

## **Factors Affecting Teacher Autonomy**

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### **Pride**

Begins before stepping into the classroom, as early as acceptance of a contract, and ends in the first 10 seconds of your first class. Period of intense growth and high enthusiasm; can be tiring Most "fun" stage High uncertainty, vague sense of possibility, a lot of pride Conversations revolve around your choice to become a teacher, views and opinions on assessment, rewarding "aha!" moments

### **Survival**

Settling in period; quick changes

Every bit of theory is morphing into applied theory and practice

Reptilian brain responses: fight or flight

Training and theory and enthusiasm sustain you

Characterized not so much by the chaos of teaching but by your response to the chaos

Teaching during this stage is not miserable, but can be stressful and exhausting

### **Experimentation**

All about informed precise and effective experimentation with past knowledge and experience. You bring in new tools and instructional strategies with something more than hope; the best teachers never stop doing this Less time wasted as you are evolving your craft. Experimentation leads to expanded professional learning networks in discovering new tools, ideas and mentoring from peers. Also a "fun" stage.

### **Disillusionment**

You possess a better understanding of people, teaching, culture, communities, technology-you have grown as a human being

You also notice the negative impact of politics or personal agendas on peers and students

Money wasted on technology that is inappropriate for the situation

Impersonal professional development

You have unanswered questions-many unanswered questions

Tough psychological circumstances

Teaching feels unfulfilling, confusing or even wrong for the idealistic and macro-thinkers

### **Rebellion**

Characterized by change

Great teachers don't do what they are told

You agitate, you ask questions

You create light and model the same for students; the foundation of critical pedagogy

There is no conclusion: constant interaction with changing circumstances and new knowledge that allows for a broader vision, which allows for new evidence-process starts over again

Critical thinking core is raw emotion and tone-first cause for change

Critical-thinking conditions the mind to suspect the form and function of everything it sees-including your classroom and everything being taught in it

Teaching can be more "fun" once again

You are strangely empowered to not make a mess but to make a difference (but if you do make a mess, you know how not to get fired)

### **Ongoing Mastery**

The work to master your craft involves 10,000 hours to become an expert-not in teaching, but in change.

Teaching is not about you-never was.

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You see everything from above and through everything, which helps you to embrace, evade, plan, design, question and celebrate.

Connect and work some more.

Very fulfilling stage, allowing you to change the world one mind at a time.

Not just about perseverance and showing up but also about luck-meeting the right mentor, principal, professional learning network, school, district, years of good health.

All matter every bit as much as your knowledge of pedagogy and your personal convictions.

If you make it this far, congratulations! Education is going to need you!

**Social and Political conditions :** One of the qualities of future teachers is socio-political competence as a manifestation of the culture of professional pedagogical activity and activity, the criteria for the manifestation of which are ambiguous. The social and political activity of teachers is presented as part of the professional activity of a teacher, the implementation of which is considered in the context of improving teaching and upbringing in schools through the study of social and political processes. In the context of new approaches in the field of professional competencies, the pedagogical process is the leading link in the teacher's activity. Since the pedagogical activity of a modern teacher requires the development of new knowledge necessary for rethinking and implementing the pedagogical process on a scientific basis, it is proposed to connect the achievement of new qualities in the activities of teachers with the formation of social and political competence among students of pedagogical specialties.

**Program complexity :** The number of courses, class sections, and levels may influence the level of curricular autonomy in programs. Connecting the content across different sections of the same course (coordination) leads to consistency, while connecting the content to different levels over multiple terms or semesters (articulation) leads to continuity (English, 2010). Coordination is especially common in

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subjects that are considered sequential, like mathematics and second language education, in which it is believed that certain content must precede other content (Stodolsky and Grossman, 1995). However, not all programs have numerous class sections and levels, and these programs may not need to be as coordinated or articulated. This variable has not been researched explicitly.

**Teacher Attitude and Philosophy :** Teachers' attitudes and philosophies may be another factor affecting the feasibility to coordinate the program. If the faculty tends to have diverging ideas about pedagogy, it is likely much harder to reach consensus and coordinate the curriculum (Stodolsky and Grossman, 1995), especially if many teachers lack open-mindedness (Lynch, 1995; Mayer et al., 2013). Lepine (2007) found that teachers respond to administrative controls in differing ways, showing forms of complacency at times and actively opposing limits to their autonomy at other times. If the staff tends to lack trust in the administration or if there is not a supportive community of practitioners, program leaders may hesitate to tightly manage their program (Brezicha et al., 2014; Mayer et al., 2013).

**Quality of Learning Experience :** eight qualities of an effective and active learning experience:

1. A moderate level of content. Don't throw in everything; be selective about what you will cover.
2. A balance between affective, behavioral, and cognitive learning. All three are important but many times presenters tend to focus on the cognitive only (even when they are talking about "emotional process"!)
3. A variety of learning approaches. Some learners learn best by seeing, others by hearing, and others by doing. Most presentations were formatted around hearing an expert talk. Incorporate opportunities for all three learning modalities.
4. Opportunities for group participation. Learners have something valuable to share. Recognize their contributions. Additionally, the very process of sharing reflections and insights, and comparing

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them with others, deepens the learning experience.

5. Encouraging participants to share their expertise.
6. Recycling concepts and skills learned earlier. Review what the learners know or has previously learned on the subject.
7. Advocating real-life problem solving.
8. Allowing time for re-entry. Help learners discuss and discover their skills and what actions they can do to incorporate what they are learning in their lives.

**Teaching Responsibility**

Teacher responsibilities include:

- \* Present lessons in a comprehensive manner and use visual/audio means to facilitate learning
- \* Provide individualized instruction to each student by promoting interactive learning
- \* Create and distribute educational content (notes, summaries, assignments etc.)
- \* Assess and record students' progress and provide grades and feedback
- \* Maintain a tidy and orderly classroom
- \* Collaborate with other teachers, parents and stakeholders and participate in regular meetings
- \* Plan and execute educational in-class and outdoor activities and events
- \* Observe and understand students' behavior and psyche and report suspicions of neglect, abuse etc.
- \* Develop and enrich professional skills and knowledge by attending seminars, conferences etc.

**Relation between school and society :** School is a special institution, created to serve specific social needs. It, therefore, not only gets aims and objectives from society but its contents and methods are also determined in accordance with the activities, carried on in society, for which the school functions.

But society is dynamic and changes very frequently. It is, therefore,

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essential that the character and nature of education, imparted in the school, also change according to the needs and developments of the society.

Education is a sub-system of the society. It is related to other sub-systems. Various institutions or sub-systems are a social system because they are interrelated. Education as a sub-system performs certain functions for the society as whole. There are also functional relations between education and other sub-systems. For example, Education trains the individuals in skills that are required by economy. Similarly education is conditioned by the economic institutions.

**School Environment :** The environment of the school affects the autonomy of the teacher. It is important how the principal deals with teachers in the school. It is a combination of physical, social, and learning environments. It refers to the set of facilities that the school provides. The facilities include classrooms, infrastructure, health, sanitation, teacher-student relation, moral or social values, etc. It is a positive climate that a school creates in which the child studies. And it is one of the crucial factors that parents take into account when it comes to evaluating a child's performance. The collaborative environment of the school motivates the teacher to be autonomous.

**Teachers Morality :** In this era of modernisation and globalisation, it seems like India has lost its value based society and has been transformed into a materialistic society. It is the result of thinking and behaviour of the human being. Now the crisis is, why this transformation took place and how we can set it back in place. Education is the major agency that can be used to make any changes, hence if only the teacher or management changes their mindset from commercialized ideas to value based thoughts, can we set things right. This can be accomplished by setting examples to others by living a life with values and ethics, for which one should be taught about his profession and its ethics.

The teacher is essentially a spiritual being, who receives salutations generally reserved for God and he is the embodiment of the Bliss.

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During the ancient period, there was no formal written code of conduct in India, especially for the teachers, but their duties and responsibilities are reflected in many ancient texts. The teacher taught the students by precept and by setting personal example- humility and simplicity were his greatest virtues. Taittiriya Aranyaka states that the teacher must put his heart and soul in the act of teaching. According to the Satpatha Brahmana, the teacher was bound to reveal everything to his pupil who at any rate lived with him. Katha Upanishad lays special stress on the indispensability of the teacher, who was expected to be in possession of essential qualities, viz., profundity of learning, clairvoyant vision and intellectual regeneration. He was regarded as the guide and leader of the society.

**Teachers Personality :** Teachers who are autonomy supportive and teachers who learn how to become more autonomy supportive with training are likely to be those who possess individual differences that orient them favorably to enacting autonomy-supportive attitudes and behaviors, such as empathy and perspective taking, believing that the primary drivers of motivation are personal interests and preferences, and strivings to improve oneself.

**Principal's behaviour :** School principals play an important role in improving education quality and accountability of education implementation in the educational unit. The problem commonly encountered from the principal is the weakness in managerial competence, while from the school supervisor is the lack of competence in supervisory skill.

Principal leadership is the principal's effort to influence, encourage, guide, and direct teachers, staff, students, parents, and other related individuals to work together in achieving set goals. To instill this role, the principal must show a persuasive and exemplary attitude. The principal as a leader has to realize that the success of the school life for which they are responsible is very much determined by their behavior.

**Respectful Salary :** Salary affects the autonomy of the teacher on a wide scale, respectful salary should be provided to the teachers.

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Salary is considered essentials for better performance of any task. A less amount of salary will force the teacher to abuse his autonomy. Apart from this, salary also develops respect and accountability. Over the past decade, in India and globally, massive investments and reforms have been put in place to increase teacher effectiveness and one of the major focuses of these reforms has been on salary. It also includes a brief discussion on the impact of the 5<sup>th</sup> and 6<sup>th</sup> Pay Commission on teachers' salaries.

**Appointment of suitable Teachers :** Effective teacher recruitment policies and practices are not just about ensuring high standards for who becomes a teacher (the issue discussed in the last chapter). They also involve having clear recruitment policies, as well as timely and transparent procedures at different stages of recruitment, including prompt appointment and deployment as the recruitment process culminates. Uncertainty about how and when recruitment will happen, whether meritocracy will be rewarded and school-specific needs would be met has serious implications for the quality of the teaching force. This uncertainty gives teaching a non-serious reputation, discourages applicants from investing systematically in building pre-service teaching skills, and attracts applicants with little interest in teaching. In so doing, poor recruitment policies and practices make school teaching a second-class profession.

**Political Interference :** India is the largest democracy in the world. India has the largest number of political parties, which take part in election campaign. In the 1996 national elections, almost 600 million people voted and an average of 26 candidates competed for each of the 543 territorial constituency seats. Indian politics has different political issues. However these issues remain to be issues without any solutions for decades. Some issues are national level and some regional level. Some communities demand more economical and social rights for their communities, while others demand more autonomy for their cultures within the Indian states. Some demanded autonomous states within the Indian Union, while the others demanded to be independent from India. Politicians always dominate teachers, and there

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is always a fear of transfer and suspension of teachers. Teachers are unable to use their autonomy due to political interference. Excessive political interference seen as negative impacts on teacher autonomy.

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