

## Promoting teachers and strengthening effectiveness

VALBONA HABILI SAUKU  
PhD student  
Faculty of Social Sciences  
University of Tirana, Albania

### **Abstract:**

*Teaching profession is one of the most important necessities in the present day community. Unfortunately nowadays, no one concedes the significance of this field, even the teachers themselves. Based on the literature review, this paper will answer to some questions related to the promotion and the advancement of the teacher's career and also to the importance of raising the value of teacher's profession in the society. The results of this study will help policy makers, principals, teacher's organization and teachers themselves on what action they all should do to support and strengthen the effectiveness in teaching. Policy makers should be aware when they draw and develop a promotion policy, about the importance of steps or stages in a teacher's career, on setting appropriate criteria for arriving in each of these steps and appropriate rewards of each criteria. Principals should be aware of the importance of the recognition and the support they have to give to teachers. All the actors interested in education must collaborate with each other to raise and to communicate the value of the teaching profession to the larger society in order to achieve public recognition like other professions. All these actions must contribute to strength the effectiveness of teacher profession.*

**Key words:** Promotion, recognition, public recognition, teaching effectiveness, teacher career.

## **INTRODUCTION:**

The development of teaching has impact to student's learning and as a matter of fact, a government or school that takes care of the teachers is directly related to building a good learning environment for students and educational productivity. Indeed, the development of every nation, country or society is attributed to successful educational systems. Teaching profession is one of the most important necessities in the present day community. Unfortunately nowadays, no one concedes the significance of this field, even the teachers themselves. As it was reported by Asia Society, (2015) one of the common critical topics to the success of education systems in a modern era, for all the participants in the 2015 Summit on "Implementing Highly Effective Teacher Policy and Practice," was valuing teachers and strengthening their effectiveness. The report continued with a debate among participants in 2015 Summit on teaching education about what governments and teachers' organizations can do to improve dismal statistics data from TALIS survey. One data from the TALIS survey of teaching pointed out that in high-performing countries teachers feel recognized and valued by society, and that, in every country, teachers' self-confidence in their teaching is correlated with student learning gains. Other data from TALIS surveys showed that conditions for effective teaching are not widely available around the world. For example:

- According to what teachers say, only 30 percent of them were valued by society.
- Most teachers (90 percent) love their job but feel unrecognized and unsupported in their schools.
- Talking about their work most of them work in professional isolation—50 percent never team teach; only 30 percent ever observe their colleagues.
- Only 46 percent of the teachers say they receive no feedback on their teaching, so they got a rare feedback.

- Only 30 percent say that excellent teaching is recognized in career advancement or financially

As we can see valued by society, recognition and support from their schools, professional collaboration feedback on their teaching and career advancement and promotion or awarding them financially were important factors for the entire participants for valuing teachers and strengthening their effectiveness. This literature review aims to analyze these factors and to see the different points of view from researches in order to be helpful to policy makers, principals, teacher's organization and teachers on what action they all should do to support and strengthen the effectiveness of teachers. Policy makers should be aware that promoting teachers from one position to other, giving them responsibilities overwhelming them, while in the other hand not accompanying this promotion with salary increment can bring teachers to avoid any promotion and possibility for professional development in the future. (AMZAT & AL-HADHRAMI, 2011) According the Varkey, et al., (2013) improving pay and conditions alone won't solve the problem of teacher status. Unless teaching is valued culturally, then the incentive of better pay will not be enough. So policy makers and teacher's organization should be aware of the importance that teacher profession has and is valued by the society has and so they should work together in order to raise the image of the teaching profession in their country. Principals should be aware of the importance of the recognition and the support they have to give to teachers, in order to strengthen their effectiveness.

## **ADVANCEMENT AND PROMOTION**

Historically researches has described teaching as an "unstaged occupation," with few opportunities to access higher earning and higher status positions as one would experience in other "staged professions." There are few status differences among

practitioners, because of modest income increments, within the profession. Thinking on a career definition, its essence is exactly the opportunity for significant upward movement. Attorneys can be appointed partners; academics can gain rank and promotion; crafts move through stages of apprenticeship, journeyman, and master craftsman; and business and governmental organizations provide hierarchies of power and privilege (Lortie, 1975; Natale, Gaddis, & Bassett, 2013). Teaching offers little opportunity for promotion or career progression. (Hall & Langton, 2006) Career development is a very important thing in doing a series of professional work of a teacher a good career became the benchmark for a teacher to be promoted to higher positions. Researches have analyze the lack of career pathways for teachers concluding that leaving the classroom to become a school administrator (Natale, Gaddis, & Bassett, 2013; TNTP, 2012) has been and remains today the main opportunity for career advancement or career ladder for teachers - which comes with a higher salary, but fewer opportunities to teach students. (TNTP, 2012) According to Maisah, (2014) barriers of teacher career development are caused by internal and external factors. Internal factors come from within the teachers themselves as less motivated to take care of his promotion, in addition to the proximity of retirement of a teacher who becomes the cause standstill rank. External factors are factors outside themselves teachers themselves who received less intensive guidance in preparing and calculating the credit score promotion. According to Hall & Langton, (2006) research the opinions about the extent to which teaching offers career progression opportunities were divided in all three groups of interest. The general adult population was the most evenly divided, with 40% each on the agree vs. disagree sides. Youth tended slightly to the view that there are NOT good career opportunities in teaching (42% agree with the statement vs. 33% disagree). Employers tended slightly to the contrary view, with 52% feeling that the statement is not true (i.e. that there are good opportunities), while 38% agreed with the

statement. There were few significant variations, and few people held strong views either way.

According to ILO/UNESCO Recommendation advancement and promotion in the teaching professions means that teachers should have necessary qualifications in order to move from one type or level of school to another within the education service. (1966, paragraph 40) Also they continue to the responsibilities of the organization and structure of an education service to provide adequate opportunities for and recognition of additional responsibilities to be exercised by individual teachers, on condition that those responsibilities are not detrimental to the quality or regularity of their teaching work. (Paragraph 41) On paragraph 43 ILO/UNESCO Recommendation states that especially excellent teachers should be promoted on posts of responsibility in education, such as that of inspector, educational administrator, director of education or other posts of special responsibility. Additionally, ILO/UNESCO Recommendation states that promotion should be based on an objective assessment of the teacher's qualification (ILO/UNESCO, 2008 paragraph 44; ILO, 2012) According to ILO, (2012) the criteria for promoting teachers from one post to another should be based on the same principles as those of post or job classification: the promotion should be transparent, equitable, standardized and tailored to the type of post. According to Mugweru, (2013) as a complex issue, promotion may depend on many factors simultaneously; motivational factor is the most dominant outcome. Through promotion, teachers are enabled to find roles which satisfy them at different positions in the job hierarchy reversing possibilities of negative reaction mechanism when teachers are dissatisfied with their current job positions. Improved remunerations; regular payment of salaries and improved fringe benefits, among others can greatly motivate and enhance the teaching profession. (Kamoh, Ughill, & Abada, 2013) If we are going to recruit and retain the best and brightest people into the classroom, we have to rethink how teachers are

promoted and paid as they advance through their careers. According to ILO, (2012) there are three types of criteria that a system of education can be based to make the promotion of the teachers. Each of these criteria has its own advantages and disadvantages. According to ILO (2012) a good promotion policy is likely to integrate elements from all three types of criteria, depending on the needs of the education system or the school and on the type of post (see table 1).

**Table 1 Types of promotion criteria**

Promotion criteria	Advantages	Disadvantages
<b>Qualifications:</b> Gaining further qualification or certification can lead to higher career grades.	Can encourage teachers to increase their knowledge and perfect their skills.	Can create incentive for teachers to obtain further qualifications only in the hope of getting an increase in salary. Can be difficult to sustain if there are not enough new or higher posts available for all obtaining further qualifications.
<b>Seniority/years of experience:</b> Promotion from one career teaching grade to another is automatic after a number of years of service.	Simple and transparent system. Rewards teacher experience. May encourage teachers to stay in the profession.	No assurance that those promoted are the best qualified and/or the best performing.
<b>Performance:</b> Promotion, either to higher teacher grades or another position, is based on teaching performance.	Can create incentive for teachers to perform better in the classroom. Helps in ensuring that only the better-performing teachers are promoted to higher grades.	Can discourage team work through increased competition. Can negatively affect teacher morale.

Sources: Senegal (2003); Kucera and Stauffer (2003); Bennell and Sayed (2009) (Cited by (ILO, 2012)

Johnson & Hatalsky, (2015) reported some of the problems in the career pathways of the teachers. They stated that compensation structures ignore teacher performance and growth and are base only for the number of years spent in the

classroom and additional higher education degrees. Most teacher compensation systems are “lockstep,” privileging years of experience and educational attainment over outcomes. Highly effective teachers are twice as likely as ineffective teachers to cite dissatisfaction with compensation as a reason for leaving. (TNTP, 2012) Johnson & Hatalsky, (2015) pointed out another problem that promotion options do not allow teachers to stay in the classroom. According to them two promotion options offered to the teachers are: The majority of teachers who stay in the profession either plateau by staying in the classroom at the same level for years with the same set of responsibilities, or they choose to leave the classroom to become a school leader or district-level administrator. Even the teachers do not want to leave teaching they have to do so in order to fulfill their desire for an increase in pay, responsibility, and autonomy. MetLife, (2013) concluded the same that exist few options for high-performing teachers who want to take on new challenges in their careers without leaving the classroom. Teachers who had lower job satisfaction were more likely than their more satisfied colleagues to report being at least somewhat interested in taking on additional classroom responsibilities (56 percent versus 43 percent). (MetLife, 2013)

Another problem pointed out by Johnson & Hatalsky, (2015) was that the valuable resource that can be lost, when teachers can't train, lead, mentor or share their expertise with their peers and in the same time not losing their passion for teaching and instructing kids.

While there is much emphasis on promoting merit pay for teachers it has been shown that merit pay has not been a successful solution in meeting the needs of the teachers for recognition or as a means of improving student learning outcomes. Years of studies have come to the same conclusion: Merit pay does not produce the learning results expected. Secondly, merit pay is rejected as a reward that most teachers respect. (Andrews, 2011, pg.68) The results of the Edenfield's, (2014) study indicated an overall negative view of merit pay by

teachers, with the destruction of the schools' collaborative cultures being one of the top concerns. Reckard, (2014) in her research found no evidence to support performance pay as a motivator to encourage educators to collaborate or attend professional development opportunities.

When teachers are promoted from one grade, level or position to another new responsibilities are associated with different options available in terms of benefits, reward or incentives. Such rewards can either be:

**Financial:** Promotion to a higher grade is usually associated with salary increases and the additional pension benefits this brings: or

**Non-financial:** A range of non-financial benefits can be given to encourage and reward those being promoted, including additional professional development opportunities, time allowances (for example, a smaller number of teaching hours or overall reduced work load) and increased leave allowances (for example, longer vacations and opportunities to take sabbatical years or extended leave). (ILO, 2012, p.63) The availability of financial or non-financial benefits will depend on the type of promotion and the realities of each education system. An education system has to integrate these two benefits for promoting teachers through their pathway career in teaching.

According to AMZAT & AL-HADHRAMI, (2011) teachers are deserting their profession because of opposite consequences in their professional developments and promotions. Firstly, it is true that teachers are offered professional development but they are not given the chance to apply it in their teaching exercise. Therefore, they see professional development as useless and difficult to achieve in the normal classroom atmosphere. Secondly, promotion means more work and responsibility for the teachers and it is not accompanied with salary increment. In fact, sometimes promotion means less salary but more responsibilities. That is why teachers avoid any promotions. In this aspect, salary,



promotion and professional development can be gainfully used to reduce the teachers' decline in the teaching profession.

Summarizing all the findings above teachers should be supported during the advancement and promotion in their pathway teacher career by creating and organizing them in teams with their roles differentiated according to their skill, expertise, the demands of the curriculum, and the needs of children. Also teachers should be supported by treating teachers as professionals, by respecting their expertise, recognizing their effort, to consulting with them on policy formation, reducing the external control to which teachers feel they are subject and, in particular, by making clear to teachers that they are trusted professionals. In order to make clear to them that they are trusted professionally we have to raise their status and recognize their efforts.

## **STATUS OF THE TEACHERS**

Varkey in Global Status Index (2013) summarize that:

'Sadly, times have changed. In many countries teachers no longer retain the elevated status that they used to enjoy. Consequently, its effects are profoundly damaging to the life chances of the next generation. If teachers aren't respected in society, children won't listen to them in class, parents won't reinforce the messages that are coming from school and the most talented graduates will continue to disregard teaching as a profession. Over time, this declining respect for teachers will weaken teaching, weaken learning, damage the learning opportunities for millions and ultimately weaken societies around the world.' (Varkey, Dolton, Marcenaro-Gutierrez, Pota, Boxser, & Pajpani, 2013, p.4)

Researches recognized the complexity of the concept of status of the teachers. (Hargreaves, et al., 2006; Hall & Langton, 2006; Varkey, Dolton, Marcenaro-Gutierrez, Pota, Boxser, & Pajpani, 2013) According to them the concept of 'status' is multi-faceted, and has different meanings for different people. In their report Hargreaves, et al., (2006) offered the New Shorter Oxford

English Dictionary that refers to the following generic definition: 'Position or standing in society; rank, profession; relative importance' and 'Condition or position of a thing esp. with regard to importance' They also adopted for their research the three-part definition of “occupational status” of Hoyleís (2001) in the development and interpretation of the surveys conducted in their study. Hoyle distinguishes between:

- Occupational Prestige - the public perception of the relative position of an occupation in a hierarchy of occupations
- Occupational Status - the category to which knowledgeable groups allocate a particular occupation, where knowledgeable groups include e.g. civil servants, politicians, social scientists, educationists and teachers themselves.
- Occupational Esteem - the regard in which an occupation is held by the general public by virtue of the personal qualities that members are perceived to bring to their core tasks e.g. their care, competence and dedication.

The Teacher Status Project of Hargreaves, et al., (2006) gives evidence of the teaching profession as one that conceptualizes its status in terms of trust, reward and professional autonomy. To a large extent, it is a profession that feels itself to be untrusted, undervalued and over-regulated by its government. While Hall & Langton, (2006) reported that the status of a particular profession may not have a definitive level, so much as a level that is relative to other professions or occupations.

In their research Varkey, Dolton, Marcenaro-Gutierrez, Pota, Boxser, & Pajpani, (2013) wanted to find out the answers to the following questions that according to them these questions include all dimensions of teacher status:

- How teachers are respected in relation to other professions
- The social standing of teachers

- Whether parents would encourage their children to be teachers
- Whether it is perceived that children respect their teachers
- What people think teachers ought to be paid
- Whether people think teachers ought to be paid according to the performance of their pupils
- The degree to which people trust their education system
- How much teachers are trusted to deliver a good education to our children
- Whether teachers unions have too much power.

The results of their report were collated and presented in three key sections:

- Teacher status
- Perceptions of teacher reward
- Teacher agency and control.

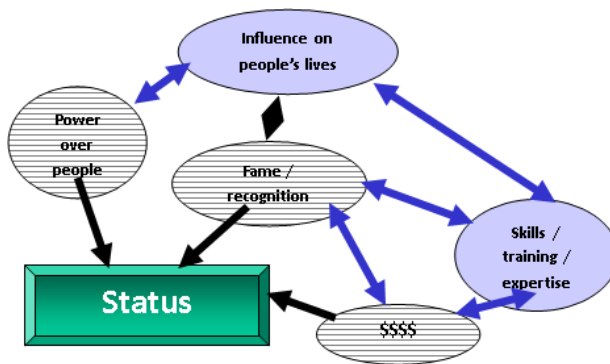
Talking about the status of the teachers they stated that it has a multitude of dimensions, however four indicators were deemed most beneficial to their study:

- Ranking status for primary teachers, secondary teachers and head teachers against other key professions
- Analyzing the aspiration of teaching as a 'sought' profession
- Creating a contextual understanding of teachers' social status
- Examining views on pupil respect for teachers.

While Hall & Langton, (2006) in their research on the Perception of Status of the teachers in New Zealand reported that there are **three primary drivers** of status – power, money and fame. Two other factors have secondary influence: the amount of training / skill / expertise required, and the extent to which the career has an influence on other people's lives. According to them however, these two secondary factors

do not deliver status unless they result in a high level of power, money or fame. This is the reason why teachers do not have high status. Although teachers in their study are recognized as having to be well trained and highly skilled, and are seen as being hugely influential on society in the future, neither or these factors results in them being powerful, famous or rich. Even according to them overall teaching is seen as a **valuable** and **honorable** profession – but neither of these delivers status.

**Figure 1 - The three central bubbles feeding into the status box denote the primary elements of status – without at least one of these, an occupation does not appear to have any status at all in the wider community. (Hall & Langton, 2006)**



The Hargreaves, et al., 2006 findings show that there are still large differences between the teaching profession and those professions judged to have high status in terms of 'reward and respect' and as 'control and regulation'. They reported that teachers in the schools they made the research, were sustained by their belief that they could help their pupils, and make a difference to their lives, but they felt undervalued by the outside world, and in some cases by parents and the local community. Additionally, until all teachers can enjoy higher levels of self-esteem, and acknowledge the positive esteem in which outside bodies hold them, the status of the profession may remain relatively low.

Apart from teachers themselves – clearly the dominant influence – the media was the only other influence identified (generally negative) on how people perceive teachers. (Hall & Langton, 2006; Hargreaves, et al., 2006)

The report on the 2015 Summit on Teaching Profession emphasize the evidence from TALIS which suggests that the most successful education systems are those in which the value of the teaching profession is widely recognized by society. Countries where teachers feel their profession is valued show higher levels of student achievement, as measured by PISA math scores in 2012. (Asia Society, 2015)

Varkey, Dolton, Marcenaro-Gutierrez, Pota, Boxser, & Pajpani, (2013) in their research on social status of the teacher found that:

US, Brazil, France and Turkey people thought teachers were most similar to librarians. In New Zealand people think the job of teaching is most similar to nursing. In Japan people think teachers are most similar to local government managers. It is only in China that people think of teachers as being most closely compared to doctors. In the UK, by contrast, fewer than 5% of respondents thought teachers had an equivalent status to doctors.

In the Hall & Langton, (2006) study the interviewees were shown a list of 12 occupations and were asked to say which was most similar in social status to either a primary/secondary teacher, and then to a primary/secondary head teacher. If requested, a definition of social status was given as, 'the respect and esteem in which a group is held in society'. Teachers in this study ranked fourth overall, but at a substantially lower level than other high status occupations – mentioned by just one in five people overall compared to around half who talked about doctors as being high status. A small minority, around 7% of people, mentioned teachers when asked to identify low status careers or occupations. According to them **teaching is not a particularly high status career**, and that within teaching, secondary teachers have the highest status

rating, and early childhood teachers the lowest. While teachers may be well respected individually (Bushaw & Lopez, 2011) teaching as a profession is of lower status than other skilled and licensed professions such as medicine, law, and engineering (Ingersoll & Merrill, 2011).

The determinant key for an occupation in attracting people into the field is the reputation. To recruit the brightest and best, teaching needs to be a high status occupation, and we need to understand better what contributes to the social standing of teachers. When it is a negative view of reputation and when we all blame the teacher this impact the But in most countries, governments do try to provide public recognition for the fundamental role that teachers play in the society. Most countries have awards for excellent teachers. For example, in China, excellent teachers are nominated by the teachers' union and recognized by the government at the regional and national level as "heroes of the nation." Singapore recognizes all teachers as "nation builders." The United States has a long tradition of recognizing state and national "teachers of the year." And New Zealand recently established Prime Minister's awards for teaching excellence. (Asia Society, 2015)

Lessons learned for all the participants at previous Summits were: the highest-performing countries, where teachers believe they are highly valued by society, take a comprehensive approach to the teaching profession—actively recruiting high-quality entrants, raising the rigor of teacher preparation programs to equip prospective teachers with strong subject matter skills and extensive clinical experience, mentoring every new teacher, developing career paths and leadership roles for outstanding teachers, and providing effective forms of professional learning and collaboration directed at student achievement. (Asia Society, 2015) Supporting effectiveness means ensuring that all teachers are surrounded by effective colleagues, given time to collaborate with these colleagues, offered constructive feedback on their teaching, and provided other rich opportunities to learn to

teach more effectively. (Coggshall, Ott, Behrstock, & Lasagna, 2010) If the teaching profession is able to develop career pathways, with recognition and broader opportunities for excellent teachers, together with professional standards and ongoing professional learning opportunities, then it may indeed achieve public recognition like other professions such as medicine, law, engineering, accounting, and architecture to which it has long aspired. (Asia Society, 2015) The teaching profession needs to recognize and reward expertise by following the lead of other professions. (Natale, Gaddis, & Bassett, 2013)

## **CONCLUSION:**

Thinking on the promotion of the teachers in order strengthening their effectiveness we have to:

- Create career ladders within the profession that offer the best teachers opportunities for greater responsibility, autonomy, and pay; without interrupting their passion on teaching and also their contacts with children; and
- Promote career ladders and other forms of teacher leadership with accompanying recognition for excellence and use these teachers to lead instructional improvement within and across schools
- Restructure the use of time to encourage professional collaboration so teachers can observe and receive feedback from professional colleagues and work together to improve their instructional practice
- Make evaluation of teacher status, which can provide valuable insight for both of persons interested to improve educational outcomes
- Communicate the value of the teaching profession to the larger society, recognize teachers' professionalism, and provide guidance to schools on the value of distributed leadership and involving teachers in decision making.

## REFERENCES:

- Amzat, I. H., & Al-Hadhrami, M. A. (2011). Teachers' Professional Development, Salary And Promotion In Relation To Why They Are Declining From Teaching Profession In Oman. *European Journal of Educational Studies*, 551 - 561 .
- Andrews, H. A. (2011). Supporting Quality Teaching with Recognition. *Australian Journal of Teacher Education*, 36 (12).
- Bushaw, W. J., & Lopez, S. J. (2011). *Betting on teachers The 43rd annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools* . USA: Phi Delta Kappan.
- Cogshall, J. G., Ott, A., Behrstock, E., & Lasagna, M. (2010). *Retaining Teacher Talent: The View From Generation Y*. Learning Point Associates and Public Agenda.
- Edenfield, J. (2014). Teachers' Perceptions of Merit Pay in Georgia. *Electronic Theses & Dissertations*. , Paper 1058.
- Hall, D., & Langton, B. (2006). *Perceptions of the Status of Teachers*. New Zealand: Ministry of Education, New Zealand.
- Hargreaves, L., Cunningham, M., Everton, T., Hansen, A., Hopper, B., McIntyre, D., . . . Turner, P. a. (2006). *The Status of Teachers and the Teaching Profession: Views from Inside and Outside the Profession Interim Findings from the Teacher Status Project*. The Chancellor, Masters and Scholars of the University of Cambridge.
- ILO. (2012). *Handbook of good human resource practices in the teaching profession*. Geneva: International Labour Organization.
- ILO/UNESCO. (2008). *ILO/UNESCO Recommendation concerning the Status of Teachers (1966) the UNESCO Recommendation concerning the Status of Higher-Education*. France: United Nations Educational, Scientific and Cultural Organization.



- Ingersoll, R., & Merrill, E. (2011). The Status of Teaching as a Profession. In J. Ballantine and J. Spade (Eds.), *Schools and Society: A Sociological Approach to Education 4th Ed.* CA: Pine Forge Press/Sage Publications, p. 185-189.
- Johnson, S., & Hatalsky, L. E. (2015). *Rethinking Career Pathways & Salary Structures*. Third Way.
- Kamoh, N. M., Ughill, L. S., & Abada, A. A. (2013). Enhancing The Teacher Profession: Key To Revamping The Education Sector In Nigeria. *Social Sciences and Humanities*, Vol.4, Nr.1.
- Lortie, D. (1975). *Schoolteacher: A Sociological Study*. Chicago: The University of Chicago Press.
- Maisah, M. (2014, September 1). Career development problematic of teachers in globalization era. *International Journal of Innovation and Scientific Research*, pp. 80-87.
- MetLife, T. M. (2013). *The MetLife Survey of the American Teacher: Challenges for School Leadership*. New York: Metropolitan Life Insurance Company.
- Mugweru, W. (2013). Promotion of Secondary School Teachers by Gender, Experience and School Type, a Case in Kenya. *Middle Eastern & African Journal of Educational Research*, Issue 6, pp. 24-30.
- Natale, C., Gaddis, L., & Bassett, K. &. (2013). *Creating Sustainable Teacher Career Pathways: A 21st Century Imperative*. Executive Summary, a joint publication of Pearson & National Network of State Teachers of the Year.
- Reckard, K. M. (2014). *The Impact of Compensation Models on Professional*. Indiana.
- SMHC. (2009). *Taking Human Capital Seriously: Talented Teachers in Every Classroom, Talented Principals in Every School*. SMHC.
- Society, A. (2015). *2015 International Summit on the Teaching Profession*. Canada: Asia Society.

TNTP. (2012). *THE IRREPLACEABLES Understanding the Real Retention Crisis in America's Urban Schools*. TNTP.org.

Varkey, S., Dolton, P., Marcenaro-Gutierrez, O., Pota, V., Boxser, M., & Pajpani, A. (2013). *Global Teacher Status Index*. Varkey GEMS Foundation.