachers' guides, textbooks, and other materials		
Resources for collaboration		Time (e.g. weekly timetabled period for within-subject coordination), funding (e.g. ringfenced allocation for in-service training), networks (e.g. district-level coordination of communities of practice)		

4. Finance: How are they paid?



Aspects of Finance



Pre-service



Novice



Experienced



Veteran

Base pay

Pensions/longevity benefits

Supplements for additional duties

Supplements for hardship

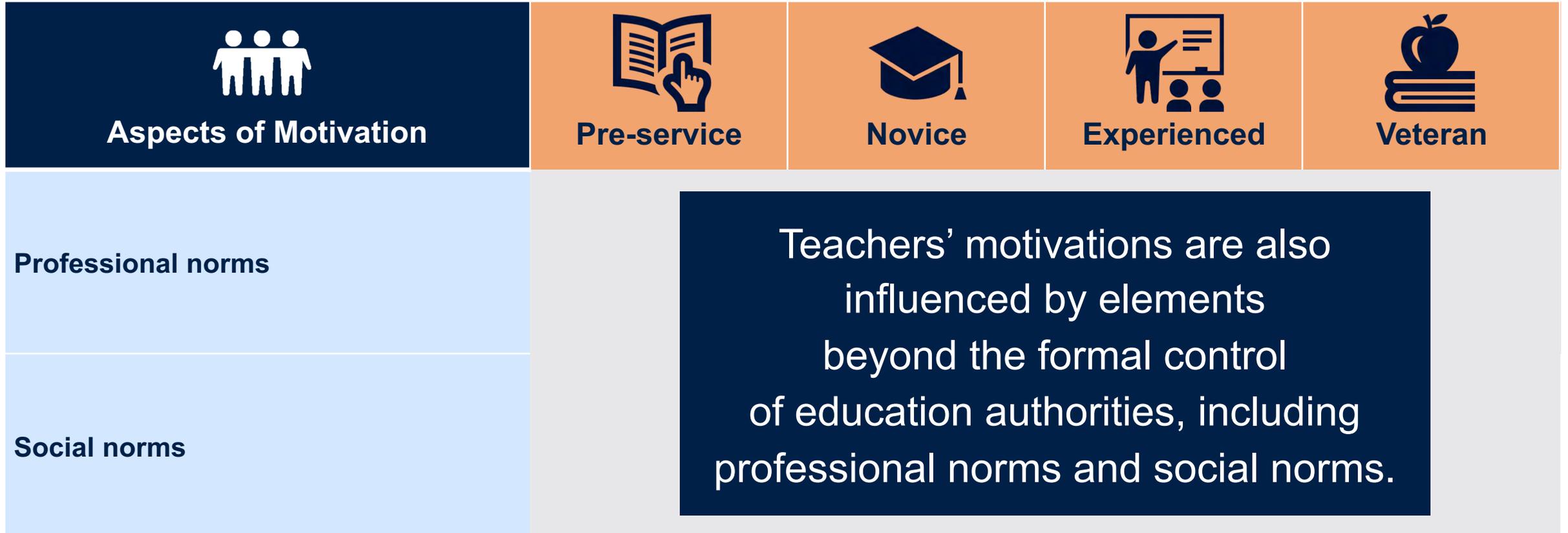
Incentives for performance

Teacher compensation packages should aim to influence teachers' motivations using a range of strategies that can, but need not necessarily, include performance-based incentives.

4. Finance: How are they paid?

 Aspects of Finance	 Pre-service	 Novice	 Experienced	 Veteran
Base pay	Loan for fees; stipend for living expenses	Lower initial salary scale	Higher salary scale for all, with further increments for those selected for differentiated pathways	
Pensions/longevity benefits		Cumulative over time		Optional: early retirement
Supplements for additional duties			Supplement for assuming school-level duties that take additional time	
Supplements for hardship	Fee waiver for trainees who commit to serving in remote schools	Supplement for teaching in remote areas or to disadvantaged populations; including in-kind benefits (e.g. housing)		
Incentives for performance		Modest incentives (pecuniary or otherwise) for meeting consensus-based targets for student learning and/or instructional quality		

5. Motivation: What else shapes their motivations?



5. Motivation: What else shapes their motivations?

 Aspects of Motivation	 Pre-service	 Novice	 Experienced	 Veteran
Professional norms	Socialisation from lecturers and in-school mentors	Perceptions about typical teacher practice can influence teachers' effort toward or away from cultivating student learning		
Social norms	Local expectations of teachers and teaching can influence teacher practice; levels of trust and social status hierarchies can influence possibilities for educational change			

Two cross-cutting considerations: coherence & distribution of decision-making discretion

Hedonic factors	 Pre-service	 Novice	 Experienced	 Veteran
 Delegation <i>Who does what where?</i>	<div data-bbox="1541 501 2372 634" style="border: 1px solid black; padding: 5px; display: inline-block;"> #2 From the pool of eligible teachers, school decides whom to hire where </div>			
 Information <i>How well are they doing it?</i>	<div data-bbox="1166 725 1595 1146" style="border: 1px solid black; padding: 5px; display: inline-block;"> #1 District decides who is eligible for hiring, based partly on information from pre-service training </div>			
 Support <i>What would help them to do it better?</i>				
 Finance <i>How are they paid?</i>				
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