Teacher's Professional Career

CONCRETE QUESTION 12
What is the teacher's career like in your context?

CONCRETE QUESTION 13
How can you help teachers in their various phases?

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Pedagogical leadership in teams' various phases

- Teams differ from each other and also their phases reuire different kinds of guidance.
  - Constructing team
    - Leader is a visibly present support and guide ensuring that
      - team concentrates on its task
      - Team work is based on collaboration and supporting others
  - Starting team work
    - Leader follows from the side supporting and giving feedback guiding connecting information in the right frameworks
  - As team work becomes stable inside the team and in the team network
    - Leader is no longer visbly present but is familiar with the situation of the team and guides reflection.

(Taipale, 2004)

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Main phases of teacher's professional development

1. **Induction phase**
2. **Institutionalization phase**
3. **Re-evaluation phase**
4. **Integration phase**
5. **Withdrawal phase**

(Alava 2010, Järvinen 1999)

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Induction phase

- Phase where teacher moves from teacher training to working life
- Fundamental elements consists of dialectical dimensions
  - Concentrating on survival – conducting self-reflection
  - Emphasizing autonomy – reaching for collegial support
  - Criticizing conditions – expanding and deepening self-knowledge
- Supportive elements
  - Compiling a portfolio and having a mentor
  - Learning portfolio and dialogue approaches already in teacher training
  - Principal's role is central
    - Principal should be a visibly present support and mentor
    - Principal must be a facilitator responsible for the organizational culture
      - It is important for the teacher to be accepted as an equal member of staff and teams

(Alava 2010, Järvinen 1999, Risku 2012, Taipale 2004)

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Institutionalization

- Phase where teacher decides to commit him-/herself to teacher's profession
- Fundamental element
  - Continuing developing own basic skills
- Supportive elements
  - Keeping up compiling portfolio and conducting dialogue
- Principal's role is central
  - Principal knows teacher's situation giving feedback and supporting from the side
  - Principal directs connecting information with right frameworks
  - Principal is a facilitator responsible for the organizational culture
    - It is important for the teacher to be able to work as an equal member of staff and teams

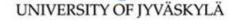(Alava 2010, Järvinen 1999, Risku 2012, Taipale 2004)

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Re-evaluation

- Phase where teacher starts questioning what he/she does
- Fundamental elements
  - Self-doubt and self-reflection
  - Looking for optional solutions and roles
  - Critical periods provoking to look for alternative operations models
- Questioning results in various orientations
  - Subject orientation: aspiration to become an expert in pedagogy
  - Community orientation: aspiration to participate in communal decision making and supporting colleagues' professional development
  - Workmanlike orientation: aspiration to develop own autonomy and effective teaching routines
- Supportive elements
  - Subject orientation: feedback, training and involvement in developing pedagogy
  - Community orientation: mentoring and training in leadership, involvement in development and decision making
  - Workmanlike orientation: keeping up motivation by involvement in collaboration
  - Principal's role is central
  - Principal knows teacher's situation giving feedback and supporting from the side
  - Principal is a facilitator responsible for the organizational culture
    - It is important for the teacher to be able to work according to his/her orientation

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(Alava 2010, Järvinen 1999, Risku 2012, Taipale 2004)

Professional integration

- Phase where teacher starts to regard him-/herself as a supporter of colleagues and not just as an expert teacher
- Fundamental element
  - Continuing developing own expertise and supporting others' development
- Supportive elements
  - Self-reflection and dialogue with other teachers
  - Principal's role is central
    - Principal knows teacher's situation giving feedback and supporting from the side
    - Principal is a facilitator responsible for the organizational culture
      - It is important for the teacher to be able to support others

(Alava 2010, Järvinen 1999, Risku 2012, Taipale 2004)

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Withdrawal

- Phase where teacher prepares him-/herself to retire
- Fundamental element
  - Experiences during career
- Experiences result in various foci
  - Positive focus
    - Teacher is satisfied with his/her career and concentrates on what he/she knows best
  - Defensive focus
    - Teacher is partly disappointed and steps back
  - Embittered focus
    - Teacher is weary, bitter and disappointed at development of organization blaming leadership and stepping down
- Supportive elements
  - Principal's role is central
    - Principal knows teacher's situation giving feedback and supporting from the side
    - Principal is a facilitator responsible for the organizational culture
      - It is important for the teacher to be able to retire with dignity

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(Alava 2010, Huberman 1992, Järvinen 1999, Leithwood 1990, Risku 2102, Taipale 2004)

A good instructional principal according to teachers

- **supports teachers professional development**
- **discusses with teachers**
  - **negotiates and conducts developmental discussions**
- **supports and advances teachers' self-reflections**
- **is present and does not abandon or interrupt**
- **notifies results and does not critisize in unjust way**
- **allows autonomy and does not have strict control**

(Blasé & Blasé, 1998)

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A good pedagogical principal leads

- **Influencing teachers' self-development**
  - **Leading him-/herself successfully**
  - **Knowing his/her teachers**
  - **Supporting empowerment**
  - **Passing information**
  - **Directing, guiding, helping and advising**
  - **Ensuring many-sided training**

- **Advancing dynamic collaboration**
  - **Ensuring common understanding**
  - **Creating shared leadership, innovative learning culture and new pedagogical infrastructures**
  - **Offering support for learning and leading learning in networks**
  - **Leading strategic development**

(Raasumaa 2010)

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Principal as a good pedagogical leader of teachers' professional career

- values and respects teachers' personalities in a comprehensive manner
- establishes a school culture that is based on collaboration and professional study
- diagnoses the starting points of development processes
- exchanges administrative routines for strong development strategies
- regards teachers' development processes as dynamic and not tied to career years
- institutionalizes professional and collegial culture

(Järvinen 1999, Leithwood 1990)

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