**TPD Approach Teacher Well-being and Motivation Tool**

**Purpose of this tool:** This tool has been developed to help you find out directly from teachers what the critical factors affecting teacher well-being and motivation are in your context.

**Teacher Well-being** is generally influenced by the different factors outside the school context, related more to community and family, that encourage teachers in their work and sustain them when difficulties arise. If teachers are experiencing stress and preoccupation with their own situation, they may not be able to devote the time and attention needed to meet individual student needs. **Teacher Motivation** is affected by the different professionally related factors within the school context that encourage or discourage teachers in their work. Positive factors may help them feel satisfied and proud to be a teacher and negative factors make teachers feel frustrated, unmotivated, and professionally isolated and unsupported. Both teacher well-being and teacher motivation are important for improved teacher retention, teaching quality, student well-being and student learning outcomes.

**Use of the tool:** This tool has been simplified and adapted from the ‘Teacher Motivation Diagnostic Tool’ developed by Jarrett Guajardo for the Teacher Motivation Working Group[[1]](#footnote-1) and is a **1:1 interview** to be conducted with individual teachers within your target schools. Each interview shouldn’t take more than one hour and guidance on how to introduce the tool to the interviewee is given on the next page.

This teacher well-being and motivation tool has been designed to be used as part of your **situational analysis** and to be used alongside the [situational analysis tool](https://savethechildren1.sharepoint.com/sites/TeamSitePortal/Education/BETG/Teachers/Shared%20Documents/Forms/AllItems.aspx?csf=1&FolderCTID=0x0120008790631C7AFF164E90F7DC67C3E4E71E&viewpath=/sites/TeamSitePortal/Education/BETG/Teachers/Shared%20Documents/Forms/AllItems.aspx&id=/sites/TeamSitePortal/Education/BETG/Teachers/Shared%20Documents/04%20Tools/Principle%201/Situation%20analysis) when starting to develop your TPD programme. It’s important that you adapt the tool to the specific context you are working in which includes adapting and/or omitting both the content or style of questions according to what you feel is appropriate for your context. Ideally ‘test/pilot’ the tool with a smaller group of teachers and amend based on feedback before rolling it out to a larger group. It is also possible to adapt the questions for use as part of a focus group discussion rather than a 1:1 interview if you feel that would work better. You should consider however, which scenario (a 1:1 interview or a focus group discussion) would provide the most comfortable environment for the teachers to be open and honest.

When selecting teachers to interview make sure you choose a representative group, including equal numbers of men and women and teachers from the communities/minority groups you are targeting. Also try to select a mix of experienced older teachers and beginning younger teachers.

**The tool is divided into the following 5 sections:**

* **Sections 1 and 2: School and Teacher Background Information**
* **Section 3: Teacher Self-Defined Motivation, Challenges, and Support**
* **Section 4: Teacher Belief Statements**
* **Section 5: Teacher Well-being and Motivation Support Ideas**

**Sections 1 and 2** gathers basic background information on the schools and the teacher.

**Section 3** is a set of questions designed to help us better understand how teachers define their own well-being and motivation, the most difficult challenges they face in doing their jobs, and their desired professional support. There are some questions in section 3 that are marked with an \* which give a range of options to choose from in answering the question. These options will need to be tailored to your context or they could be removed entirely and simply be open ended questions. You may find there is some overlap between questions, this is OK, if you think a teacher has already answered a particular question you could omit/adapt it as you go.

**Section 4** is a list of ‘teacher belief statements’ designed to help us better understand how teachers perceive their work and has been organised according to 6 core recommended areas that all have an impact on teacher well-being and motivation. These are: ***teachers’ voice, teachers’ basic needs, teachers’ socio-emotional skills, professional development support, teachers’ recognition and prestige* and *an enabling environment for teachers*.** You can find out more about these core recommendation areas in the [TPD implementation guide](https://savethechildren1.sharepoint.com/sites/TeamSitePortal/Education/BETG/Teachers/SitePages/03%20Implementation%20guide/TPD%20Implementation%20Guide.aspx) and in this [table of strategies and interventions](https://savethechildren1.sharepoint.com/%3Aw%3A/r/sites/TeamSitePortal/Education/BETG/Teachers/Shared%20Documents/04%20Tools/Principle%201/Motivation%20and%20wellbeing/TPD%20Interventions%20Table%20on%20Teacher%20Well-being%2BMotivation_FINAL.docx?d=we2ba16588ab048579a6aaa855a4d3c43&csf=1&e=ceIjai) addressing teacher well-being and motivation. After each set of ‘belief statements’ teachers are given the opportunity to provide further explanation and examples for their responses which is important for understanding the specific circumstances for your group of teachers.

**Section 5** is designed to help you better understand what you can do as an NGO to better support teachers’ well-being and motivation. Again, this list should be adapted ahead of the interview according to which interventions have the best possible fit with your context and your developing TPD programme. Please also refer to the [table of strategies and interventions](https://savethechildren1.sharepoint.com/%3Aw%3A/r/sites/TeamSitePortal/Education/BETG/Teachers/Shared%20Documents/04%20Tools/Principle%201/Motivation%20and%20wellbeing/TPD%20Interventions%20Table%20on%20Teacher%20Well-being%2BMotivation_FINAL.docx?d=we2ba16588ab048579a6aaa855a4d3c43&csf=1&e=ceIjai) for a more comprehensive bank of interventions to draw from.

**Analysis of findings:** This tool has been designed to gather mainly **qualitative data** to give you a picture of the key issues impacting teacher well-being and motivation in your context. Once you have completed your set of interviews/focus group discussions you can compile the findings and see what themes are emerging. As part of the analysis process, ask questions like:

* *How do most teachers define teacher well-being? How do most teachers define teacher motivation?*
* *What are the key motivating and demotivating factors for teachers to do their jobs?*
* *What are the most common challenges they face in their classrooms and schools? Are there any obvious reasons for this?*
* *Are there any particular challenges that apply more to women or men? (Add here experienced and beginning teachers, rural and urban teachers and so on depending on your target group)*

Use the 6 core recommendation areas as a lens for analysis to see where the majority of issues are clustered. Identify key questions to ask in relation to each recommendation area. For example:

* **Teachers’ voice:** What challenges do teachers face in ensuring their voices are heard?
* **Teachers’ basic needs:** What basic needs of teachers are not being met?
* **Teachers’ socio-emotional skills:** Do teachers have the socio-emotional skills to cope with the stresses of their jobs?
* **Professional development support:** What professional development opportunities do teachers currently have?
* **Teachers’ recognition and prestige:** Do teachers feel recognised and valued by their schools and the communities in which they work? Why? Why not?
* **Enabling environment for teachers:** What environmental factors (policy, working conditions, salary, career progression opportunities etc) are supporting teachers’ and what factors are hindering teachers’ well-being and motivation?

Finally use the [table of strategies and interventions](https://savethechildren1.sharepoint.com/%3Aw%3A/r/sites/TeamSitePortal/Education/BETG/Teachers/Shared%20Documents/04%20Tools/Principle%201/Motivation%20and%20wellbeing/TPD%20Interventions%20Table%20on%20Teacher%20Well-being%2BMotivation_FINAL.docx?d=we2ba16588ab048579a6aaa855a4d3c43&csf=1&e=ceIjai) to help you start deign and develop your TPD programme bringing in appropriate and relevant strategies and interventions to help support teacher well-being and motivation.

**Teacher Well-being and Motivation Tool**

**Starting the interview:**

1. Choose a place to interview the teacher where there are minimal distractions and where no one else can hear the teacher’s answers in order to protect his/her privacy.
2. Briefly talk to the teacher before the interview. Say to the teacher:
* *Thank you for taking the time to talk with me. I know you have a busy schedule. Today I am here to interview you on behalf of Save the Children. The purpose is to learn more about the lives of teachers, their challenges in the classroom, and their ideas, beliefs, and motivation so that Save the Children can improve its teacher training programs. The purpose is not to evaluate you as an individual teacher, but rather to gather information on a large number of teachers so that Save the Children can learn about teachers’ challenges and motivations as a whole. With this information, Save the Children can better support teachers and raise their voice by sharing the general perspective of teachers with governments and organizations working to improve education for primary and secondary school children.*
* *I will record your name so that we can match the information from this interview to another interview we hope to conduct after you have participated in our teacher training program. However, we will not share your individual information with anyone in your school or in the Ministry of Education, so please be feel comfortable being honest in your answers.*
* *I will ask you some questions about your work, the challenges you face, your beliefs and practices, and your opinions about our upcoming programs. It will be helpful to us, to you, and to all the teachers we work with if you give us your honest answers. Remember that I’m not here to evaluate you, and we will not share your individual information with anyone else.*
* *Your participation is voluntary, but appreciated. You can choose not to answer any questions you do not want to, and can choose to stop at any time. Do you understand everything I just explained? Does this sound ok to you? Do you have any questions for me before we begin?*

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| **Section 1: School information**  |
| ***This section is to be completed for each school visited.*** |
| 1. Date of interview:
 |
| 1. School name:
 |
| 1. Which age group does this teacher teach?
 |
| 1. School type (community or state school):
 |
| 1. School location-District:
 |

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| **Section 2: Teacher Background Information** |
| *I’m going to ask you questions about your background, so that we understand more about you, and these questions should be very easy and straightforward.* |
| 1. Name of respondent:
 |  |
| 1. Gender of respondent:
 |  |
| 1. Age:
 |  |
| 1. What is the highest level of education you have completed?
 |  |
| 1. Type of teacher *(primary, secondary, community, state etc.)*
 |  |
| **Student and classroom profile** |
| 1. How many students usually attend your class? What is the number of boys and girls?
 |  |
| 1. Do you have an assistant or co-teacher in at least one of your classes?
 |  |
| 1. Are any of your classes multi-grade?
 |  |
| 1. How many students with special educational needs do you teach? *(where children have a physical impairment, learning difficulty, or situational challenge[[2]](#footnote-2) which calls for special educational provision to be made for them).*
 |  |
| 1. How many students in your class speak a language different from the language of instruction?
 |  |
| **Teacher training background and professional development** |
| 1. How many years have you been teaching at this school?
 |  |
| 1. How many total years of teaching experience do you have?
 |  |
| 1. How long was the duration of your pre-service training? (write 0 if no pre-service training)
 |  |
| 1. When was your most recent in-service teacher training? (write 0 if no in-service training) What was it?
 |  |
| **Supervision and support** |
| 1. About how many times in the past year has someone come to your class to observe you teaching? Who came to observe? What was the purpose of the observation?
 |  |
| 1. Did you they provide feedback? How useful was the feedback received?
 |  |
| 1. Are you participating in a mentorship program either as a mentor or mentee? If yes, tell me about it:
 |  |
| 1. What additional non-teaching responsibilities do you have as part of your job?
 |  |
| **Absenteeism** |
| 1. In the last *full working week* at school, how many days were you absent from the school for any reason? *Please mention days absent only in the past working week*
 |  |
| 1. \*When you are absent from school, what are the most common reasons? *Select all that apply and give further explanation as needed:*
 | * illness
* weather
* transportation problems
* home responsibilities
* trainings/other responsibilities for your teaching job
* responsibilities for another job
* Other – please explain
 |
| 1. On a regular day, about how many **hours per day** do you spend …
 | Traveling to and from school? |  |
| Actually teaching classes?  |  |
| 1. On a regular week at school, about how many total **hours during the week** do you spend on…
 | Preparing lessons in advance of class? |  |
| Correcting students’ work? |  |
| Providing free remedial help to students outside of school hours? |  |
| Providing private tutoring for pay? |  |
| Exchanging ideas or getting help from colleagues at this school?  |  |
| Communicating with parents or caregivers? |  |

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| **Section 3: Teacher Self-Defined Well-being Motivation, Challenges, and Support** |
| This section is designed to help us better understand how teachers in this area define their own motivation, the most difficult challenges they face, and their desired support. As throughout this survey, please be as honest as possible and remember that this is not an evaluation of you and we will not share your individual answers with anyone. ***The open questions might require a follow-up question to better understand the teacher’s response. If you need to clarify or better understand the response, try asking ‘why?’ or asking for an example.*** |
| 1. Was teaching your first choice of career?
 |  |
| 1. \*Why and how did you become a teacher?

*Select all that apply and give further explanation as needed:* | It was the best paid job I could findI enjoyed school and my teachers and wanted to be like themGood work conditions (hours, months, etc.)I didn’t know what else to do I love working with children and helping them learn and growI was encouraged by a family member or mentor to teachI love the subjects that I teach (reading, math, science,..)I believe in the importance of education and wanted to help my community/country Other |
| 1. \*What do you want in 1 year and 5 years’ time in your job as a teacher?

*Select all that apply and give further explanation as needed:* | Want to stay as a primary/secondary teacher Want to work as teacher at other level Want to go study primary/secondary education Want to go study something elseOther | 1 year | 5 years |
|  |  |
| **Challenges and workload** |
| 1. Do any of the aspects of your classes mentioned in the previous section (class size, multigrade classes, special needs students, linguistic difference) present particular challenges for your teaching? If yes, please explain:
 |  |
| 1. What’s the biggest challenge you face in the classroom?

What’s the biggest challenge you face in your job in general? |  |
| 1. How easy or difficult is it to give **each student** the help that they need to keep up with the curriculum?
 |  |
| 1. On a regular day, about how many **hours per day** do you spend …
 | Traveling to and from school? |  |
| Actually teaching classes?  |  |
| 1. On a regular week at school, about how many total **hours during the week** do you spend on…
 | Preparing lessons in advance of class? |  |
| Correcting students’ work? |  |
| Providing free remedial help to students outside of school hours? |  |
| Providing private tutoring for pay? |  |
| Exchanging ideas or getting help from colleagues at this school?  |  |
| Communicating with parents or caregivers? |  |
| **Defining Teacher Well-being and Teacher Motivation** |
| 1. What does ‘teacher well-being’ mean to you? How would you define these words?
 |  |
| 1. What does ‘teacher motivation’ mean to you? How would you define these words?
 |  |
| 1. What aspects of your job and life motivate you to be the best teacher you can? What aspects demotivate you?
 |  |
| 1. On a scale from 0% (completely demotivated) to 100% (completely motivated) how motivated are you as a teacher? Why did you choose X%?
 |  |
| 1. What kind of social or emotional support or motivation (not financial motivation) do you expect from your management, from parents, and from local authorities?
 |  |
| 1. What kind of recognition do you find most motivating? *For example, being recognized with a ministry award, or recognized by expressions of gratitude from the community or students, or a positive review from your supervisor, etc.*
 |  |
| 1. What issues to do you think affect the motivation of your colleagues?’

And your head teacher/school principal?  |  |

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| **Section 4: Teacher Belief Statements:** |
| This section is designed to help us better understand how teachers perceive their work and has been organised according to **6 core recommended areas** that all have an impact on teacher well-being and motivation. As throughout this survey, please be as honest as possible and remember that this is not an evaluation of you and we will not share your individual answers with anyone. |
| Please indicate your beliefs about each of the statements below by rating how ***strongly you personally agree or disagree with the following statements from 0 = completely disagree to 5 = completely agree***. | Completely Disagree  | Mostly Disagree  | Slightly Disagree  | Slightly Agree  | Mostly Agree | Completely Agree |
| **Teachers’ Voice** |
| 1. I am consulted by the leadership and management of the school when decisions are being made
 | 0 | 1 | 2 | 3 | 4 | 5 |
| 1. I have opportunity to support school changes to help my school and learning improve.
 | 0 | 1 | 2 | 3 | 4 | 5 |
| 1. My school leader and management team listen to my perspective about learning and how to improve things.
 | 0 | 1 | 2 | 3 | 4 | 5 |
| 1. There are regular opportunities for me to come together with other teachers to share my frustrations and concerns
 | 0 | 1 | 2 | 3 | 4 | 5 |
| 1. I am confident to speak/share ideas in meetings with my Head teacher and colleagues and male colleagues respect and value my opinion.
 |  |  |  |  |  |  |
| For any of these above statements where you responded 0, 1 or 2 (expressing disagreement) please explain **‘why’ and give an example** if possible:  |  |
| **Teachers’ Basic needs** |
| 1. During my work day I have time to eat and it is easy for me to ensure I have food and energy for a full day.
 | 0 | 1 | 2 | 3 | 4 | 5 |
| 1. I have somewhere satisfactory to live that meets my basic requirements for sleeping and shelter.
 | 0 | 1 | 2 | 3 | 4 | 5 |
| 1. I live near to my family and am able to see them regularly
 | 0 | 1 | 2 | 3 | 4 | 5 |
| 1. I am/feel safe where I work, while traveling to and from work, and where I live.
 | 0 | 1 | 2 | 3 | 4 | 5 |
| 1. (f) I have access to appropriate toilets and facilities to meet my needs as a female teacher.
 | 0 | 1 | 2 | 3 | 4 | 5 |
| 1. I receive sufficient salary to cover my daily living expenses including rent, food, medicine and children’s school-related expenses
 | 0 | 1 | 2 | 3 | 4 | 5 |
| For any of these above statements where you responded 0, 1 or 2 (expressing disagreement) please explain **‘why’ and give an example** if possible:  |  |
| **Teachers’ socio-emotional well-being** |
| 1. I feel I am able to handle any stressful situations I encounter at work
 | 0 | 1 | 2 | 3 | 4 | 5 |
| 1. I have access to services to support my mental health and emotional well-being if needed
 | 0 | 1 | 2 | 3 | 4 | 5 |
| 1. I haven’t experienced any significant trauma in the last 5 years
 | 0 | 1 | 2 | 3 | 4 | 5 |
| 1. My head teacher understands and helps where s/he can when I have specific family needs; for example, childcare, breastfeeding or sick child
 | 0 | 1 | 2 | 3 | 4 | 5 |
| For any of these above statements where you responded 0, 1 or 2 (expressing disagreement) please explain **‘why’ and give an example** if possible:  |  |
| **Professional development support** |
| 1. I feel able to experiment with new approaches in my teaching.
 | 0 | 1 | 2 | 3 | 4 | 5 |
| 1. School leadership and management encourage me to apply new techniques.
 | 0 | 1 | 2 | 3 | 4 | 5 |
| 1. I have satisfactory opportunities for developing my teaching skills.
 | 0 | 1 | 2 | 3 | 4 | 5 |
| 1. I have adequate time for lesson preparation during the school week
 | 0 | 1 | 2 | 3 | 4 | 5 |
| 1. I have opportunities for observing my colleagues’ teaching and learning together.
 | 0 | 1 | 2 | 3 | 4 | 5 |
| For any of these above statements where you responded 0, 1 or 2 (expressing disagreement) please explain **‘why’ and give an example** if possible:  |  |
| **Teacher’s recognition and prestige** |
| 1. I am respected and valued by the parents and community whose students I teach.
 | 0 | 1 | 2 | 3 | 4 | 5 |
| 1. I am respected by the other staff in my school and have a good relationship with them.
 | 0 | 1 | 2 | 3 | 4 | 5 |
| 1. I feel recognised and valued as a professional by the government regardless of my qualification status
 | 0 | 1 | 2 | 3 | 4 | 5 |
| 1. School leadership and management understand the challenges I face and helps me to overcome them.
 | 0 | 1 | 2 | 3 | 4 | 5 |
| 1. Parents and communities understand the challenges I face and help me to overcome them
 | 0 | 1 | 2 | 3 | 4 | 5 |
| 1. School leadership and management give me positive feedback and encouragement in my work.
 | 0 | 1 | 2 | 3 | 4 | 5 |
| 1. I feel I am making a valuable contribution to society as a teacher
 | 0 | 1 | 2 | 3 | 4 | 5 |
| For any of these above statements where you responded 0, 1 or 2 (expressing disagreement) please explain **‘why’ and give an example** if possible:  |  |
| **Enabling environment for teachers** |
| 1. Teachers in my school are held accountable for their level of performance.
 | 0 | 1 | 2 | 3 | 4 | 5 |
| 1. I get paid appropriately, regularly and on time and it is easy to retrieve my salary
 | 0 | 1 | 2 | 3 | 4 | 5 |
| 1. Overall I am happy with my working conditions
 | 0 | 1 | 2 | 3 | 4 | 5 |
| 1. I have satisfactory opportunities for advancing my career.
 | 0 | 1 | 2 | 3 | 4 | 5 |
| 1. In general, I have enough learning materials to teach well.
 | 0 | 1 | 2 | 3 | 4 | 5 |
| For any of these above statements where you responded 0, 1 or 2 (expressing disagreement) please explain **‘why’ and give an example** if possible:  |  |

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| **Section 5: Teacher Well-being and Motivation Support Ideas:**  |
| This section is designed to help us better understand what we can do as an NGO to better support teachers in this area. Please read the following ideas for supporting teachers, and choose **up to five which would be MOST helpful**, and **up to three which would be LEAST helpful**. Mark these with an X in the appropriate box. As throughout this survey, please be as honest as possible and remember that this is not an evaluation of you and we will not share your individual answers with anyone. |
|  | **Most Helpful** | **Least Helpful** |
| 1. Support teachers to develop their **socio-emotional and stress management** skills
 |  |  |
| 1. Train teachers on how to **assess student progress** to be able to know student weaknesses and observe student improvement
 |  |  |
| 1. Link teachers to scholarships and **continuous professional development** opportunities
 |  |  |
| 1. Support teachers to **create ‘modelling videos’** to share and discuss together, as ‘best practice’ videos for specific techniques
 |  |  |
| 1. **Train head teachers and other key education officials in effective teacher supervision** with a focus on professional development, including coaching techniques and conducting effective appraisals
 |  |  |
| 1. Offer **professional development tailored to new teachers’ specific needs** (these could include handling multi-grade teaching, large class sizes, teaching with few materials and learning resources etc.)
 |  |  |
| 1. Sensitize community to challenges faced by teachers, how community can better support teachers, and encouraging **community recognition of teachers**
 |  |  |
| 1. Mobilize the community to provide **non-monetary contributions** such as childcare, labour, security, cleaning, cooking, and classroom assistance
 |  |  |
| 1. Provide **childcare support** for teachers of young children at school
 |  |  |
| 1. Establish **Teacher Learning Circles** or other opportunities for teachers to exchange ideas and learn from each other
 |  |  |
| 1. Provide **small rewards and recognition** to high-performing teachers and additional professional development support to struggling teachers
 |  |  |
| 1. Create a **mentorship program** so that strong teachers can help new or struggling teachers develop their skills
 |  |  |
| 1. Train teachers on how to produce **periodic report cards** for parents on their students’ progress to stimulate interest from the community.
 |  |  |
| 1. Create **forums for teachers to ‘show-off their ideas and best practices** – through ‘teacher achievement fairs’ or community recognition activities for example.
 |  |  |
| 1. Provide training on **teacher codes of conduct** and strengthen teacher accountability at school level
 |  |  |
| 1. Empower teachers in teams at school/cluster level to **carry out action research** through diagnosing classroom problems, collaboratively developing solutions, and reflecting on the outcomes.
 |  |  |
| 1. Work with school administration and local education officials to ensure **that teachers are represented in school-level and district level meetings**
 |  |  |
| 1. Work with **marginalised teachers**, such as females, IDPs and refugees, and those from ethnic minority backgrounds to **build their capacity and voice**
 |  |  |
| Are there any teacher well-being and motivation support ideas that haven’t been mentioned that you would like to suggest?  |

**------------------- At this point, please thank the teacher for his/her time and end the interview -----------------**

1. <http://www.teachermotivation.org/> [↑](#footnote-ref-1)
2. As well as children with disabilities this could include other vulnerabilities such as child mothers, children with trauma, unaccompanied minors or refugee/IDP children etc dependant on context [↑](#footnote-ref-2)