

Mentoring Emerging Leaders - Careers Guidance of Year 3-9 Teachers

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Executive Summary

After completing two years as a Provisionally Registered Teacher (PRT), many young teachers are left to their own devices with little or no formal career or leadership advice. Academic studies have reinforced the importance of supporting career and leadership development in order to invest in the culture of the school, retain teachers, and provide for future leaders of education. Evidence shows that a formal, consistent policy of careers advice is advantageous. This study has enabled me to devise a plan to better streamline my school's support for young teachers and their career progression to ensure relevant ongoing professional learning, career development pathways, and the growth of leadership capacity within the school

Purpose

During my sabbatical I investigated mentoring programmes and literature concerning career and leadership with a view to instigating a consistent, comprehensive programme for mentoring emerging leaders. The National Aspiring Principals' Programme (NAPP) and Middle Leaders Professional Learning Programme are recent, positive innovations, but both address pathways for staff already well-established in their careers. My research focused on teachers who have been teaching for 3 -9 years.

Methodology

Academic readings

The main focus of the academic articles read was on mentoring, leadership training, recruitment and retention and career advice. (See bibliography for specific details.¹)

Discussion groups

- 1) Discussion group sessions were held with teachers from Yr 3 - 9². Thirteen teachers took part in these discussions. Of those, two were fixed term management unit holders.
- 2) Discussion group sessions were held with HODs. Twelve HODs took part in these discussions. All of them had Yr 3 - 9 teachers in their departments.

Cross School Survey

33 Yr 3 - 9 teachers in 8 greater Wellington secondary schools were surveyed on the support that they had received, the mentoring and coaching they had received, and the effectiveness of these interventions.

Expert advice

Interviews were held with:

Geoff Child, facilitator of the NAPP (National Aspiring Principals' Programme)

Dr Kate Thornton, senior lecturer in Education at VUW, Wellington

Tim Watson, HOD English WGC, recipient of a British Council Linking Minds Fellowship

Dr Alan Schwartz, Harriet B. Spoehrer Professor of Paediatrics, physician in chief, St Louis children's hospital, Chairman of Department of Paediatrics, Washington University School of Medicine in St Louis and head of their mentoring programme.

¹ See Appendix 2: Bibliography

² For the purposes of this paper these will be referred to as Yr 3-9 teachers

The articles consulted while researching this topic centered on 4 main areas:

- Retention of teachers
- Leadership
- Professional Learning and Development
- Mentoring and Coaching³

Retention of teachers

One of the first things to recognise about the retention of teachers is the attitude of younger teachers to the profession as a whole. Dwyer and Wyn (2001) comment that the post 1970s generation is no longer concerned with the linear and predictable progression through the traditional markers of transition in a career. These are not relevant in the current, changing, destabilised society of flexible labour markets. For many younger teachers entering the profession, this is not their first job nor will it be their last.

Smethem (2007) studied the motivations that make young people choose teaching and consequently remain in teaching: work-life balance, intrinsic reward of doing something worthwhile and meaningful, pay and conditions and personal satisfaction. Guarino, Lucrecia, Santibanez and Daley (2006) commented that, amongst other things, the influence and effectiveness of school administrators, teacher influence over school policy, staff relationships and facilities all were influencing factors in staff retention. They also commented that excessive staff turnover is costly and detrimental to institutional cohesion. However many young teachers find the induction into teaching arduous and demoralising.

Many institutions in US, Canada and Australia have programmes in place aimed at stemming teacher attrition. In New Zealand individual schools may endeavour to do this but it is by no means universal. In addition there is an attitude that staff attrition is natural and desirable. Staff applying for positions of responsibility often have to move schools to get the desired promotion but increasingly well qualified, experienced staff are hard to find and schools need to work harder to ensure they maximise opportunities for good staff within their institutions.

Leadership

Leadership generally and educational leadership specifically are hot topics in New Zealand and the US at present. The Ministry of Education has produced several publications including *Leading from the Middle*, *Kiwi Leadership for Principals* and the *BES School Leadership and Student Outcomes*. In addition the MOE has a web site devoted to leadership stories, advice and information⁴.

Bond (2011) stated that leadership has been defined over two axes, one representing a sense of vision about where the organisation should be heading, and the second working to move participants towards the realisation of that vision. Barth (2001) noted that all teachers can lead and that most teachers want to lead. All schools badly need their energy and leadership. Schools need all teachers to be active participants in improving their school.

Modern theory looks at the nature of the transformational leader (Bond 2011): acting in a charismatic way to instil pride, faith, able to convey an articulate vision, delegating, treating people with respect, creating a positive learning experience. These leaders engage staff intellectually by proposing ideas and challenging the status quo. Central to the idea of the transformational leader is that leadership is not the sole preserve of an individual, but may be exercised by anyone within the organisation.

³ - for the purposes of this report, mentoring will refer to a listening, supportive relationship between mentor and mentee, and coaching to an active relationship designed to bring about change to practice.

⁴ <http://www.educationalleaders.govt.nz/>

Schools concern themselves with the outcomes and successes of their students but they need to put equal energy into the outcomes and successes of their teaching staff. Often young teachers do not see themselves as a leader and are happy to leave this to others. But given the changing complex nature of 21st Century schooling it is impractical not to include everyone in the leadership matrix. Shared leadership not only supports this idea but also appeals to younger generation Y teachers who enjoy collaborative learning situations.

Professional Learning and Development

The importance of effective PLD was stressed time and time again in the academic readings. An interesting study by Anthony Armstong (2011) looked at the rebuilding of the New Orleans Education system post Hurricane Katrina. Not only did they rebuild physically but they took the opportunity to rebuild some of the systems. Two of the key things they focused on were multiple career paths and on going, applied professional growth.

Many articles stressed the importance of collaborative systems within schools that work towards continuous improvement. They also emphasised the importance of planning and implementing PLD according to the needs of the teachers and students. Hunzicker (2012) stated that research suggested that teacher leaders are best prepared through a combination of job embedded professional development and collaborative experiences.

Knowledge about teaching that is acquired through professional conversations and personal experience are more readily applied than that acquired in a more formal context. Combine that with teachers' preference to work together in a collaborative environment which gives teachers a greater feeling of control and support, not to mention being more enjoyable, and you have a model for PLD which is decidedly different from that which is taking place in many of our schools or offered by many PLD providers. Bond (2011) states that working collectively in co-operative groups is becoming one of the core pre-requisites of post-modern society. Collaboration is a key element in developing a school community of life-long learners.

Mentoring and Coaching

Mentoring and coaching are used increasingly in New Zealand schools as a way to empower teachers to assess their own performance, work on improving aspects of their teaching practice, and encourage their leadership talents. Effective mentoring allows teachers to reflect on and discuss their teaching practices in a non-judgmental environment. Coaching allows them to have an active role in the change process.

Blackman (2010) comments that coaching can be a vehicle to help teachers identify where they are and enable them to get to where they want to be. It is a support for teachers, providing them with feedback, stimulating self-reflection and self-analysis and identifying steps that enable them to make progress. Coaching should focus on closing the gap between the current situation and/or performance and what is desired, as well as creating an environment for the coachee to explore new possibilities and develop an action plan.

Depending on the individual talents and skills available, some New Zealand schools have started to implement these types of programmes post the Provisionally Registered Teacher years. A recent article by Robertson (2012) discusses several of the developments occurring in New Zealand at the present time. Robertson states the 3 R's as, "Reciprocity, Relationships and Reflection on reality." She cautions that, "If those in formal positions of leadership only give answers, information and advice, the outcome may not be intellectual independence, creative thinking and knowledge creation by those with whom they are working."

Mentoring and coaching form a large part of the desirable skill set for principals, outlined in the NAPP. In addition, reflection on key aspects of teaching practice and the development of strategies to improve teacher performance are integral to the Registered Teacher Criteria recently implemented by the New Zealand Teachers Council. These create an environment in New Zealand schools for organised programmes of teacher mentoring and coaching. However all too often these do not occur and teachers leave the profession due to lack of adequate support, or lack of perceived career pathways.

Discussion Groups

The first discussion group was comprised of 13 Yr 3-9 teachers. We met on 3 separate occasions and the membership of the group was flexible. The majority of the group was women but there were 3 men in the group. Key points from the discussion have been summarised in note form. Some of these comments may only represent the views of one person.

General comments:

- Always wanted to be a teacher, parents were teachers, but never thought of it in terms of promotion and being an HOD or Principal. Did not seem like a natural progression to move from the classroom into educational administration.
- The type of department you are in makes a huge difference. Some have supportive HOD, lots of resources, others not so much.
- Teachers are not pushed to go for promotion. Our appraisal system is reflective. How have you done this year? Did you achieve your goals? It needs to be more forward looking. Where do you want to be in five years time? What do you need to do to get there? What help can the school offer you to get there?
- There is a lack of role models. We need role models to show what career progression looks like. HODs should take an interest in each staff member, give them responsibility and mentor them.
- Many teachers really enjoyed the classroom and were not looking too much further ahead. They said they had no idea what senior management did. They saw the HOD working really hard with long hours and lots to do and did not aspire to that. Plans to travel and/or work overseas or start a family prevented long term career planning.
- HOD, Senior management and Principal were not the only ways to progress in teaching. There was pastoral care via the guidance network, ICT opportunities and other things depending on the school. There should be more multiple pathways.
- Teachers often change schools if they don't like what is happening in the school, rather than getting involved in trying to effect change.
- Need people to point you in the right direction. How is information such as Linking Minds scholarships and other PLD opportunities disseminated? Whose responsibility is this?

Positive Comments:

- Learning conversations with colleagues in the workroom are one of the best ways to progress and improve your teaching performance.
- Several teachers had been given responsibility in their departments or the wider school and felt that being involved in decision making can be beneficial.

Negative comments:

- Very little career advice had been received so far.
- Not getting adequate help if in a conflict situation.
- Lack of confidence as a result of the lack of support.
- Yr 3 was very difficult compared to Yr 2. Really missed the extra time and support.
- If the department is a small one, i.e. 2 people, there is not a lot of time for support. There are a lot of jobs, same as a large department, but only 2 people to do them. You learn quickly as there are complex tasks to do but the workload precludes support.
- Too much PLD is subject based. With the changes to the Curriculum and the standards realignment, that has been the sole focus of PLD. Very little is around personal and career development.
- Middle management does not seem easy. There is pressure from both sides but having fewer classes allows you to develop ideas and resources within the context of your teaching subject and beyond.

Suggestions for progression

- Roles within the department are good ways of taking on leadership, gaining an insight into what is involved and effecting change. Things such as being responsible for a year level, setting assessments and exams, organising specific one off events. These are all tangible things that would look good on a CV. Find an aspect that holds your interest and develop it.
- NZQA experience is very valuable: marking panels, moderation, contract roles.
- Subject associations are good ways of getting involved in the direction of a subject.

The second discussion group comprised HODs who had Yr 3-9 teachers in their departments. Key points from the discussion have been summarised in note form. Some of these comments may only represent the view of one person.

General comments

- Having fixed term MUs is a good way of encouraging staff to take up a temporary position of responsibility. It means they are not committing themselves long term but they have a trial of a responsibility and see if they like it. It also allows them to find out more about how the admin side of the department works.
- Inquiry model is a useful tool to provide professional learning and experience. The collaborative nature of things such as cross-curricular learning groups enable younger staff to see the school in a wider frame than just their subject area.
- Often tasks within the department are shared with an expectation that everyone will pick up something. This allows the younger staff to gain experience and also allows the HOD to get an idea of potential and guide accordingly.
- Younger teachers and those new to teaching appeared to be rather passive - waiting for things to be out in front of them rather than seeking them out. They need to be encouraged and empowered. There needs to be someone who can point out to younger staff what the opportunities are both within the department and in the wider school. HODs are often too "heads down and bums up" to be able to do this in an objective, consistent way.
- Any sort of a formal mentoring/coaching relationship for all the staff is a huge commitment and it is not possible for an HOD to do this for everyone.
- There are recognisable milestones in a teacher's progress - for example belonging to a marking panel. Teachers should be guided on a case by case basis. If they are interested in progression then the HOD could assist them. Those that are not interested would not require the same amount of attention.
- However many people do not think about themselves as interested in promotion but that does not mean they are not able to take on that type of role and often they need someone to point them in the right direction. If we only look at the ones that volunteer we are not developing the capacity of our staff.
- 5 year plan for young teachers, helping them to shape their careers. Like an IEP.
- Role of the SCT is important here. Unlike the HOD they have a generous time allowance in many schools. They could take on the mentoring/coaching role, work alongside young teachers.
- Some methods HODs had been using were to develop existing skills and have them teach the rest of the department, encouraging moderation and marking work with NZQA, working with assistant HOD to bring them up to speed so that they can then pass that on to other staff, encouraging participation in subject associations, giving them a range of classes to encourage a wider knowledge base.

Cross School Survey

33 questionnaires were sent to Yr 3-9. 22 were returned completed⁵.

⁵ A copy of the questionnaire and responses can be found in appendix 1.

In the post PRT years, the majority of people surveyed continued to meet with their HOD for guidance and advice. For most this was an unscheduled occasion and only a few met with SMT or principal. In fact the senior management of the school, especially the SCT, did not appear to be very involved for most of those surveyed. Encouragement for presentation at staff meetings, courses and conferences and direction to PLD opportunities was experienced by at least half of those surveyed.

25% of those surveyed were happy with the career advice they had received and felt that no further intervention was needed. They felt the school was preparing them well with the knowledge of what was involved in leadership. 50% thought that they were well supported in their school and happy with the support they had received. 13% respondents felt that they had had little or no support from their school since finishing their PRT years.

Over 60% commented that they would like more information on what was available in terms of PLD and opportunities for advancement. They would also like feedback on their strengths and weaknesses and coaching around these. Comments were made that they didn't know what was involved at senior management level, and that their observations of their HOD demonstrated that there was a lot of work involved in this position and, at the present time, it did not look like an attractive position.

When it came to commenting on any previous mentoring and/ or coaching experiences, most referred back to their days as a PRT and had had positive experiences of the systems they encountered there. Many would be keen on the idea of having mentoring/coaching available on an as needs basis though several spoke of the benefits of a regular, scheduled meeting.

When it came to the question of their career future there was an interesting range of responses. 22% were happy with being a classroom teacher and did not look any further than that. An alternative route via groups in schools, co-curricular activities and pastoral care appealed to a few. Overseas travel, maternity leave, family and work life balance were also a factor. Most expressed a desire to improve their performance as a teacher, to attend relevant PLD, to have professional conversations in groups with peers. Although the word "careers" was used in their responses, the term "leadership" was not referred to not as much.

Recommendations

General comments

The recommendations outlined in this report are directed at the systems and culture in place at Wellington Girls' College. One of the advantages of the Tomorrow's Schools' self governing school system that we have in New Zealand is that one size fits one. We can create systems that, while ticking the requisite MOE boxes, also respond to the needs of our school communities. We have the ability to modify and tailor systems to suit the culture, community and values of our schools. Therefore these recommendations are specifically for WGC and hopefully other schools can extrapolate from them what would be suitable for their school.

Systemic changes

Managing workload is an important factor in implementing a viable system. In 2011, WGC implemented the Registered Teacher Criteria as the main criteria for appraisal. The reflective nature of the RTC combined with the way they matched the Professional Standards mean that they provide us with an ideological direction as well as meeting the legal requirements. Consequently any additional work around the mentoring of younger staff as outlined in this paper must be included in the already existing system.

Teacher reflection is an important part of the RTC and also a key part of current pedagogy. However, reflection on past performance must not preclude forward thinking and forward planning as it sometime tends to do in our current system.

Very briefly the Wellington Girls' College system works like this:

Phase 1

Start of the year: Goal setting by individual teachers followed up by a meeting with appraiser to go over the goals and ensure that they are achievable and aligned with the school wide and departmental goals.

Phase 2

During the year: Teachers work towards their goals, teachers record information relevant to their RTC, appraisers observe teaching and learning, write up their findings and discuss with the teacher. Observation of teaching and learning can take the form of a formal observation, a series of "walk-throughs", or a combination of both.

Phase 3

End of the year: Teacher and appraiser meet in a formal situation. They review the progress towards meeting the goals set at the start of the year. They go over the RTC and identify areas that may be the subject of goals for the following year. All staff fill in a form from the Principal asking them what classes they would like to teach in the following year, what PLD they are interested in pursuing and any areas of the school they are keen to be involved with.

Suggestion for amending the current system:

At the start of the year meeting between the appraiser and teacher, the appraiser has a copy of the information filled out at the end of the previous year. With this information in front of them, appraisers discuss with the teachers what the school can do to help them realise their aspirations. This information is passed to the appropriate SMT member.

The SMT member then liaises with the specialist classroom teacher (SCT) to develop an action plan for that staff member. For some teachers no action may need to be taken. However it is important to do this process regularly as teachers' situations and personal circumstances, along with their perception of themselves and their careers choices will change.

SCT will pick up staff either via HOD recommendation, self referral, personal observation, referral via SMT. They will enable teachers to complete their goals, offer them support via mentoring and coaching, liaise with HODs and SMT while not compromising the relationship between themselves and the teacher.

SMT member will track PLD requirements against PLD opportunities offered. They will help teachers create their own PLD opportunities where appropriate. They will also track the allocation of PLD funds.

Training in mentoring and coaching will need to be sourced and offered to a variety of people.

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Appendix One – Survey of staff

Results from survey: Sample size: 22 replies from 33 canvassed

How many years have you been teaching?

3 years	10
4 years	5
5 years	2
6 years	2
7 years	0
8 or more years	1
No answer	2

Has this been your only adult occupation?

Yes	10
No	9
No answer	3

Other occupations

- Sign writer
- Film contractor
- Outdoor guide
- Weta digital programmer
- Call centre operator
- Account manager for oil company
- Ski instructor
- Chef
- Retail
- Lighting designer
- Dept of Labour relationship manager

Since completing your 2 PRT years have you experienced any of the following career interventions?

- Occasional scheduled meetings with your HOD 11
- Regular scheduled meetings with your HOD 8
- Occasional scheduled meetings with members of the SMT 4
- Regular scheduled meetings with members of the SMT 0
- Occasional scheduled meetings with Specialist Classroom Teacher 2
- Regular scheduled meetings with Specialist Classroom Teacher 1
- Actively being directed by HOD or other to PLD opportunities 9
- Being encouraged to present at staff meetings, courses or conference 13
- Coaching or mentoring meetings with any of the above 3
- Choosing own external PD opportunities, in school learning groups 1
- Coaching or mentoring meetings with any of the above 2
- None of these 1

Choose from the comments below which best expresses your opinions on you attitude to your careers advice and support

- I am happy with my role at the moment and do not require any career interventions from my school. 5
- I am happy with the support I have had from my school 10
- My school has helped me form a strong idea of my leadership capabilities and my role in the school 6
- Since completing my PRT years I have felt well supported by my department/school 12
- Since completing my PRT years I have had little or no support from my department/school 3

- I feel the career advice given in the school is uneven and consequently unfair 2
- My school provides me with good career guidance and advice 5
- I feel I can seek out career information and advice for myself 1
- No response 2

Comments:

- I am still developing an idea of my leadership capabilities and what I want my role in the school to be.
- I think good advice is available from the SMT if it is asked for, and I'm sure that in bigger departments there is more conscious looking after of younger/newer teachers by HODs
- It would be good to have occasional catch up meetings with teachers recently out of their PRT years as these are still hard, and I have felt like a first year teacher at times and then felt I wasn't coping because of this. I have had to seek support and guidance myself in these circumstances.
- I do feel as if the school has developed my leadership abilities. I have been provided opportunities to take leadership roles, such as managing a small group of four integrated teachers. However, there is a lack of formal structures aimed at career pathways. In honesty though, I don't mind this at all, as I'd rather develop my leadership organically rather than expend teaching time talking and filling in paperwork!
- I actually feel the school has suggested I take on roles I do not feel ready for.
- I have been offered opportunities for travel and further study. There are many professional development courses on offer and I was able to select and chose what I felt would benefit me the most. I am supported within my department and I feel our department is recognised for all the work that we do.
- I feel that some of these will change as I spend more time at this school
- I believe that if I sought out advice with regards to my career pathway then I would have the required assistance for this; however, I don't think there is active engagement for all in mapping out career pathway. It seems to be done just if and when roles within the school become available.
- It seems that information is not shared fairly in the department, PD opportunities are not divided among staff, it is a select few. Some staff have been on PD for standards they are not teaching.

What career advice and guidance would you like to receive?

- more time on individual cases
- Information about other opportunities including options for extra study, conferences overseas, and different ways to extend or move up in the teaching scene.
- I've really enjoyed your discussions/lunches around this topic - I think it has been very useful to hear how different departments support and encourage post-PRTs, and to talk about what kind of avenues are available. That is the sort of advice and guidance I'd like more of.
- I haven't had any 'career' advice and guidance. Only support for teaching in my current position. Not sure what I would want to receive... possibly to hear what abilities my HOD thinks I would have in my teaching career at this school.
- Some support around managing small teams would be good. It would be good to have more information around roles that are not management... are there any?
- N/A - I have sufficient support at this moment.
- Not really looking to move forward with my career at present. Just struggling to cope with demands as a regular classroom teacher.
- I am personally interested in what education looks like in other countries, how their systems work and if it could be implemented in NZ. I guess other staff members who have travelled or had a similar interest could inform me. BOT give a staff member the opportunity to travel which is fantastic.
- Next steps to progress to Mentoring for leadership and support for improving my weaknesses
- None at present due to current situation.
- To know what career opportunities there are within the school and wider education sector and what pathways are available to me to access these opportunities
- Information about all opportunities,
- PD recommendations specific to me
- What are my realistic possibilities for increased responsibility - i.e. When could/should I apply for deanship for example?

- Career wise I am wanting to remain in the classroom, however, I would like further opportunities in developing teaching strategies. An area that is lacking currently, is inter-school collaboration. It would be great to have time to work with a mentor outside of school and then use that experience to generate ideas within school. I feel that a school can develop a very strong culture that develops a certain 'type' of teaching style. I believe it is important that I have the capability to teach in any environment.

Whose job do you think it is to provide this?

- BOT 1
- Principal 1
- SMT 6
- HOD/Ass HOD 4
- Peer Mentor 2
- External Peer Mentor 1
- Unsure 1
- SMT and HOD 1
- No Response 4

Have you ever been in a mentoring/coaching relationship in your school?

Yes 12
No 9

If Yes can you briefly outline this and comment on how successful it was?

- Some PRT meetings during my first and second year teaching with my school provided me with good career guidance and advice - SMT and another teacher.
- As part of my involvement with the Wellington Loop I have had a formal coaching role in getting other teachers more confident with ICT. I have been involved in a lot of informal mentoring as I have become one of the go-to people for technical assistance and for help teaching with technology.
- Assuming you mean have I been the mentor/coach in such a relationship. If not, yes, I have as a PRT and I found it very useful and supportive.
- I am assuming this means, did I have a mentor and a coach? Yes I did in my first year, and this teacher continues to be a support to me in my department. I have found her support invaluable especially in the PRT years.
- Constantly: but unofficial. For me, in the context of my school, mentoring is something that happens on an 'as needed' basis. When I am in need of help, I seek the support of the person most experienced person in this area, and ask for their help or support.
- I do student mentoring with my form class - has had some great successes. I run the House System at my college - This involves me coaching the prefects who are house leaders to ensure they are able to run successful school wide events. I am the teacher in charge of the Christian group at my college - I mentor the student leaders and assist them in running their weekly meetings (normally 50 - 100 students attend).
- I have been mentored as part of the PRT programme. I have also received support from an RTLB with a difficult class.
- With HOD's the person being supported and also with other staff mentoring and coaching both ways. If we have been on a PD course then we will always feedback information to other staff to share best practice. I am also involved in the Tuakana group where staff mentor senior students and help them to mentor junior Maori.
- A mentor is/would be great, someone you trust, that generally has your best interest at heart and can bring the best out of you
- It was very successful, it gave you opportunities to present material to staff to have an understanding of management roles and be aware of possible career progressions. Being given opportunities to research and present information to a group like this one, for experience and confidence. Going to PD that is relevant to understanding management not just subject knowledge.
- I have had a mentor who has given me time once a month to discuss my teaching and my progression as a teacher. It was useful but it lacked direction in terms of having a focus on specific steps to take. It really was a general discussion opportunity

- As a PRT I worked closely with my HOD and a peer mentor. This weekly meeting was fantastic and often aired issues that I wasn't completely aware of. By discussing class room teaching weekly I found my reflective practice improved.
- Mentoring within my department. We all have different strengths in our subject area and share expertise

Where do you see yourself career wise in 5 years time?

- Seeking MUs in a non curriculum area such as pastoral 2
- Uncertain - depends on position availability. Either Assistant HOD or Out of Teaching 1
- Teaching part time with a family 1
- Maternity leave 1
- Classroom 5
- Overseas 1
- No response 2
- HOD/Ass HOD 5
- Unsure 3

Would you like to make some comments about your career path through teaching and the help you require?

- I don't have enough information to be sure where I want to go. Also with the current climate there are very few opportunities available.
- At the moment I am actively considering these questions. I enjoy teaching, but I have a young daughter and enjoy spending time with my family. I am not sure I would enjoy the added responsibility and pressure or a management role. I see the extra workload and time commitment needed and this really puts me off the idea of seeking a more involved job. I see it as taking too much time away from my family. I would like to take a few years off to take care of my daughter, this is a family decision and will be dictated by family events. At this stage I do see myself coming back to teaching.
- I'm most interested in 'informal' leadership within the school and in pastoral care outside the form class/house system - i.e. supporting students through special interest groups and building positive relationships/being a role model through that context, as well as co-curricular activities like choir and Book Club. In terms of extending my teaching, I think I need to work on pushing myself to be extended, like the changes to standards this year, and using WGC4Me(school intranet) to its fullest capacity etc.
- Either the choice above, or at the current stage, teaching overseas or out of teaching altogether. It is a very demanding, high stress job and sometimes it feels like we are just given more and more administration work on top of trying to constantly improve on our teaching in the classroom.
- I would like to be in a more Rural school
- I started teaching because I enjoy teaching. I feel the only progression from here is into management position, which do not interest me and would take me out of the classroom. I think I would leave teaching before moving into management positions.
- Not sure I feel like I need additional info. I feel it is quite clear to any member of staff the different roles that exist around the school. When one comes up we are emailed with details about it and occasionally a member of senior staff (HOD/SMT) will approach individuals and suggest they apply. I would be interested to have MUs and MMAs clarified as to what they mean in terms of pay/time allocation.
- It is a very emotionally challenging job. There is much more to teaching than planning and delivering the curriculum. I find extra-curricular activities are some of the most rewarding yet some of the most stressful sides of teaching that teachers are not recognised enough for. They amount at times and drain you of all your energy however, these are the students that are worthwhile so you just do it.
- The 'unsure' answer above would depend on the support and experiences I have over the next few year
- I had always wanted to be a teacher and planned my tertiary education and qualifications with a planned lifetime in this role; however, factors external to school life are dictating a move away from teaching and therefore have not pushed my career development as fast as it could have been.
- I would like to know all possible opportunities that are available especially within the school and what is required of the role and also what they are looking for in applicants. It is hard to know what to aim for when you are not sure if you have done the right sort of PD/preparation for a role.

- I consider that my current focus is lifestyle not career. One of the reasons I chose teaching as it provided flexibility to have a family. While I see myself reaching for senior positions later - this is not currently a focus.
- I am currently focused on increasing my knowledge and responsibilities within my department. I was asked earlier this year if I was aiming for some form of SMT/HOD position in the future by a new member of the SMT. It made me think a little about what I do now and what I would like to be doing in the future. I'm pretty certain that the HOD/SMT career track is not for me. I liken it to being a sous (supporting/second) chef instead of being a head chef, I have done both but prefer the sous chef role. I am always in awe of the wealth of experience of my peers and feel that this is the best support is from them.

Extra comments

- I am a part time teacher who started teaching as a part time teacher and PRT. My subject area has extra demands in both resource management and time. (training students in competitions, function work for assessments) My HOD has been very supportive of my goals and is focused on ensuring that I balance my teaching and other commitments (my young son).
- Since gaining full teacher registration I have changed schools, comments on this survey reflect my experiences at my new school.
- Within department staff meetings I have shared technical knowledge on the use of specific ICT Tools in the classroom and also on the use of Te Reo. In wider staff meetings I have fed back on PD course I had been on.
- I have not had any regular meetings with a set agenda arranged however, I do feel supported by SMT, HOD, senior and specialised staff are approachable and I am able to openly discuss issues or ask questions.
- Actually presented at staff PD prior to full registration.
- Learning Groups - teachers suggest an area they would like to investigate i.e. raising Maori achievement, ICT in the classroom. Other teachers join groups they are interested in and every tries new things in the classroom and then feeds back to the group. Groups feed back to whole staff.
- PD budgets are restrictive on attending conferences out of town
- I don't think my HOD realised I was only in my 3rd year when he arrived - it was a huge shock to have no support at all after the care given to PRTs!
- I have been very actively engaged in the Wellington Loop over the last three years. I was finding that it was putting too much pressure on my time so I have pulled back this year.

Appendix Two - Bibliography

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