英美低教師地位與高離職率：解決策略與專業發展之探詢

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摘　要

　　教師高離職率的問題引起英美教育當局的高度關注，為提高教師素質，他們設定嚴格的正式教師證書認可門檻，但是嚴格的門檻卻因教師社會地位低落及薪資不高而難以招募到高素質的學生投身教育，且導致教師數量不足，於是又發放緊急或暫時性的教師執照作補救。希望招募高素質教師，最後卻需要發放緊急證照補教，形成教師素質「精神分裂症」式的惡性循環。由於學科素質高的大學生較不會選擇這個職業，而教師卻需要雙專業性（教學技巧與學科能力）的知能，但是英美教師培育卻多著重於教學技巧，忽略學生學科能力之不足，確是不爭的事實。本文目的在描述英美教師社會地位低落與高離職率的現象、並探詢期解決之道與其對教師專業發展的啟示。本研究採文獻探討以蒐

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集資料並由研究者討論分析之，研究結果則以英文書寫為評論文。文章首先描述英美教師位低落與高離職率的狀況，再分析教學的雙專業性，最後探詢解決之道與其對專業發展的啟示。經由上述評析，本文認為解決之道在：增強教師學科能力、教師經濟地位提升，並配合有效地提昇社會形象，這樣徹底的對教師社經地位的改革效果，可能遠高於目前各項補救措施，因為如果向下沈淪的「瘋狂惡性循環」沒被解構，教師專業發展效果將極其有限。因此，本文主張英美決策者應該在教師的職前教育、初任教師及在職教師的進修訓練中改變教師專業發展焦點，以提升教師素質：第一階段宜著重吸引學科素質高的學生投入教育行列；第二階段宜大幅提高初任教師的「起薪」；第三階段宜對在職教師提供專業訓練課程並塑造「準教授化」的專業化形象。藉由這些策略與方法，英美教師高離職率的問題應可望趨緩，同時教師素質亦可在教師學科能力、形象與薪資的全面提升後獲得一定程度的改善。本文也同時探討此一分析對台灣的啟示。

關鍵詞：教師地位、專業發展、教師素質、師資培育

I.   Introduction

In Taiwan, it has recently been very competitive and difficult to become a teacher, but the stories in the United States and the United Kingdom are quite opposite. Although helping and working young people are identified as significant source of future teachers, there is still a high proportion of teachers choosing to leave this profession in the United States and United Kingdom (Department for Education and Skills/DfES, 2004a). In the year 2000, both the US and UK had a turnover rate, among the first five-year new teachers, over 15% , it has been quite high in recent years (see Table 1 below).

▶Table 1. Teacher turnover rate in the US and UK

UK		US	
2000-2001	18.0%	1990-1991	13%
2001-2002	19.2%	1993-1994	14%
2002-2003	17.9%	1999-2000	16%

(Source: DfES, 2005a; U. S. Department of Education, 2005)

As indicated by White and Smith (2005), the problem of teacher turnover and shortage is highlighted as a serious concern in many countries in the OECD's research. In other words, tackling this problem is becoming urgent and crucial because it has a negative impact on teacher quality. Various factors, such as teachers' poor pay and low social status, are considerably related to the high teacher turnover rate and causes of teachers' shortage (Wilhelm, Dewhurst-Savellis,

& Parker, 2000; British Broadcasting Corporation/BBC, 2001a & 2001b; Ross & Hutchings, 2003).

No matter how many teachers at the scene turned over their jobs, school administrators still had to grasp a "warm body" to put in front of classes. Thus, emergency licenses and temporary substitutes would have to be there for students. Simply put, these temporary teachers are not professionally trained! This highlights the necessity of teacher professional development (TPD) and a long-term issue on teacher quality.

It is the idea of "teaching should be regarded as a profession" that it leads to the transformation from the term *teacher training* to the term teacher professional development, or TPD (Villegas-Reimers, 2003). Take a survey conducted on schools in London for instance, the importance of quality TPD is highlighted as a very important factor in terms of teacher recruitment and retention (). Recognizing the importance of TPD, authorities in the United States (US) and United Kingdom (UK) do actively take approaches to assure teachers' quality. These approaches include using tests to examine teachers' relevant knowledge and providing teachers continuing professional development opportunities, e.g., *National Teachers Examination* in the US and *Qualified Teachers Status Skills Tests* in the UK. ().

Various steps to raise certification standards in recruitment has been taken in an attempt to fix the problem of teacher quality. However, they seem not to raise teachers' overall social image, competency, and monetary compensation, that are essential components of teachers' overall socioeconomic status. The authors therefore argue that raising teachers' social images, competencies, and economical status, alone with the re-focusing of TPD, are more significant than simply raising criteria on teacher recruitment. The ultimate goal is to break down a "schizophrenic " negative cycle of teacher quality improvement (Tulley, 1998; Villegas-Reimers, 2003; DfES, 2004b; Training and Development Agency for Schools/TDA, 2005).

I.   The Duality of Teaching Profession

When teachers are asked what it means to be professional, they will talk about being professional and being a professional (Hargreaves, 2000). Being professional refers to the quality of what they do and standards of practice. Being a professional often means that how teachers feel they are seen through other people's eyes. Despite the difference in definition, there is growing consensus that developing teachers' professional subject knowledge is, of itself, not enough for students' learning. How teachers make knowledge accessible to students is another key, and this often refers to teachers' professional teaching skills.

As indicated by Zuoyu (2002), teachers should need "dual passports" to qualify and access themselves in the professional teaching arena: "one is a diploma or degree, the other, a qualification certificate of teacher professional competence (p. 214)." Anpang Xie (1997) also contends that the teaching profession includes two components: teacher's subject expertise and skills in teaching. A professional teacher requires not only high-quality knowledge of his or her teaching subject but excellent teaching skills. The pursuit of the above mentioned *duality of teaching profession* is necessary for teacher quality improvement.

Since TPD is recognized as an influential component in teaching *professionalization*, understanding what TPD means becomes important. Evans (2002) argues that the definition of TPD is vague and "even those who are generally considered leading writers in the field do not define precisely what they mean by them (p. 124)." For example, a teacher may gain knowledge from an in-service course and another may remain unmoved by the same course (Evans, 2002). On the contrary, the teacher may change his/her attitude after discussions with colleagues or students; these can all be accounted as teacher development. In order to sharpen the discussion in this essay, however, the interpretation of teacher development from Bell and Gilbert (1994) is acknowledged by the authors:

> Teacher development can be viewed as teachers learning, rather than as other getting teachers to change. In learning, the teachers were developing their beliefs and ideas, developing their classroom practice, and attending to their

feelings associated with changing (p. 126).

On this footing, developing teachers' subject expertise and teaching skills are two essential dimensions of the duality of teaching profession and of TPD.

II. Teacher Status and Its Components

As a paper of United Nation's Educational, Scientific and Cultural Organization (UNESCO) stated that education levels, professional support and salaries were only some factors responsible for the declining of teacher status, in the past decades (Higginson, 1996). Also, Fwu (1999) cited the works of Hoyle (1987; 1995) and claimed five factors which may hinder teachers' status and the upgrading of their social roles, these factors can be induced as follows:

(1) teachers' comparatively lower socioeconomic background;

(2) overwhelmingly large number of teachers;

(3) the phenomenon of teacher feminization;

(4) lower academic requirement of entering this profession;

(5) who teachers serve for are immatured children;

(6) the relationship between teachers and students is not mysterious;

Cameron (2003) further argues that teacher capability and performance affect teacher status more strongly. Hallinan and Khmelkov (2001), then, indicate that "the low status of teachers is due to their low research productivity and emphasis on teaching and practical knowledge" inside the academic community (p. 176). That is, teacher status, as well as the duality of teaching profession, need to take into consideration when analyzing teacher quality in the US and UK.

As a matter of fact, teachers in the US and UK has suffered a serious loss of prestige compared with those in, at least the following countries: Finland, Germany, Israel, Japan and Taiwan (Higginson, 1996; Fwu & Wang, 2002).

As mentioned previously, teachers' low status in the US and UK is often a cause of high teacher turnover rate (Wilhelm et al., 2000; BBC, 2001a & 2001b; Ross & Hutchings, 2003). To date, a four-year British Government-led project about teacher status is conducted by researchers in the University of Cambridge (DfES, 2002). This reflects one fact that teacher status is important role in education and reformers should pay attention on this issue. On the one hand, solving this problem helps recruit more highly qualified trainee teachers; on the other, this can retain experienced teachers.

What teachers' social status might be composed of, besides monetary compensation that everyone seemingly would notice at first and we will discuss in a later section, is an important aspect to be examined. Syracuse University Professor Wolf Wolfensberger (1992) suggested a thorough systemic thinking for up lifting socially devalued groups, to boost up their social status, in his *social role valorization* advocacy (as a high-order concept for structuring human services). Later, Wolfensberger (2000) published an article about his idea, regarding social role up-lifting, indicated the following:

> Social roles dominate people's lives, and people largely perceive themselves and each other in terms of their roles. The value people attribute to various *social roles* tends to decisively shape their behavior toward persons whom they see in *valued or devalued roles*. Those in valued roles tend to be treated well and those in devalued roles, ill (pp. 105–123).

Professor Wolf Wolfensberger (1992) contented that, in order to raise one's social role or status, *competence* and *image* are both needed in daily practice. For socially devalued groups, Wolfensberger's idea for lifting up their capability and social image, originally for human services, should have implications to teacher professional development. Teachers in the US and

UK, have the necessity to raise their social status or *social role* and, thus, to raise their *social image* and *professional competence,* becomes a must.

III. The *Schizophrenic* Negative Cycle

Teacher quality is always a serious concern in the field of education in the US and UK. Although many states/regions in the US and UK require content-specific bachelor degree for initial teacher certificates, there are still many under- or un-qualified teachers in these two countries. In order to improve teacher quality, rigorous accreditation and licensing standards are set for teachers. This may lead to two circles: one being a positive one if teachers' socioeconomic status is high, while the other being negative if teachers' socioeconomic status remains low. In cases of US and UK, given the comparatively low teacher status, the circle is negative.

According to Clifford and Guthrie (1988), the story has been this way for sometime:1) After setting rigorous accreditation standards, to correct the problem of poor teacher quality, people become unwilling or unable to gain the qualified teacher status. 2) Schools, therefore, turn to recruit under- or un- qualified teachers because they claim that they face the problem of teacher shortage (James and Thomas, 2003; Chang, 2001). 3) Teachers who are not qualified, finally, occupy opening positions in schools and teacher quality does not improve at all (see Figure 1).

▶Figure 1: Positive and negative circles of teacher quality
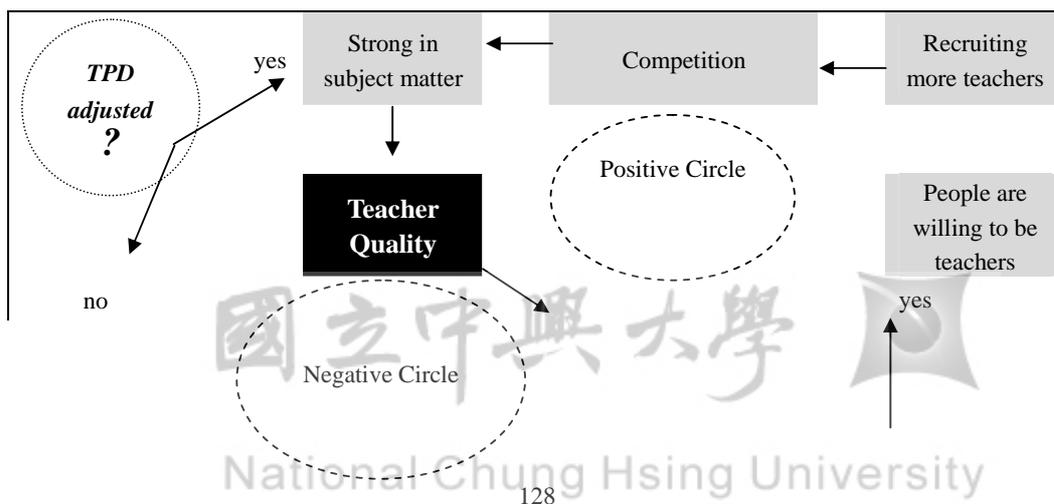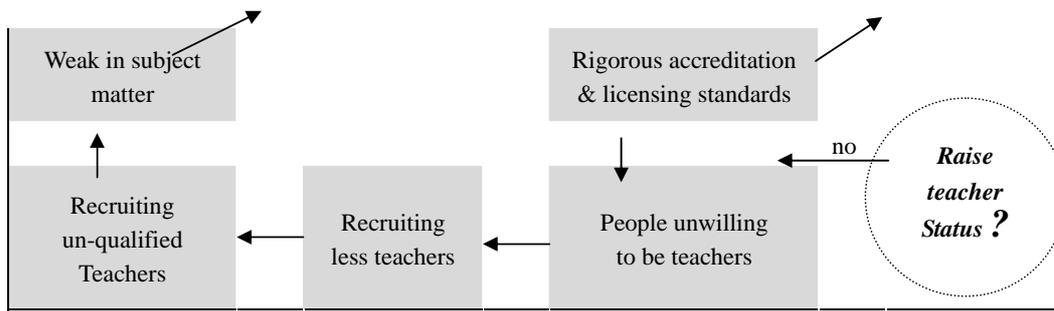
(*Data source: sketched by the researchers.*)

James and Thomas (2003) however, indicated in the report *No Dream Denied: A Pledge to America's Children,* published by National Commission on Teaching and America's Future (NCTAF) :

> There is no research supporting the claim that quality teacher preparation, accreditation or licensure stand as barriers to supplying the nation's schools with a sufficient number of highly qualified teachers. Shortcutting these quality assurance measures only aggravates the conditions that are driving good teachers away from the schools that need them (p. 72).

Obviously, there is a rationale to keep the sound standard there; indeed, as James and Thomas (2003) argued, the quality of pre-service training, accreditation and licensing has to be kept. The remaining question is what to do to make teachers stay in their positions. Therefore, the writers argue that teachers' overall socioeconomic status has to be raised, along with adjusted TPD strategies actualized (to be detailed in section VI). Otherwise, the negative cycle for teacher quality will be continued.

The emergency and temporary licensing problem, which contributed to the systemic negative circle, is particularly serious in the US (Clifford & Guthrie, 1988). According to a report by the US Federal Department of Education (2005), evidence shows that there are many states issuing emergency or temporary licenses to teachers, to enter schools and teach, and even worse that they are renewable. At least 25 states have such licenses *all* renewable, while 16 states have at least one of

such licenses renewable.   They composed more than two third of the total 50 states (see Figure 2). This phenomenon indicates the result of the longitudinal "schizophrenic" negative cycle, as Clifford and Guthrie (1988) termed, and if the cycle is not redirected, teacher quality would still be an issue to be continued.

IV. Current Efforts vs. Teacher Status

Unfortunately, current efforts on improving teacher quality seem not being able to break through the well established cultural and structural cycle. Simply put, those strategies would not have a complete raise on all the three components of teacher status: image, competence and initial salary, mentioned in the earlier section. Currently, there are about five major strategies to raise teachers' quality, in the US and UK. These approaches draw attention on teachers' graduate-level training, strengthening the certification of teachers, emphasizing teacher professional development (TPD), setting up a new performance-based pay scale or a career-ladder system, and working with cooperative professional development schools (PDS). On this footing, inspecting these strategies in terms of three components of teacher status (the image dimension, the competency dimension and the salary dimension) may help us to identify how teacher status would be raised or not (see Table 2).

▶Figure 2: Many emergency and temporary licenses are still issued in the US

(Source: U. S. Department of Education, 2005)
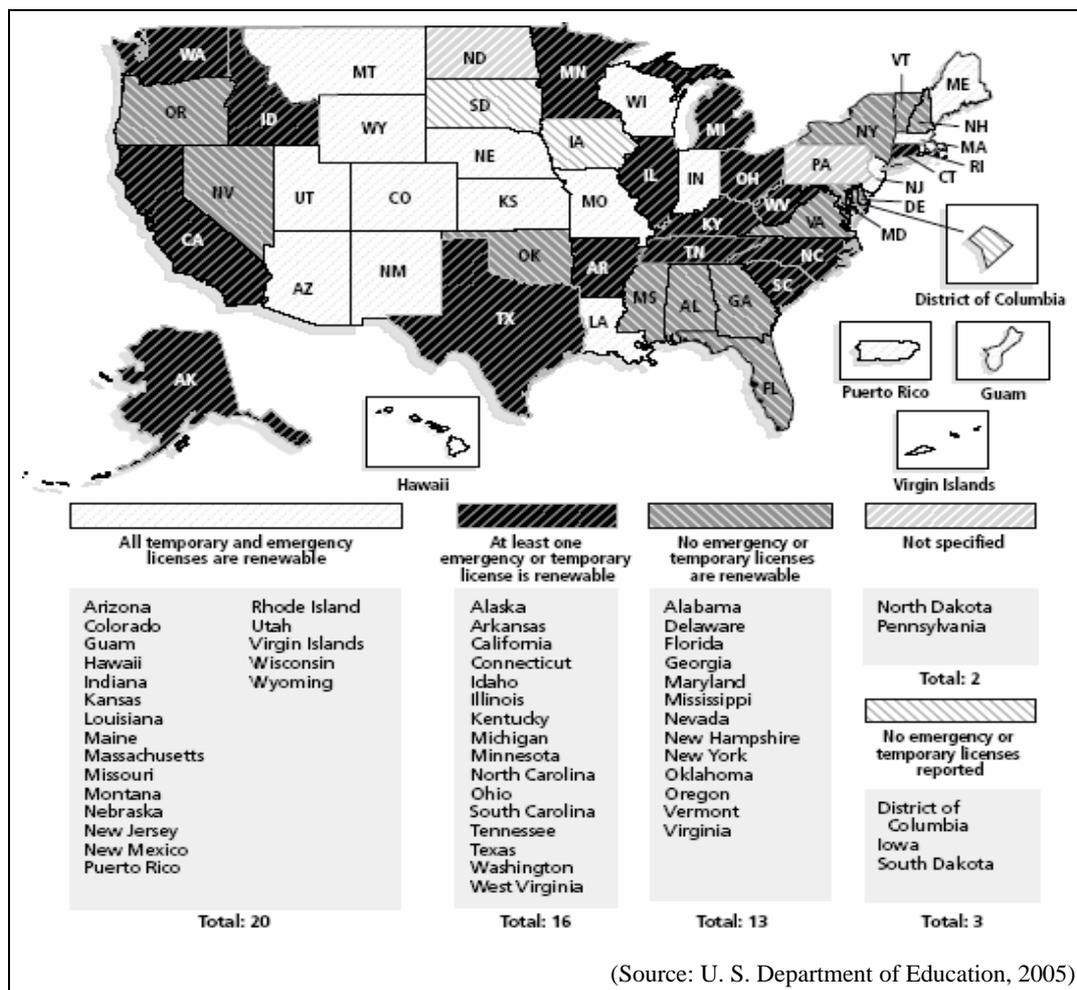
►Table 2: Current strategies and the components of teacher status?

	Image	Competency	Salary
Graduate-level Training	✓	?	?
High-standard Certification	?	?	N/A
Teacher Professional Development (TPD)	?	Subject area ?	N/A
Career Ladder	?	?	?
Professional Development School (PDS)	?	Subject area ?	N/A

In terms of teachers' images, the approach of strengthening graduate-level training for teachers might help rescue their low social images to a certain extent; however, it depends on how the program is designed. The rest strategies, however, seem not help. In terms of teachers' competency, whether these strategies help or not can be suspected and put many questions marks alongside. Whether TPD help improve teachers' subject area competence can be very problematic, given that there is the negative circle discussed earlier.

Moreover, settling teachers into professional development schools may increase teachers' teaching experiences. To a certain extent, however, this may not help them to improve their subject area knowledge. Raising teachers' pay is recognized as an incentive of recruiting and retaining teachers. However, would graduate-level training bring new teachers with better salary? The answer may seem to be a "yes" but the lost of earning years and opportunity cost (for doing something else or other gains) might be expensive.

This monetary raising approach further strongly involved with cultural value of teaching and it is (culturally) difficult to achieve. As such, whether a career-ladder system, to pay them differently according to their performance, would help or not is another question unanswered, given that the level of (dollar) pool is shallow, not to mention the need of an overall raise in image and competency.

In a word, can current strategies help to raise teachers' socioeconomic status? The answer is pending on whether the competence, image and beginning salary can be all raised up significantly, in a long run, or not.

V. To Break the Negative Cycle

The problems of high teacher turnover rate, low socioeconomic status, and the negative systemic cycle of teacher quality, are as serious as what have been highlighted in the previous sections. What then reformers should do to break the

status quo? If teachers are to be regarded as professionals, they need long periods of TPD, from pre-service to in-service training (Furlong et al., 2000). In this part, these approaches are discussed in three phases of the teacher career life-cycle in order to solve the relevant problems pinpointed in the previous sections.

A. Competence for the pre-service

The first approach suggested, to tackle the problem of teacher shortage and break the negative circle of teacher quality in the US and UK, is continued to pay attention on the early stage, pre-service training for teachers.

Some so-called professional tests, such as the National Teachers Exam (NTE) in the US, have been conducted as the shred shore for teachers-to-come, aimed for the assurance of teacher quality. However, passing national teacher examinations or teaching skill tests, to gain a qualified teacher status, does not mean that these teachers are well qualified to teach. In addition to this requirement for entering the teaching profession, strengthening initial (or trainee) teachers' subject matters now gets more attention. According to Angrist and Guryan (2003), some state-mandated tests for teachers might increase teachers' wages but not necessarily their quality. While pre-service program can not attract those able students in content areas, the teacher education programs need to be re-focused on the re-shaping of content area programming the teacher educational process, unless the story of negative cycle could be dramatically re-written.

For short, basic literacy or math tests and entry-level knowledge tests, alone, will not change much of the negative cycle in teacher recruitment. A new adjustment in the pre-service stage, along the long-term TPD line, should be done.

B. Economic status for beginners

Some may argue that governments should control the number of emergency or temporary licenses issued. Simply put, the emergency certificate policy seems to encourage people joining the teaching profession if they cannot find a job. This, in turn, makes schools recruit come-and-go people who need transitional working experiences to be teachers. As a result, high teacher turnover rate occurs and teacher quality lessens. How, then, can a corrective policy be actualized, if the entry-level incentive keeps low for inspiration? The key issue, here, involves whether the difference in financial reward reaches a significant level, as an incentive to attract prospectors, or not, at the inception of beginning teachers' early career life period.

In a report of Russonello and Stewart (2003), it suggests that many Californians in the US agree that raising teachers' salaries is an effective way to recruit highly qualified teachers. Hanushek et al. (1999), though, argued that evidence has shown that the relationship between teachers' pay and the quality of teachers is thin. Nevertheless, Fwu (2002) cited the work of Hoyle (1987) and contends that teachers' salaries can affect teachers' social status. Scholars' opinion may differ; however, this article argues the timing for an image and attractiveness needs, at the beginning stage of hiring.

As Table 3 shows, it is obvious seen that beginning teachers' average salary is not better than the average of college graduates from other majors. For beginning teachers, there is an apparent discrepancy between the graduates of other professions and those of teaching profession. In the year 2003, beginning teachers of the US had an average of US\$31,351 while graduates in other careers had an average of US\$40,000. The annual discrepancy was US\$8,649 (NT\$294,066; about -20%), with teachers on the lower end. Similarly, in 2002, the discrepancy in the UK was £2,119 (NT\$122,648; about -10%), with teachers on the lower end. If you would, please compare to Taiwan's situation that teachers are on higher end, with an annual surplus of NT\$122,648 (US\$3,607; about +25%)[4].

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[4] Please keep in mind that it certainly with different buying power in different countries.

This situation may not make teaching a sound professional job to attract young people. In contrary, this may deter them from entering teaching. Comparing with other walks, the situation of low teachers' salary is a long-term phenomenon. According to the data collected by the American Federation of Teachers (2005), teachers' pay is lower than average workers' pay. These situations influence teachers' attitudes and how they feel about their own profession. This leads to the low socioeconomic status of teachers as well.

▶**Table 3: A Salary Comparison of Beginning Teachers and Other College Graduates**

Country \ Item	US	UK	Taiwan
Beginning teacher's salary	**$31,351**＝1,065,934NTD * (Year 2002-2003)	**£17,595**＝1,055,700NTD * (Year 2002-2003)	**NT$518,198** ** (Year 1998)
Other graduate's salary	More than **$40,000**＝ 1,360,000NTD (Year 2003)	**£19,714**＝1,182,840NTD (Year 2002)	**NT$395,550** ** (Year 1997-1998)
Gap	*$-8,649 (NT$-294,066)*	*£-2,119 (NT$-127,140)*	*NT$+122,648 (US$+3,607)*
* $1≒34NTD; £1≒60NTD (currently); **(38,385/m x 13.5 months) & (29,300 x 13.5 months)			

(Source: American Federation of Teachers, 2005; Ross and Hutchings, 2003)

It may be thought as a "coincidence" that teachers' initial salary comparison, among the US, UK and Taiwan, seemingly identical to teachers' social reputation comparison, as shown in the research of Fwu and Wang (2002). Table 4 shows the comparison of teachers social status, in terms of reputation survey, according to the 53 countries' comparative study done by Treiman (1977) and a three-time long-term tracing research in 1971, 1980 and 1992, done by Ching-Jiang Lin, the late Minister of Education in Taiwan. In the comparison, teachers were placed in the ending part of the list, lower than the reputation of physicians, architects, attorneys/lawyers, dentists, public accountants, etc., Taiwan's teachers are placed in the middle part of the list that, although they are still lower than physicians,

architects, attorneys/lawyers; however, they are higher than dentists and public accountants. Further, among the listed 26 careers, teachers were ranked as the 15th for secondary school teachers, the 17th for elementary school teachers, while in Taiwan, it was the 9-th for secondary school teachers and the 11th for elementary school teachers (Fwu & Wang, 2002）. This indicated that the gap, in teacher social reputation status, between Taiwan and the US/UK, in the listed ranks, was six levels in all categories (given that the US and UK were grouped in one, in the Treiman study).

Raising teachers' pay in the beginning phase, particularly, is significant. While a large-scale salary raise might involve a higher level of difficulty, it might be more feasible to shift some later infringe to the beginning stage if it is systemically doable. On the one hand, people may feel willing to be teachers if teachers' pay can be raised to a significant difference to other college graduates. This initial pay-higher-up may attract more young teachers to enter this profession. On the other hand, people may have different views (social image) on the teaching profession, according to the argument of Fwu (2002) and Hoyle (1987; 1995). This would improve what Hargreaves (2000) argued on "be a professional" or "how teachers feel they are seen through other people's eyes (refer to section 2)." With the attraction of financial incentives, teachers' status can be, partially if not mainly, raised as well.

C. The image of quasi-professorship

According to Wolf Wolfensberger (1992/2000), *competency* and *image* are two major components for raising social status, as afore mentioned. How, then, to raise these two aspects, especially *image,* remains a long-term goal for the in-service TPD effort. To achieve this, a dramatic raise on teachers' TPD to a more professional, if you would, to a college professor-like level or we might term it as a *quasi-professorship* level.

In France, in an attempt to raise teachers' social status, all teachers from elementary to high schools are called, now, as professors. The reason is simple, to raise their social image and to imagine that teachers can *profess* their profession. According to E. Hoyle (1974), teachers should promote the idea of *extended professionality* (p. 19), emphasizing community and social involvement. D. H. Hargreaves even tried to distinguish a new kind of teacher profession to traditional professionalism, and termed it as *new professionalism*. Other educators also emphasize learning or research for teachers, as well as professional services, such as what I. Goodson's *principled professionalism* (1999, pp. 16-17) and the *postmodern professionalism* of A. Hargreaves and Goodson (1999, pp. 20-21). Some also thought that school administrative involvement as necessary to teachers' Professionality (Morris, 2001).

For all these development, the writers, thus, argue that the new era for school teachers to acquire a quasi-professorship as necessary in the new era of TPD. School teachers, in fact, have been asked to have similar performance as college professors, and the main duty for college professors are the following the aspects: teaching, research and service. For school teachers, they are asked to design certain curriculum and to teach well, get involved in some school-based action research, and get involved in services for intra- and extra- school activities? For professors in a college, career ladders and performance-based evaluation are common practices for a long time. Professors are classified as assistant, associate and full professors (along with the division of being tenure-track or being contractual), and it is now a similar scene in K-12 schools, in many states or countries. School teachers are now also assessed by, so-called outcome-based evaluation or the similar (Chamberlin et al., 2002; Jacobson, 1995).

Therefore, for updated type of TPD, what then is the remaining difference between being professors in colleges and teachers in schools? Surely, there are still differences in their basic natures, such as age level of students, school types, core knowledge, etc., Therefore, the writers would term it as *quasi-professorship*, or "similar to professorship" here, for the career of teachers.

The rationale for this conceptual suggestion, to bring up teachers' image, also has to do with the cultural disadvantage of teachers' status in the US and UK. On why the socioeconomic status of teachers in the US and UK is so low, some scholars suggested that teachers were historically seen as the role similar to babysitters. It was a job needing hard working and patience, not intellectual competencies. Further, scholars often refer to a social sarcasm that only "those who can't, teach!" Some cynics even thought a teacher as "a man among boys, and a boy among men!" Unlike the US or UK, Taiwan, for example (as a far-eastern Confucius influenced society), teachers are seen as capable scholarly and being role models morally in the society, or "those who can teach" kind of mentality and enjoyed relatively higher social status. Therefore, to raise the social image is especially important to the status of teachers in the US and UK. The role expectation of a symbolic *quasi-professorship* would help on the issue of social

image.

VI. Any Implication for Taiwan?

Posting a paper in a Taiwan based journal about somewhere else, the writers would probably need to address what, then, this might have implications to educators in Taiwan? Indeed, it is; however, it could be a trouble at the first glance, given that the problem of teacher quality in Taiwan is quite amusingly different. Taiwan, as afore mentioned, teacher's status is higher than the US and UK, and there is no such problems as high turnover rate. In terms of social image and the compensation parts, teachers in Taiwan enjoyed a high status, in comparison to most cultures in the world. However, if there is anything worth of mentioning, it would be the teaching skill part of the duality in teaching profession. Taiwan's teachers are mostly from quite selective college or graduate programs that generally only those who are good in subject matters can be selected. So, content area achievement wide, there is not a concern, but the other part, the teaching skills and the deemed teacher's characteristics, or if there is a *calling* in a western sense, could be a concern. There seems a lack of humanitarian sense in traditional rote teaching, and this has been coexisting with the competitive educational industry.

Anyone who is familiar with education in Taiwan would know about the students' rivalry sense of education, especially in the secondary school levels. The Taiwanese society treasures the academic oriented merit, rather than any other educational aims, and this phenomenon clearly shows through national and school systemic examinations that are mainly academic achievement, standardized tests. This phenomenon is not purely Confucian, but a mixture of some related social, economical, and political values that uniquely characterized in this island. Thus, the culture of over-emphasis of subject matter also affected the procedural fairness when selecting teachers-to-be. Students in pre-service programs are often from the top-notch, or the cream of milk, in colleges. What make people concern of teachers are certainly not on subject matters, but the way these teachers-to-be grow up and its impact on their later practical teaching in classrooms.

How teachers bring up creative or active learners in the 21 century might be the worry for Taiwan's teachers. The typical "image" of teachers in Taiwan are

good on fact-packing when teaching and manage classes in a collective ways followed a uniformity of school order regulations tightly. Lecturing is the main method and students' learning styles or self-initiated learning plans are often ignored. Teachers tend to foster a passive learning habit of students, and the disciplinary methods in schools are generally not that humane, in typical with-in system schools. In the 21 century, while democracy and diversified individual development is the "mega-trend" in Taiwan, what teaching ideals and their corresponsive teaching skills, which might grow out of civil society as schools of diversified educational goals would need, would be the real concern.

While economic continues to be on the down-slope side in Taiwan, along with the strong cultural value toward education (originated with political sorting machine system in the Sui Dynasty, some 1,600 years ago), the post of a teacher is obviously a pursuit of many young students. Thus, to be teachers would then still popular. The teacher status and turnover rate would, in a sense, still then the opposite of the US and UK, in the near future. The remaining question left for educators in Taiwan would be whether we can sort out the ones with *real callings,* or the ones really are, aptitude wide, for teaching, surely still from the best cohort of the academically able.

As recently development goes in the years 2005 and 2006, teacher education programs are shrinking, in terms of enrollment numbers and applicants, due to the huge pressure of "wondering teachers" who possess teaching certificates with no job offers or even openings. The decline of teacher education program applicants and the numbers of enrollment worry some administrators. Some think that they would not get a big pool of selection that they might not have so many "good students" (the academically able) to choose from, and the quality might be forced to decline. Naturally, a temporary decline and the reasoning is reasonable; however, this should only be a drop of the aftermath of a peak education "craziness" or fervor, incepted after the 1994 open policy (from planning to a market/reservation system, or from Teachers Colleges to almost all colleges) that so many people want to seize the chance to be teachers in the past decades. This drop, for some time, is reasonable but should not be any kind of unpopularity like what the US or UK has.

Would Taiwan walk the way US and UK experienced, in teacher status, turnover rate, or teacher quality? Given the strong hold of cultural difference in a Confucius influenced society, in additional to the unique "educational industry" instituted deeply in Taiwan, the answer seems clearly a "nah!"

VII.   Conclusion

This article was incepted as an attempt to describe and to answer the following question: under the condition of low teacher status and high turnover rate in the United States   and the United Kingdom, what might be solving strategies and what might imply to the traits of teacher professional development?   Although these governments try to take strategic approaches, such as setting higher standards, to recruit un-qualified teachers to solve this problem, the problem of teacher quality remains. In order to solve the problem, some mandated approaches are taking place, such as issuing emergency or temporary licenses to teachers. This may, as a result, in fact create a negative systemic circle to teacher quality, in the teacher recruiting process.

This problem can be partially attributed to teachers' low social status and low initial compensation. To raise teacher status, three steps are suggested: 1) to raise competency in subject matters by restructuring teacher education programs, to include a rigorous content area requirements; 2) to raise initial teacher's beginning compensation; 3) to raise teachers' social image, through TDP activities and the advocate of *quasi-professorship* for more professional autonomy and *social role valorization*.

To raise teachers' socioeconomic status, three stages were suggested: 1) at the pre-service phase -- to strengthen teachers' subject content knowledge, and thus, teaching professional competence; 2) at the beginning phase -- to raise monetary compensation to a significant level; 3) at the in-service phase – to up-lift teachers' professional image to a quasi-professorship. Whether strategic approaches adopted by American and British educators would address the problem of teachers' low socioeconomic status or not deserves further observation.

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Low Teacher Status and High Turnover Rate in the US and UK: An Exploration of Solving Strategies and Professional Development

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Abstract

The problem of high teacher turnover rate caused concerns of educators in the United States and the United Kingdom. In order to solve the problem, some mandated approaches are taking place, such as issuing emergency or temporary licenses to teachers, while setting rigorous accreditation and licensing standards for teachers to be. This may, as a result, in fact create a negative systemic circle to teacher quality, in the teacher recruiting process. This study was incepted as an attempt to describe and to answer the related questions: under the condition of low teacher status and high turnover rate in the United States and the United Kingdom, what might need to be done and what the implications to teachers' professional development might be? The research method is literature analysis along with researchers' discussion, and the article is written in the nature of a commentary piece. The writers described and analyzed the low teacher status and high turnover rate in the US and UK, at first. Then, the duality of teaching profession was narrated. Third, the negative "schizophrenic cycle" of teacher quality improving was described. Finally, the writers proposed three essential measures for the enhancement of teachers' socioeconomic status and for the sake of teacher quality. They are as the following: first of all, subject knowledge is to be focused in the pre-service phase; second, to raise teachers' initial compensation to a relatively significant higher level should be considered, in the beginning phase; third, to raise

teachers' social image, to a level of *quasi-professorship* at the in-service phase is argued. By these means, the problem of teachers' low socioeconomic status and high turnover rate might be alleviated, and teacher quality could then be reassured. The writers also discussed about the implications to Taiwan's teacher education.

Keywords：**Teacher Status, Professional Development, Teacher Quality, Taiwan**