

## New in School? The Integration of Young Teachers.

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«Researchers are comparing the start in a new job situation with the feeling of stress during a divorce.»

(see Becker, 2005)

### Topic

The start in a job is a sensitive phase in professional development: On one hand, a young teacher is highly motivated to put his knowledge into practice on the other hand, the new working situation with its inherent social rules evokes uncertainty. The motivation should be maintained; the irritation should be minimized. The professional socialization could be successful when supported by a differentiated applied Personnel Development (see Knoch, 2010).

### Questions

How can the start into the professional teaching career be supported?  
What are the appropriate measures in the area of Personnel Development?

### Context of Analysis

CAS Personnel Development, University of Teacher Education Zurich, Module 2, «Recruiting Employees».  
Constantly discussed measures by participants during 4 programmes with nearly 80 school leaders.  
Regularly reviewed theory and practice in this specific context.

### Interim Results



#### School Leader Impact

The school leader has a key role within the successful introduction in the school system. He or she should initiate appropriate measures:

- accompanied by balanced and timely information
  - assumes an early involvement of the team e. g., already in the process of recruiting
  - assumes realistic information about the school in general
- directed at socially-inclusive introduction instead of «extreme strategies» (see Becker, 2005)
  - systematic introduction with planned meetings with all involved colleagues from the beginning
  - balanced range of tasks which are neither too overwhelming nor too challenging
- including task accompanying programmes such as mentoring (see Buhren, 2002)
  - e g., an experienced colleague who knows the school and supports the ability to cope with the increase of daily routines
- encompassing consistent guidance by the school leader (see Knoch, 2010)
  - through regular feedbacks and meetings e. g., such as probationary interviews



#### Employer Attractiveness Impact

Living an authentic school image that helps to differentiate itself from others:

- requires thinking about school as an unique and reliable «brand»
- requires strategic Personnel Development aligned with the strategy of the school (especially in times of teacher shortage)
- requires professionalizing of school leaders in leadership styles
  - as initiators of school development e. g., in leadership abilities and in communication skills
- requires consistent commitment to leadership (see Grothe, Staffelbach, 2009)
  - bringing organizational needs and individual needs together
  - conveying values and sense of work
    - as basis for the cooperation with the so called «Generation Y» (see Parment, 2009)
- requires the individualisation of school management for the integration of generational, social and cultural diversity (see Bruch, Kunze, Böhm, 2010)
  - including commitment to mutual communication and commitment to Personnel Development
  - making coaching skills necessary



#### Local School Authorities Impact: Example Canton Zurich

In Zurich the beginning of a teaching career is legally ruled by an obligatory programme for each young teacher:

- the programme takes two years
- it intends to help the individuals through the phase of developing their professional identities
- the programme is offered by the University of Teacher Education Zurich which is monitoring the quality
- the programme offers a wide range of support e. g., in form of specific further education on the job, near the job or off the job
  - in specific subjects like classroom management, work-life-balance, leading difficult conversations (e. g., with parents), individualised and differentiated teaching
- the programme includes the guidance by a specialist in the workplace
- it offers the exchange of experience in several supervisory groups
  - consisting of regular reflection of the professional role

### Discussion

Any programme can only be used as a pattern because at least the introduction of a new member is «tailor-made» (see Becker, 2005). Moreover the school leader has to take responsibility for the introduction besides required programmes. This needs a differentiated understanding of leadership; a careful planning and a consistent putting into practice (see Knoch, 2010). The question: «How will employer attractiveness influence a school's organisation and the understanding of leading a school?» will be pursued and answered in further discussions (see Grothe, Staffelbach, 2009).

### Extracts Literature

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