Figure 1: Conceptual model of the career-long teacher: an ideal type

**VOCATION** comprising Values and Motivating Factors **WISDOM** comprising Vision, Expertise and Control **AGENCY**, comprising Ownership and Strategy for Policy Implementation

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| ***Values*** | ***Motivating factors*** |
| Children first priority | Ensuring change works to benefit of children |
| Commitment to student success | Satisfaction derived from student success |
| Commitment to making a difference to students’ lives | Love of teaching |
| Commitment to social justice | Love of subject |
| Ethic of care and empathy towards children and colleagues | Pupils’ enjoyment of lessons |
| Ethic of care extended to self: need for life-work balance | Freedom and autonomy in classroom |
| Positive working relationships important | Liking for young people |
| Commitment to team work and collegiality | Enjoyment of collaboration with colleagues |
| Emotional engagement with school | Sense of belonging & personal identification with school |

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| ***Vision*** | ***Expertise*** | ***Control*** |
| Ability to see how change can bepositive | Confidence, grounded in sustained experience and expertise | Belief that they can take control of change |
| Sees role as providing opportunities for children | See themselves as able to improve students’ lives | Ability to prioritise |
| Belief in the scope to exert a positive impact | Self-belief | Belief in own freedom and capacity to act |

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| ***Ownership*** | ***Strategy for policy implementation*** |
| Acts autonomously | Takes time to interpret policy |
| Takes ownership of change | Mediates policy |
| Draws on available sources of support | Tailors policy to children & school context |
| Takes control of pace of change | Implements change at a manageable pace |