

GLOBAL PERSPECTIVES ON TEACHER MOTIVATION

Many studies of teacher motivation have been conducted in different contexts over time. However, until fairly recently there has not been a reliable measure available to allow comparisons and prediction of important outcomes over time. This has resulted in an abundance of findings which cannot be directly compared or synthesised. The FIT-Choice framework offers the opportunity to examine motivations across settings. The studies from 12 different countries in this book suggest that people who choose teaching as a career are motivated by a complex interaction of factors embedded within communities and cultural expectations, and seem generally to embrace a desire to undertake meaningful work that makes for a better society. Unlike some careers, where rewards are in the form of salary and status, these factors generally were not strong drivers for people who want to become teachers. They want to socially contribute and believe they have the ability to teach.

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To gladly learn,

And gladly teach.

– With acknowledgement to Chaucer

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