

This article was downloaded by: [Cecilia Rossel]

On: 14 June 2012, At: 12:36

Publisher: Routledge

Informa Ltd Registered in England and Wales Registered Number: 1072954 Registered office: Mortimer House, 37-41 Mortimer Street, London W1T 3JH, UK



Teacher Development: An international journal of teachers' professional development

Publication details, including instructions for authors and subscription information:

<http://www.tandfonline.com/loi/rtde20>

The recognition of effective teaching in Latin America: awards to excellence

Denise Vaillant^a & Cecilia Rossel^b

^a Department of Education, ORT University, Montevideo, Uruguay

^b Research Institute on Poverty and Social Exclusion, Catholic University of Uruguay, Montevideo, Uruguay

Available online: 21 May 2012

To cite this article: Denise Vaillant & Cecilia Rossel (2012): The recognition of effective teaching in Latin America: awards to excellence, *Teacher Development: An international journal of teachers' professional development*, 16:1, 89-110

To link to this article: <http://dx.doi.org/10.1080/13664530.2012.669592>

PLEASE SCROLL DOWN FOR ARTICLE

Full terms and conditions of use: <http://www.tandfonline.com/page/terms-and-conditions>

This article may be used for research, teaching, and private study purposes. Any substantial or systematic reproduction, redistribution, reselling, loan, sub-licensing, systematic supply, or distribution in any form to anyone is expressly forbidden.

The publisher does not give any warranty express or implied or make any representation that the contents will be complete or accurate or up to date. The accuracy of any instructions, formulae, and drug doses should be independently verified with primary sources. The publisher shall not be liable for any loss, actions, claims, proceedings, demand, or costs or damages whatsoever or howsoever caused arising directly or indirectly in connection with or arising out of the use of this material.

The recognition of effective teaching in Latin America: awards to excellence

Denise Vaillant* and Cecilia Rossel

^aDepartment of Education, ORT University, Montevideo, Uruguay; ^bResearch Institute on Poverty and Social Exclusion, Catholic University of Uruguay, Montevideo, Uruguay

(Received 15 February 2010; final version received 6 October 2011)

The main goal of this article is to review recent experience of effective teaching recognition policies in Latin America. The article examines the main issues related to the recognition of teaching by summarizing experiences of awards to teachers in the region, describing their results and limitations. The article outlines the most important characteristics of the awards' initiatives: background, goals and outreach, institutional design, participating actors, functioning methodology, selection criteria, achieved impacts and resources. The authors discuss their potential role in the strengthening of teaching's social prestige and recognition of effective teaching in the region.

Keywords: teaching; recognition; effectiveness; awards; Latin America

Teachers' prestige, esteem and status in Latin America

This paper examines the most recent policies to recognize effective teachers in Latin America: the excellence awards. A growing number of initiatives that seek to recognize effective teaching have been created in the last decade in the region, although there is still no strong evidence on their results. They have different origins, structures, and methodologies, but they share the concern of improving the social image and recognition of the teaching profession. This paper explores the rationales of these experiences, discusses their potential to contribute to their main goal and poses new questions and challenges around the prestige, status and esteem of Latin American teachers.

This paper makes the claim that teaching awards work as incredibly successful tools for generating professional incentive. Furthermore, the paper explores the context which has led to a decrease in teaching status and recognition in the region, such as recruitment and retention problems and decreasing satisfaction with the job.

There is major concern about the notorious weakening of teachers' prestige, esteem and status in the Latin American region (Da Silva 2010; Vaillant 2010). The issue is being progressively treated in the media and has been subject to numerous educational debates within the reform processes in Latin America. Even though this trend shares similarities to those identified in many developed countries, it has specific characteristics and deep differences that need to be considered when addressing the problem in Latin America. The most salient one is related to the differential

*Corresponding author. Email: vaillant@ort.edu.uy

stage of the region in the process of professionalization of teaching, which poses specific – and probably more complex – challenges for consolidating teaching quality and effectiveness. To contextualize the analysis, the paper begins by discussing the international and regional concerns regarding the social meanings of teaching as a profession. For this purpose, we part from the notion of professional prestige, status and esteem based on Hoyle's (2001) important works, consider the available empirical evidence on these issues and discuss the place that teaching awards could have in making significant advances in teaching efficiency in the region.

Why does it matter?

The recognition of teaching as a profession is increasingly being identified as a major problem for governments and educational policy makers around the world. The need to improve teacher status and school working environments to strengthen teachers' self-esteem is becoming a major issue in educational reforms. Also, the concern over the status of the teaching profession has gained space among researchers and specialists in educational policies (Organisation for Economic Co-operation and Development [OECD] 2005, 3).

As several authors have pointed out, during the beginning of the twentieth century, teaching was considered a privileged, highly prestigious occupation (Hall and Langton 2006; Hargreaves et al. 2007; Higginson 1996; Woods et al. 1997). But in many countries this condition seems to have changed and, in the present time, teaching tends to be frequently associated with negative experiences such as work overload, fatigue, uncertainty with regards to its function, and a mismatch between new requirements and teacher training education (Esteve 1994; Hargreaves et al. 2007). This transformation seems to be clearly connected to social prestige and value (Hoyle 2001), two concepts that – although difficult to measure – have become part of the teaching profession's research agenda at an international level (OECD 2005).

As was mentioned before, professional status refers to the way in which the public ranks an occupation relative to other occupations, including whether or not they deem it a 'profession', and the regard in which the occupation is held based on the perceived personal qualities of its members. One way to analyze this issue is to observe the levels of respect and value that the members of a profession receive from general public opinion, as well as from the perspective of its direct users and beneficiaries. Another way of approaching the matter is to explore the ways in which the members of the profession perceive themselves, and how they feel they are considered by society.

Following this approach, numerous analysts and decision makers have confirmed inconsistency and tensions in perception(s) of the status of the teaching profession (Hall and Langton 2006; Higginson 1996), which is often combined with a reduction in teachers' prestige and self-esteem (Hargreaves et al. 2007). The media has also echoed this concern.

In some developed countries studies have confirmed that teaching is frequently considered a socially poorly valued profession and suggest that it is an occupation with lower prestige than other professions (OECD 2003; OECD and Commonwealth Government of Australia 2003; Seltzer and Roper-Nedd 2006). For example, research conducted in England in 2006, based on public opinion surveys, indicates that 47% of the population considers teaching an attractive profession, but 50%

thinks the opposite (Hargreaves et al. 2007). Although teaching is not usually among the professions with the lowest rankings, teachers tend to be ranked below medical doctors and scientists (Seltzer and Roper-Nedd 2006).¹

This relatively negative image that the general public reflects is translated in an absence of social value by teachers towards their own profession (Hargreaves et al. 2007). Available research indicates that teachers often rank their own profession lower than other professions that are socially considered more prestigious, such as medicine or law (General Teaching Council for England [GTC]/MORI 2002). Also, a growing literature is showing the presence of problems and distortions in teachers' self-esteem (Hargreaves et al. 2007) and a perception of the lack of recognition which is revealed by the absence of non-monetary incentives to compensate for the low pay (OECD 2009).

This situation clearly doesn't describe the teaching profession in all developed countries: the main exceptions in this general trend are some Asian and Nordic countries, like Japan, Singapore or Finland, where recent studies show that the teaching profession is highly valued and recognized (McKinsey & Company 2007; MEXT 2003; OECD 2005). However, the consistency of the evidence of weakening prestige-status-esteem of teachers in the United States, England, New Zealand and several European countries has raised increasing concern among stakeholders and placed its study at the forefront of the educational research and policy agenda as governments see the role of teachers as being critical for prosperity within a knowledge economy. Reports on teacher recruitment (OECD 2005) suggest that teacher shortages exist in many high-income nations and other research supports this assertion (Leu 2005). Without attracting and retaining effective teachers, developed countries will lose their prime position within the global marketplace.

Several studies indicate that, with increasing frequency, it is possible to find teachers who would rather abandon teaching and migrate to other professions (Dean 2001; GTC/MORI 2002; Ingersoll 2003). In fact, although status (Hargreaves et al. 2007) usually is not the priority factor that teachers consider when they decide to enter or continue in their profession – on the contrary, the motivations that lead them to become teachers are often associated to more altruistic or vocational reasons such as working with children or making a contribution to society –, some studies suggest that it could have some impact in their 'attraction' to teaching, their job satisfaction and, ultimately, their disposition to stay in the profession (OECD 2005; Waddell 2002).

A brief theoretical note

The issue of teaching recognition involves two different but intertwined areas of inquiry. On the one hand, a discussion around recognition leads us to reflect upon its effects on the status of the teaching profession and its various components. On the other, it offers an opportunity to discuss its potential role in raising public attention around the notion of effective teaching.

The following section proposes a theoretical framework and a working definition of status and effective teaching that will serve as a guide for the analysis of teaching awards in Latin America further in this article. We also consider experiences of teaching awards in developed nations, considering some possible lessons that can be extrapolated to the Latin American context as well as some limitations. We

conclude by reflecting upon the relationship between teaching awards, status and teacher effectiveness and presenting some future lines of inquiry that still need to be developed.

Dimensions of recognition

In general, a profession is said to have a high social value when society understands that its members contribute an important service to the group (Hargreaves 2009), and at the same time this is correlated with salaries that match the job performed. In order to examine this line of reasoning more closely we must first discuss the question of 'professionalism' and its implications for recognition.

Hoyle (1975) identifies two distinct aspects of teachers' professional lives: professionalism and professionalism. The professionalism is categorized as 'those strategies and rhetorics employed by members of an occupation in seeking to improve status, salary and conditions' (Hoyle 1975, 315). The professionalism is defined by those elements of the job that constitute the knowledge, skills and processes that teachers use in their work, along with their commitment levels. Hoyle's more recent (2001, 146) explanation of professionalism as a term used 'to describe enhancement of the quality of service' seems to align more closely with Holroyd's (2000, 39) interpretation: 'professionalism is not some social-scientific absolute, but a historically changing and socially constructed concept-in-use'. Teachers' professional development also relies, therefore, on the development of professional values that are closely related to the profession's public recognition.

Hoyle's work attracted – and has retained – significant attention from many researchers and his models, with some slight contextual updating, have stood the test of time and have been applied to professions other than teaching (Evans 2008).

Our analysis of teachers' awards and the recognition of effective teaching parts from the social value of the teaching profession and follows Hoyle's (2001) conceptualization. This author believes the word 'status' represents three separate terms, normally viewed as synonyms but that really constitute essential dimensions of status: prestige, status, and esteem. He defines occupational *prestige* as 'the public perception of the relative position of an occupation in a hierarchy or occupations' (139). In the teaching world, occupational *status* involves how often and by whom the occupation is referred to as a profession (144). Finally, occupational *esteem* is defined as 'the regard in which an occupation is held by the general public by virtue of the personal qualities which members are perceived as bringing to the core task' (147).

Prestige is often closely connected to a great variety of factors associated with the performance of the profession. In the case of teaching, it is important to acknowledge that a very important component of the teacher's professional development refers to the relationship with students, from which society often expects more or less concrete results, which, at the same time, have an impact on the characteristics of the teacher, the substantive knowledge, the professional experience and the working conditions (Hoyle 2001).

A second dimension also allows us to analyze how the teaching profession is valued: this dimension is occupational *status*, understood as the way in which occupations adapt to the notion of professional activity (Hoyle 2001). This concept relates with the repeated question of whether teaching is, in fact, a profession, and also with the meanings that 'professional status' acquires in different realities² (Hargreaves 2009).

The positions and assessments in the different countries regarding whether teaching complies with the requirements of having professional status are varied and there still exists a profound debate as to where to locate it within the institutional framework (Vaillant 2004). However, there does seem to be a consensus in the need towards moving forward in the professionalization of teaching. This aspect is practically a constant at the international level, and it is a concern that has not only been raised by teachers but also by governments and it has been translated into concrete policies (Braslavsky 2002; Tedesco 1995).

The third dimension for analyzing – the social value of teaching – is connected to the occupational *esteem*, defined as the acknowledgment that the public grants to an occupation based on the personal qualities of its members in their daily practice, such as dedication or competence. This notion involves the idea of individual qualities that function, at least from a social perspective, as pre-requisites to work in teaching, but also the idea that teaching intrinsically brings a recognition for whoever performs it. Esteem is, clearly, a more vaguely defined and difficult to measure concept than status and prestige (Hoyle 2001) but its relevance for analyzing the task of teaching cannot be ignored, as some studies have shown (Coxon, Davies, and Jones 1986; Hargreaves et al. 2007).

The notion of teacher effectiveness

The notion of *teacher effectiveness* is important for the study of the teaching profession's social recognition through awards because these initiatives are driven by the idea that raising teacher status and improving their public recognition will successfully impact teaching 'effectiveness' and allow reaching higher standards and excellence.

There is an important corpus of literature dedicated to define, describe and analyze the notion of teacher effectiveness. Among some of the qualities of good teachers that have been identified by researchers are: knowledge of the subject-matter, pedagogical skills, capacity to assess and reflect on practice, communication abilities, and capacity to create healthy and rich interpersonal relationships with principals, colleagues, students, parents and the community (Leu 2005; Nuthall 2004).

As this paper will show in further sections, while the concept of teacher effectiveness is not new in developed nations, in Latin America the notion has only recently been taken up by researchers and it has clearly not yet permeated the policy agenda. Teaching awards place the notion of effectiveness at the forefront and it is thus important to consider this notion in our analysis.

The other reason why teacher effectiveness needs to be incorporated into an analysis of teaching awards is that, along with the qualities listed above, some authors have stated that an effective teacher also has to have *professionalism* (Hay McBer 2000), a component that involves, among other things, commitment to do everything possible for each pupil and enable all pupils to be successful and the belief in one's ability to be effective and to take on challenges (Hay McBer 2000). Both notions seem to be, at least theoretically, related to professional status and esteem, in the sense Hoyle elaborated them.

Recognition policies and possible options

According to the literature, there are numerous ways to raise the status and recognition of effective teaching. In recent decades, several monetary incentives

have been developed to improve the attractiveness of the profession. Incentives for salaries related to merit, learning results, training, teaching in ‘hard-to-staff’ schools or subjects with teacher shortages have been developed in most OECD countries (OECD 2007, 2009). Additionally, pay-related rewards linked to assessment and evaluation – either individual or collective – have been created as ways to recognize effective teaching.

However, there is already sufficient evidence to suggest that income does not always provide the main source of satisfaction within the profession. In the teaching field, the issue is already under study and existing evidence indicates that, even though income is an important factor when choosing to enter and remain in the teaching profession, teachers also assign a predominant value to other matters, such as recognition and non-monetary incentives among others (Andrews 2006; Kaltsounis et al. 1985; Odden 2000). Furthermore, some studies show that recognition which is not directly linked to income might have important effects on the performance of teachers and, ultimately, on students’ learning (Andrews 2006; Kaltsounis et al. 1985).

Following this idea, non-monetary incentives are increasingly being used to reward excellence and effective teaching and different countries have developed numerous initiatives aiming to strengthen the non-monetary component of teachers’ recognition. Some of these initiatives – which include training opportunities, professional development, as well as different forms of public and professional recognition – have been introduced by governmental actors, some by the civil society, and others by the corporate world (OECD 2009; Player 2010).

Initiatives seeking to honor effective teaching deserve particular attention. In countries like Australia, the United States of America, Canada, Spain and the United Kingdom it is possible to identify numerous awards, all of them sharing the concern to raise the social value of the teaching profession.³ In most cases, a reduced number of teachers are recognized for their qualities and effectiveness in performance and serve as role models for all other teachers and society at large (The College Board 2006; The Teaching Commission 2006).

Even though numerous initiatives exist and have been carried out for several years, the results and potential of these awards to raise the status and prestige of the teaching profession have not been adequately addressed by analysts and researchers. The literature on award experiences is scarce⁴ and the systematization of concrete experiences is still very limited.

Regional reality: contemporary challenges in Latin America

The situation of teaching in Latin America is quite different from that of most OECD countries. Latin American teaching is currently undergoing a professionalization phase and not all countries are at the same stage in this process. For example, while some countries already have a vast majority of teachers with tertiary university degrees others are still far from having a teaching force that complies with minimum training standards (Vaillant and Rossel 2006).

This delayed process of professionalization is unfortunately combined with deficits in status and prestige of the profession, similar to the ones identified in some developed countries. In fact, during recent years, in Latin American countries, various social actors have made a generalized critique of the education system and its failure. The media often portrays a negative image of the educational reality and

of the performance of teachers. The idea that society does not value, and eventually, underestimates, teachers has been subject of studies that address the matter (Tenti 2005; Vaillant and Rossel 2006). Even teachers themselves seem utterly aware of society's negative perception of their role (Vaillant and Rossel 2006). Esteve (2001) argued that the media, and society in general, frequently report school failure statistics, situations of physical violence in the classroom, teacher dismissals and excessive holiday time, along with all types of deficiencies in educational services. All of these criticisms are symptomatic of a generalized regret that education does not respond to current changing educational demands. These criticisms of existing educational systems also have to do with the inability of the system to accommodate radical processes of social, political and economic transformations that question the very idea of security for the future. This allows the author to conclude that 'paradoxically the teacher has suffered the most negative consequences of the results obtained by the educational system during the last twenty years, losing the respect and the social support that constituted his or her most gratifying social contribution' (110).

As a region, Latin America has made great strides in guaranteeing universal access to primary school education over the past 20 years. As more and more students enroll in primary education and transition to secondary education, the need to recruit additional teachers to instruct those students also has increased. Additionally, society's changing demands have increased the need for highly qualified and specialized teachers.

The existing teacher labor force in Latin America is inadequate to meet these growing demands. Many teachers, particularly those working in public schools, come from impoverished backgrounds and have low levels of education (Vaillant and Rossel 2006). Teaching is – by and large – considered a low-status career (Vaillant 2004) and teacher education institutions provide insufficient preparation for the day-to-day challenges teachers face in their classrooms.

At the same time, Latin America is facing numerous challenges to teacher recruitment (Da Silva 2010). Research shows that the most important motivations for entering the teaching profession are interests, desires and individual characteristics (i.e. altruistic and intrinsic characteristics). In contrast, the most important barriers to entering the profession are related to the perceived characteristics of the profession (Da Silva 2010), including factors such as low pay and low status (i.e. perceived extrinsic characteristics). Based on this research, it seems that attracting new teacher candidates is dependent upon a) targeting individuals with a propensity toward teaching and b) improving the salaries, working conditions and professional status.

A growing line of research suggests that the teaching profession is poorly valued in comparison with other professions in Latin America (Vaillant and Rossel 2006). A study that compares the situation of the teaching profession in seven countries shows that, among the teachers of the region, there is a 'feeling of loss and decline of social prestige in their image before society' (Vaillant and Rossel 2006, 250). This phenomenon seems to translate into some critical trends such as the decreasing number of talented high school graduates who choose teaching as a profession, or the generalized perception in several Latin American societies that the bad quality of education is teachers' responsibility. As the same study confirms, this problem of status is a continuous source of low self-esteem and dissatisfaction among teachers.

Other studies illustrate this phenomenon with revealing data. For example, almost two thirds of the teachers surveyed in four countries for a study on teaching conditions between the years 2002 and 2003 stated that they do not feel appreciated and are willing to abandon the teaching profession (Tenti 2005). The proportion of teachers wishing to abandon the profession reaches 68% of Peruvian teachers, 47.5% of Argentines, 40% of Brazilians, and 36% of Uruguayans.

Another study in the Colombian context showed that lack of recognition was emphasized by teachers as the feeling that produced the most dissatisfaction in their profession. In this case, low social value is emphasized as more prevalent than other feelings such as isolation, everyday conflicts, and personal and professional criticism.

Overall, the poor value that the teaching profession receives in Latin America is an ongoing problem that, without a doubt, conditions the context and the possibilities of the policies aimed at strengthening the profession and the quality of education in general (Vaillant 2010).

Awards to excellence: Latin America and civil society initiatives

In the last decade several initiatives to reward effective teaching have been set in place in Latin America. These initiatives have frequently been prompted by civil society organizations and, in some cases, have relied on substantial support from business firms and other non-governmental actors. Even though these initiatives are still relatively new and it is too recent to assess their impact, they offer interesting features and open a new window in the analysis of non-monetary incentives and the need to increase the status and prestige of teaching in the region. The following section presents an outline of these initiatives, highlighting fundamental elements that will provide the basis for a future comparative analysis.

Brazil: 'Educador Nota 10' (Educator Top Grade) award

The Educador Nota 10 award is an initiative by the Víctor Civita Foundation that seeks to honor the work of teachers all over Brazil who develop innovative projects in their schools.

Pre-school and primary school teachers that work in public and private institutions across the country may be nominated for the award. Teachers have to present successful projects that have been implemented in the classrooms for a minimum of one year and that have visible results. The projects are examined by selection committees who, after several rounds, select 40 finalists; from these finalists the 10 'Nota 10' educators are chosen, and one of these 10 teachers is then selected as the final winner.

The award ceremony where all finalists participate is broadcast on television and is considered a first-class event. The award is already in its 10th consecutive year and has become a very visible initiative in the country.⁵ During this 10-year period, 144 teachers from all over Brazil have received the award.

Every year the 10 finalists receive a monetary award of 100,000 real (approximately US\$ 60,000) and the opportunity to further their education with a postgraduate course. The winner – the teacher of the year – also receives a trip to the United Kingdom. The award also includes a category to honor school principals and administrators (Gestor Nota 10), which is aimed at pedagogical coordinators and

heads of studies in public and private institutions and community schools all over Brazil.

This initiative places special attention on promoting the innovative practice carried out by the awarded teachers. Furthermore, nominees receive guides and orientation criteria to assist them in the development of interesting and attractive stories about their daily jobs. The main selection criteria are: coherence in planning, pedagogical documentation, and quality and evaluation in writing.⁶

Colombia: ‘Compartir al Maestro’ (Share the Teacher) award

The *Compartir al Maestro* award has the goal to reward outstanding teachers in Colombia, promote a more just social value of the teaching profession, and support and endorse the professionalization of teaching.

The award was first implemented in 1998 and is based on a detailed selection procedure, which includes visits by referees to get to know first hand the projects that are presented for the award. Teachers from public and private schools from all over the country may apply for the award.

The initiative has a newspaper (*Pilbara Maestro*, or Master Word), and after a thorough selection process, 26 proposals are identified that best reflect the professionalism of the competing teachers. After all the information is collected, and visits are conducted, 18 nominees are chosen. A prestigious jury then elects the Gran Maestro (Great Teacher) and the Maestros Ilustres (Illustrious Teachers).

The awards ceremony takes place in a theater to which the most important educational authorities of the country, as well as union leaders, are invited. The event has national coverage and is broadcast on television. In addition, a book with the best educational experiences is published.

The Gran Maestro receives national recognition but also a 40 million pesos award (approximately US\$21,000). The winner also receives 10 million pesos for his or her institution, and a trip to Europe. The Maestros Ilustres selected receive six million pesos each and four million pesos for each of the institutions to which they belong; there is also a million pesos award for each of the other final nominees.

To select the winning teachers, the jury considers four main criteria: knowledge of the discipline and teaching strategies; vision; the use of systematic and reflexive methods; and interaction with the environment. Since 1999 the award has received thousands of proposals. Nominees come in a larger proportion from the public sector (80% of the nominees in 2008 were from public institutions). In addition, almost eight of every ten (77%) nominations come from teachers who work in urban areas.

Furthermore, available data for the first 10 years of the award indicate that most educators who present nominations are, in addition to primary school teachers, teachers of natural sciences and the Spanish language. Six out of every ten candidates are teachers with more than 15 years of experience.

The organizers of the award have recently assessed the impact of the award on Colombian society. The results from these evaluations show that the award is well known among teachers, media, unions and those responsible for educational policies.⁷

Guatemala: ‘Maestro 100 Puntos’ (Teacher 100 Points) award⁸

The Maestro 100 Puntos award was launched in Guatemala in 2006 as an initiative by the group *Empresarios por la Educación* (Entrepreneurs for Education). The goal

of the award is to identify the best classroom activities and innovative projects so that teachers all over the country may replicate them. The award has the support of universities, companies, private foundations and international agencies.

Candidates for the award must be pre-school and primary school teachers in urban or rural areas of the country, in private and public schools taking into account four different dimensions: a) cognitive processes development and critical thinking in math, language, reading, natural sciences, social studies, music and art; b) identity and cultural diversity; c) development and leadership; and d) entrepreneurship development.

Candidates must present projects that are at least in their second year of implementation, that introduce a difference from traditional teaching models, that have a creativity component in the practice of teaching, that reflect a change of attitude in students, and that have some impact on students' learning.

To evaluate the candidates, the organizers of the award have two juries. One of them selects a group of finalists based on the information provided by the teachers. The other jury visits the preselected finalists in their places of work and decides who the 10 winning teachers are.

Both juries are guided by a basic set of criteria, based on four dimensions: a) training and education (which includes initial-level training, accredited teacher training and refresher courses, reading and the habit of self education, and the use of technology); b) the description of the educational project proposed; c) efficiency and impact in learning; and d) personal qualities (values, promotion of students', parents' and families' involvement and participation, and collaborative efforts with the community and the school).

During its first year (2006), the award received 339 nominations out of which 43 were preselected to be evaluated by the final jury. In 2007, 166 nominations from all over the country were received and 27 finalists were evaluated by the jury. In 2008, there were 110 nominations and 23 were selected as finalists by the jury. In the three editions of the award, most nominations came from teachers working in the public sector.

Peru: 'Maestro que deja huella' (Teacher that Leaves a Footprint) award

The Maestro que deja huella award is an initiative by the Interbank of Peru that was first implemented in 2007. The goal of this award is to identify, highlight and promote the educational work of teachers that make a difference in their students by innovating and showing a special dedication and commitment to teaching.

The award is open to all active teachers, principals or classroom teachers of different subjects in pre-school, primary, secondary and special education in public rural or urban schools throughout Peru.

The evaluation of the proposals is subject to the opinion of a consulting committee that validates the nominations in each educational district (UGEL),⁹ and then analyzes them selecting a winner for each district. Then, there is a second revision from where the 26 regional winners are chosen (one representative from each Regional Directorate of Education). After this process is concluded a group of specialists interview nominees in each district, also registering the opinions of different actors and collecting empirical evidence that supports the information provided by the candidates.

Among the criteria used to evaluate the candidates are the following: the clarity of the presentation of the experience, the possibility of defining what the students

learnt, the significance of the experience, the possibility of replicating the experience and validating it, and the opinion of colleagues, parents and students about the initiative and the personal qualities of each candidate.

Among the awards the teachers receive each year are an apartment (valued at around US\$25,000), a new car, educational materials, a continuing education scholarship, a US\$5000 donation to the educational institution where the teacher works to be used for the implementation of the project and other incentives that contribute to the personal educational performance of the teacher.

Mexico: 'ABC' award

Promoted by the organization Mexicanos Primero (Mexicans First), the ABC award seeks to honor teachers who make a difference in their professional performances, who show the will to keep educating themselves, and who make a positive impact in their students' learning and in their communities.

The award is aimed at all teachers, principals and pedagogical support staff in public (pre-school, primary and secondary) schools of the country. The candidates compete in three different categories and to be eligible they must have a minimum of five uninterrupted years of service with 95% of attendance, a bachelor degree and certification from actualization exams (Exámenes Nacionales de Actualización para Maestros en Servicio, ENAMS).¹⁰ They must have also taken part in at least three refresher courses with a minimum of 20 hours each in the last five years, and present evidence of an innovative pedagogical project that the nominee has successfully developed in his or her community.

The winners are awarded during a special event in Mexico City (with all expenses covered for the winner and a companion), a work of art, a scholarship to participate in a leadership and management course for educators, a personal computer donated by Programa Bécalos and a personal educational library.

Every year, 10 winners receive the award (6 teachers, 2 principals and 2 technical-pedagogical support staff) based on the jury's 10 criteria: domain of the subject taught, periodic certification, professional responsibility, student motivation, project innovation, the promotion of civic and ethical values, commitment to the school's community, fostering of social participation, impact on students' learning, and commitment to the rights to education.

The awards in comparative terms

An analysis of the different experiences outlined indicates that, although there are some differences in the selection procedures and evaluation of the candidates, they all share the goal of recognizing and honoring the most effective teachers.

In fact, the goals of the awards to teachers in Latin America express interest in two main issues that are closely interconnected, which are: on the one hand, to give social prominence to the figure of the teacher by rewarding the most effective educators, and, on the other, to identify and promote successful teaching experiences (see Table 1).

In the pursuit of these objectives, the initiatives have opted for different paths. In some countries, the possibility of presenting a nomination for the awards is open to teachers who work in the public sector only (Mexico and Peru), while in others teachers from both the public and private sectors may participate (Brazil, Colombia

Table 1. Goals and teacher award recipients in Latin America.

Awards	Main goals	Awardees
'Maestro que deja huella'	Identify, highlight and promote the educational work of teachers that make a positive difference in their students	Principals or classroom teachers of general education who develop innovative proposals to implement with their students
'Maestro 100 puntos'	Recognize good classroom practices and identify innovative projects by the best teachers in the country	General education teachers with good classroom practices
'Educador nota 10'	Recognize the work of teachers all over the country who develop innovative projects in their schools	General education teachers with successful classroom practices who have at least one year of implementation and visible results
'Compartir al Maestro'	Pay tribute to outstanding teachers of the country, promote a more just social value of the teaching profession and support and endorse the professionalization of teaching	Primary and secondary school teachers with relevant experiences that have been evaluated
'ABC'	Recognize teachers who stand out in their professional performances all over the country, teachers who have initiative to continue their education, and who achieve a positive impact in their students' learning and in their communities	Teachers, principals and technical-pedagogical support staff of general education public schools (preschool, primary and secondary)

and Guatemala). In addition, in some cases only teachers of basic education may participate, while in others, secondary education teachers may also take part. In all the cases, it is a requirement for the teacher to be implementing a project or an innovative education strategy, and in some cases, this methodology needs to have been implemented for a specific period of time.

But the initiatives have some differences regarding the criteria used to select the winners. Of the five selected experiences, four of them assign a privileged evaluation position to the concrete projects or experiences developed by the candidates. In some cases, this criterion is also complemented with other factors such as education, individual quality, etc. (see Table 2).

In general, the initiatives contemplate the possibility of visiting the candidates in the field although, in most of the awards, this instance is limited to the finalists or to teachers who have already passed a preselection process. In addition, four of the five cases analyzed include a presentation before a jury.

It is interesting to note that, in all the cases, the organizers of the experiences have developed award sub-categories. A common criterion frequently used for the design of these categories is level of education (for example, teachers of pre-school, primary, and secondary students). But, there are also specific categories that refer to specific fields of knowledge or subject areas, or that connect with personal qualities of the candidates. Worthy of mention is the specific category 'Identity and cultural diversity' (Maestro 100 Puntos), or the awards to principals or school administrators (Educador Nota 10 award) (see Table 3).

Table 2. Selection criteria of the winners of teaching awards in Latin America.

Awards	Selection criteria	Are finalist teachers visited in their schools?	Is there a presentation before a jury?
'Maestro que deja huella'	Clarity in the presentation of the experience, possibility of defining what the students have learnt Significance of the experience Replication possibility Validation possibility Colleagues' opinion of the experience proposed Students' opinion of the experience proposed Parents and education community members' opinion of the experience proposed Opinions by all the actors mentioned above of the behavior and personal qualities of the candidate	Yes	Yes
'Maestro 100 puntos'	Education and training – Introductory education level – Refresher courses – Reading and self-education habits – Use of technology Description of educational project – Innovative – Creative – Replicable – Possible to be evaluated – Use of resources – Child participation Efficiency – Impact on learning Personal qualities – Values – Promotes parent involvement – Collaborates with community – Promotes active participation of boys and girls	Yes	Yes
'Educador nota 10'	Pedagogical adequacy between teaching objectives and the development of the project Achieved learning Pertinence of the project's content in connection to the school's syllabus	No	Yes
'Compartir al Maestro'	Adequacy to students' age and context Discipline and subject knowledge Vision Reflexive and systemic method Interaction with the environment	Yes	Yes

(Continued)

Table 2. (Continued).

Awards	Selection criteria	Are finalist teachers visited in their schools?	Is there a presentation before a jury?
'ABC'	Domain of the subject taught Periodic certification Professional responsibility Student motivation Innovation of projects Promotion of civic and ethic values Commitment with school community Fostering of social participation Impact on students' learning Commitment with right to education	No	No

It is important to mention that, with the exception of the award Maestro que deja huella (for which anyone may nominate a candidate), all the initiatives require that teachers themselves present their own nomination, and this is generally done by sending a written form.

Also, in connection to the type of awards delivered, most of the initiatives reward teachers or the places where they work with money in cash.

Table 3. Areas, procedures and type of award for teaching in Latin America.

Awards	Areas	Nomination procedure	Type of nomination
'Maestro que deja huella'	–	Teachers may nominate themselves. Also, anyone that knows the work of the teacher (colleagues, parents, etc.) and has all the necessary information required, may nominate a teacher	Individual
'Maestro 100 puntos'	Development of cognitive processes and critical thinking, math, language, reading, social sciences, music, art, identity and cultural diversity. Leadership development. Entrepreneurship development	Self-nomination (application form)	Individual
'Educador nota 10'	'Gestor 10' award (for school principals and pedagogical coordinators)	Self-nomination (application form)	Individual
'Compartir al Maestro'	It does not include differential nominations, but, each year, 'additional' specific award categories within teachers are added	Self-nomination (application form)	Individual
'ABC'	Teachers, principals and technical-pedagogical advisors	Self-nomination (application form and written interview)	Individual

Furthermore, as shown in Table 4, three of the five initiatives analyzed distribute teaching material (for teachers and their institutions) and computers (for the teachers). Two of the initiatives include trips for the teachers, two offer study scholarships in their own countries, and two deliver other material goods, such as works of art, cars, etc.

Regarding possible or potential impacts, it is worth mentioning that there is significant media coverage of these initiatives in the different countries. All the initiatives have achieved press coverage in the most important media of their countries (see Table 5). In general, there is press coverage when the call for nominations is launched, and mainly during the award ceremonies and announcement of the winners.

Finally, although most of the awards are organized by one institution, the initiatives we have analyzed are often developed through alliances and partnerships with other organizations. Table 6 indicates that two of the five initiatives are promoted by companies or groups of businessmen, while the other three are promoted by foundations.

As Table 6 shows, educational authorities often endorse the initiatives explicitly. Partnerships with companies (in general connected to the financing of the prizes), universities, international agencies and media are also frequent.

Concluding remarks

Despite the importance and the impact the award initiatives have in the region, there are almost no systematic evaluations available about their results and, where they do exist, these are limited and methodologically weak.

It is relevant to note that no evaluations carried out thus far have focused on the possible impact that awards have on the public's image and recognition of teaching as a profession. This missing link needs to be further explored in order to clarify and empirically assess the role of awards on teaching recognition and the social value of the profession.

However, there is interesting exploratory evidence that should be taken into account. In fact, some formal evaluations of these programs show an important impact on the job satisfaction of the winners and competitors, who declare that a quest for social valorization of their profession, along with a desire to improve their pedagogical practice and inform others about their work, were among the main motivations they had to participate. Also, assessments of these awards indicate relatively important effects on other actors, such as principals, the media and policy makers. These results could show the potential of awards as tools for reinforcing the effects of central policies for the recognition of teachers, such as professional evaluation, salary increases and compensations, and career development.

Conclusion

The primary objective of this article was to analyze the potential of recently developed initiatives for recognition of effective teaching in Latin America. This analysis seeks to summarize the experiences of awards to teachers in the region in order to discuss them in the context of the diagnosis of weak professional status of teaching, recruitment and retention problems, and deficits in job satisfaction.

Table 4. Type of awards delivered to honor teachers in Latin America.

Awards	Money in cash		Teaching materials		Computers, software		Trips		Study scholarships		Other material goods	
	T	I	T	I	T	I	T	I	C	A	T	I
'Maestro que deja huella'		X			X							
'Maestro 100 puntos'	X			X	X				X			X
'Educador nota 10'	X		X									
'Compartir al Maestro'	X		X		X		X	X	X			
'ABC'												X

Notes: T (teacher), I (institution), C (country), A (abroad).

Table 5. Impact of awards in the media in Latin America.

Awards	Printed press coverage	Television coverage
'Maestro que deja huella'	<i>Gestión, El Comercio, Stakeholders PE</i>	–
'Maestro 100 puntos'	<i>El periódico GT, Prensa Libre, Siglo XXI</i>	–
'Educador nota 10'	<i>Folha de Sao Paulo, Revista Nova Escola</i>	Yes – awards ceremony is broadcast
'Compartir al Maestro'	<i>El Tiempo, Noticias ABC, La República</i>	Yes – awards ceremony is broadcast
'ABC'	<i>Reforma, El economista, El norte</i>	–

The awards initiatives described in this article reveal a growing interest in the region for strengthening the public image of teaching, increasing its social value and installing the notion of effectiveness in teaching through the identification of best practices and excellence in results. Although recent endeavors, these awards bring a new approach to the policies and actions seeking to raise teaching status because, even though the number of teachers involved is symbolic in relative terms to the number of active teachers in these countries, their rapid development, the media coverage, and the information on effective practices they generate could be important in the consolidation of a new image of the teaching profession in the region.

Some cautionary remarks need to be made regarding the limitations of the information provided in this review.

Firstly, the empirical evidence on how awards strategies improve professional teacher status is still very scant. Few strategies have been evaluated to assess their impact on teacher prestige and even fewer have been evaluated using experimental or quasi-experimental methods. In most cases, when evaluations are available, the evidence is descriptive in nature.

Secondly, the framework for this review is based on theories of teacher status and teaching effectiveness that have been created in high-income nations with markedly different historical and cultural contexts, as well as structurally different educational systems, compared with most Latin American nations. While these theories posit that altruistic and intrinsic factors tend to motivate individuals to become teachers and extrinsic factors tend to dissuade prospective teachers, it is possible that this may vary for individuals in different cultural contexts. More research on the factors that motivate individuals to become teachers in Latin America is called for in order to better inform educational policies.

Thirdly, although interesting and attractive, these initiatives ought to be seen as a small and compensatory piece in the 'policy package' that Latin American countries need to develop in order to raise the status of teaching and, ultimately, improve the quality of their teachers.

The teaching awards initiatives examined in this article could have important implications for teacher status in Latin American countries. To understand how, it is helpful to connect our findings to Hoyle's (2001) understandings about the prestige of teachers. Central in Hoyle's framework is the idea that a principal motivation for teaching is to work with children. He argues that the low status of teachers is, in part, an effect of the low status of children, and a result of teachers' intermediate position in mediating between childhood and the adult world.

Table 6. Institutions and partnerships who promote awards for teaching in Latin America.

Awards	Type of organizing institution	Ministry of Education or educational authorities' endorsement	Partnerships Foundations and NGOs of civic society	Partnerships Companies	Partnerships Universities, education training institutions	Partnerships International agencies	Partnerships Communication mass media
'Maestro que deja huella'	Company			Yes	No	No	No
'Maestro 100 puntos'	Group of businessmen	Yes	Yes	Yes	Yes	Yes	No
'Educador nota 10'	Foundation	Yes					Yes
'Compartir al Maestro'	Foundation	Yes	Yes	Yes		Yes	
'ABC'	Foundation		Yes				

Hoyle's theory about the determinants of teacher status refers to how the number of children dictates the large numbers of teachers required. This places a limit on teachers' salaries. Hoyle suggests that this constraint on salary levels results in people with lower qualifications becoming teachers.

Strategies, such as the Latin American teaching awards and prizes presented in this article, could be considered to address some difficulties identified by Hoyle's framework. The article has considered only a small component of the complex academic and policy dimension within which the question of teacher status must be framed. It explores concepts of status as a means by which teaching effectiveness is judged, and considers the multi-dimensional aspects of teachers' status. It also outlines the Latin American context and a number of recent strategies developed in Brazil, Peru, Colombia, Guatemala and Mexico which have the potential to influence the teachers' status components identified by Hoyle (2001). Although these initiatives cannot test directly any of the effects of national teacher prestige policies, they can improve public and media opinion and have potential effects on status.

The role of the awards – and their efficiency in improving teachers' performance – acquire their full significance in Latin America where there are serious limitations to raising the level of teachers' salaries or increasing other material incentives. The awards may raise the *prestige* and social *reputation* (as well as the sense of *identity* and *belonging*) of teachers and the profession as a whole. In this sense, and even though the evidence of their effects is still incipient and limited, the awards emerge as an interesting and complementary tool to educational policies that seek to improve recruitment, retention and, ultimately, the effectiveness of teachers' performance.

Notes

1. In fact, another study conducted in England – using a survey carried out in a sample of teachers – placed teaching below surgeons, lawyers, medical doctors, notaries, veterinarians, accountants, consultants, head teachers/principals of schools and police officers (Hargreaves et al. 2006)
2. According to some authors, there are two matters that are often considered to assess occupational status. First, a formal status has to be considered, that is, the place that teaching has in the legislations and the regulations of each country (Fernández Pérez 1995). Second, a semantic status has to be considered. In other words, whether teaching is visualized as a profession and who perceives it – or doesn't – in such a way. Both matters are strongly conditioned by the functioning of teachers' organizations and, in particular, how they have historically connected with other social actors, specially the state (Hoyle 2001).
3. Some interesting examples are: in Australia, National Awards for Quality Schooling, Australian Scholarships Group (National Excellence in Teaching Awards), The Australian College of Educators NSW Quality Teaching Awards; in the United Kingdom, Teaching Awards; in Canada, Ontario Premier's Awards for Teaching Excellence, Ontario Teaching Federation Award; in the United States, National Teachers Hall of Fame, Illinois Golden Apple, Milken Family Foundation National Educator Awards, The NEA Foundation Awards for Teaching Excellence, American Stars of Teaching, Walmart Teacher of the Year Awards.
4. Some analysis of award experiences – but mainly at the university level – can be found in Cross (2001) and Menges (1996).
5. For more information visit the website <http://antigo.revistaescola.abril.com.br/premiovc/>.
6. Visit <http://revistaescola.abril.com.br/premiovc/contraexemplos.shtml>.
7. See Universidad de los Andes. Evaluación de impacto del Premio Compartir al Maestro. Mimeo. 2008, in <http://www.premiocompartiralmaestro.org/graficas/investigaciones/investigaciones.html>.

8. 100 points is often the maximum grade on a 1–100 scale in many Latin American countries.
9. An UGEL (Unidad de Gestión Educativa Local) is a local administrative office of the Ministry of Education.
10. Teachers, principals and technical-pedagogic staff at the preschool level are required to pass two ENAMS with more than a score of 85 points in each one. Teachers, principals and technical-pedagogic staff at the primary and secondary school level are required to pass five ENAMS with a grade of more than 85 points in each one.

Notes on contributors

Denise Vaillant is Academic Director of the Institute of Education, University ORT–Uruguay and President of the Teaching Profession International Observatory based in University of Barcelona (OBIPD). She holds a PhD in Education at the University of Québec à Montréal, Canada and MA in Educational Planning and Management at the University of Geneva, Switzerland. She coordinated several teacher education programs in Uruguay and in Latin America. She is a university professor of postgraduate studies, consultant to several international organizations and author of numerous articles and books on the subject of public policies, teacher education, educational change and innovation. She is currently the coordinator of a GDN funded cross-national project on educational governance and forms part of a UNESCO research team on the teaching profession.

Cecilia Rossel is a sociologist and holds a PhD in Government and Public Administration (Instituto Universitario Ortega y Gasset – Universidad Complutense de Madrid). She has been a consultant for the Uruguayan government and several international organizations, such as World Bank, Inter-American Development Bank, UNDP, ILO, UNICEF and PREAL, and teaches at several universities in Uruguay and Chile. She currently works at the Economic Commission for Latin America (ECLAC).

References

- Andrews, H. 2006. *Awards and recognition for exceptional teachers: K–12 and community college programs in the USA, Canada and other countries*. Ottawa, IL: Matilda Press.
- Braslavsky, C. 2002. *Teacher education and the demands of curricular change*. New York: American Association of Colleges for Teacher Education.
- Coxon, A.P.M., P.M. Davies, and C.L. Jones. 1986. *Images of social stratification: Occupational structures and class*. London: Sage.
- Cross, P. 2001. Leading-edge efforts to improve teaching and learning: The Hesburgh Awards. *Change* 33, no. 4: 30–7.
- Da Silva, C. 2010. *Teacher recruitment: Informing Latin American policy*. GTD-PREAL Working Paper. Santiago de Chile: PREAL.
- Dean, P. 2001. Blood on the tracks: An accusation and proposal. *Journal of In-service Education* 27, no. 3: 491–500.
- Esteve, J. 1994. *El malestar docente*. Barcelona: Paidós.
- Esteve, J. 2001. El profesorado de Secundaria. Hacia un nuevo perfil profesional para enfrentar los problemas de la educación contemporánea. *Revista Fuentes* 3, no. 1: 7–30.
- Evans, L. 2008. Professionalism, professionalism and the development of education professionals. *British Journal of Educational Studies* 56, no. 1: 20–38.
- Fernández Pérez, M. 1995. *La profesionalización del docente. Perfeccionamiento, investigación en el aula, análisis de la práctica*. Madrid: Siglo X-XI.
- General Teaching Council for England/MORI. 2002. *Teachers on teaching: A survey of the teaching profession*. London: General Teaching Council for England.
- Hall, D., and B. Langton. 2006. *Perceptions of the status of teachers*. Wellington, New Zealand: Ministry of Education.
- Hargreaves, L. 2009. The status and prestige of teachers and teaching. In *The Springer international handbook of research on teachers and teaching*, ed. L. Saha and G. Dworkin, Vol. 21, Part 1, 217–30. New York: Springer.

- Hargreaves, L., M. Cunningham, A. Hansen, D. McIntyre, C. Oliver, and T. Pell. 2007. *The status of teachers and the teaching profession in England: Views from inside and outside the profession*. Research Report No. 831A. London: Department for Education and Skills. <http://www.dfes.gov.uk/research/data/uploadfiles/RR755.pdf>.
- Hay McBer. 2000. *Research into teacher effectiveness: A model of teacher effectiveness*. Research Report No. 216. London: Department for Education and Employment.
- Higginson, F.L. 1996. *Teacher roles and global change: An issues paper*. Paris: UNESCO. <http://unesdoc.unesco.org/images/0010/001055/105528e.pdf>.
- Holroyd, C. 2000. Are assessors professional? *Active Learning in Higher Education* 1, no. 1: 28–44.
- Hoyle, E. 1975. Professionalism, professionalism and control in Teaching. In *Management in education: The management of organisations and individuals*, ed. V. Houghton et al., 314–20. London: Ward Lock Educational in association with Open University Press.
- Hoyle, E. 2001. Teaching: Prestige, status and esteem. *Educational Management and Administration* 29, no. 2: 139–52.
- Ingersoll, R.M. 2003. *Is there really a teacher shortage*. Seattle: Center for the Study of Teaching and Policy at the University of Washington. <http://depts.washington.edu/ctp-mail/pdfs/shortage-ri-09-2003.pdf>.
- Kaltsounis, T., G. Weisenstein, J. Harmon Jacobs, P. Hammill, and R. Rodriguez. 1985. The effects of non-salaried incentives on teacher performance and student outcomes. Seattle College of Education Working Paper. <http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED263067>.
- Leu, E. 2005. The role of teachers, schools, and communities in quality education: A review of the literature. Academy for Educational Development, Global Education Center, Working Paper 2005, no. 1. Washington, DC: Academy for Educational Development (AED).
- McKinsey & Company. 2007. How the world's best performing school systems come out on top. http://www.mckinsey.com/clientservice/socialsector/resources/pdf/Worlds_School_Systems_Final.pdf.
- Menges, R. 1996. Awards to individuals. *New Directions for Teaching and Learning* 65: 3–9.
- MEXT. 2003. Japan background report. In *Teachers matter: Attracting, developing and retaining effective teachers*. Paris: Organisation for Economic Co-operation and Development.
- Nuthall, G. 2004. Relating classroom teaching to student learning: A critical analysis of why research has failed to bridge the theory–practice gap. *Harvard Educational Review* 74, no. 3: 272–306.
- Odden, A. 2000. New and better forms of teacher compensation are possible. *Phi Delta Kappan* 81, no. 5: 361–6.
- OECD. See Organisation for Economic Co-operation and Development.
- Organisation for Economic Co-operation and Development. 2003. Attracting, developing and retaining effective teachers in the United Kingdom of Great Britain and Northern Ireland. OECD country background report. <http://www.oecd.org/dataoecd/62/25/2635748.pdf>.
- Organisation for Economic Co-operation and Development. 2005. Attracting, developing and retaining effective teachers. Final report: Teachers matter. Paris: OCDE.
- Organisation for Economic Co-operation and Development. 2007. *Education at a glance 2007. OECD indicators*. Paris: OECD.
- Organisation for Economic Co-operation and Development. 2009. *Evaluating and rewarding the quality of teachers: International practice*. Paris: OECD.
- Organisation for Economic Co-operation and Development and Commonwealth Government of Australia. 2003. Attracting, developing and retaining effective teachers. Australian country background report. <http://www.oecd.org/dataoecd/63/50/3879121.pdf>.
- Player, D. 2010. Nonmonetary compensation in the public teacher labor market. *Education Finance and Policy* 5, no. 1: 82–103.
- Seltzer, R., and R. Roper-Nedd. 2006. Short on confidence: Changes in attitudes toward American institutions and occupations. *Public Opinion Pros* (March). <http://www.public-opinionpros.com/features/2006/mar/seltzer.asp>.

- The College Board. 2006. *Teachers and the uncertain American future*. New York: The College Board.
- The Teaching Commission. 2006. *Teaching at risk: Progress & potholes*. New York: The Teaching Commission.
- Tedesco, J.C. 1995. *El nuevo pacto educativo*. Madrid: Anaya.
- Tenti, E. 2005. *La condición docente: Datos para el análisis comparado: Argentina, Brasil, Perú y Uruguay*. Buenos Aires: Siglo XXI.
- Vaillant, D. 2004. *Construcción de la profesión docente en América Latina. Tendencias, temas y debates*. Santiago de Chile: PREAL.
- Vaillant, D. 2010. La identidad docente: la importancia del profesorado como persona. In *Tendencias de la formación permanente del profesorado*, ed. T. Colén Riau and B. Jarauta Borrasca, 9–24. Barcelona: Horsori.
- Vaillant, D., and C. Rossel. 2006. *Maestros en escuelas básicas de América Latina: hacia una radiografía de la profesión*. Santiago de Chile: PREAL.
- Waddell, N. 2002. Transforming teacher status. *Management in Education* 16: 22–5.
- Woods, P., B. Jeffrey, G. Troman, and M. Boyle. 1997. *Reconstructing schools, reconstructing teachers: Responding to change in the primary school*. Buckingham: Open University Press.