

# A PASSION FOR TEACHING

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Schooling is organized so that educational policies, curriculum, and instruction are interpreted and enacted by teachers. Teachers are the human point of contact with students. All other influences on the quality of education are mediated by who the teacher is and what the teacher does. Teachers have the potential for enhancing the quality of education by bringing life to curriculum and inspiring students to curiosity and self-directed learning. And teachers can also degrade the quality of education through error, laziness, cruelty or incompetence. For better or worse, teachers determine the quality of education.

Passionately committed teachers are those who absolutely love what they do. They are constantly searching for more effective ways to reach their children, to master the content and methods of their craft. They feel a personal mission. .. to learning as much as they can about the world, about themselves – and helping others to do the same.

I would make six observations on the government standards agenda and its effects on schools, teachers and students:

1. As they are constituted, measured standards account for a relatively limited amount of teaching, learning and achievement.
2. In those areas that are central to the standards agenda for students in England, i.e. literacy, numeracy, science, there was initial evidence of increased attainment by pupils. This has now plateaued and observers note a ‘ceiling’ effect.
3. Try as teachers may, there are certain year cohorts and individual motivation persistently prevent all efforts to educate to nationally prescribed standards.
4. The use of behavioural competences to measure the abilities of teachers does not account for their broader, moral purposes.
5. It is by no means certain that the reduction of teacher autonomy has resulted in better teaching or more committed teachers.
6. There is a continuing crisis in recruitment and retention. Yes without committed teachers of the highest quality, standard are unlikely to be raised and the challenges presented by changes in society will not be met.

Professionalism describes the quality of practice. It describes the manner of conduct within an occupation, how members integrate their knowledge and skill in a context of collegiality, and of contractual and ethical relations with clients..... Teaching in an educational context is strongly connected to the betterment of individuals. It is therefore impossible to talk extensively about teachers and teaching without a language of morality.

The example we set as passionate adults allows us to connect to [pupils’] minds and spirits in a way that we can have a lasting, positive impact on their lives. .. by.... working with the [pupils] at the frontier of their own individual and collective experiences, feelings and opinions.

### **Why passion is essential**

In our rush to reform education, we have forgotten a simple truth: reform will never be achieved by renewing appropriations, restricting schools. Rewriting curricula, and revising texts if we

continue to demean and dishearten the human resource called the teacher on whom so much depends..... If we fail to cherish – and challenge – the human heart that is the source of good teaching.

Passion is defined in the Oxford Dictionary (1989) as ‘any kind of feeling by which the mind is powerfully affected or moved’. It is a driver, a motivation force emanating from strength of emotion. People are passionate about things, issues, causes, people. Being passionate generates energy, determination, conviction, commitment, and even obsession in people. Passion can lead to enhanced vision (the determination to attain a deeply desired goal) but it can also restrict wider vision and lead to the narrow pursuit of a passionately held conviction at the expense to other things. Passion is not a luxury, a frill, or a quality possessed by just a few teachers. It is essential to all good teaching. It is not just a personality trait that some people have and others lack, but rather something discoverable, teachable or reproducible, even when the regularities of school life gang up against it. Passion and practicality are not opposing notions; good planning and design are as important as caring and spontaneity in bringing out the best in students. Although not the whole story, passion, uncomfortable as the word may sound, is at the heart of what teaching is or should be.

Behind the ordered control and professional calm of all the teachers ..... bubble deep, potentially explosive passions, emotions bringing despair, elation, anger and joy of a kind not normally associated in the public mind with work.

(Nais, 1996, p.226)

To be passionate about teaching is not only to express enthusiasm but also to enact it in a principled, values-led, intelligent way. All effective teachers have a passion for their subject, a passion for their pupils and a passionate belief that who they are and how they teach can make a difference in their pupils’ lives, both in the moment of teaching and in the days, weeks, months and even years afterwards. Passion is associated with enthusiasm, caring, commitment, and hope, which are themselves key characteristics of effectiveness in teaching.

It is the teachers’ passions that help them and their students escape the slow death of ‘busyness at work’, the rituals of going through the motions, which in schools usually means checking that the homework was done, covering the curriculum, testing, grading, and quickly putting it all behind us.

(Fried, 1995, p.19)

Teachers have hearts and bodies, as well as heads and hands, though the deep and unruly nature of their hearts is governed by their heads, by the sense of moral responsibility for students and the integrity of their subject matter which is at the core of their professional identity. They cannot teach well if any part of them is disengaged for long. Increasingly, social and political pressure give precedence to head and hand, but if the balance between feeling, thinking and doing is disturbed too much or for too long, teaching becomes distorted, teachers’ responses are restricted, they may even miss many different aspects of their jobs. This is not an indulgence; it is a professional necessity. Without feeling, without the freedom to ‘face themselves’, to be whole persons in the classroom, they implode, explode – or walk away.

(Nias, 1996, p.305)

Fried (1995) argues that there is a clear connection between passionate teaching and the quality of students’ learning:

1. When students can appreciate their teacher as someone who is passionately committed to a field of study and to upholding high standards within it, it is much easier for them to

take their work seriously. Getting them to learn then becomes a matter of inspiration by example rather than by enforcement and obedience.

2. Without a trusting and respectful relationship among students and teachers, everyone's ability to work collaboratively and to take the kind of risks that learning requires is minimized.
3. Unless students are able to see the connection between what they are learning and how they might put such learning to work in a real life context, their motivation to excel will remain uneven at best.

(Fried, 1995, p.47)

### **The call of teaching**

Haavio, a Finish educator, indentified three key characteristics of the good teacher:

- (i) pedagogical discretion – the ability to use the most appropriate teaching for each individual
- (ii) Pedagogical love – the caring instinct, i.e. the desire to help, protect and support
- (iii) Vocational awareness – it seizes the teachers' personality in such a way that he is ready to do his utmost for it and finds in it internal gratification and the purpose of his life.

(Haavio, 1969)

Teaching is a continuous activity of encouraging or fuelling attitudes, orientation, and understandings which allow students to progress rather than to regress as human beings, to grow rather than to become narrow in their outlook and range of capabilities..... Other things being equal, a person with a sense of calling comes to inhabit the role of teacher more fully than does an individual who treats it as only a job... will be more likely to exert a broader and more dynamic intellectual and more likely to exert a broader and calling teaching is a public service that also yields personal fulfillment to the person who provided that service.....

(Hansen, 1999, pp.94 – 6)

In studying the art of teaching in primary schools, Peter Woods and Bob Jeffrey were clear that emotions figured prominently in teachers' work:

They were passionate about their own belief ..... they cared for their children; and their teaching had a high emotional content.

(Woods and Jeffrey, 1996, p. 54)

One of the teachers interviewed in Woods and Jeffrey's study, for example, talked of her enthusiasm:

Enthusiasms rub off on kids. I don't very often go into a class and do things I'm not interested in because I know that I don't do it well. But do it, I find that the children actually pick that up in a way. They actually get enthusiastic as well....

(Nicola, quoted in Woods and Jeffrey, 1996, p. 67)

Thus, when they see themselves failing, a sense of frustration, sadness or anger develops:

So many kids go from day to day and they don't realize how important education it.....

(Ibid., p.15)

I tend to feel sadness when we learn something about a student and their family situation, things we can't control or have any impact on....

All those who work with children and young people, all those who have observed and listened to many teachers who, quite clearly 'love' their job and the children and young people they teach, will recognize that the call of teaching is, perhaps above all, about love:

... love of learning, of students, of the process of being fully human. Teaching is about love because it involves trust and respect, and because at its best teaching depends upon close and special relationships between students and teachers. It is, in a word, a vocation based on love.

Going deeper means hard thinking and soul searching about the fundamental value and purpose of what we do as educators. It means reaching into our hearts to care more deeply for those we teach and forge stronger emotional bonds with other people, such as parents, who share in the educational responsibility. Going deeper means staying optimistic and hanging on to hope, even in the most difficult circumstances, not as futile indulgence, but as active commitment that helps make real differences in young people's lives. Going deeper, in other words, involves purpose, passion, and hope.

(Hargreaves and Fullan, 1998, p.29)

... are not a simple, unified view of what this school [or classroom] ..... can be, but a complex blend of evolving themes of the change programme. Visioning is a dynamic process, no more a one-time event that has a beginning and an end than is planning. Visions are developed and reinforced from action, although they may have a seed that is based simply on hope.

(Louis and Miles, 1992, p. 237)

Having hope means that one will not give in to overwhelming anxiety... Indeed, people who are hopeful evidence less depression than others as they manoeuvre through life in pursuit of their goals, are less anxious in general, and have fewer emotional distresses.

(Goleman, 1995, p. 87)

Holding ideals is not exhibiting warm and fuzzy feelings but needs to be valued as part of intensive educational debate about fundamental purposes ... the absence of which undermines the heart of professionalism.

1. Self-image
  - Who am I as teacher?
  - What are the connections with who I am as a person?
2. Self-esteem
  - How well am I doing my job as a teacher?
  - How do I feel about my work as a teacher?
  - Am I satisfied with myself as a teacher?
  - What are the sources of joy and contentment?
  - What makes me doubt my own personal and professional qualities?
3. Job motivation
  - What motivated me to become a teacher?
  - What motivates me to remain a teacher?

- What could contribute to increasing (or sustaining) my motivation as a teacher?
  - What can I do to make this happen?
  - How can others help?
4. Task perception
- What must I do to be a good teacher and how?
  - Do I feel that the emotional or relational problems of my students are my concern and to what degree?
  - Is it sufficient that all my students achieve the minimum goals for my classes?
  - What is my personal professional development programme?
  - What is it that I currently do that is a part of my job as a teacher?
  - What is it that is not?
  - What actions can I take to improve my situation/
5. Future perspective
- What are my expectations for the future and how do I feel about them?
  - How do I look forward to the rest of my years in teaching?
  - What actions can I take to ensure that the future is bright?
- (Kelchtermans, 1999, p. 10)

What makes teaching a moral endeavour is that it is, quite centrally, human action undertaken in regard to other human beings. Thus, matters of what is fair, right, and virtuous are always present. Whenever a teacher asks a student to share something with another student, decides between combatants in a schoolyard dispute, set procedures for who will go first, second, third and so on, or discusses the welfare of a student with another teacher's conduct, at all times and in all ways, is a moral matter. For that reason alone, teaching is a profoundly moral activity.

(Fenstermacher, 1990, p. 133)

Honesty Central to teachers' professional expertise are an ability to differentiate between fact and fiction, a concern for the search for truth, an ethic of belief, creation of trust, and a passion for truth.

Courage 'A continuing determination to stick to one's principles in the face of all kinds of adversity' ... [courage is]... not related solely to fear or physical action; demands the use of practical reason and judgement, either in a situation of immediate danger or in the pursuit of long-term commitment that are morally desirable; [it] will be found in different sorts of social and institutional practices' (pp. 72 – 3).

Care Teachers must want children to care for what they learn and for each other.... 'They are not afraid of showing that they care, nor are they ashamed of wanting students to appreciate them, to like them, to reciprocate care.... They get to stretch the capacities and responsibilities of their role, understanding that it has to be a professionally personalized role' (p.79).

Fairness 'Teachers represent adult life. Their determination to instill a sense of justice alongside a sense of caring is an initial model of the outside world .... In practice, teachers, assume at least three roles that involve questions of fairness: distributing time and attention, imposing discipline and sanctions, and monitoring fairness as a member of the school' (p. 82)

Practical wisdom 'Requires qualities of reflectiveness and judgment to be interwoven with the four other virtues enabling the teacher to know what to do when and why, in terms of

pedagogical skill and content knowledge, with enthusiasm and authenticity so that the teaching role is congruent with personal values' (p. 85).

Like Sockett, Bottery argues that 'altruism' is essential to all version of professionalism. He points to five essential ethics:

- Truth disclosure, which must override personal advantage
- Subjectivity, in which individuals must recognize the limits of their perceptions and the individuality of personal values
- Reflective integrity, in which individuals acknowledge the limits of personal perception and thus the need to incorporate different personal perception and thus the need to incorporate different understandings of a situation into their work
- Humility, in which personal fallibility is recognized not as failure but as a condition of being human.
- Humanistic education, in which the individual's duty is to help the clients help themselves.

The synchrony between teachers and students indicates how much rapport they feel; studies in classrooms show that the closer the movement co-ordination between teacher and student, the more they feel friendly, happy, enthused, interested, and easygoing while interacting. In general the high level of synchrony in an interaction means the people involved like each other... synchrony reflects the depths of engagement between the parties; if you're highly engaged, your moods begin to mesh, whether positive or negative.

(Goleman, 1995, pp. 116 – 17)

Apprehending the other's reality, feeling what he feels as nearly as possible, is the essential part of caring from the view of the one caring. For if I take on the other's reality as possibility and begin to feel its reality, I feel, also, that I must act accordingly; that is, I am impelled to act as though on my own behalf, but no behalf of the other.

(Noddings, 1984, p. 228)

... to reach out to children and develop genuine, warm relationships with them may compromise one's ability to control them. Much of what is wrong with our schools can be traced back to the fact that when these two objectives clash, connection frequently gives way to control.

### **Courage**

I am a teacher at heart, and there are moments in the classroom when I can hardly hold the joy. When my students and I discover uncharted territory to explore, when the pathway out of the thicket opens up before us, when our experience is illuminated by the lightening-life of the mind – then teaching is the finest work I know. But at other moments, the classroom is so lifeless or painful or confused – and I am powerless to do anything about it – that my claim to be a teacher seems a transparent sham. Then the enemy is everywhere: in those students from some afar planet, in that subject I thought I knew, and in the personal pathology that keeps me earning my living this way. What a fool I was to imagine that I had mastered this occult art – harder to divine than tea leaves and impossible for mortals to do even passably well!

(Palmer, 1998, p.1)

If someone says that he cares for some individual, community, or cause but is unwilling to risk harm or danger on his, her or its own behalf, he puts into questions the genuineness of his care

and concern. Courage, the capacity to risk, harm, or damage oneself, has its role in human life because of this connection with care and concern.

Entropy, or evil, is the default state, the condition to which systems return unless work is done to prevent it. What prevents it is called 'good' – actions that preserve order while preventing rigidity, that are informed by the needs of the most evolved systems. Acts that take into account the future, the common good, the emotional well-being of others. Good is the creative overcoming of inertia, the energy that leads us to the evolution of human consciousness. To act in terms of new principles of organization is always more difficult, and requires more effort and energy. The ability to do so is what has been known as virtue.

(Csikszentmihalyi, 1997, p. 143)

### 3. Compassion fatigue

Caring and compassion are not soft, mushy goals. They are part of the hard core of subjects we are responsible for teaching. Informed and skilful care is learned. Caring is as much cognitive as affective. The capacity to see the world as others might is central to unsentimental compassion and at the root of both intellectual skepticism and empathy.

Compassion fatigue is a form of stress that develops when care-givers have become so involved with providing care to others that they become emotionally and spiritually exhausted themselves. Symptoms are similar to those suffered as a result of overwork, and may include:

- Physical : sleep difficulties, headaches
- Emotional : irritability, anger, anxiety, depression and guilt, withdrawal
- Behavioural : impatience, aggression, pessimism, defensiveness and cynicism
- Work-related: lowered concentration, poor work performance, apathy, absenteeism, perfectionism, workaholism
- Interpersonal: perfunctory communication with others, inability to concentrate on relationships, withdrawal, distancing from friends.
- Intrapersonal: loss of confidence, self-esteem, and patience with self.

Zehm and Kottler suggest guidelines to follow along the path to becoming a passionate, committed teacher.

1. *Take care of yourself* : Teachers with higher levels of self-esteem are more flexible in their thinking, more willing to learn and more effective in applying what they learn to improve the learning of their students.
2. *Be interested and interesting* : Take risks, let your passion for lifelong learning fuel your pursuit of new knowledge, experiences, opportunities to learn ... infect your students with natural curiosity to ask questions. Make education interesting.
3. *Find a mentor / critical friend* : Teachers who work in isolation from others are more susceptible to burnout and lower levels of self-esteem.
4. *Make learning meaningful* : Spend time helping students to understand why they are studying a particular subject and how it will benefit them... infuse them with a passion to learn.
5. *Balance care and control* : Care and controlling are mutually supportive ... establish classroom boundaries to support self discipline, mutual respect and care.
6. *Cultivate your cultural sensitivity*: It is part of the passionately committed teacher's moral responsibility to cultivate knowledge and appreciation of culture diversity, and to teach others to do the same.
7. *Become active in professional organizations* : Enrich your personal professional life.

(Zehm and Kottler, 1993, 120-4)

Passionate people are the ones who make a difference in our lives. By the intensity of their beliefs and actions, they connect us with a sense of value that is within – and beyond – ourselves. Sometimes that passion burns with a quiet, refined intensity; sometimes it bellows forth with thunder and eloquence. But in whatever form or style a teacher's passion emerges, students know they are in the presence of someone whose devotion to learning is exceptional. Even when that devotion has an intensity that may make students feel uncomfortable, they still know it's something important. It's what makes a teacher unforgettable.

(Fried, 1995, p.17)

The research found that teachers who were perceived by students to be most successful were passionate and enthusiastic.

You know as soon as they come through the door that they really want to make these classes work for everyone.

She's not afraid to share her personal life with us because she knows she can trust you and we can trust her.

Because teachers' work consists of creating rather complex changes in children's cognitive understanding and skills on the one hand and in their developing characters on the other, it is nearly impossible for teachers to be effective without at least passive acquiescence from students. To be fully effective, teachers need each student's hearty co-operation.

Today there are still stories of humiliation, hate and fear in classrooms:

I remember in my elementary school there was one teacher famous for his slapping. I hated him. All the kids feared and avoided him.

(Andrea, quoted in Mitchell and Weber, 1999, p. 38)

One day in music class, the teacher caught me giggling as we sat cross-legged on the floor around the piano. As a punishment she made me sit scrunched up under her piano bench for the rest of the music lesson. I felt like an animal.

(Jan, quoted op. cit., p.38)

One student.... said she could not describe her good teachers because they differed so greatly ... But she could describe her bad teachers because they were all the same: 'Their words float somewhere in front of their faces, like the balloon speech in the cartoons'.

(Palmer, 1998, p.11)

In the most extensive empirical research into pupil perspectives on teachers in England, Rudduck, Chaplain and Wallance (1996) provide a synthesis of how pupils would like teachers to be. They should provide:

1. Respect for pupils as individuals and as a body occupying a significant position in the institution of the school.
2. Fairness to all pupils irrespective of their class, gender, ethnicity or academic status.
3. Autonomy – not as an absolute state but as both a right and a responsibility in relation to physical and emotional maturity.



4. Intellectual challenge that helps pupils to experience learning as a dynamic, engaging and empowering activity.
5. Social support in relation to both academic and emotional concerns.
6. Security in relation to both the physical setting of the school and in interpersonal encounters (including anxiety about threats to pupils' self-esteem).

### **Belief**

- was my best teacher because he believe in me .... By believing in me he taught me to believe in myself.

(Dorothy, quoted in Cotton, 1998, p.40)

The best teachers are those who have worked hard not only to develop themselves as experts in their fields, but also to practice what they know and understand in their own personal lives.

(op. cit., p. 16)

### **Going the extra mile**

Mrs. D. knew that something was bothering me. One day, after class, she asked me to stay behind so she could speak to me... I broke down and told her about my father (who was an alcoholic)..... for two years (after leaving school) we wrote to each other. I really think she was a terrific teacher and I will always remember what she did for me!

### **Passionate**

What matters is that they have a passion for their subject and a way of motivating you. Some teachers have the ability to motivate people, to know just how far they can push it, how provoking they can be to make you this close to giving up, but then you decide: 'I', going to show this teacher'.

(Julia, in White, 2000, p. 159)

### **Time to Reflect**

Fried identifies ten characteristics of 'The Passionate Teacher'. Passionate teachers:

- Love to work with young people, but also care deeply about knowledge and ideas.
- Try never to let their compassion for a student serve as a reason for excusing that student's ignorance or lack of skill.
- Can be hard taskmasters precisely because they care for kids so deeply.
- Are alive to events both in the classroom and in the world outside school, and they bring those perspectives together in their work with students.
- Have the capacity for spontaneity and humour and for great seriousness, often at almost the same time.
- Join with kids in appreciating the abundant absurdity of human nature but are also sensitive to issues that deserve to be taken seriously, particularly fairness and decency in how people treat one another
- Build a culture of mutual respect amid societal pressures to stigmatize and condemn unpopular persons and ideas and to dismiss young people and their concerns
- Are always taking risks, and they make at least as many mistakes as anybody else.... What's different is how they react .... They choose to acknowledge and learn from them, rather than ignore or deny them
- Help to make the classroom a safer place for students to make their own mistakes and learn from them.

- Take their mission seriously and communicate their beliefs.

(Fried, 1995, pp. 26-7)

1. Which of these characteristics do you identify with and which do you not?
2. Which of these characteristics do you display in your teaching now?
3. Are there any you used to have but you no longer use or use less often?
4. Which of these characteristics would you like to introduce or emphasize more in your teaching?

The way I thought about enthusiasm in the emotions in teaching in my enthusiasm than I bring to the classroom.... I think it's my continued excitement when I walk in, the students know that I have a bubbly personality, I smile, greet the student every day.....they know that's my love for teaching.

Geert Kelchtermans (1993) suggest that the professional self, like the personal self, evolves over time and that it consist of five interrelated parts:

- Self-image: how teachers describe themselves though their career stories.
- Self-esteem: the evolution of self as a teacher, how good or otherwise as defined by self or others.
- Job motivation : What makes teachers define their jobs
- Future perspective : teacher's expectations for the future development of their jobs.

(Kelchtermans, 1993, pp. 449 -50)

Hope and courage, care and compassion are not, then associated with role, but rather with teachers' identities, activist identities. Activist identities focus upon the broader purposes of education in democratic communities:

1. The open flow of ideas, regardless of their popularity, that enables people to be as fully informed as possible.
2. Faith in the individual and collective capacity of people to create possibilities for resolving problem.
3. The use of critical reflection and analysis to evaluate ideas, problems, and policies.
4. Concern for the welfare of others and 'common good'.
5. Concern for the dignity and rights of individuals and minorities.
6. An understanding that democracy is not so much an 'ideal' to be pursued as an 'idealized' set of values values that we must live by and that must guide our life as a people.

(Apple and Beane, 1995, pp. 6-7 cited in Sachs, 2003, p.131)

Her theme is not passion, but Sachs recognizes that her notion of an activist teaching profession would be difficult to sustain in practice without it. She outlines nine principles:

1. Inclusiveness rather than exclusiveness – emphasizing the need for networks and partnerships.
2. Collective and collaborative action – interactions, sharing ideas and debating issues helps to sustain interest and works against disillusionment.

3. Effective communication of aims and expectations – people need to know that is expected of them the risks and personal costs might be.
4. Recognition of the expertise of all parties involved.
5. Creating an environment of trust and mutual respect – activism requires trust in people and process. Trust in times of passion and concerted efforts galvanize people.
6. Ethical practice – recognizes the needs, interests and sensitivities of various parties, acknowledges that no-one is culturally neutral.
7. Being responsive and responsible – expedience or opportunism for self promotion is best avoided.
8. Acting with passion – activism requires commitment, courage and determination ..... involves high levels of emotional energy, demands that participants believe strongly in their convictions and have the best interests of the group clearly in mind.
9. Experiencing pleasure and having fun – while the importance of the issues is to be taken seriously, the camaraderie of the group is essential.

(Sachs, 2003, pp. 147-9, italics and added).

### **Passion Frame**

The Passion Frame is about feelings – understanding other people’s creating environments that generate positive feelings of your own, and knowing how to avoid and deal with negative ones. Teaching and learning are profoundly emotional activities.

- Are we paying proper attention to students’ emotions in our work?
- Do we cultivate student’s emotional intelligence? How? How could we?
- Does our school and its classrooms supports, neglect or interfere with caring relationships with all student s?
- How do change efforts affect teacher’s emotional relationships with students, parents and colleagues?
- How can change efforts rekindle teaching as a passionate profession?
- Are our change processes (e.g. planning, implementation positively emotional in their design?
- How do schools as workplaces and our attempts to change them promote ‘ positive’ emotions like exhilaration and enjoyment, or negative ones like guilt, shame and frustration?
- How do we try and develop our colleagues’ emotional intelligence (or do you assume they should already have it and just get angry if they don’t)?
- Does our change efforts, leadership style, etc. actively attend to the emotions of students, colleagues and parents? How?

(Hargreaves, Shaw and Fink, 1997)

Commitment is seen as the quality which separates the ‘caring’ or ‘dedicated’ from those ‘who are not concerned about the children’, who ‘put their own comfort first’. It is also the characteristic which divides those ‘who take the job seriously’ from those who ‘don’t care how low their standards sink’, and those who ‘feel a loyalty to the whole school’ from the teachers ‘who only care about their own classes’. Further it distinguishes those who see themselves as ‘real teachers’ from those whose main occupational interests lie outside the school.

Every day's a challenge ..... I've no wishes to do anything other than what I'm doing ... Over the years, enthusiasm seems to grow rather than wane....

(Day et al., 2000, p. 44)

I give my whole heart to my work... I love challenge ... and I feel satisfied with having put my all into it... I've been in teaching 27 years and up to this point I've never considered any other work, because I'm committed to helping every individual child achieve their potential.

Although this seems to confirm Huberman's (1993) findings that in the 'final phase' of teaching, many teachers find satisfaction principally in the classroom, it can be complicated by the effects of changes outside the classroom.

I find that increasingly difficult ..... you can start a lesson and within ten minutes you can have at least six interruptions. People come in the out and it's not fair on the kids... and I feel that my quality of teaching has deteriorated ... and that's not because I don't prepare my lesson, it's because of all the forces that come in from outside....

### **Committed to learning**

Passionately committed teachers are those who absolutely love what they do. They are constantly searching for more effective ways to reach their children, to master the content and methods of their craft. They feel a personal mission. ... to learning as much as they can about the world, about others, about themselves – and helping others to do the same.

(Zehm and Kottler, 1993, p.118)

Just as identities change, so a person's sense of efficacy varies from one situation to another according to context and task. Ashton and Webb (1986) found teachers' sense of efficacy and competence to be influenced by one or more of seven contextual factors that relate to classroom and organizational conditions and external influences:

1. Excessive role demands
2. Inadequate salaries and low status
3. Lack of recognition and professional isolation
4. Uncertainty
5. A sense of powerlessness
6. Alienation
7. The decline in teacher morale.

### **Job satisfaction, morale and motivation**

Motivation is concerned with the degree of inclination towards an activity, but that degree of inclination is determined by the pursuit of goals which will satisfy needs. What motivates, therefore, in a work context, is the desire for job satisfaction..... Morale levels are determined by expectancy of continued job satisfaction, and high morale, resulting from high expectations, motivates individuals towards goal-focused activity which is expected to sustain, and increases, job satisfaction, which, in turn, raises morale.

### **Time to reflect**

All of us begin our work in education with a 20/20 personal vision about the way we would like a school to be. This is what we value and are prepared to work and even fight for... Then .... something devastating and apparently begins to happen. Our personal vision become blurred by the well-meaning expectations, and lists of others.... The capacity to retain and adhere to a personal vision becomes blunted by exhaustion and compliance.

(Barth, 1990. p. 148)

## Questions

- What was my personal vision when I began teaching?
- Does it remain? Has it changed? What is it now?
- Do I want to renew / recommit to it?
- What do I need to do to achieve this?
- Who can help me?

2. Veninga and Spradley (1981) suggest a five-stage model by which it is possible to identify physical and emotional signs of stress.

1. Eustress, characterized by a 'healthy sense of being stretched and challenged and sufficiently well-supported to meet the challenge'.
2. Fuel shortage, marked by job dissatisfaction, inefficiency at work fatigue, sleep disturbance, and escape activities such as excessive eating or drinking, leisure taken in 'overdrive'.
3. Development of symptoms (e.g. headache, back pain, fatigue, digestive disorders, anxiety, anger), that become more frequent and intense.
4. Crisis, marked by acute symptoms, pessimism, self-doubt, a sense of being trapped, and an obsessional concern with all of these.
5. 'Hitting the wall', at which point external help is usually needed to effect recovery'  
(Veninga and Spradley, 1981, cited in Nias, 1999, pp. 229-30)

- Where would you rate yourself on this model?
- Have you ever visited other stages?
- What were the causes?
- How did you deal with it? Who helped?
- What kind of interpersonal relationship and cultures support you in sustaining your passion for teaching?
- What contributes most to your self esteem?

## And finally:

- If you are Stage1, 2, 3, 4, or 5 of the model, what are you doing about it? Make an action plan, preferably with a friend, and ask that friend to help you follow it.

Identified four types of learner:

- Attention seekers
- Intermittent workers
- Solitary workers
- Quiet collaborators

Perhaps the best-known learning styles are those derive from Kolb's (1984) work:

- Reflector : learning by feeling and through experience
- Theorist: learning by watching and listening
- Pragmatist : enjoys problem solving
- Activist : learning by doing

**Learner** : the capacity to understand what it is to identify goals and learning needs, gain resources appropriate to achieving these, and evaluate learning.

**Worker** : the capacity to understand how one's ability and energy can be employed in a productive activity.

**Teacher** : the capacity to pass on appropriate knowledge and understanding, to facilitate the development of genuine understanding, to motivate the encourage the habits and disciplines of effective learning, and to evaluate progress.

**Citizen** : the capacity to understand and enact responsibilities and opportunities entailed by membership of a civic and political community

**Parent** : the capacity to understand and fulfil the obligation of parenthood

**Expert**: the capacity to understand and develop the key components of expertise in a given realm (of knowledge)

**Peer**: the capacity to understand and perform the role of mentoring ... including the establishment of trust and confidentiality.

**Leader** : the capacity to recognize and formulate goals and challenges, to motivate people, to meet them in appropriate ways, and to reward and celebrate achievement, both individual and collective.

**Problem solver** : the capacity to recognize, frame and analyse problems.

### Multiple intelligences

Gardner's (1983, 1996) theory of intelligence, based upon a range of studies and tests of the cognitive development of normal and gifted children, questions the old notions of intelligence as 'general and 'fixed'. Instead, it recognizes that every individual possesses several kinds of intelligence, that within these some will be relatively stronger than others, and that context and environment influence their development.

**Linguistic intelligence** : the bookworm, the poet, the storyteller, the orator, the humorist, the test taker, the trivia expert ... the superspeller, the playwright, the raconteur.

**Logical – mathematical intelligence**: the computer programmer, the super-calculator, the math whiz, the scientist, the logician, the rationalist, the chess player.

**Spatial intelligence**: the inventor, the artist, the cartoonist, the photographer, the mechanical wizard, the designer, the visualizer or daydreamer, the map-maker.

**Bodily – kinaesthetic intelligence**: the athlete, the dancer, the actor, the craftsperson, the mime, the sculptor, the sports person, the hands –on learner

**Musical intelligence** : the singer, the songwriter, the guitarist (or player of any instrument), the rapper, the rhythm ace, the musical library (of songs), the acute listener.

**Interpersonal intelligence** : the natural leader, the class mediator, the negotiator, the manipulator, the another person), the sympathetic friend, the highly moral or political student.

**Intrapersonal intelligence**: the entrepreneur, the free-lancer, the different drummer, the independent spirit, the visionary, the goal setter, the reflective thinker, the futurist.

**Naturalist intelligence** : the lizard expert (or expert on any specific fauna or flora), the nature enthusiast, the pet lover, the collector, the hunter, the scout.

**Table 5.3 Collecting classroom examples.**

<b>Intelligence</b>	<b>Examples of classroom activities</b>	<b>Examples from my classroom</b>
Verbal – linguistic	Discussions, debates, journal-writing, conferences, essays, stories, poems, storytelling, listening activities, reading	
Logical mathematical	Calculations, experiments, comparisons, number games, using evidence, formulating and testing hypotheses, deductive and inductive reasoning	
Spatial	Concept maps, graphs, charts, are projects, metaphorical thinking, visualization, videos, slides, visual presentations	
Bodily – kinaesthetic	Role-playing, dance, athletic activities, manipulatives, hands-on demonstrations, concept-miming	
Musical	Playing music, singing, rapping, whistling, clapping, analyzing sounds and music	
Interpersonal	Community involvement projects, discussions, co-operative learning, team games, peer tutoring, conferences, social activities, sharing.	
Intrapersonal	Student choice, journal writing, self-evaluation, personal instruction, independent study, discussing feelings, reflecting	
Naturalist	Ecological field trips, environmental study, caring for plants and animals, outdoor work, pattern recognition.	

### **Motional intelligence**

1. Knowing one's emotions ... the ability to monitor feelings from moment to moment is crucial to psychological insight and self-understanding.... People with greater certainty

about their feelings are better pilots of their lives, having a surer sense of how they really feel about personal decisions from whom to marry to what job to take.

2. Managing emotions ....the capacity to soothe oneself, to shake off rampant anxiety, gloom, or irritability.
3. Motivating oneself... Emotional self-control – delaying gratification and stifling impulsiveness – underlies accomplishment of every sort.
4. Recognizing emotions in others ... Empathy .... The social cost of being emotionally tone-deaf, and the reasons empathy kindles altruism... This makes them better at callings such as the caring professions, teaching, sales, and management.
5. Handling relationship ... The art of relationship is, in larger part, skill in managing emotions in others... These are the abilities that undergird popularity, leadership, and interpersonal effectiveness.

### **Spiritual intelligence**

[Spiritual intelligence] .. gives us our ability to discriminate. It gives us our moral sense, an ability to temper rigid rules with understanding and compassion and an equal ability to see when compassion, and understanding have their limits....

(Zohar and Marshall, 2000, p.5)

Spirituality is a source of creativity open to us all. It brings the quality of aliveness which sparks inquiry, ideas, observations, insights, empathy, artistic expression, earnest endeavours, and playfulness. It opens us to life and to each other. Spirituality is a thread that runs through our life, bringing hope, compassion, thankfulness, courage, peace, and a sense of purpose and meaning to the everyday, while reaching beyond the immediate world of the visible and tangible. It drives us to seek and stay true to values not ruled by material success.

(Burns and Lamont, 1995, p. xiii, cited in MacGilchrist et al., 1997, p. 109)

Spiritual intelligence is closely related to the moral purposes of a teacher (see Chapter 2) and is different from emotional intelligence. Whereas the latter enables us to judge the situation – for instance, the emotional climate of the classroom – and then behave appropriately within it, the former enables each of us to ask if we want to be in this situation in the first place, or would we rather change it to create a better one. In this sense, we work with and not necessarily within the boundaries.

Spiritual intelligence is the soul's intelligence. It is the intelligence with which we heal ourselves and with which we make ourselves whole. [It is] ... the intelligence that rests in that deep part of the self that is connected to wisdom from beyond the ego, or conscious mind, it is the intelligence with which we not only recognize existing values, but with which we creatively discover new values.

(Zohar and Marshall, 2000, p. 9)

- The capacity to be flexible (actively and spontaneously adaptive)
- A high degree of self-awareness
- A capacity to face and use suffering
- A capacity to face and transcend pain
- The quality of being inspired by vision and values
- The reluctance to cause unnecessary harm
- A tendency to see the connections between diverse things (being 'holistic')



- A marked tendency to ask ‘Why?’ or ‘What if?’ questions and to seek fundamental answers.
- Being what psychologists call ‘field-independent’ – possessing a facility for working against convention.

(Ibid. p. 15)

### Raising the stakes

Then I wanted students to be:	Now I want students to be:
<ul style="list-style-type: none"> <li>➤ Curious, attentive, interested in what I was talking about</li> <li>➤ Assured that I was interested in who they were and how well they could write.</li> <li>➤ Willing to talk, debate and share ideas, once I had provided them with the background I thought necessary for them to be able to contribute</li> <li>➤ Open to the complexity of the subjects that we were covering on the course</li> <li>➤ Making choice from topics I had prepared and presented them with</li> <li>➤ Drawing on personal experience in order to make their class participate and their written papers more interesting</li> <li>➤ Able to accept, understand, practice, and adopt the suggestions I made on how to make their papers more literate</li> <li>➤ Willing to complete their assignments on time, to be ready for quizzes or tests... and to work within the class rules and grading system that I had worked out and presented.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Curious, attentive, intrigued with what is taking place</li> <li>➤ Assured that I am very interested in who they are and what they think</li> <li>➤ Willing to talk, debate and share ideas as players, not spectators, getting right into an issue from the start</li> <li>➤ Open to the complexity of the issue; curious about ideas and events that may shape their lives</li> <li>➤ Thinking about and choosing what things are more important than others</li> <li>➤ Drawing on expertise they themselves possess that might contribute to their classmates and tie ‘school learning’ to ‘life experience’</li> <li>➤ Reflecting upon and assessing their own and others’ thoughts; ready to change their minds if it seems to make sense to do so.</li> <li>➤ Willing to contribute the power of their thoughts and feelings in creating something of value to society.</li> </ul> <p style="text-align: right;">(Fried, 1995, pp. 150-1)</p>

### A passion for learning and development

Teaching and learning are interdependent, not separate functions. In this view, teachers are primarily learners. They are problem posers and problem solvers; they are researchers; and they intellectuals engaged in unraveling the learning process both for themselves and for the young people in their charge. Learning is not consumption; it is knowledge production. Teaching is not performance; it is facilitative leadership. Curriculum is not given; it is constructed empirically, based on emergent needs and interests of learners. Assessment is not judgement; it documents progress over time. Instruction is not technocratic; it is inventive, craftlike, and above all an important human enterprise.

## **The challenges of reflective practice**

The people who develop... are those who love to learn, who seek new challengers, who enjoy intellectually stimulating environments, who are reflective, who make plans and set goals, who take risks, who see themselves in the large social contexts of history and institutions and board cultural trends, who take responsibility for themselves and their environs.

(Rest, 1986, pp. 174-5)

One pleasurable experience ... was when I reversed the role of being a teacher to a learner. I did this in a variety of ways. I would sit with children and paint, or build, or cut and paste, but one particular session, I would sit on the carpet with the group and one student would sit on the teacher's chair and read us a story. .. I found pleasure in allowing the students to feel the sense of power and importance.... The sharing, the laughter and the sense of closeness I felt was wonderful.....

(Cited in McWilliam, 1999, pp. 65-6)

## **Teachers' career phases**

American teachers by Fessler and Christensen (1992). Their work suggest that teachers pass through five broad phases:

1. Launching a career initial commitment; easy or painful beginnings
2. Stabilization: find commitment; consolidation, emancipation, integration into peer group
3. New challengers: new concerns; experimentation, responsibility, consternation
4. Reaching a professional plateau: sense of mortality, stop striving for promotion, enjoy or stagnate
5. Final phase: increased concern with pupil learning and increasing pursuit of outside interests; disenchantment; contraction of professional activity and interest.
  - Career development is often accompanied by 'a sense of inconsequentiality' (Farber, 1991)
  - Many teachers in mid – to late-career become disenchanted or marginalize themselves from learning, no longer holding the good of their pupils as a high priority
  - Low self-esteem and shame (at not achieving desired results) are directly correlated with less variety of teaching approaches and thus less connection with students' learning needs.

The principal career cycle components are:

- Pre-service: The period of initial preparation
- Induction: The first few years of employment (or the first period in a new job) when teachers are striving for acceptance and respect.
- Competency building : When skills, competencies are being improved (or frustrated through lack of ability, support or extremes of student behaviour)
- Enthusiastic and growing: A period of recognized competence and acceptance into the school community in which there is a high degree of personal and organizational job satisfaction.

- Career frustration : Tends to occur in the early years and at the midpoint of a career when, either through lack of support, disillusionment with the difficulty of the challenges of classroom teaching, lack of recognition, or adverse personal circumstances, teachers no longer look forward to their work. This is the phase when passion may die.
- Career stability: A ‘plateauing’ as teachers meet the requirements of the job but are no longer committed to continuing growth. The period may mark the further erosion of passion and the beginning of disengagement.
- Career wind-down: Either a pleasant, positive period of enduring to commitment with respect, or a bitter unrewarding ending to a no-longer passionate engagement with teaching and learning.

(Based on Fessler, 1995, pp. 185-6)

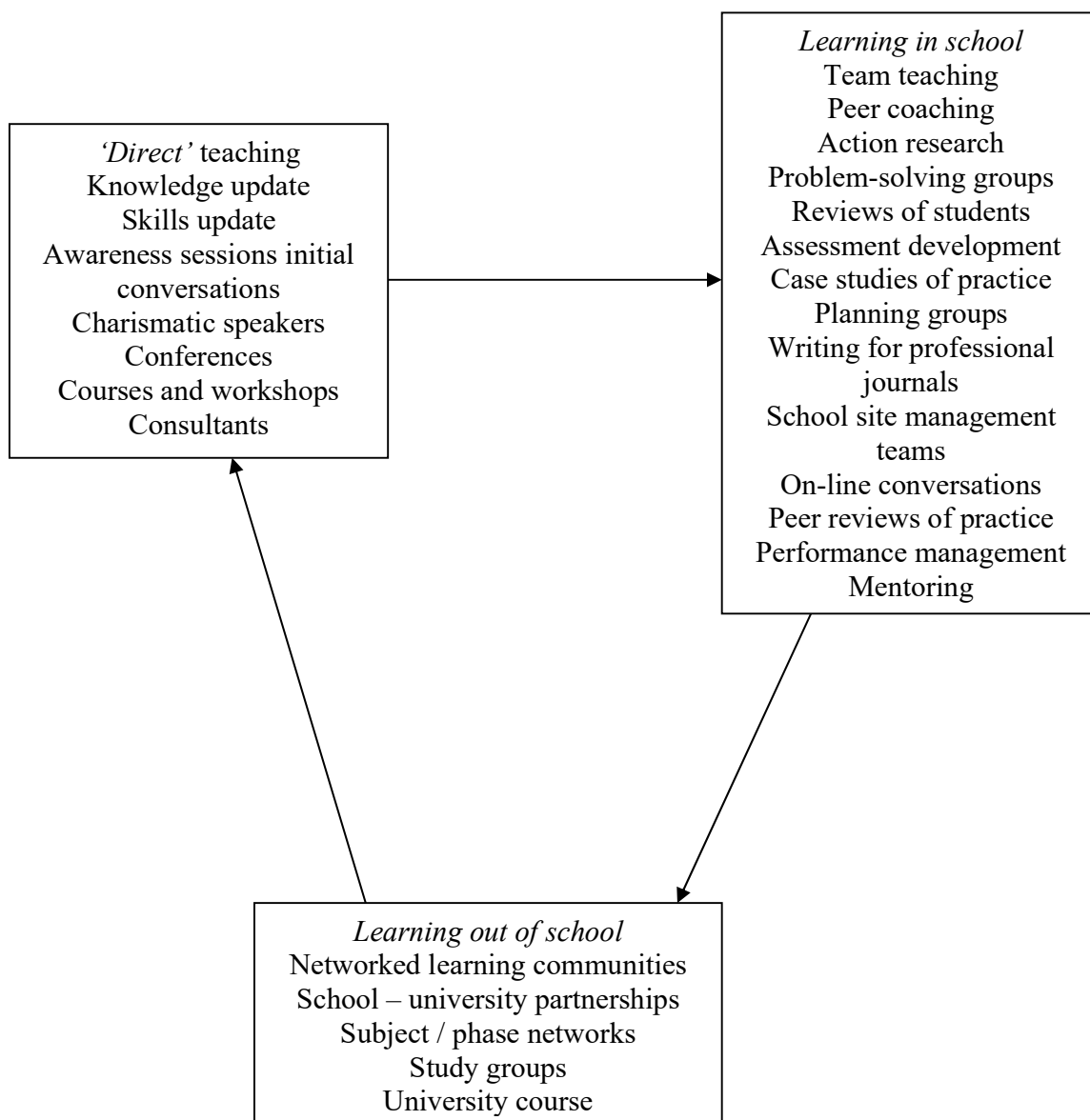


Figure 6.3 Organizing for professional development.  
Source : Based on Lieberman and Miller, 1999, p.73

### **Three propositions for professional development**

Three propositions are at the core of teachers' professionalism:

1. To improve schools, one must be prepared to invest in professional development.
2. To improve teachers, their professional development must be set within the contexts of personal and institutional needs and these will not always coincide.
3. Teachers' hearts (passions, enthusiasm, personal identities, commitment, emotions) are as important a focus as their heads and hands.

It is ... [a] .... Concern for the individual that is surely lacking in present professional development planning. Unlike other professions, education gives teachers few personal options when it comes to professional development Too much of what we presently do is collective in-service, not personalized professional development. In-service education is oriented towards immediate collective training objectives, whereas professional development implies engagement in persistent and personally significant activities.

(Marczely, 1996, pp. 7-8)

1. What have been the (a) informal, and (b) formal professional development experiences that have made a difference to your work/
2. Identify particular moments of personal and professional significance in your life and career that have caused you to change, positively or negatively. Consider the causes, and the short-medium- and longer-term effects upon your work.
3. What is the learning now and in the future that is most appropriate to your.
  - Personal growth needs (e.g. self-efficacy, health, commitment, motivation)?
  - Professional growth needs (e.g. role development, classroom management and teaching)?
4. What action steps do you need to take in order to get support for these needs to be met?
5. Who will assist you in this process?

### **Passionate learning communities**

People feel their parts in the life of the group. When welcomed in a safe, vital, active group, they feel secure, vital and active themselves, and take pleasure in these feelings. When confined in a moribund or passive group, they feel deadened and passive themselves, and take no pleasure in these feelings. And when excluded from the group, they feel worst of all – cut off, isolated, alone and unhappy. Feeling is how social life appears in consciousness.

(Sandelands and Boudens, 2000, p.47)

School effectiveness is about a great deal more than maximizing academic achievement. Learning and the love of learning; personal development and self-esteem; life skills, problem solving and learning how to learn; the development of independent thinkers and well-rounded CONFIDENT individuals; all rank as highly or more highly as the outcomes of effective schooling as success in a narrow range of academic disciplines.

The school workplace is a physical setting, a formal organization, an employer. It is also a social and psychological setting in which teaches construct a sense of practice, of professional efficacy, and of professional community. This aspect of the workplace – the nature of the professional

community than exists there – appears more critical than any other factor to the character of teaching and learning for teachers and their students.....

(McLaughlin, 1993, p 99)

1. Shared goals: 'We know where we're going'
2. Responsibility for success : 'We must succeed'
3. Collegiality : 'We're working on this together'
4. Continuous improvement: 'We can get better'
5. Lifelong learning: 'Learning is for everyone'
6. Risk taking: 'We learn by trying something new'
7. Support : 'There's always someone there to help'
8. Mutual respect : 'Everyone has something to offer'
9. Openness : 'We can discuss our differences'
10. Celebration and humour : 'We feel good about ourselves'.

(Stoll, 1999, p. 37)

Figure 7.1 Norms for improving schools.

### **Connecting teachers to development promoting teacher learning**

- Respect: Teachers and students treat each other with respect and authentic courtesy.
- Caring : Encompassing but going beyond respect, caring is more particularistic and proactive in that it acknowledges the uniqueness of each individual and reaches out to initiate positive interaction, rather than being expressed only as a response to another.
- Inclusiveness : There are continual attempts to ensure that all participants are drawn into the whole range of interactions throughout the school, and none are left as outsiders. What is different about a school as a community is that teachers and students are typically not separated by physical divisions; for example, they might share a lunch room or students might be invited to participate in teachers' meetings, and perhaps more values in the school so that students and teachers are not pitted against each other.
- Trust: Members of a genuine community trust one another to the point where they are prepared to disclose themselves and their work to their colleagues because they know that such disclosure will be beneficial to their relationships and improve their work as teachers and learners.
- Empowerment: Both students and teachers feel empowered in a community because they know their voice will be heard and their feelings will count when it comes to expressing their concerns. This is especially important for students, who are often locked out of deciding-making processes in schools and denied opportunities for influencing policy and practice.
- Commitment : A strong sense of attachment and high level of investment of energy are features of a community; the particular attachment to the goals and values of the school which motivate members to achieve the best possible outcomes for all concerned.

(Raywid, 1993, pp. 32 -9)

1. From individualism to professional community: Working jointly to decide on common goals, develop programmes, deal with problems, and manage tensions between individuality and collegiality.

2. From teaching at the centre to learning at the centre: planning based on outcomes and assessments of student and how they learn.
3. From technical work to inquiry : Putting research, reflection and systematic inquiry into their own practice at the heart of their teaching, demonstrating that they too are continuing to learn.
4. From control to accountability: Each teacher assumes responsibility for creating a classroom where students can master school knowledge at an appropriate pace and with an appropriately high degree of challenge. Instead of working to establish norms of control, teachers work to establish norms of learning.
5. From managed work to leadership: Teachers relinquish 'power over' students in exchange for 'power to' affect student performance. This form of 'distributed leadership', which recognizes that everyone has a stake in success, is modeled throughout the school.
6. From classroom concerns to whole-school concerns and beyond: Teachers recognize that their work extends beyond the walls of their classroom, that they have an essential part to play in defining the school culture. They form partnerships and networks with other schools in order to extend their thinking and practices. They become 'activist professionals' (Sachs, 2003).
7. From a weak knowledge base to a broad knowledge base. Teachers base their teaching on new as well as old understandings of the way students learn and use the tools that best relate to this.

(Lieberman and Miller, 1999, pp. 21-3)

Benefits for both staff and students. Among these are:

- Reduction in the isolation of teachers
- Increased commitment to the mission and goal of the school, and increased vigour in working to strengthen the mission
- Higher likelihood that teachers will be well-informed, professionally renewed, and inspired to inspire students
- Significant advances into making teaching adaptations for students, and changes for learners made more quickly than in traditional schools
- Higher likelihood of undertaking fundamental, systemic changes.

(Hord, 1997, pp. 27 – 8)

I could never see what a good school this is because I was into my own classroom. I never had the broad picture. And until I saw that, when I could really sit down and see the whole school, that's when the light went on. You know, we have some holes, we have some gaps, but boy, we're okay!

### **The leadership role**

Organizational culture only exists if the members of an organization share common experiences and encounters. It is precisely through such encounters that a culture is created.

### **Time to reflect**

#### **Emotional geographies**

- Sociocultural geographic: Where differences of culture and class can make teachers on the one hand, and parents and students on the others, alien and unknowable to each other. Question: What are you and your colleagues doing to make sure that this is not happening?

- Moral geographies: Where teachers' purposes are at odds with those they serve and where there are no mechanisms to discuss or resolve these differences.  
Question: What are your moral purposes? How do you discuss them with colleagues, students, parents?
- Professional geographies : Where teacher professionalism is defined .... [in a way which].... creates a distance between teachers and the clients they serve, and that is especially prejudicial to feminine, 'caring' ethics of teaching  
Question: How is 'care' expressed by you through teacher and learner relationships and teacher – parent interactions?
- Political geographies : Where hierarchical power relationships distort emotional and cognitive aspects of communication between teachers and those around them.  
Question: How is leadership enacted in your classroom and in the school?
- Physical geographies: Where fragmented, infrequent, formalized, and episodic encounters replace the possibility of relationships between of disconnected interactions.  
Question: How does your school manage the learning community so as to develop it?

(Based on Hargreaves, 2000, p. 816)

Within them, however, was a smaller group who displayed consistently a high degree of enthusiasm for their work. They had:

- A deep sense of mission: 'We're dealing with the minds of all these children. We're with them all day in the formative years; what could be more important?' (ibid., p. 162).
- Young people: they give the mission its meaning: 'I really am interested in read. Having... a curiosity for the rest of their lives and having the ability to satiate that curiosity' (ibid., p. 164)
- The teacher as 'origin' and motivator of others: 'You can make your bad days good days. You are dealing with a spontaneity that's there all the time. It's almost like a volcano. You never know when it's going to erupt, and when it erupts, how high it is going to go and which direction the lava is going to pour. Here you are as the guiding forces, and you can create this and you can generate it or you can just let it lie there' (ibid., p. 166). .. 'You have to stimulate them to the point that they look forward to coming to your class' (ibid., p. 167).
- Investment in self: giving in order to get: 'It's a two-way thing. You're going to get as much as you put in. sometimes you get more back' (ibid., p. 168). Enthusiastic (passionate) teachers thrive on psychic rewards from reaching students and invest heavily of their time and energy in giving themselves (ibid., p. 167)
- Change of pace : striking a balance: Enthusiastic teachers will always be looking for new ways of teaching in order to strike a balance between routine and variety and devising a work – life balance through which burnout can be avoided.
- Coping with the external pressures : closing the classroom door. 'If you are really serious and energetic about your job, then you wake up every morning.... With a positive attitude: "No matter what bombards me today, it's not going to get to me. I'm not going to fail. I'm going to come through with it".... My job is in the classroom.... [where] .... I have to help these youngsters' (ibid., pp. 170-1). Often it is better to focus upon the core business of teaching and learning, teacher and learners, because this is where most teachers find success and satisfaction.