

A Passion for Quality: Teachers Who Make A Difference

This paper will suggest that in an age of mass education, increasing economic competition and challenges to the harmony and traditional social fabric of life, ensuring the high quality of teachers in schools is of paramount importance. It will suggest that quality is related not only to the knowledge and skills which may be developed during training and improved during the course of a career, but also to the passion which the best teachers and teacher educators bring to their work. Both, however, are working in the context of accelerating changes which challenge teachers' traditional roles, responsibilities, practices and a sense of professionalism. These changes are being shaped by government interventionist policies, so-called 'performance' agendas which are designed to respond to the diverse challenges of increased social economic competition in changing worlds of work, a growing preoccupation with material wealth with a corresponding lack of attention to other kinds of wealth. Recently educationists have been called to focus not only upon pupils' academic progress but also their well-being – again, in response to governments' concerns with changes in the social fabric, expectations and aspirations of society as the ligatures which bind people together in webs of social obligation begin to loosen. One of the effects of change of this magnitude is to increase teachers' and teacher educators' sense of vulnerability and to heighten the risk of erosion of their passion for their work. The first part of this paper will, therefore, describe the link between passion and teacher quality. In the second part I will discuss three qualities of good and effective teachers. In the third and final part, I will discuss the implications of what research tells us about the influences on teacher quality and suggest some lessons for those engaged in pre-service and in-service training and development.

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PART 1 - Why passion matters

*'There are strong empirical grounds for believing that teachers can and do make a difference and that consistent high quality teaching, supported by strategic professional development, can and does deliver dramatic improvements in student learning'.
(Rowe, 2003, p. 27)*

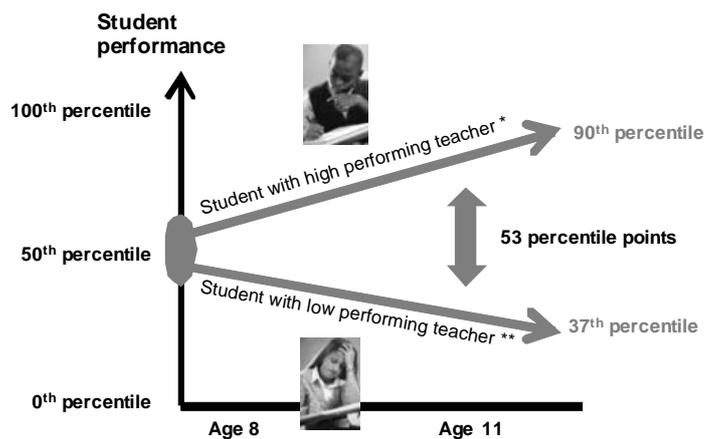
Research on school effectiveness acknowledges that teacher and classroom variables and between teacher and between class variables have much more effect on student learning than school effects (Scheerens et al, 1989; Tymms, 1993). In other words, teacher quality matters. It is, 'a key determinant of students' experiences and outcomes of schooling' (Rowe, 2003: 21). Indeed, recent research has confirmed that 'teacher heterogeneity in student achievement is larger than school heterogeneity' (Konstantipolas, 2006: 1). Moreover, there is sufficient research evidence now to argue strongly that, 'attempts to describe the knowledge base of teachers in terms of subject knowledge and general and subject-specific pedagogical knowledge may offer tools for analysing particular aspects of practice, but fail to provide an adequate account of what is required to function effectively minute by minute in the classroom (Ainley and Luntley, 2007: 1127).

'The effect of poor quality teaching on student outcomes is debilitating and cumulative... The effects of quality teaching on educational backgrounds are greater than those that arise from students' backgrounds... A reliance

on curriculum standards and state-wide assessment strategies without paying due attention to teacher quality appears to be insufficient to gain the improvements in student outcomes sought. The quality of teacher education and teaching appear to be more strongly related to student achievement than class sizes, overall spending levels or teacher salaries'. (Darling-Hammond, 2000)

Passion itself remains ill defined at best, and at worst associated with unhelpful extremes of emotion which often cloud rather than enhance possibilities for learning. 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 motivational force emanating from strength of emotion. People are passionate about things, issues, causes, people. Being passionate creates energy, determination, conviction, commitment and even obsession in people. Passion can lead to enhanced vision (the determination to fulfil a deeply held goal) but it can also restrict wider vision and lead to the narrow pursuit of a passionately held goal at the expense of other things. Moreover, passion should not be regarded only as a disposition – people

'Teachers Make an Extraordinary Difference'



*Among the top 20% of teachers; ** Among bottom 20% of teachers

Source: Sanders & Rivers Cumulative and Residual Effects on Future Student Academic Achievement, McKinsey

Figure 1: Teachers make an extraordinary difference (Sanders and Rivers, 1996)

are not born, nor do they die passionate. Passion may grow or diminish according to personal and social circumstances. Bringing a passionate and resilient self to teaching every day of every week of every school term and year can be stressful not only to the body but also to the heart and soul, for the processes of teaching and learning are rarely smooth, and the results are not always predictable. Thus, the commitment, hope and optimism with which many teachers still enter the profession may be eroded as battles with those who don't wish to learn or cannot, or disrupt others' opportunities to learn, increasing media criticisms and lack of work-life balance take their toll. *It is a key responsibility of teacher educators to prepare their students for these battles.*

Five key observations about the qualities evident in good teaching and teachers have been made by researchers over the years.

- First, good teaching is recognised by its combination of technical and personal competencies, deep subject knowledge and empathy with the learners (Palmer, 1998; Hargreaves 1998, 2001). Teachers as people (the person in the professional, the being within the action) cannot be separated from teachers as professionals (Nias, 1989). Teachers invest themselves in their work. Good teaching, in other words, is a passionate affair (Day, 2004).
- Second, good teachers are universally identified by students as those who care. They care for them as part of their exercise of their professional duty and their care about them is shown in the connectiveness of their everyday classroom interactions as well as their concern for their general well being and achievement (Noddings, 1992; Fletcher-Campbell, 1995; Ashley and Lee, 2003).
- Third, teachers' sense of identity (the means by which they respond, reflect upon and manage the interface between their educational ideals, beliefs,

social situation and broader social and policy contexts) is crucial to their own motivation, commitment and effectiveness (Day et al, 2007). It is how they define themselves as 'teacher'.

- Fourth, the extent to which teachers are able to understand emotions within themselves and others is related to their ability to lead and manage teaching and learning. Good teaching, 'requires the connection of emotion with self-knowledge' (Denzin, 1984; Zembylas, 2003: 213).

- Fifth, to be a good and effective teacher

over time requires hopefulness and resilience, the ability to bounce back in challenging circumstances and changing contexts (Gu and Day, 2007; Day et al, 2007). However, despite this overwhelming evidence that good teaching which is effective requires both the personal and the professional investment of teachers, care for and about learning and learners, combinations of technical competencies, deep subject knowledge and empathy, and the maintenance of a strong sense of identity (agency) and commitment with an emotional understanding of self and others, these qualities and commitments are still, 'largely neglected in educational policy and teacher standards' (O'Connor, 2008: 117).

In the next part, I will examine the values, qualities, knowledge and skills which research suggests are necessary of 'good' and 'effective' teachers worldwide, and how these are affected by school, social, policy and personal contexts. I will then discuss the implications for their training and development. In passing, it is worthwhile to note that whilst, traditionally, much resource is invested in pre-service initial training over the relatively short period over which it takes place, relatively little attention is still paid during the pre-service and in-service periods to teachers' well-being, knowledge and skill development over the following 30 years of their work in schools with children and young people in schools. As Merrow so rightly wrote, 'we're misdiagnosing the problem as teacher 'recruitment' when it is really, 'retention' (Merrow, 1999:64).

In examining what quality means, and how it might grow or decline during teachers' careers, I will make three assumptions: first that teachers' intellectual needs – their knowledge of subject area and pedagogical content knowledge – are able to be refined and updated through formal programmes of CPD and

in-school mentoring, coaching and critical friendship; second, that what marks teachers out as good or better than good is more than their mastery of content knowledge and pedagogical skills. It is their passion for their teaching, for their students and for their learning.

The third assumption that I will make – rather an observation than an assumption – is that good and effective teaching require both intellectual and emotional commitment. Sustaining such passion is intimately connected with their commitment; and commitment is related to their sense of professional emotional identity; and, importantly, to their ability to promote high attainment levels amongst their students (Day et al, 2007).

PART 2 - Three Qualities

In this part of the paper I will focus upon three qualities which research suggests are central to being, behaving and remaining a passionate teacher, and which should, therefore, be at the centre of the work of teacher educators:

- Relationships with pupils
- Moral purposes: care and courage
- Emotional identities.

Relationships with pupils

In a comparative study of policies which aimed to increase teacher quality, the common factors amongst excellent teachers identified in New Zealand (Ramsay, 1993), Italy (Macconi, 1993), America (White and Roesch, 1993), Sweden (Lander, 1993) and France (Altet, 1993) were that they had a passionate desire for the success of all their students. This was communicated directly through: the classroom ethos – their sense of humour, interpersonal warmth, patience, empathy and support of their pupils' self esteem (Hopkins and Stern, 1996). A study of a range of primary schools found that, for most children, friendships and companionships were critical to their enjoyment, together with work in which they could participate actively (Bendelow and Mayall, 2003).

Yet just as teachers may make a positive difference, so they may achieve the reverse. Twenty years ago, John Goodlad wrote of 1000 classrooms which he and his colleagues had visited that they were:

'almost completely devoid of outward evidences of effect. Shared laughter, overt enthusiasm, or angry outbursts were rarely observed. Less than 3 percent of classroom time was devoted to praise, abrasive comments, expressions of joy or humor, or somewhat unbridled outbursts such as "wow" or "great".' (Goodlad, 1984, pp229-30)

Today there are still stories of humiliation, fear and disconnection in classrooms.

'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)

A survey by the 'Campaign for Learning' in England found that a high proportion of 14-16 year old students claimed that 'poor teaching' – associated with teachers who were distant, patronising and who were not interested in them as people – was a cause for their underachievement:

'The teachers don't even try to understand us.'
(Reported in Bentley, 1998, p80)

The good teachers are the ones who know how to listen as well as talk, who don't make you feel that your opinion isn't worth anything. It's not age that's important, it's their attitude to young people. There are some who don't seem to enjoy what they're doing, and there are others who seem so enthusiastic about their subjects. It's brilliant being with those sort of teachers. (Gillian, in White, 2000, p. 18)

There's no substitute for the infectious human element of a teacher deeply in love with his subject. He alone will set fire to my soul. I need guidance to mould my chalky dreams into a rich and satisfying adulthood. My need is now, today. Tomorrow is somewhere else... (Susan, in Blisshen, 1969, p. 20)

The nature of good teaching presupposes a care for the one taught as well as respect for the integrity of what is taught (Sergiovanni and Starratt, 1993). Teachers and students alike work better when they are cared 'about': an expression of teachers' personal beliefs and emotional commitment which goes beyond the contractual obligation of caring 'for' (Fletcher-Campbell, 1995). Children especially are 'emotionally attuned to be on the look out for caring, or lack thereof, and they seek out and thrive in places where it is present.' (Elias et al, 1997, p6) Yet to care for someone, teachers need to know who they are, their strengths and limitations, how they can grow in order to respond to their needs. Teachers who are passionate about their work know, also, that who they are as well as what they teach must connect emotionally with each student.

It follows that teacher educators must teach their students to listen carefully to the voices of their pupils, to avoid humiliating them, to acknowledge good attitudes and good work with praise and to demonstrate always, their deep love for their work as teachers.

Moral Purposes: care and courage

Whilst it is important not to 'sentimentalize' (Jackson, 1999, p. 88), it is necessary to acknowledge that moral purposes are an essential part of the identity and efficacy of many effective teachers. They are what keep teachers going. They contribute to their resilience. For passionate teachers, professional accountability is about far more than satisfying externally imposed bureaucratic demands or annually agreed targets for action linked to government and school improvement agendas. They understand that the nature of teaching, the terms of their work, oblige them to 'place the intellectual and moral well-being of students first and foremost' through their actions and interactions (Hansen, 1998, p651). *The study of values, ethics and moral purposes on which the actions of teachers will be*

based, should be, then, a key part of the content of teacher education programmes.

Morally based courageous and optimistic relationships between teachers, teacher educators and students, then, are fundamental to successful teaching and learning; and whilst optimism is the glue which binds the two together and which creates rich learning opportunities, a more powerful indicator of teachers' commitment and effectiveness is hope, defined as:

A way of living prospectively in and engaging purposefully with the past and present...an orientation of the spirit, an orientation of the heart...It is not the conviction that something will [by definition] turn out well, but the certainty that something makes sense, regardless of how it turns out. (Havel, 1990: 181)

Teaching is, by definition, a journey of hope based upon a set of ideals, for example that I, as a teacher, can and will make a difference to the learning and the lives of the students I teach and the colleagues with whom I work – despite an acute awareness of obstacles to motivation and commitment (my own and others), the socio-economic circumstances of students, resource constraints, and policy factors over which I have no control. Teachers and teacher educators who are passionate about what, how and who they teach remain hopeful. Arguably it is our ideals that sustain us through difficult times and challenging environments; and it is our ideals that commit us to changing and improving our practice as the needs of students and the demands of society change. From the perspective of emotional intelligence,

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)

The enemies of hope are:

- Cynicism (false consciousness)
 - Fatalism (conservatism)
 - Relativism (lack of moral and political will)
 - Fundamentalism (adherence to tradition)
- (Halpin, 2003: 10-30)

From this perspective, teacher educators themselves have a moral duty to avoid being enemies of hope and to teach their students to be hopeful about their work.

Central to this is 'academic optimism' (Woolfolk Hoy, Hoy and Kurz, 2008), defined as, 'a teacher's positive belief that he or she can make a positive difference in the academic performance of students by emphasizing academics and learning, by trusting parents and students to co-operate in the process, and by believing in his or her own capacity to overcome difficulties and react to failure with resilience and perseverance' (op cit, p. 822). Seligman (2003) suggests that optimism is as important to success and achievement as talent or motivation and that it can be learned.

Emotional Identities

'The ways in which teachers form their professional identities are influenced by both how they feel about themselves and how they feel about their students. This professional identity helps them to position or situate themselves in relation to their students and to make appropriate and effective adjustments in their practice and their beliefs about, and engagement with, students'. (James-Wilson, 2001, p. 29)

Identities are not stable but discontinuous, fragmented and subject to change (Day and Hadfield, 1996). Indeed, today's professional has been described as, 'mobilizing a complex of occasional identities in response to shifting contexts' (Stronach et al, 2002, p. 117). Such mobilizations occur in the space between the 'structure' (of the relations between power and status) and 'agency' (the influence we and others can have), and it is the interaction between these that influences how teachers see themselves, i.e. their personal and professional identities. Emotions play key role in the construction of identity (Zembylas, 2003). They are the necessary link between the social structures in which teachers work and the ways they act.

Teaching has long been acknowledged as work in which emotions are central to their personal and professional selves (Fineman, 1993; Nias, 1996; Day, 1998). Thus, because teachers' work is a principal location for their sense of self esteem and personal as well as professional satisfaction, it is inevitable that they will have deeply felt emotions. Maintaining an awareness of the tensions in managing our emotions is part of the safeguard and joy of teaching.

The messages from a range of research are clear and unequivocal:

- 1 emotions are indispensable to rational decision-making (Damasio, 1994; Sylwester, 1995; Damasio, 2000);
- 2 emotional understanding and intelligence are at the heart of good professional practice (Denzin, 1984; Goleman, 1995);
- 3 emotional and cognitive health are affected by personal biography, career, social context (of work and home) and external (policy) factors (Kelchtermans, 1996);
- 4 emotional health is crucial to effective teaching over a career (Day et al, 2007).

However, in many instances, emotions are managed and regulated only in order to ensure the efficient and effective running of the organisation or implementation of policy and achievement of its goals. They:

'...are usually talked about only insofar as they help administrators and reformers 'manage' and offset teachers' resistance to change or help them set the climate or mood in which the really important business of cognitive learning or strategic planning can take place' (Hargreaves, 1998, p.837)

Teaching and teacher education call for and, at their best, involve daily, intensive and extensive use of both

emotional labour (e.g. smiling on the outside whilst feeling anything but happy on the inside) and emotional work which enables teachers to manage the challenges of teaching classes which contain students with a range of diverse motivations, personal histories and learning capacities (Hochschild, 1983).

Thus, understanding the nature of professional identity and teaching students how to create and maintain a positive sense of identity is an important part of teacher educators' everyday work.

PART 3 - Messages for Teacher Educators: Pre-service and Continuing Professional Development

In the final part of this paper, I will focus upon four research findings from a recent large scale mixed methods study in English schools of variations in teachers' work, lives and effectiveness (VITAE) and its messages for teacher educators and school principals as they engage in designing programmes of professional development for students in training and for teachers during their careers (Day et al, 2007).

Teacher Commitment is Associated with Teacher Effectiveness

Commitment, the 'call to teach', is a key criterion in the selection of students for pre-service education.

'Scholars distinguish three kinds of 'work orientation': a job, a career, and a calling. You do a job for the pay cheque at the end of the week...It is just a means to another end...A career entails a deeper personal investment in work. You mark your achievements through money, but also through advancement...When the promotions stop...alienation starts, and you begin to look elsewhere for gratification and meaning.

A calling (or vocation) is a passionate commitment to work for its own sake. Individuals with a calling see their work as contributing to the greater good, to something

larger than they are. The work is fulfilling in its own right, without regard for money or for advancement. When the money stops and the promotion end, the work goes on.' (Seligman, 2002: 168)

Teachers' initial commitment, however, may rise, be sustained or decline depending on their life and work experiences and their management of these scenarios and different times and in different circumstances.. It may be enhanced or diminished by factors such as student behaviour, collegial and administrative support, parental demands, national education policies, and teachers' own professional histories and career phase (Day, 2000; Louis, 1998; Riehl & Sipple, 1996).

Teacher commitment is closely associated with job satisfaction, morale, motivation and identity, and a predictor of teachers' work performance, absenteeism, burnout and turnover, as well as having an important influence on students' achievement in, and attitudes toward school (Bryk et al, 1993; Firestone, 1996; Graham, 1996; Kushman, 1992; Louis, 1998; Tsui & Cheng, 1999). Teachers who are committed have an enduring belief that they can make a difference to the learning lives and achievements of students (efficacy and agency) through who they are (their identity), what they know (knowledge, strategies, skills) and how they teach (their beliefs, attitudes, personal and professional values embedded in and expressed through their behaviour in practice settings).

Key Message 1:
There are statistically significant associations between teacher commitment and their effectiveness as defined by pupil attainment (Figure 2).

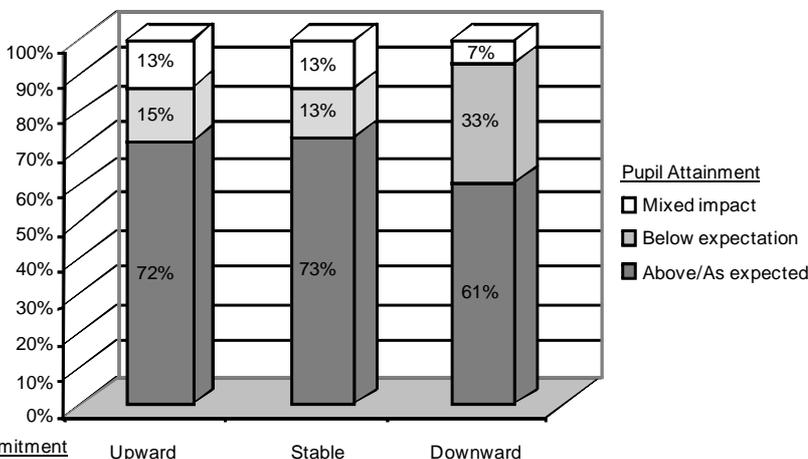
Teachers effectiveness does not always increase with experience

Teachers' professional life phases are dynamic in nature. The interaction between a range of influencing factors in their work and personal contexts is a sophisticated and continuous process, impacts differentially on teachers' perceived effectiveness within the same and across different phases of their professional lives, and needs to be managed. Our research with 300 teachers found that work and lives spanned six professional life phases and that, within each of these, there were sub-groups who experienced positive or negative commitment trajectories .

- Professional life phase 0-3: commitment, support and challenge

Sub-groups:

- a) Developing sense of efficacy (60%); or
- b) Reduced sense of efficacy (40%).



Commitment Trajectories of Teachers

Figure 2: Associations between teacher commitment and effectiveness (N=161) (Source: Day et al, 2007: 232)

- *Professional life phase 4-7: Identity and efficacy in classroom*
Sub-groups:
 - a) Sustaining a strong sense of identity, self-efficacy and effectiveness (49%); or
 - b) Sustaining identity, efficacy and effectiveness (31%); or
 - c) Identity, efficacy and effectiveness at risk (20%).

- *Professional life phase 8-15: Managing changes in role and identity: growing tensions and transitions*

- Sub-groups:
 - a) Sustained engagement (76%); or
 - b) Detachment/loss of motivation (24%).

- *Professional life phase 16-23: Work life tension, challenges to motivation and commitment*

- Sub-groups:
 - a) Further career advancement and good results have led to increased motivation/commitment (52%); or
 - b) Sustained motivation, commitment and effectiveness (34%); or
 - c) Workload/managing competing tension/career stagnation have led to decreased motivation, commitment and effectiveness (14%).

- *Professional life phase 24-30: Challenges to Sustaining Motivation*

- Sub-groups:
 - a) Sustained a strong sense of motivation and commitment (54%); or
 - b) Holding on but losing motivation (46%).

- *Professional life phase 31+: Sustaining/declining motivation, ability to cope with change, looking to retire*

- Sub-groups:
 - a) Maintaining commitment (64%); or
 - b) Tired and trapped (36%).

Key Message 2:

Recognising the impact of these influences in particular professional life phases and providing informal and formal targeted support are key means of building and sustaining teacher commitment and effectiveness.

The effects of schools' socio-economic contexts

There may be a difference in the impact of environment between those who teach in relatively more disadvantaged communities and those in communities which were more advantaged. Figure 3 illustrates

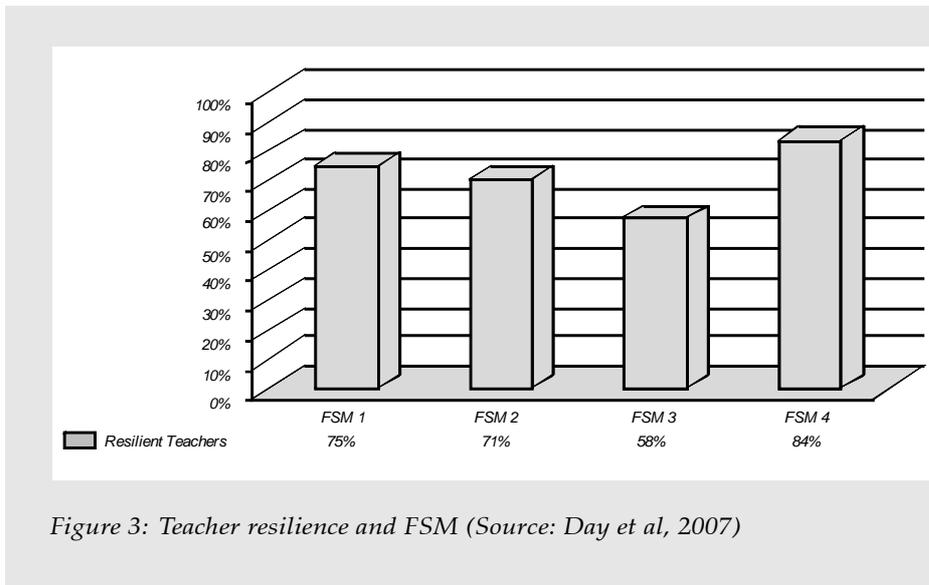


Figure 3: Teacher resilience and FSM (Source: Day et al, 2007)

how resilience may be more difficult to sustain depending upon this (FSM= Free School Meals, used as an indicator of the relative socio-economic advantage/disadvantage of the school population. FSM 1 is high advantage and so on). When faced with situations, or 'scenarios' which potentially may have destabilising negative effects on their personal lives, their lives in the workplace, their professional value systems or any combination of these, teachers' sense of self, their efficacy, motivation and commitment may be threatened. More importantly, their felt vulnerability may result in increased passivity and conservatism in the classroom as the passion to teach well dies and survival becomes the principal objective.

Key message 3:
There are specific influences which affect teachers' effectiveness in schools in different socio-economic contexts.

The Quality of School Leadership is a key factor in creating the conditions for building and sustaining teachers' effectiveness.

The most recent research, internationally, has acknowledged that leadership is a key influencing factor on teachers' efficacy, commitment and effectiveness (Day and Leithwood, 2007). The VITAE research also found that leadership by headteachers and colleagues is a key mediating factor in building and supporting teachers' capacity for effectiveness. It has important positive or significant negative effects upon their motivation and commitment. Two broad groups of teachers were identified:

- a) Teachers who had sustained commitment (74%). Within the group were those who had sustained commitment despite working in schools in challenging circumstances;
- b) Teachers whose commitment was declining (26%).

Group a: Sustaining commitment

The combination of factors mentioned most frequently by teachers as contributing to their sustained commitment were:

- Leadership (76%)

It's good to know that we have strong leadership who has a clear vision for the school

- Colleagues (63%)

We have such a supportive team here. Everyone works together and we have a common goal to work towards

- Personal support (95%)

It helps having a supportive family who don't get frustrated when I'm sat working on a Sunday afternoon and they want to go to the park.

Teachers in this group were enthusiastic about their work, and confident in their ability to make a positive difference in the learning and achievement of their pupils.

Group b: Declining commitment

A total of 81 (26%) teachers were in this group. Those who were considering leaving the teaching profession for a new career were either looking for promotion out of the classroom (e.g. to advisory roles) or, having suffered health problems connected to the stress of teaching, were seeking different kinds of work. The combination of pressures identified most frequently in the comments over three years by teachers as challenging their sustained commitment were:

- Workload (68%)

It never stops, there's always something more to do and it eats away at your life until you have no social life and no time for anything but work

- Pupil behaviour (64%)

Over the years, pupils have got worse. They have no respect for themselves or the teachers. Pupil behaviour is one of the biggest problems in schools today. They know their rights and there's nothing you can do.

- Leadership (58%)

Unless the leadership supports the staff, you're on your own. They need to be visible and need to appreciate what teachers are doing.

These broad groupings illustrate how, for many teachers, sustaining commitment and effectiveness in different phases of their professional lives are likely to be mediated positively or negatively by the effects of national policies, the quality of leadership, pupil behaviour, relationships with pupils, peers and personal support.

Key message 4:

Creating positive work conditions, meeting teachers professional and personal needs and minimizing teacher burnout, are keys to encouraging teachers' resilience, promoting teacher well-being and positive professional life trajectories, improving the conditions for teachers' effectiveness in relation to pupils' performance, and ultimately, school improvement. They are key tasks for school leaders.

Conclusions

The first, and most important, ability you can develop in a flat world is the ability to 'learn how to learn' – to constantly absorb, and teach yourself, new ways of doing old things or new ways of doing new things. This is an ability every worker should cultivate in an age when parts or all of many jobs are constantly going to be exposed to digitization, automation, and outsourcing, and where new jobs, and whole new industries, will be churned up faster and faster. In such a world, it is not only what you know but how you learn that will set you apart. Because what you know today will be out-of-date sooner than you think. (Friedman, 2006, p. 309)

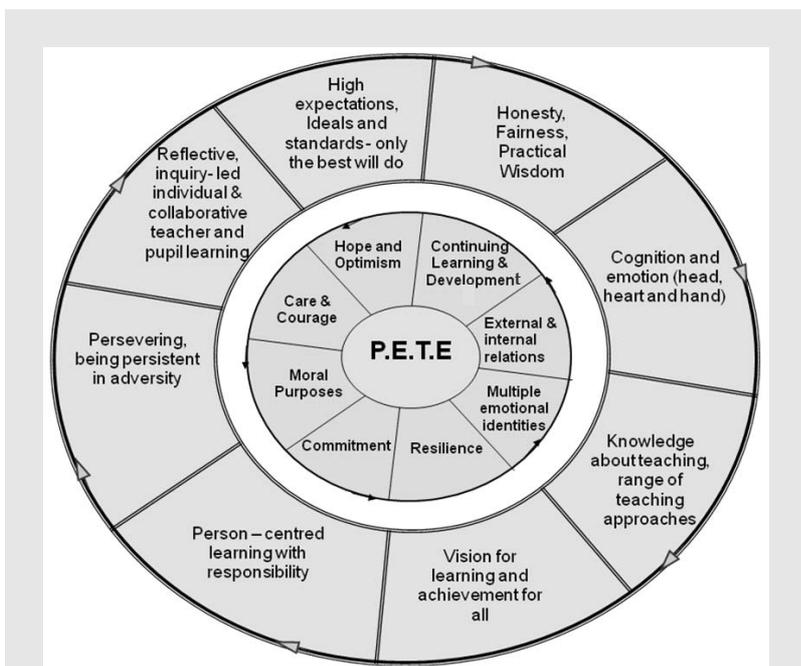


Figure 4: The Passionate Effective Teacher Educator

For most of us at some time or other, for shorter or longer periods in our professional lives, initial passion dies or mutates: either as a result of circumstance, for example, a school culture which frowns upon the communication of excitement about learning; or as the physical, emotional and intellectual challenges of 'being the best' every day, every week, every year with children and young people who are not always appreciative becomes too wearing; because of personal circumstances, or as the ageing process begins to take its toll.

This evidence about variations in teachers' commitment and resilience provides a new perspective on teacher quality, effectiveness and retention

issues. Research on teacher attrition and retention tends to focus on factors affecting teachers' decision to leave the teaching profession (OECD, 2005). Instead, what is required is a better understanding of the factors that enable teachers to sustain their motivation, commitment and passion, and, therefore, effectiveness in the profession. The retention of teacher commitment in the classroom is a key issue in the business of raising standards.

In Figure 4, I bring together the three key elements, qualities of passion and effectiveness which I identified at the beginning of this paper; i) relationships with pupils; ii) moral purposes, care and courage; and iii) emotional identities. One characteristic of passionate, resilient teachers and teacher educators who continue to 'bounce back' from negative emotional experiences in response to changing demands in school and classroom is hope, an 'affirmation that despite the heartbreak and trials that we face daily... we can see that our actions can be purposeful and significant' (Sockett, 1993, p. 85). To be resilient is to retain hope, to possess a disposition:

'which results in them being positive about experience or aspects of that experience...the belief that something good, which does not presently apply to one's own life, or the life of others, could still materialise, and so is yearned for as a result'. (Halpin, 2003, p.15)

The eight elements in the ring represent an alternative version of qualities and characteristics necessary to becoming and remaining a passionate and effective teacher and teacher educator to those which are usually to be found in policy initiated 'professional standards' documents. The elements bring together the personal and professional, the ideological and the practical, the mind and the heart to form an holistic agenda for the initial and continuing development of all teachers and teacher educators.

What a range of research shows, then, is that passion is fundamental to commitment, resilience and effectiveness. If teachers are to sustain these and thus passion for teaching - they and those responsible for their training, education and leadership must be encouraged to build understandings of the cognitive and emotional contexts in which they work in order to increase their capacities to understandings of the and outer cognitive and emotional contents in which they work in order to increase their capacities to understand and manage these. It is in everyone's interest to ensure that the core values, qualities and purposes which form the foundation for passion among effective teachers, and which find their expression in the vision, knowledge, expectations and practices which children and young people experience, are developed and nurtured.

Teaching well in these changing times requires more than content knowledge and classroom competencies, more than 'a sophisticated understanding of, and the capacity to move between, the multiple dimensions and perspectives within education' (Crosswell, 2006, p. 222). It requires, above everything else, passion. To teach effectively is not easy and to continue to

teach effectively is even more difficult to achieve. Yet, if teachers are to meet the demands of today's standards, and the expectations of today's and tomorrow's pupils, parents and politicians, their passion for their work and their pupils, their sense of positive emotional identity as professionals must be nurtured through pre-service education programmes and supported in schools. For teachers to be and continue to be committed, resilient and effective, they need to work in an external environment which is less alienating, less bureaucratically managerial, less reliant on crude measures of performativity - for we know from countless studies that this saps rather than builds morale. They need to work in schools in which leadership is just, supportive, clear, and passionately committed to challenging them to sustain the quality of their commitment. They need a strong and enduring sense of efficacy. They need to believe, and have reason to believe, that they are making a difference. They need, in short, to be taught by teacher educators and led by principals who have a passion for teaching.

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