

Glossary

The diversity of the vocabulary used around the theme of teacher careers in the literature crystallizes the complexity of developing a typology of career models and the relatively new development of teacher careers as a research theme. The following definitions are proposed here to facilitate the reading of this project document and of the ensuing research work produced as part of this project. They have been deduced from the literature review that was prepared to guide the initial stage of this research project.

It should be underlined that different organizations use different terminology. Sometimes the same terms are used but the meaning attached to them can differ. It is thus very important that definitions are agreed upon upfront. For more information on the various terms used, a table is presented in annex 1 comparing terms used in relation to teacher careers in this project with those used by a major organization that has published work on teacher careers, i.e. the World Bank¹, and justifications for adopting our terminology.

In the sections below, the terms used in relation to career models and evaluation modes reflect the typology developed in the literature review and used for the ToC.

Key concepts:

Career - A career is defined in the Oxford Dictionary as ‘an occupation undertaken for a significant period of a person’s life and with opportunities for progress’ (Oxford Dictionaries, 2015). It differs from a ‘job’, which is defined as ‘a paid position of regular employment’ in that a career includes opportunities for progress, whereas a job does not necessarily. The administration of teacher careers therefore encompasses policies concerning how people progress from being a new teacher to being an experienced teacher. This includes progression in the areas of pay, skills, qualifications and responsibilities, and how these things relate to one another.

Teacher standards - descriptions of what teachers are expected to be able to do or know at different stages of their career.

Horizontal mobility – teachers are promoted to more advanced teacher levels. It is based on meeting certain standards and allows the teacher to remain teaching in the classroom through different steps of promotion. This is sometimes called ‘horizontal promotion’ (Vegas, 2005), and as this phrase suggests the teacher is moving sideways rather than upwards.

Vertical mobility – it is a career structure where teachers are promoted to the administrative or leadership positions and teaching stops being central to their job.

Promotion - teachers are promoted to new roles and titles based on their evaluation, with a salary rise attached.

Motivation and satisfaction - one is motivated to take action that leads to the satisfaction of a need or desire. Motivation is a desire or willingness to have something, satisfaction is how you feel once you have it.

¹ See Bruns, B.; Luque, J. 2014. *Great Teachers: How to Raise Student Learning in Latin America and the Caribbean*. World Bank Publications.

Intrinsic motivation – refers to acting because the action is inherently interesting or enjoyable. It is associated with creativity, problem solving, cognitive flexibility and persistence.

Extrinsic motivation – refers to acting because the action leads to a separate desirable outcome, like a reward. It is associated with initial increase in frequency of action, but leads to decrease in intrinsic motivation.

Career models:

Single salary schedule - teachers' pay increases yearly, independently of teaching quality. The only other factors taken into account in pay are additional qualifications, and promotions to administrative positions.

Single salary schedule contingent upon appraisal - here salary rises at key points (every three years for example) are dependent on passing an appraisal. Sometimes the standards they are appraised against get more challenging, the longer they have been in the profession.

'Performance related pay' - refers to programmes which award teachers one-off financial rewards for desired performance, either as measured by student grades in standardized tests, or by broader teacher evaluation.

Career ladder - here teachers do not just go up the pay scale by passing an appraisal, but take on a new status or role such as 'lead teacher' having met the required standards to do so, and their pay reflects their new position.

Bonuses:

'Payment by results' (PBR) - is used to describe programmes which base bonuses on student results only.

Evaluation modes:

Criterion referenced - teachers' skills are judged against criteria or standards. Any teachers who meet the set of standards required for a promotion receive the promotion, irrespective of the performance of their peers.

Norm referenced - teachers are compared with each other. Only the top proportion of teachers gets a reward or promotion. This could be based on who has the most points, or using other criteria.

Cumulative judgment - allocation of a certain weighting or point score to different elements of the appraisal process, for example a lesson observation and a test, and these are added up to reach a final score.

Holistic judgment – teachers' overall outcome is based on teacher standards and whether or not they have shown the necessary skills/competencies required. However, there is no formal allocation of points or weighting to certain components because evaluation is a result of a more holistic consideration often made by one agent (in many cases the principal but not exclusively). Evidence for the meeting of the competencies is still drawn from different components of the appraisal process.

Internal evaluation – ‘Self-evaluation of organizations during which one or more persons assess the performance of an entity for whose activities they are fully or partially responsible.’²

External evaluation – ‘An evaluation carried out by evaluators external to the entity evaluated.’³

² TESE (Thesaurus for Education Systems in Europe), Eurydice, 2009.

http://eacea.ec.europa.eu/education/eurydice/documents/tese/pdf/teseen_005_alphabetic.pdf

³ TESE (Thesaurus for Education Systems in Europe), Eurydice, 2009.

http://eacea.ec.europa.eu/education/eurydice/documents/tese/pdf/teseen_005_alphabetic.pdf