Teachers' Time Poverty in Compulsory Education Stage and Coping Strategies

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Abstract: *Under the background of the "double reduction" policy and the digital transformation of education, teachers ' time poverty has become a structural problem that restricts the quality of education and teachers ' well-being. Based on the policy texts of the Ministry of Education, combined with domestic and foreign research, this paper systematically analyzes the current situation of time poverty caused by the imbalance between teaching and non-teaching tasks, time fragmentation and multiple role conflicts, and analyzes its causes from the four dimensions of individual, organization, system and social culture. The study found that the "task sinking" and evaluation system in policy implementation strengthened teachers' implicit labor, making their disposable time squeezed by the system. Therefore, this paper starts with various subjects and puts forward relevant strategies to construct a coping framework of individual-group-system coordination, so as to reshape the time structure of teachers, so that teachers can devote more limited time to activities that can really improve students ' learning quality and their own professional growth, rather than passively coping with administrative instructions and repetitive affairs.*

Keywords: *Teacher Time Poverty; Hidden Labour; Educational Policy; Institutional Compression; Time Management*

1. Introduction

In recent years, with the ongoing implementation of the "Double Reduction" policy, the national government has placed significant emphasis on addressing the workload burdens of primary and secondary school teachers. A series of policy documents have been successively issued, aiming to effectively alleviate non-teaching responsibilities, optimise the educational environment, and enhance the scope and quality of teachers' professional development. In 2019, the General Office of the CPC Central Committee and the General Office of the State Council issued the "Several Opinions on Reducing the Burden on Primary and Secondary School Teachers and Further Fostering a Favourable Environment for Education and Teaching"[1], explicitly calling for the coordinated regulation of social affairs entering campuses. It resolutely prohibited the compulsory allocation of tasks unrelated to education and teaching to teachers, strictly limited various inspections, evaluations, and assessments, and ensured teachers could focus their primary energy on their core teaching duties. The issuance of this document signifies that the reduction of teachers' workload has been elevated to the level of national governance, reflecting policymakers' emphasis on safeguarding teachers' professional time and pedagogical autonomy. Building upon this, multiple provinces and municipalities have successively introduced corresponding implementation plans tailored to local circumstances, further refining the measures to alleviate teachers' burdens. For instance, Guangdong Province's 2021 Implementation Plan for Reducing the Burden on Primary and Secondary School Teachers and Further Fostering a Favourable Educational Environment explicitly proposed concrete measures such as standardising teacher secondment practices, streamlining form-filling requirements, and optimising teacher training schedules. These aim to alleviate teachers' time pressures through institutional design and governance mechanism improvements[2].

Nevertheless, despite sustained policy efforts, the issue of teachers' time poverty remains pervasive and has even intensified in certain aspects. Empirical research indicates that since the comprehensive implementation of the "Double Reduction" policy (using the spring semester of 2023 as an example), the average daily working hours for teachers in compulsory education have risen to 13.75 hours, exceeding the statutory standard by approximately 71.87%. with over half of teachers working 12 hours or more daily. These figures starkly reveal that under the "Double Reduction" framework, the teaching profession faces severe challenges of excessively extended working hours and significantly heightened

workloads[3]. Teachers' time poverty manifests not only as a structural imbalance between teaching and non-teaching duties and highly fragmented time allocation, but also through intensified role conflicts. This has profound implications for their professional development, occupational well-being, and educational quality.

Therefore, conducting an in-depth analysis of the current state, causes, and coping strategies for teachers' time poverty, while exploring practical pathways to alleviate their burdens, is not only essential for implementing national education policies but also a crucial task for advancing high-quality education development and promoting sustainable professional growth among teachers. This paper aims to systematically examine the strategic choices and practical pathways adopted by teaching communities in addressing time poverty. Beginning with its practical manifestations, it integrates policy contexts and relevant theoretical perspectives to provide theoretical underpinnings and practical guidance for educational administrators, school organisations, and individual teachers.

2. Analysis of the Current State of Teachers' Time Poverty

Policy texts mandate "burden reduction," yet reality delivers "burden increase." Teaching and non-teaching duties exhibit structural imbalance: after-school services, online home visits, and platform check-ins consume 3~4 hours daily, pushing lesson preparation and reflection into late nights. Time fragmentation intensifies as WeChat groups, app notifications, and inspection alerts fragment attention in minute-by-minute intervals. Multiple role conflicts compel teachers to simultaneously function as educators, administrative implementers, psychological counsellors, and community volunteers. This role overload causes "time debt" to snowball, diluting professional identity and sharply increasing occupational burnout.

2.1 Structural imbalance between teaching and non-teaching duties

The "Double Reduction" policy mandates schools to enhance classroom quality and enrich after-school services, yet this has introduced new layers of task accumulation. Semi-structured interviews with 34 respondents across six provinces by Jiang Libing and Wang Yiran revealed that some teachers spend nearly 10 hours daily on school duties, followed by post-school tasks including lesson preparation, marking assignments, writing teaching reflections, and managing class affairs – maintaining a state of high-energy exertion. This intensity not only approaches but often exceeds teachers' physiological limits, posing a significant threat to their mental wellbeing. Following the implementation of the "Double Reduction" policy, the boundaries between teachers' professional and personal spheres have increasingly blurred, with "inability to attend to children's care" emerging as a prevalent narrative theme among interviewed educators. Against a backdrop of already saturated workloads, the additional imposition of extended after-school services has further intensified their workload, markedly amplifying the tensions inherent in the teaching role[4]. OECD TALIS 2018 data indicates that Shanghai teachers spend an average of 12.6 hours weekly on administrative duties, inspections, and home-school communication – exceeding the OECD average of 8.4 hours[5]. This "structural imbalance" not only encroaches upon lesson preparation and teaching research time but also compels educators to rely on the "least labour-intensive" traditional lecture format, stifling classroom innovation. Although the Ministry of Education's 2019 "Thirty Measures to Reduce Burdens" stipulated that "no additional tasks beyond the list shall be imposed," grassroots feedback consistently reports that "inspections and evaluations merely change their guise." Platforms for safety education and questionnaires for civilised city assessments continue to infiltrate schools through "immediate response" mechanisms. Consequently, teaching time becomes fragmented while non-teaching duties systematically expand, forming the primary manifestation of teachers' time poverty.

2.2 The Fragmentation of Teachers' Working Hours and the Compression of Disposable Time

Teachers' daily duties encompass administrative and social responsibilities that are typically unrelated to core teaching functions and not directly reflected in remuneration. These tasks not only consume teachers' time resources but may also lead to additional physical and mental strain, accompanied by spillover negative emotions[6]. This pattern of "high-frequency, low-intensity" task switching constitutes the core mechanism of time poverty. While it does not necessarily increase total working hours, it substantially elevates cognitive load and emotional exhaustion. Sun Xiaomin's research team further discovered that excessive focus on efficiency and performance outcomes tends to direct attention towards task-end outputs, while relatively neglecting process-based growth and

emotional experiences. Although extreme efficiency- and results-oriented approaches can indeed significantly enhance behavioural performance in the short term, the cost is a persistent weakening of the agent's intrinsic motivation, ultimately inhibiting sustainable development mechanisms[7]. Teachers who prioritise rapid task completion over educational objectives and pedagogical values risk becoming trapped in a cycle of futile busyness. This situation is particularly pronounced in rural schools. Research by the Linping District Education Bureau in Zhejiang revealed that teachers in small-scale schools, often juggling multiple roles, frequently face inspection-related demands such as "completing forms in the morning, taking photographs at noon, and creating visual presentations in the afternoon," forcing lesson preparation into the late hours. When available uninterrupted time is fragmented into scattered "interstitial periods," teachers not only lose opportunities for professional reflection but also experience heightened conflict between work and family life, resulting in invisible overtime.

2.3 Time allocation dilemmas amid multiple role conflicts

Teachers juggle multiple roles under the triple pressures of policy, parental expectations, and institutional demands: educators, administrative implementers, counsellors, community volunteers, and data reporters. Liu Weiping's (2022) longitudinal data indicates that following the implementation of the "Double Reduction" policy, frontline teachers now average 2–3 weekly sessions of compulsory after-school services, alongside 2–4 sessions of optional enrichment activities. Converted, this equates to a daily total of approximately 3.2–3.8 teaching hours across classroom instruction and supervision periods. Factoring in implicit labour such as pre-lesson preparation, resource organisation, and homework design, teachers' available time from dawn to dusk is nearly entirely occupied. Furthermore, teachers serving as form tutors must still fulfil routine duties such as supervising morning reading sessions, accompanying pupils during lunch, maintaining quiet periods during afternoon rest hours, and conducting evening form meetings. They additionally bear the responsibility of organising and implementing one weekly form meeting, further compounding their workload. Moreover, at secondary level, schools often offer extended evening after-school services to enhance their university admission rates[8]. Rural teachers bear heavier role burdens: In Piguang County, Shanxi, a Chinese teacher simultaneously served as a poverty alleviation visitor and counsellor for left-behind children due to staffing shortages, resulting in "being unable to return home during the week, with weekends often filled with scheduled home visits." When teachers must fulfil infinite role demands within finite time, time allocation descends into disorder, ultimately sacrificing professional development and personal wellbeing.

3. Analysis of the Causes of Teachers' Time Poverty

At the individual level, some teachers lack metacognitive regulation and boundary awareness, finding it difficult to refuse non-teaching tasks under "moral coercion". At the organisational level, schools lack mechanisms for assessing task costs, with administrative directives being passed down through layers of hierarchy, and insufficient dedicated professional development time reserved for teachers. At the institutional level, current evaluation systems remain focused on outcome data, fostering "documentation-driven management" that traps teachers in "form-filling pedagogy". At the sociocultural level, the public's high expectations, rooted in the metaphor of teachers as "burning candles", normalise unpaid overtime and emotional labour, while implicit work remains systematically overlooked.

3.1 At the individual level: discrepancies between teachers' time management capabilities and their professional identity

Within the spectrum of causes for teachers' time poverty, individual-level differences primarily manifest as an interactive effect between time management capabilities and professional identity. A study based on 657 valid questionnaires revealed that primary and secondary school teachers generally exhibit relatively high levels of professional identity; moderate levels of occupational burnout; and overall time management skills at a moderately high level, though with room for further improvement[9]. Further mediation analysis indicates that time management serves as a crucial bridge between professional identity and burnout: when educators perceive "time" as an extension of their professional self, they are more likely to proactively employ strategies such as prioritisation and the Pomodoro Technique, thereby significantly reducing the risk of emotional exhaustion. However, demographic variables introduced new variations: younger teachers scored significantly lower in time management

than middle-aged and older colleagues. While female teachers exhibited higher professional identity, they shouldered greater implicit labour burdens, intensifying perceptions of time poverty. Furthermore, educational attainment and employment status act as moderating variables—teachers with higher qualifications tend to view time management as essential for professional growth, while non-permanent staff experience heightened time anxiety due to job insecurity, further diminishing their sense of control over time. Therefore, enhancing teachers' time management capabilities cannot rely solely on tool-based training; it must be accompanied by strengthened professional identity. Through narrative sharing, peer support, and professional empowerment within school-based professional development, teachers can redefine fragmented time as autonomously controllable professional resources, thereby shifting from passive coping to active construction.

3.2 Organisational Level: Unreasonable Internal Management Mechanisms and Task Allocation

The internal time governance structure within schools is another significant driver of teachers' time poverty. A mixed-methods study covering 15 secondary schools in a certain urban district revealed that teachers' time constraints manifest as excessively long working hours and an unreasonable distribution of tasks. Teachers reported poor subjective experiences of their working hours, characterised by acute time pressure and heavy workloads. While teachers valued subject teaching and professional development time most highly, they perceived school administrative tasks as least valuable. However, school administrative duties consumed excessive time, subject teaching time was insufficient, and professional development time was severely lacking. Teachers identified societal factors, school management practices, and personal factors as key influences on their working hours. The focal points of teachers' time constraints and the root causes of their workload stem from excessively long explicit and implicit working hours, blurred boundaries between work and personal time, the tension between teaching and non-teaching duties, and the difficulty in reconciling school-mandated schedules with professional autonomy[10]. A survey by South China Normal University indicates that teachers in compulsory education routinely work approximately 9.80 hours daily, with an average additional 2.43 hours invested on weekends, translating to a weekly total of 51.43 hours. Further analysis of task structures reveals that direct classroom instruction, lesson preparation, and marking collectively account for only 9.63 hours weekly, while administrative and clerical duties consume 11.85 hours. Among these, safety management and routine epidemic prevention measures (2.73 hours/week) alongside the completion of various forms and documentation (2.49 hours/week) constitute the primary components of non-teaching time. These figures reveal that the current cohort of primary and secondary school teachers not only faces the predicament of excessively long overall working hours, but also exhibits a structural contradiction characterised by an imbalance in duty allocation and the marginalisation of core teaching responsibilities[11]. Field research by Luo Shengquan et al. further indicates that the "5+2" after-school service model, intended to reduce workload, has instead evolved into a linear extension of teachers' working hours due to insufficient staffing and funding. After-school service hours encroach upon teachers' original post-class time, forcing them to postpone tasks, prolong working hours, and significantly increase their workload[12]. The excessive workload forces teachers to carry work into their personal lives, with this extended hidden work time further intensifying their burden[13]. Moreover, since home-school communication became part of performance evaluations, form tutors must respond to parents' WeChat messages outside working hours, creating an implicit 'round-the-clock on-call' arrangement.

3.3 Institutional Level: Systemic Compression of Teachers' Time by Educational Policies and Evaluation Systems

Current education policies and evaluation mechanisms recode teachers' time into auditable administrative resources through rigid metrics and documentation requirements. Firstly, the 5+2 after-school service model has been comprehensively implemented nationwide. A 2023 report by China Education News revealed that while teachers' on-campus hours have increased, existing administrative tasks remain unchanged, resulting in de facto working hour accumulation[14]. Secondly, evaluation systems predominantly combine outcome-based assessment with process documentation: open lessons, homework design competitions, and screenshots of parent-teacher communications must be archived for inspection. A 2022 survey revealed teachers spend an additional 2–3 hours weekly producing such evidence. In December 2023, the Central Cyberspace Affairs Commission issued the Several Opinions on Preventing and Addressing "Formalism at Your Fingertips", mandating enhanced standardised management of government mobile applications, official public accounts, and work group chats. Nevertheless, in certain administrative regions, governing bodies persist in employing unidimensional

administrative directives or rigid quantitative assessments. Through external control strategies such as points-based rankings and merit-based incentives, they compel primary and secondary school teachers to install mobile applications, subscribe to government public accounts, join instant messaging groups, and participate in online knowledge quizzes and qualification examinations. Work notifications are disseminated via multiple platforms including desktop computers, mobile applications, and WeChat work groups. Consequently, primary and secondary school teachers must not only comply with reporting requirements but also maintain constant vigilance and real-time monitoring. Compulsory usage, excessive documentation demands, and redundant reporting obligations deprive educators of sufficient time and energy to focus on enhancing teaching quality[15]. A deeper issue lies in the displacement of temporal autonomy by deadline-driven authority: inspections, professional development, and evaluations are embedded within rigid timetables, compelling teachers to passively complete tasks before deadlines, while teaching reflection and individualised support continually take a backseat. This creates a temporal paradox between policy intent and educational effectiveness—where systems treat outcome metrics as the sole benchmark, teachers' only disposable resource becomes their personal time, generating systemic compression that perpetually reinforces itself.

3.4 Sociocultural dimension: Society's elevated expectations of teachers' professional roles and disregard for implicit labour

Society's expectations of teachers have expanded from mere educators to moral exemplars, psychological counsellors, safety officers, and even community volunteers. Role overload has become the norm, with conflicting responsibilities trapping teachers in a time-management juggling act. The continuous expansion of role expectations within academic and policy spheres, the accelerated iteration of educational discourse, and the increasing granularity of professional competency metrics are collectively constructing a near-superhuman paradigm of the "ideal teacher." Within this societal script demanding "panoramic competence," educators are compelled to switch rapidly between multiple roles and adapt to shifting contexts. This significantly compresses the attention resources and time reserves available for core teaching duties, diluting professional focus. The evolution of digital technology further amplifies these tensions, reducing teachers to dual objects of "permanent availability" and "constant surveillance": the expectation of perpetual connectivity via mobile devices and the instant accessibility of smart communication tools embed parental demands within teachers' private time and space, dissolving the boundaries between work and rest. Within this context, externally imposed expectations of "what ought to be" gradually undergo institutional internalisation, transforming into teachers' self-imposed discipline of "what can be done." Their disposable time and psychological resources are steadily eroded, while the temporal and spatial conditions necessary for self-recovery and emotional regulation are similarly deprived. Simultaneously, cultural scripts further romanticise selfless devotion: late-night replies to parental WeChat messages and holiday home visits are lauded as exemplary conduct, yet no one quantifies the labour hours involved, thereby legitimising invisible work. When the candle metaphor becomes societal consensus, teachers' time is treated as an infinitely draivable public good. Only by simultaneously acknowledging teachers' boundaries as workers at both the public discourse and institutional levels can hidden labour be made explicit, measured, and ultimately compensated.

4. Strategies for Addressing Teachers' Time Poverty

Teachers' time poverty, as a multidimensional structural issue, necessitates a systemic governance framework. Resolving it requires addressing practical challenges such as the structural imbalance between teaching and non-teaching duties, fragmented time, and role conflicts. Crucially, it demands coordinated interventions targeting deeper causes: institutional squeezes, organisational management flaws, and individual capability disparities. Given the dynamic nature of teachers' time allocation and the contextual characteristics of educational practice, this section proposes tiered countermeasures across three dimensions: behavioural agents, collaborative relationships, and institutional environments. At the micro level, it reinforces individual teachers' autonomy over their time; at the meso level, it stimulates the burden-reducing efficacy of group collaboration; and at the macro level, it advances the adaptive provision of institutional resources. Ultimately, this aims to achieve a paradigm shift in teachers' time use—from passive consumption to professional value enhancement.

4.1 Individual Level: Enhancing Time Management Capabilities and Professional Boundary Awareness

Individual teachers must systematically enhance their capacity for time resource allocation and professional role recognition. Firstly, establish a time audit mechanism through metacognitive training, utilising task prioritisation analysis tools to distinguish core teaching responsibilities from non-teaching ancillary duties. This ensures over 60% of daily energy is focused on professional practices such as curriculum design and student assessment. Secondly, strengthen training in professional boundary awareness to clearly reject administrative tasks outside their remit, such as using standardised communication templates to affirm the principle of teaching priority. Simultaneously, integrate digital tools to optimise workflows, batch-processing administrative tasks like notification dissemination and automated assignment feedback to reduce cognitive resource depletion from fragmented duties.

Amidst the dual context of educational digital transformation and evolving professional standards, educators must proactively cultivate dual identities as 'learning facilitators' and 'educational researchers'. This requires leveraging individually accessible conditions, capabilities, and resources to strengthen core competitive advantages within professional spheres through sustained human capital investment. To this end, it is imperative to reshape the professional coordinates of teaching at the legal and institutional levels: on the one hand, leveraging normative texts such as the Teachers Law of the People's Republic of China and the Compulsory Education Law of the People's Republic of China to delineate teachers' specific rights and responsibilities with precision across dimensions including teaching implementation, academic assessment, curriculum innovation, student support, and school governance; On the other hand, with institutional safeguards for temporal and spatial autonomy as a prerequisite, administrative burdens weakly related or entirely unrelated to teaching and education should be decoupled, curbing the role alienation of teachers being treated as "nannies," "superhumans," or "stand-ins." Specifically, teaching responsibilities may be categorised into two tiers: "core functional domains" and "auxiliary functional domains." The former centres on critical tasks such as classroom instruction, learning diagnostics, curriculum development, and educational research; the latter encompasses ancillary activities including non-teaching meetings, data reporting, and administrative tasks. Education authorities should collaborate with professional bodies to develop national and local "teacher workload benchmarks," establishing clear admission criteria and proportional caps for non-teaching duties, alongside dynamic monitoring mechanisms. Concurrently, a "Teacher Authority and Responsibility Matrix" should be compiled to delineate, in itemised form, the boundaries of responsibility for government, schools, parents, and social institutions within teachers' work. This prevents burden shifting and responsibility drift caused by ambiguous authority and responsibility, thereby providing institutional support for teachers to return to the essence of education and deepen their professional practice.

4.2 Collective Level: Building a Teacher Community to Foster Experience Sharing and Mutual Support

The collective nature of time poverty means individual efforts alone cannot overcome structural challenges, making the institutionalised construction of a teacher community an essential intermediary. Operating through a time-sharing bank mechanism, this community quantifies non-teaching tasks—such as after-school services, administrative reporting, and home-school communication—into time credits. Members deposit and withdraw credits to exchange tasks across classes and subjects, thereby reducing repetitive labour burdens. Concurrently, peer-review panels for workload reduction could be established, with year groups or subject teams taking turns to collectively assess new tasks. This group consensus would filter out low-value directives, fostering collective bargaining power over administrative demands. The community must also develop a shared teaching resource repository centred on modular lesson plans, reusable courseware, and student error databases. Collective wisdom reduces redundant lesson preparation time, while repository maintenance itself becomes a professional development activity within the community, creating a virtuous cycle linking time investment to professional growth. Furthermore, the community should establish dual support networks for emotional and temporal needs. Weekly time salons would enable teachers to narratively share time-related challenges and coping strategies, reducing professional burnout through emotional resonance while generating more creative time management solutions via collective wisdom. The sustained implementation of these measures can transform teachers from isolated competitors for time into members of a reciprocal time community, achieving redistribution of time resources and reproduction of emotional capital at the group level.

4.3 School and Institutional Level: Optimising Task Structures, Enhancing Teacher Support Systems and Policy Safeguards

To alleviate teachers' time poverty, institutional reforms must urgently reshape task delegation logic and reconstruct resource support systems. A positive school climate directly influences teachers' professional identity development, while strong professional identity profoundly impacts the growth of their professional capital .Such supportive environments manifest not only through schools' deep concern for teachers' overall wellbeing but also through management's full recognition and respect for teachers' time investment and emotional labour. When school authorities recognise the multiple tensions and high-pressure situations teachers encounter in time allocation, timely intervention is required to optimise task structures through institutionalised means: on the one hand, implementing flexible mechanisms such as elastic working hours and staggered office hours to create controllable periods of autonomy for teachers; on the other hand, utilising workload monitoring and early warning systems to reduce burnout levels induced by role overload. Consequently, schools can mitigate the corrosive effects of excessive labour and psychological strain on teacher satisfaction, thereby reducing the risk of irrational attrition among high-calibre teaching staff.

Upgrading support systems must centre on flexible staffing arrangements and intelligent technology empowerment. Local education authorities should procure after-school services from social institutions at a fixed proportion based on student enrolment, with external tutors undertaking childcare and club supervision to free up teachers' professional time. Concurrently, schools should introduce intelligent education management systems featuring automated data collection, cleansing, and visualisation capabilities to replace manual reporting and repetitive data entry, thereby reducing administrative cognitive load. Teacher evaluation metrics must also evolve, shifting from process documentation to outcome quality. Core indicators should focus on student engagement depth, teaching innovation effectiveness, and learning value-added metrics, while de-emphasising the weighting of paper materials and screenshot archives.

Regarding safeguards, regional governments should establish dynamic enforcement and accountability systems for workload reduction measures. Led by education oversight departments, unannounced inspections should be conducted each term to review task approvals and implementation across schools. An anonymous reporting channel for teachers to flag bureaucratic formalities should be established, ensuring immediate rectification of unauthorised additional duties. Concurrently, the sufficiency of teachers' discretionary time should be incorporated into regional education quality monitoring indicators. Data collection should combine student questionnaires, teacher logs, and third-party observations, making the alleviation of time poverty a key component of educational governance performance. This approach will establish systematic safeguards for teachers' professional time at both policy design and implementation levels.

5. Conclusion

Teachers' time poverty manifests not merely as heightened workload-induced "busyness," but as an institutional predicament woven from the convergence of policy implementation at grassroots levels, digital technology penetration, and societal-cultural expectations. Drawing on multi-source data and case analysis, this paper finds that following the implementation of the "Double Reduction" policy, after-school care, online attendance checks, and inspection preparation materials have systematically encroached upon teachers' discretionary time. This has intensified the fragmentation of work, concurrently expanding role overload and invisible labour. This predicament stems from organisational-level deficiencies: the absence of time-cost accounting mechanisms, evaluation systems overly fixated on quantifiable outcomes, and the persistent shaping of societal perceptions by institutional assumptions of "unrewarded service". Countermeasures must redefine teachers' time as a scarce resource governed by public conventions and institutional safeguards: empowering individual teachers to negotiate the boundaries of their responsibilities, promoting the establishment of operational rules for task exchange and resource sharing within the school community, and requiring education authorities to implement task access reviews and flexible staffing mechanisms. This institutional approach ensures limited time is redirected towards classroom teaching, student development, and teachers' professional growth.

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