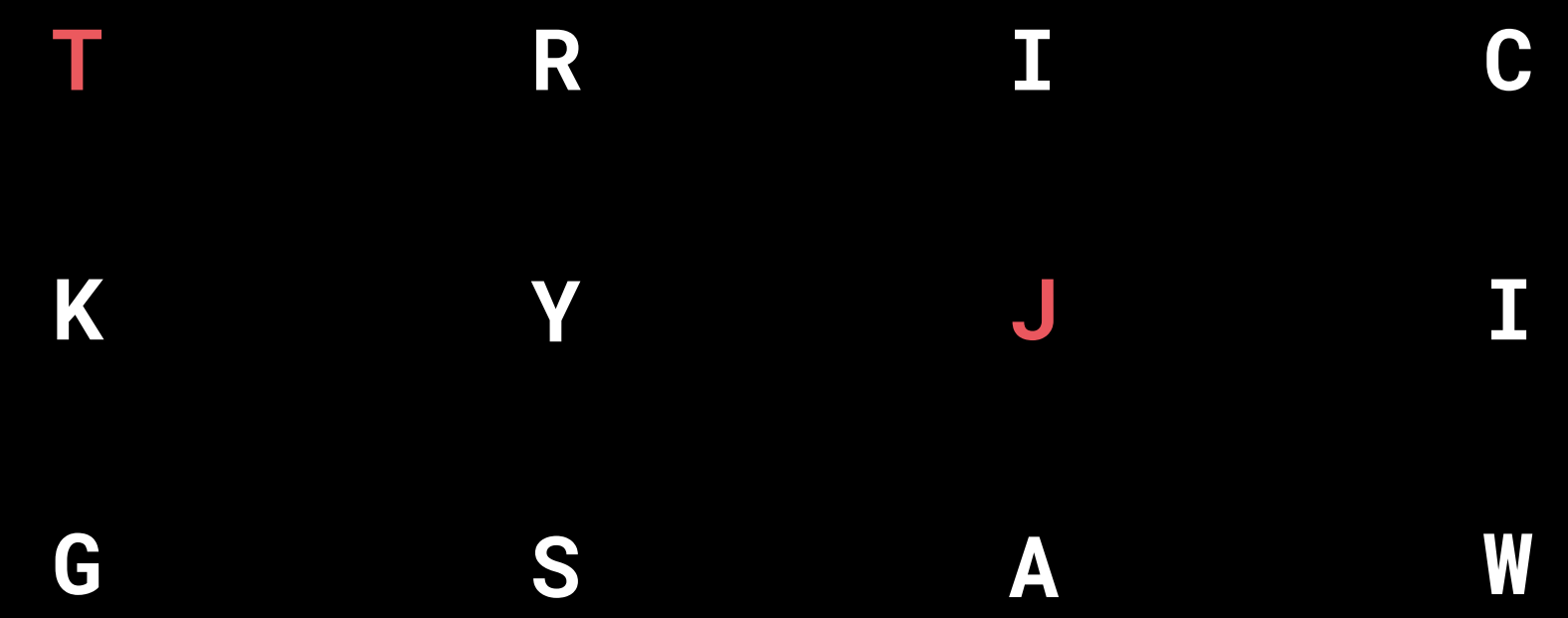
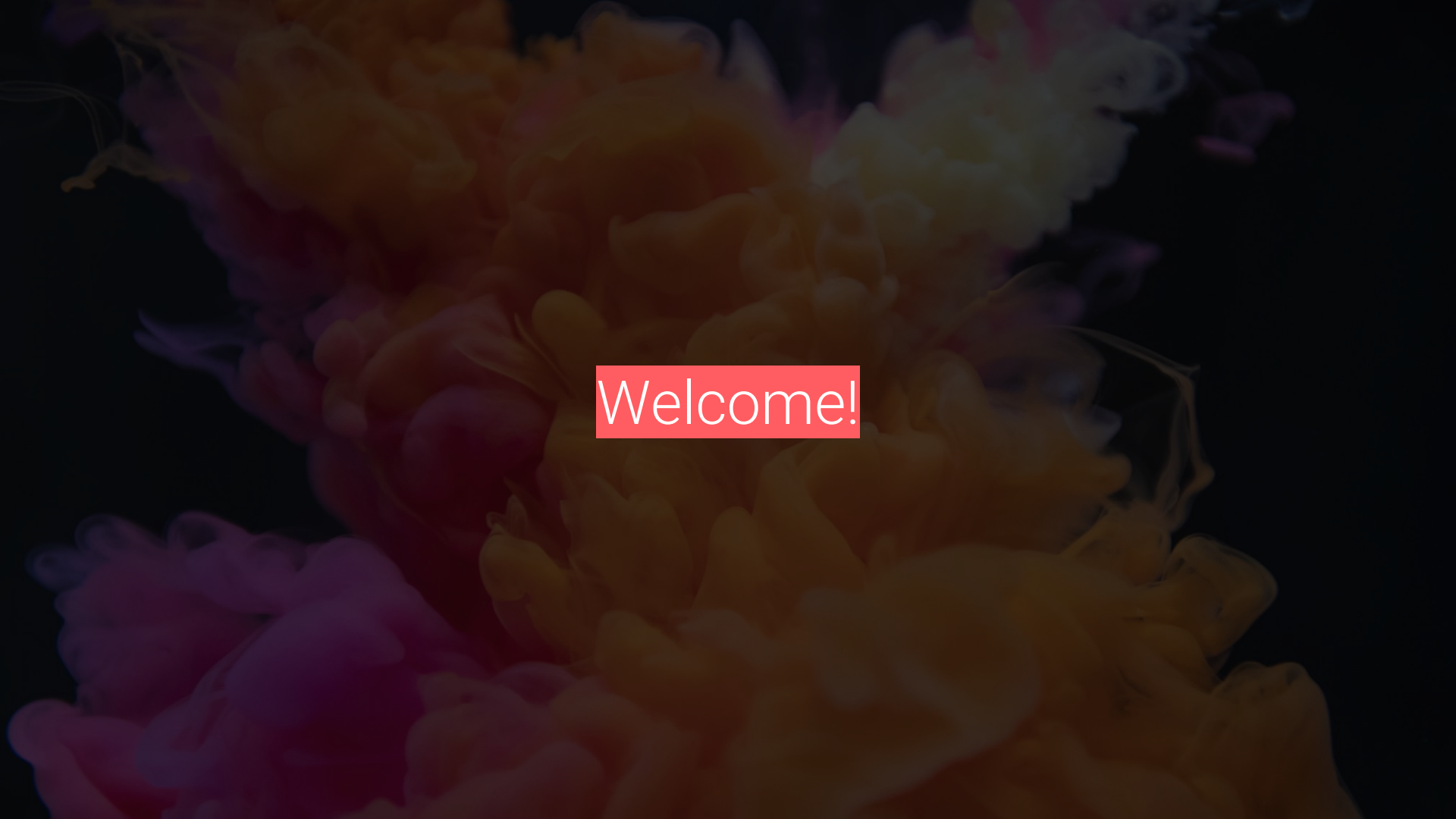


NSW Department of Education
Teacher Career Journey Research briefing

NSW GOVERNMENT Education

TRICKY JIGSAW


Welcome!

Check-in

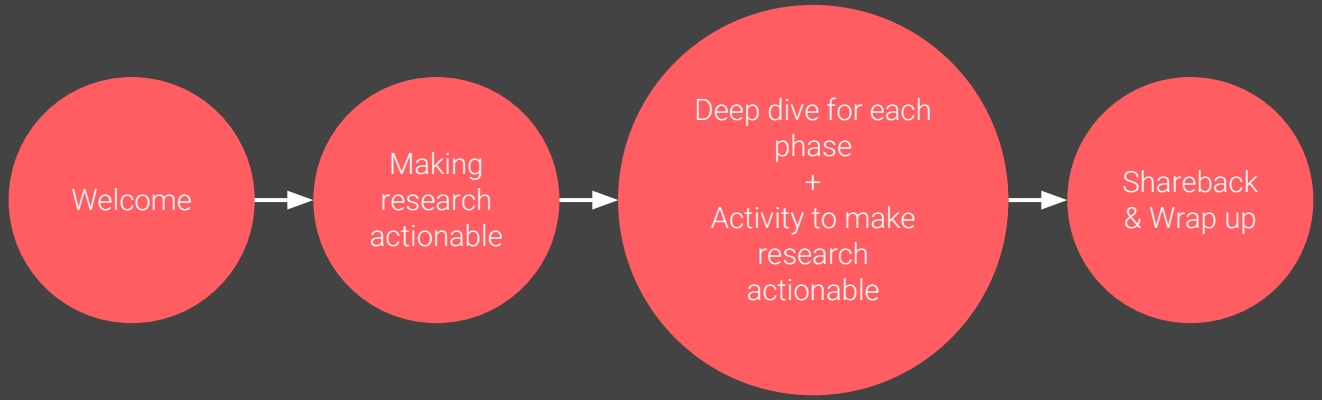
Excites

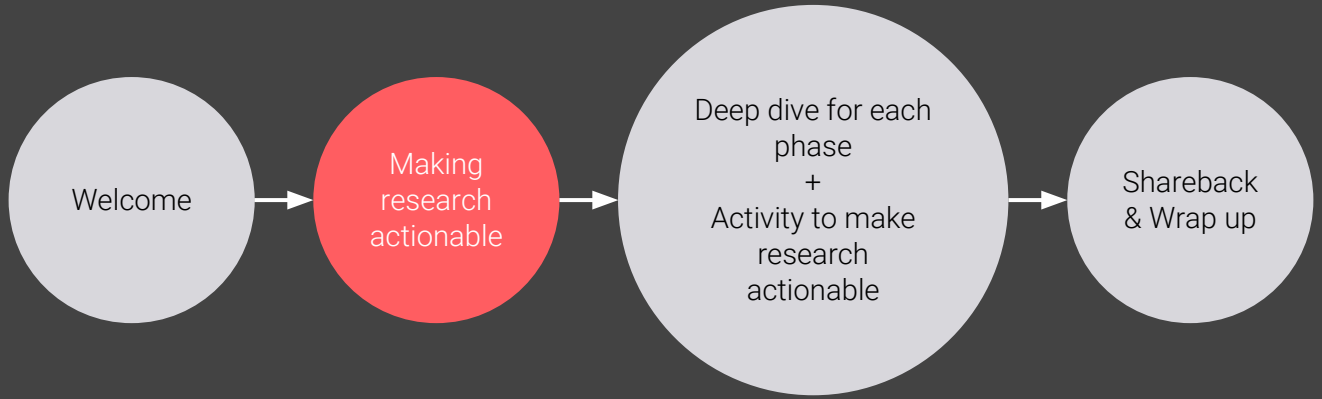
Write down one thing that excites you about today's session…

Scares

Write down one thing that scares you about today's session…

Today


Welcome
Making research actionable
Deep dive for each phase
+
Activity to make research actionable
Shareback & Wrap up


Welcome
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Making research actionable

We synthesised existing research

We conducted our own primary research

We created a toolkit

Empathy “is a wellspring for innovation, since innovation comes from one’s ability to grasp customers’ unmet, unarticulated needs”
Satya Nadella, CEO Microsoft

Many head office staff have never
stood on this side of the desk

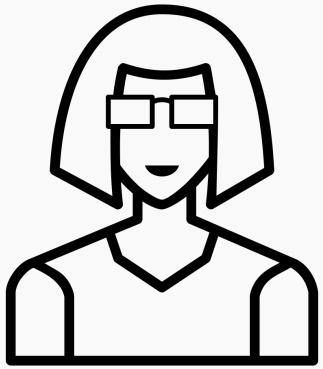
Useful research and common language

_ Spread empathy for teacher needs and increase the ROI of teacher input in projects

_ Assist prioritisation of projects

_ Springboard new solutions and minimise risk of rework or wasted effort

We stepped into the shoes of teachers



24

14 Female
10 Male

5% Rural
25% Regional
70% Metro

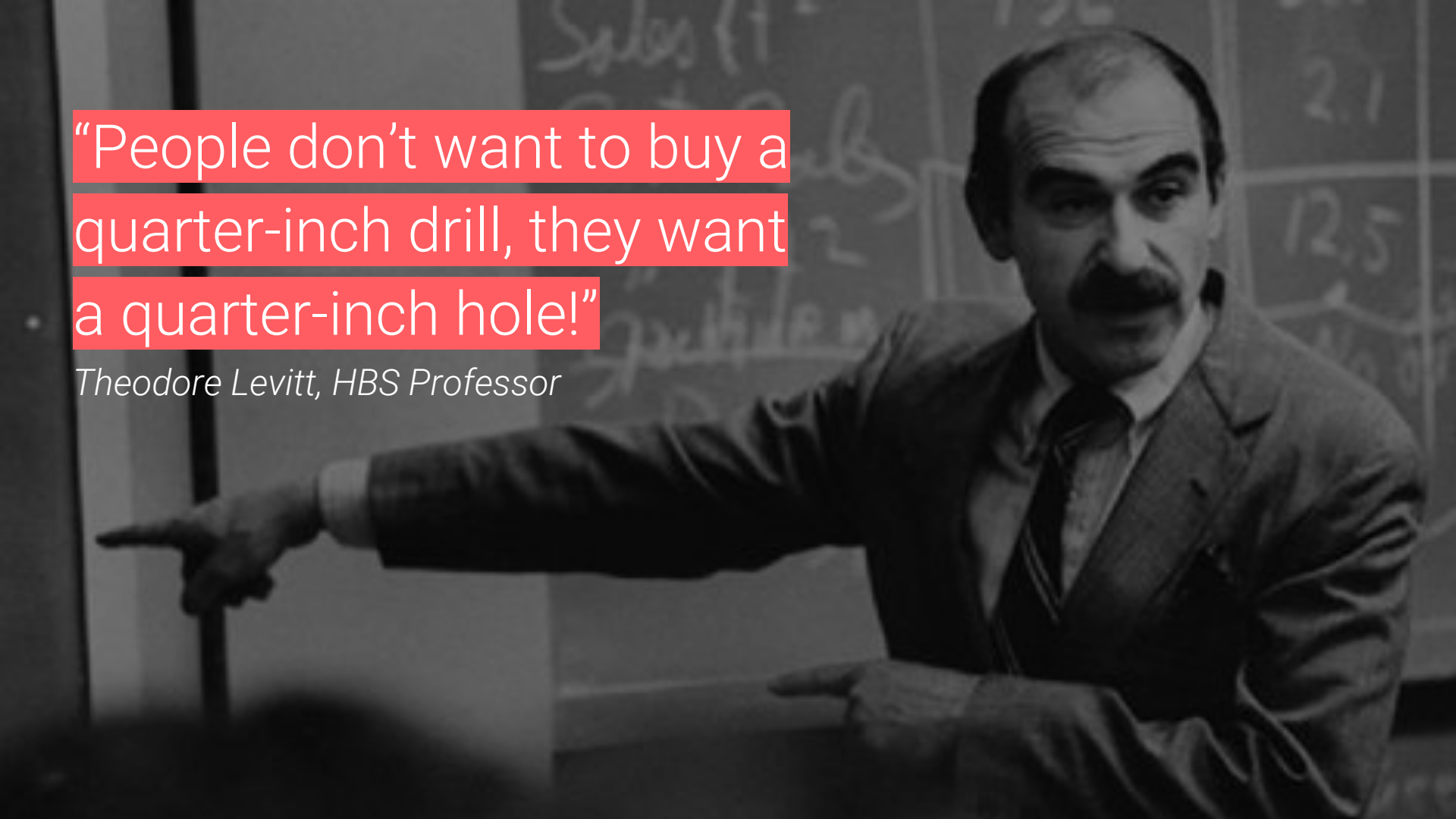
10% Special needs
40% Primary schools
50% High schools

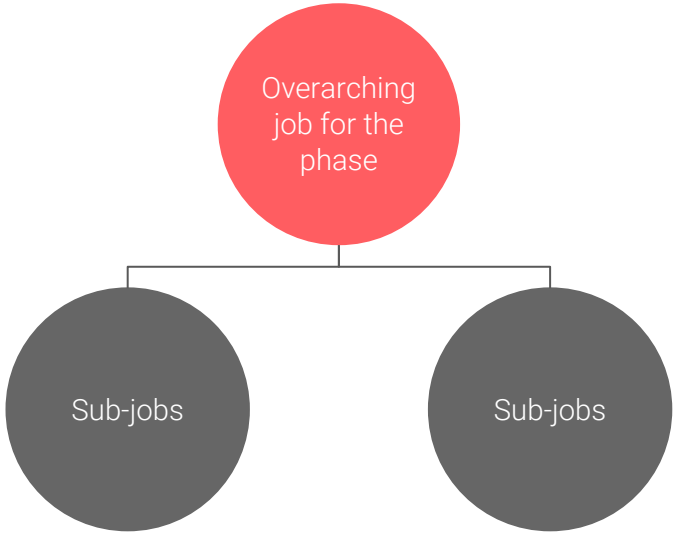
20 - 65+

Identifying teacher jobs

JOB

The progress that teachers are trying to make in a given stage of their career.


“People don’t want to buy a quarter-inch drill, they want a quarter-inch hole!”
Theodore Levitt, HBS Professor

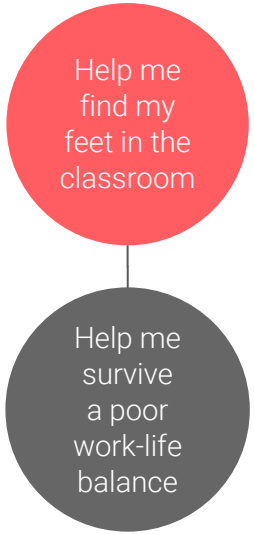


Drivers

Blockers

Drivers

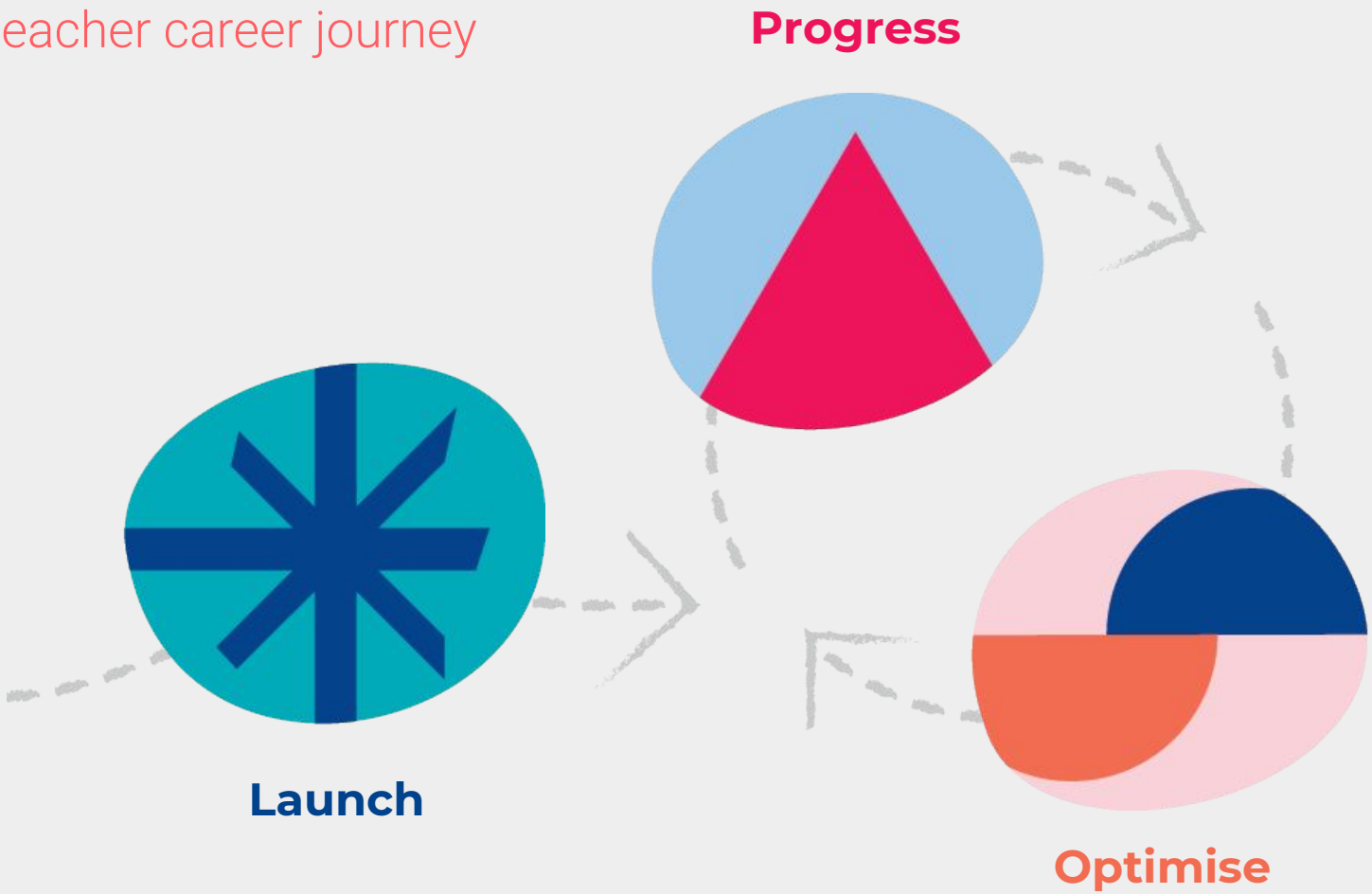
Blockers

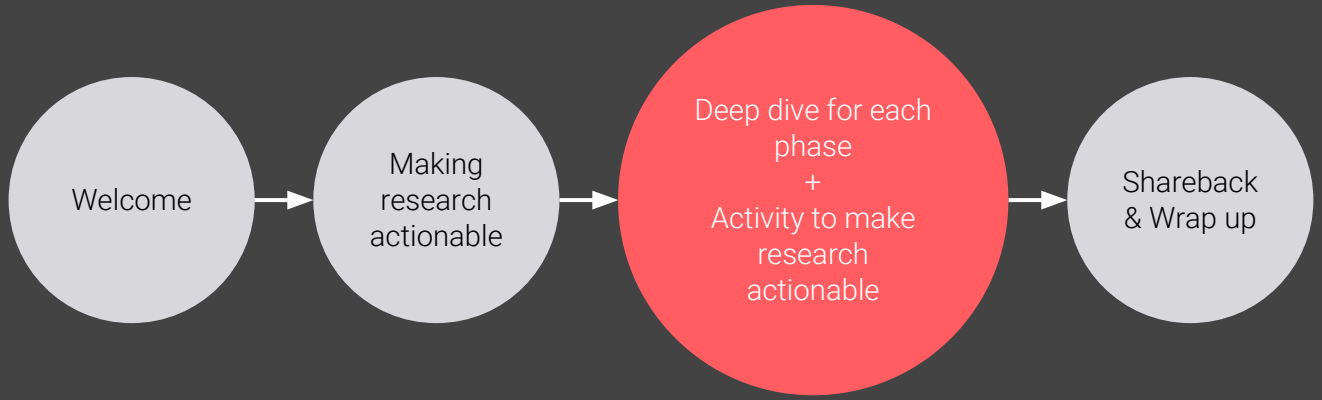


I save time by using my own existing resources

It takes effort to plan, prioritise and switch between multiple teaching duties

The teacher career journey

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Let’s get started

Inspire powerful ideas with How Might We questions

Time
30–90 mins

People
Project owner & team

Material
Jobs-to-be-done, blockers, drivers, pens, Post-its

Every job-to-be-done, driver or blocker is an opportunity for the department. By framing your challenge as a How Might We question, you'll set yourself up for an innovative solution.

We use the How Might We format because it suggests that a solution is possible and because they offer you the chance to answer them in a variety of ways. A properly framed How Might We doesn't suggest a particular solution, but gives you the perfect frame for innovative thinking.

Step 01

Select the jobs-to-be done, blockers & drivers to focus on. You may want to run a quick prioritisation or more in-depth quantitative study. As a rule of thumb, this report presents most important blockers & drivers at the top of the list. Refer to education.nsw.gov.au/cxhub

Step 02

Rephrase them as questions by following the following guidelines:

How might we alleviate < blocker > to help teachers < job-to-be-done >

How might we < driver > to help teachers < job-to-be-done >

How might we < job-to-be-done > to help teachers < overarching job-to-be-done >

The goal is to find opportunities for design, so if you suggest several How Might We questions that's great.

Step 03

Now take a look at your How Might We question and ask yourself if it allows for a variety of solutions. If it doesn't, broaden it.

Finally, make sure that your How Might We's aren't too broad. It's a tricky process but a good How Might We should give you both a narrow enough frame to let you know where to start your Brainstorm, but also enough breadth to give you room to explore wild ideas.

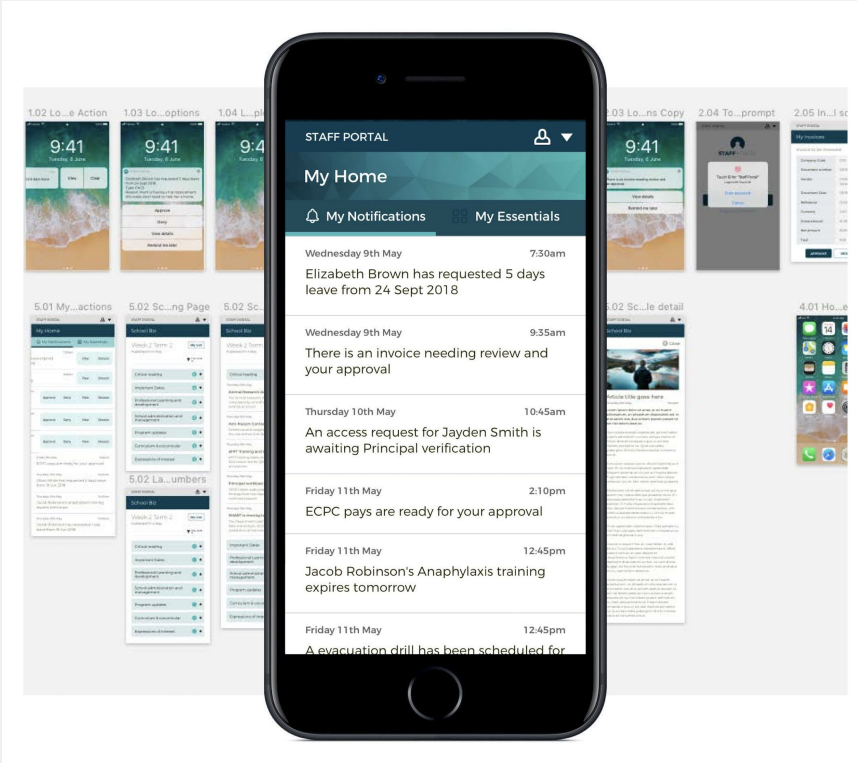
Step 04

Select an ideation method suitable to your project & stage. Refer to education.nsw.gov.au/cxhub

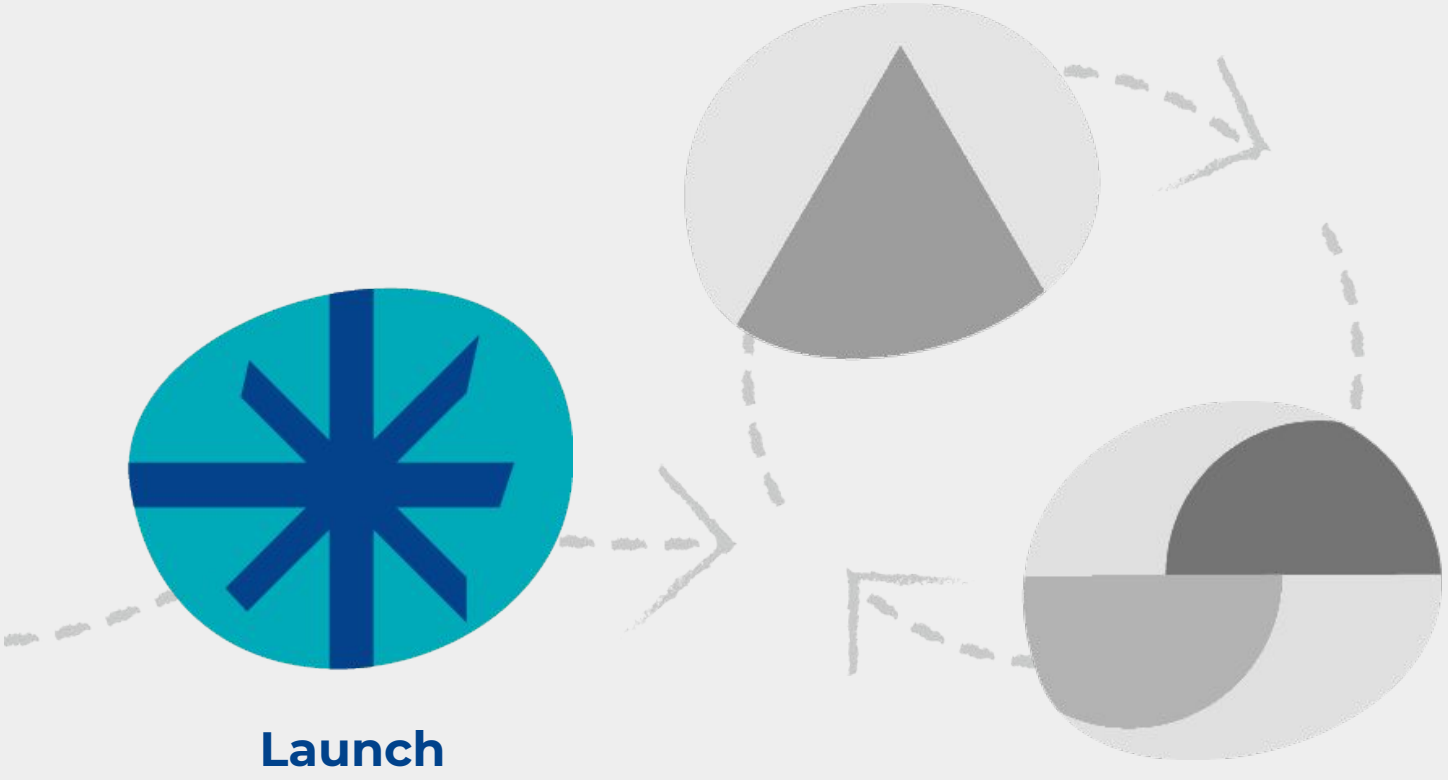
This app is for the staff – we're going to evolve it

_ Helps staff spend less time on administrative activities and focus on primary roles - teaching and lesson plans

1. Review current and expired training
2. Access critical notifications/articles
3. Quickly request/approve action



Phase 1



Launch

Key insights

Launch

_Teacher's feel ill-equipped to empathise with more difficult students, despite their training

_ Teachers realise their school network cannot provide genuine caring support

_ Teacher "onboarding" consists of experiencing every aspect of the work at its most extreme

William

Being a good student isn’t helpful anymore

William

_ A lot of young teachers are knowledgeable but lack skill to manage students

_ You've got to get people to love learning before they'll learn

_ Young teachers go in there trying to teach kids who don't care and get discouraged

Julia

Passion and diligence led to burnout

Julia

_ Only realised she could burn out after changing career

_ Education needs a more preemptive & supportive approach

Help teachers find their feet in the classroom

Launch

Teachers' Jobs

Help me figure out how to facilitate student learning in the classroom

Help me obtain a secure, permanent position

Help me survive a poor work-life balance

Help me validate teaching is for me

Help me survive a poor work/life balance

Launch

Blockers

There are an increasing number of new duties I have to satisfy both in and out of the classroom

It takes effort to plan, prioritise and switch between multiple teaching duties

I struggle to maintain the high quality of such a large amount of work

I want to launch my career with great professional results

I feel like I could to do more to assist student growth

It's frustrating completing time-consuming tasks that don't directly improve student outcomes

I work in an environment that keeps me from being effective

Having to fulfil my duty of care out of school means work never stops

It takes a real effort to meet the expectations parents have around communicating their children's needs

Drivers

It's important that I meet my family and social obligations

I'm confident about what work can be compromised without impacting student outcomes

I save time by reusing my own existing resources

I know overwork will lead to burn-out

App can batch similar tasks with similar deadlines together to minimise task-switching

Addresses the blocker
It takes effort to plan, prioritise and switch between multiple teaching duties

Request help:

- To assist with admin tasks
- To give relief

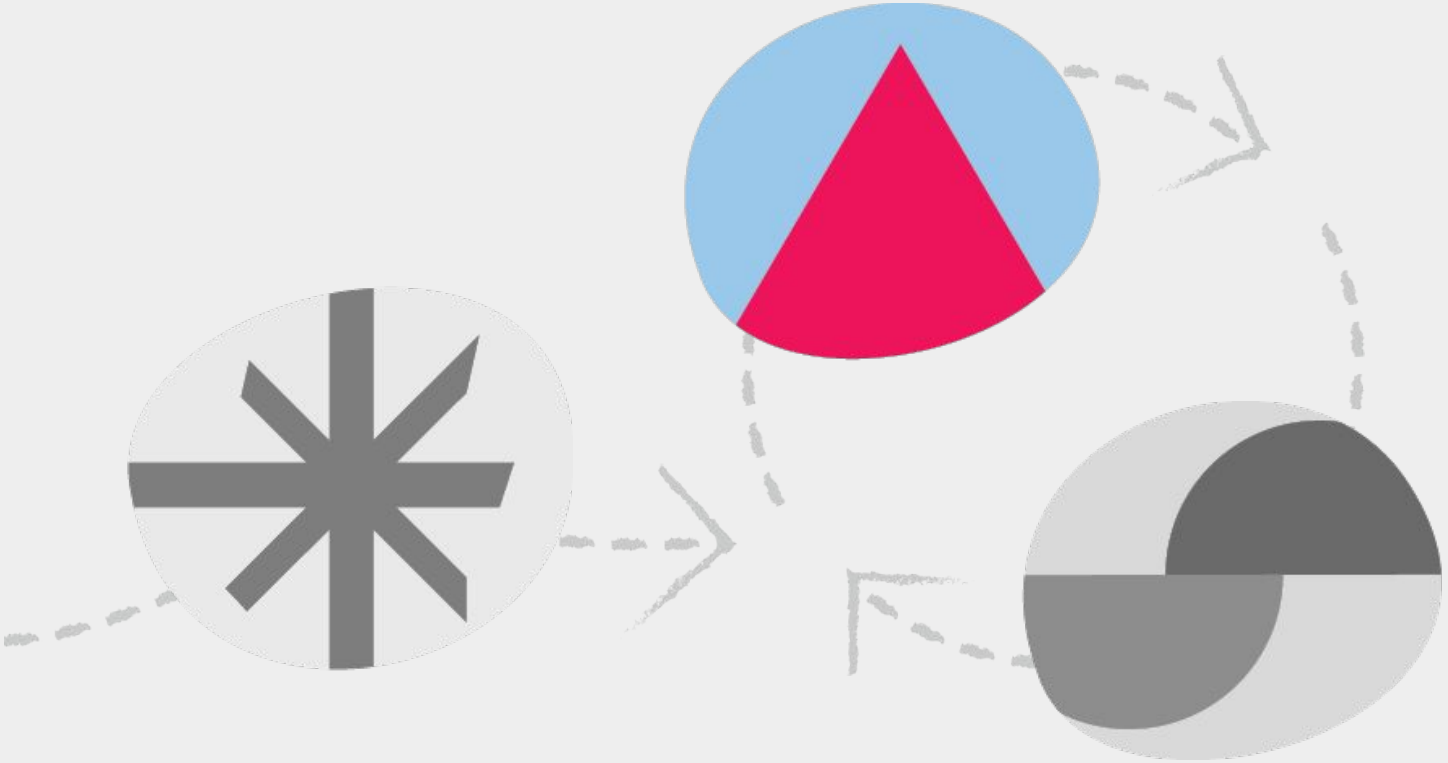
Addresses the blocker
There are an increasing number of new duties I have to satisfy both in and out of the classroom

Push notifications if I'm spending too long at school (the app would know where I am)

Addresses the driver
It's important that I meet my family and social obligations

Phase 2

Progress



Key insights

_ Teachers struggle to reconcile career and salary progression with the reward of face-to-face student time

_ The highs of working directly with students makes every other task feel bland (esp. admin)

_ Teachers progress by either: Impacting more students or supporting disadvantaged students

Alish

Progress gets me away from passion

Alish

“There is no one to talk to [about your career]...

I applied for this position because I can still teach one class and I have the opportunity to be in charge [of other teachers] and do my thing…

For drama, they only get advertised every 20y!”

Richard

Levelling the playing field for every student

Richard

_ Farming was chosen to engage Y10 kids who don't want to be at school

_ Farming helps tie in all core subjects

_ Kids are taught 'sneakily' with a project based learning approach

Help teachers fully reach their potential to impact young people's lives

Progress

Teachers' Jobs

ACTIVITY: Adapt the app to the “Progress” phase

1. Grab a Post-it Note

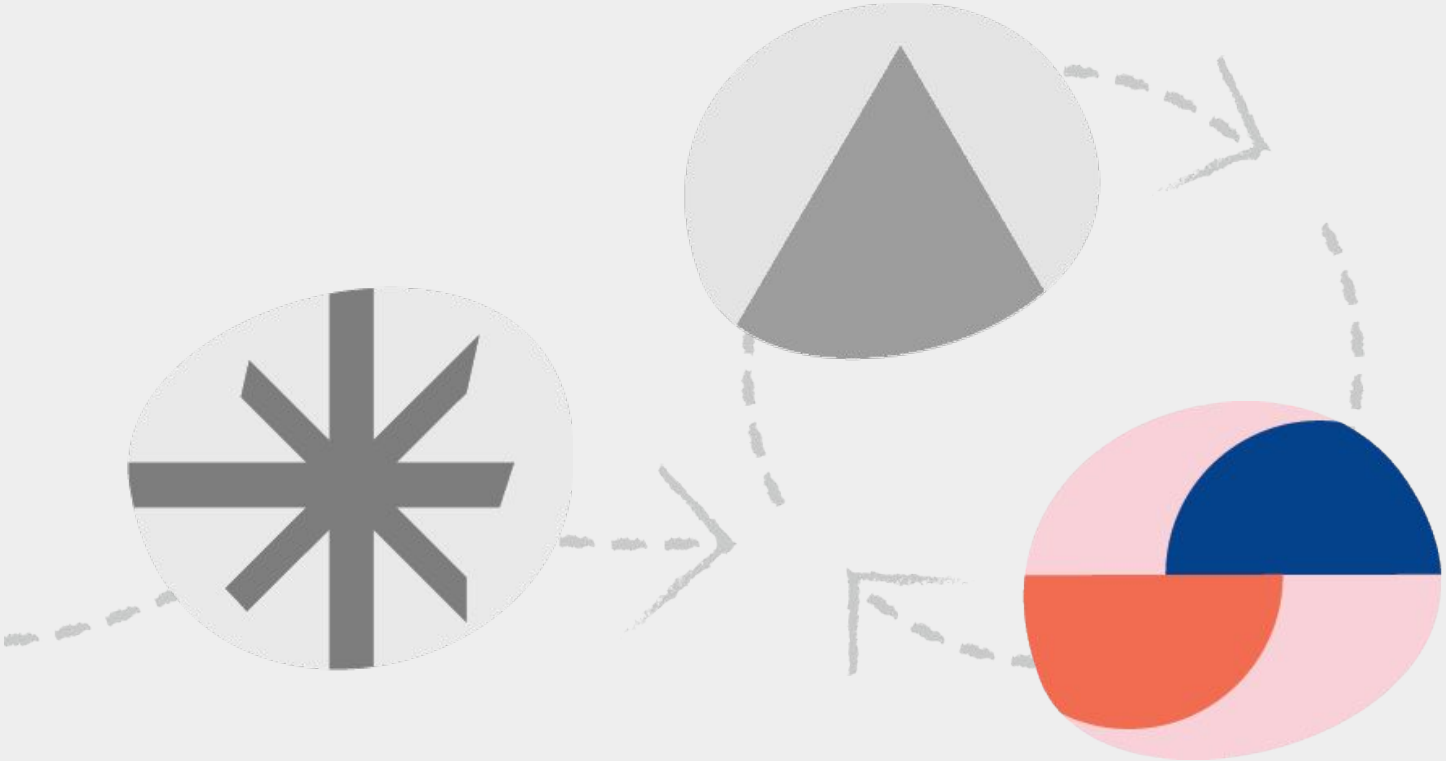
2. Consider the job

3. Look through the blockers and drivers

4. Come up with a feature that addresses that job
   - Supports the driver
   - Relieves the blocker

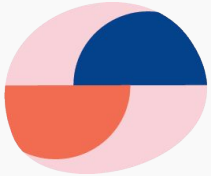
(5min)

Phase 3



Optimise

Key insights



_ Teachers with families are torn between focusing on their own children or the ones they teach

_ When teachers are comfortable, they see changes as a disruption and blame it on the department

_ Teachers get bored and seek out ways to make the classroom experience more interesting

_ Older teachers can feel stuck in optimising as they feel their experience isn’t valued

Ann

Experience isn’t valued

Ann

“It's an age thing! We were told in a meeting: You can not use the word experience. After 20 odd years in the classroom, what are we??? What are we compared to, no disrespect, but you know, we were there to you know, we weren't experienced then, but we can't talk rubbish.”

Peter

Variety keeps it interesting

Peter

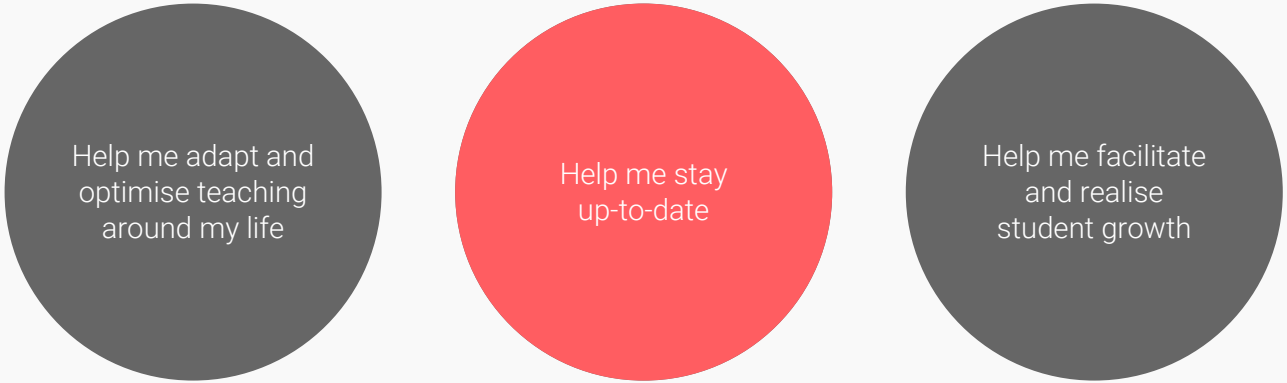
_ Teaching French is different everyday

_ Teaching English is different everyday but the same sort of thing over time

Help teachers stay up to date and energised

Optimise

Teachers' Jobs



ACTIVITY: Adapt the app to the “Optimise” phase

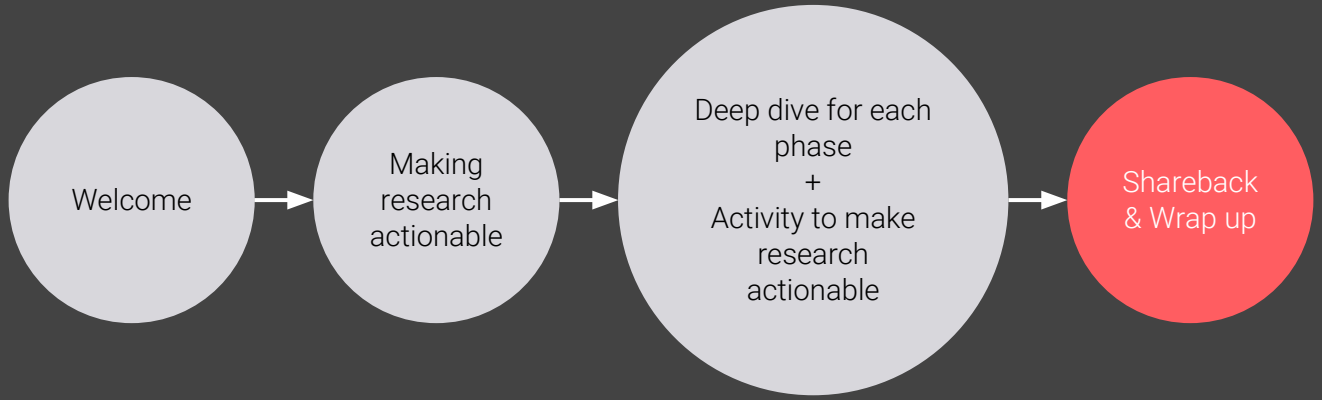
1. Grab a Post-it Note

2. Consider the job

3. Look through the blockers and drivers

4. Come up with a feature that addresses that job
   - Supports the driver
   - Relieves the blockers

(5min)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Deep dive for each phase + Activity to make research actionable
Shareback & Wrap up

Discussion: Compare and contrast

Summary

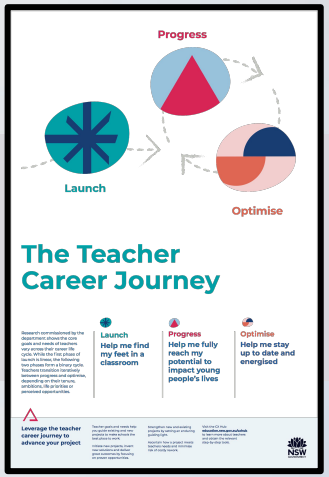
We’ve built empathy with teachers.

We’ve developed a feature list that helps teachers make progress at different stages of their journey.

Wrap up

The start of an ecosystem

AWARENESS	Posters	Comms		
UNDERSTANDING	Report	Video snapshots	Quantification	Expand research
ACTION	TJ tools	DoE toolkit	Masterclasses	
ADOPTION	Exec workshop	Coaching	Teacher panel	


Progress
Launch
Optimise
The Teacher Career Journey
Launch
Help me find my feet in a classroom
Progress
Help me fully reach my potential to impact young people's lives
Optimise
Help me stay up to date and energised
Leverage the teacher career journey to advance your project

The Teacher Career Journey | Launch
"How am I supposed to teach all of these kids with so many other new duties? You don't get enough support... Kids liking you shouldn't be your sole benchmark."
Launch
Help me find my feet in a classroom
Key goals
Help me Figure out how to facilitate student learning in the classroom
Help me survive a poor work-life balance
Help me validate teaching is for me
Help me obtain a tenure, permanent position
Visit the CX Hub to leverage the teacher career journey to advance your project
education.nsw.gov.au/cxhub

"I've established myself. What has kept it interesting is having different challenges and opportunities but I still want a classroom aspect in my next role."
Progress
Help me fully reach my potential to impact young people's lives
Key goals
Help me reach my next stage
Help me deliver on my new work challenges
Help me further facilitate and impact student outcomes
Help me strive a work-life balance
Leverage the teacher career journey to advance your project

"I love the feeling of contributing and being a good teacher to a student, but it can become a bit repetitive... you don't ever want to be stuck."
Optimise
Help me stay up to date and energised
Key goals
Help me adapt/optimise teaching around my life
Help me stay up-to-date
Help me facilitate and realise student growth
Leverage the teacher career journey to advance your project

"You've got to get kids to love learning first. Once you've mastered your ability to manage the classroom, you're organised and you understand the curriculum and you understand everything, then that's when I think they start learning."

Opportunities

How might we help teachers prepare and
manage student behaviour in cl-

How might
ne

Key blocker
Effort and anxiety of obtaining adequate guidance and feedback

Key driver
Deliver on the promise of teaching and see students progress from A to B

Help me figure out how to facilitate student learning in the classroom

Teacher drivers & blockers help you accelerate existing and new projects to make schools the best place to work.

Refer to the toolkit for step-by-step instructions

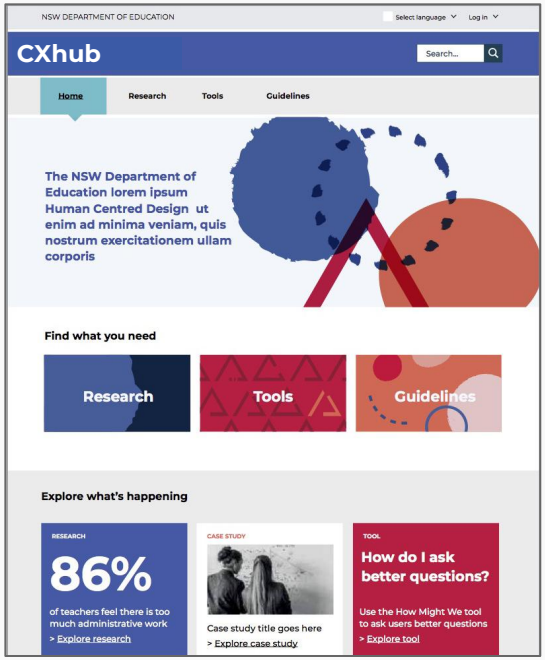
Blockers		Drivers
I find it difficult to empathise with the experience of students who find it hard to learn	It takes a lot of effort to create my own lesson plans and access teaching resources	I want to deliver a great learning experience for my students
It's a real effort to engage students in schools where there are prevalent behavioural issues. It's hard to manage behaviours of students	It takes a lot of effort to assess the performance of each individual student and tailor appropriate methods to their needs	It's rewarding to see my students progress emotionally and intellectually
I don't know which teaching methods will best encourage students to learn	I find it difficult to collaborate wwith peers who I compete with for jobs	I like being able to foster strong relationships with my students and watch them grow - it gives me great enjoyment
I'm afraid of making mistakes and being embarrassed in front of peers and students	It takes effort to plan, prioritise and switch between multiple teaching duties	I need constructive feedback so I know my growth is supported
It's hard to access insightful supervision over my professional performance	I'm shocked at how unprepared I am by my studies and school practicum	
I feel anxious requesting trustworthy guidance about the difficulties I face		

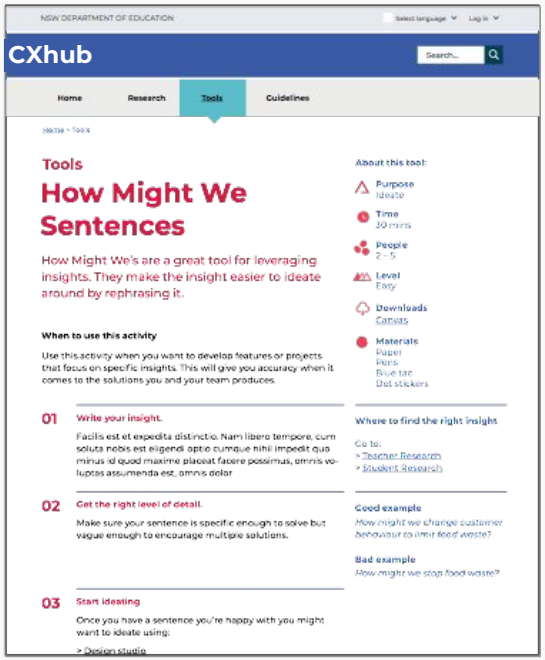
Tasks

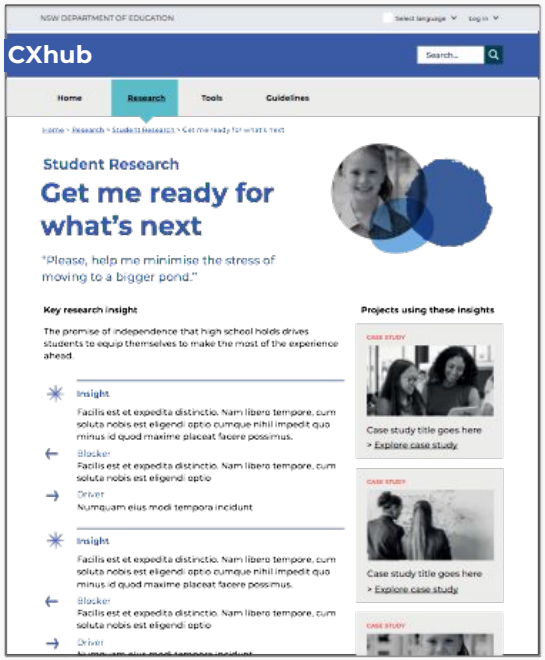
- Manage the classroom
- Plan lessons and create materials
- Assess and analyse student progress
- Provide students with emotional support
- Work cooperatively with parents and carers
- Troubleshoot student behaviour difficulties
- Participate in extracurricular activit
- Collaborate with colleagues

Toolkit
Opportunities, goals, drivers & blockers help you accelerate new projects to make work.

A central resource

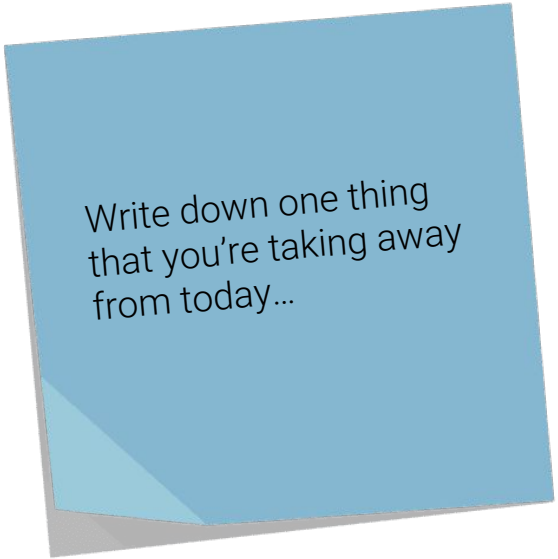






Check-out

Key Takeaway

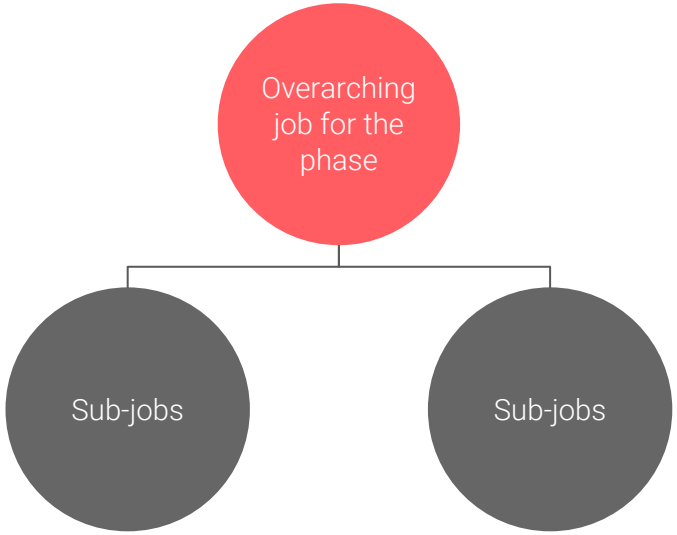


Sign up to get someone from
C&E to come and bring the Teacher
Research + Empathy Toolkit your teams

T H A N K

Y O U

A rigorous qualitative approach

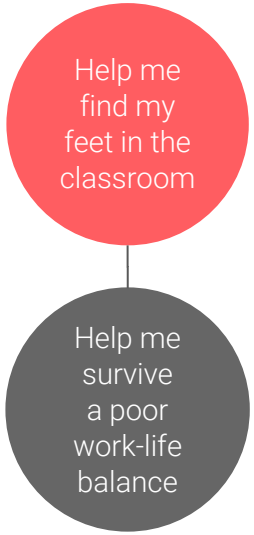


Drivers

Blockers

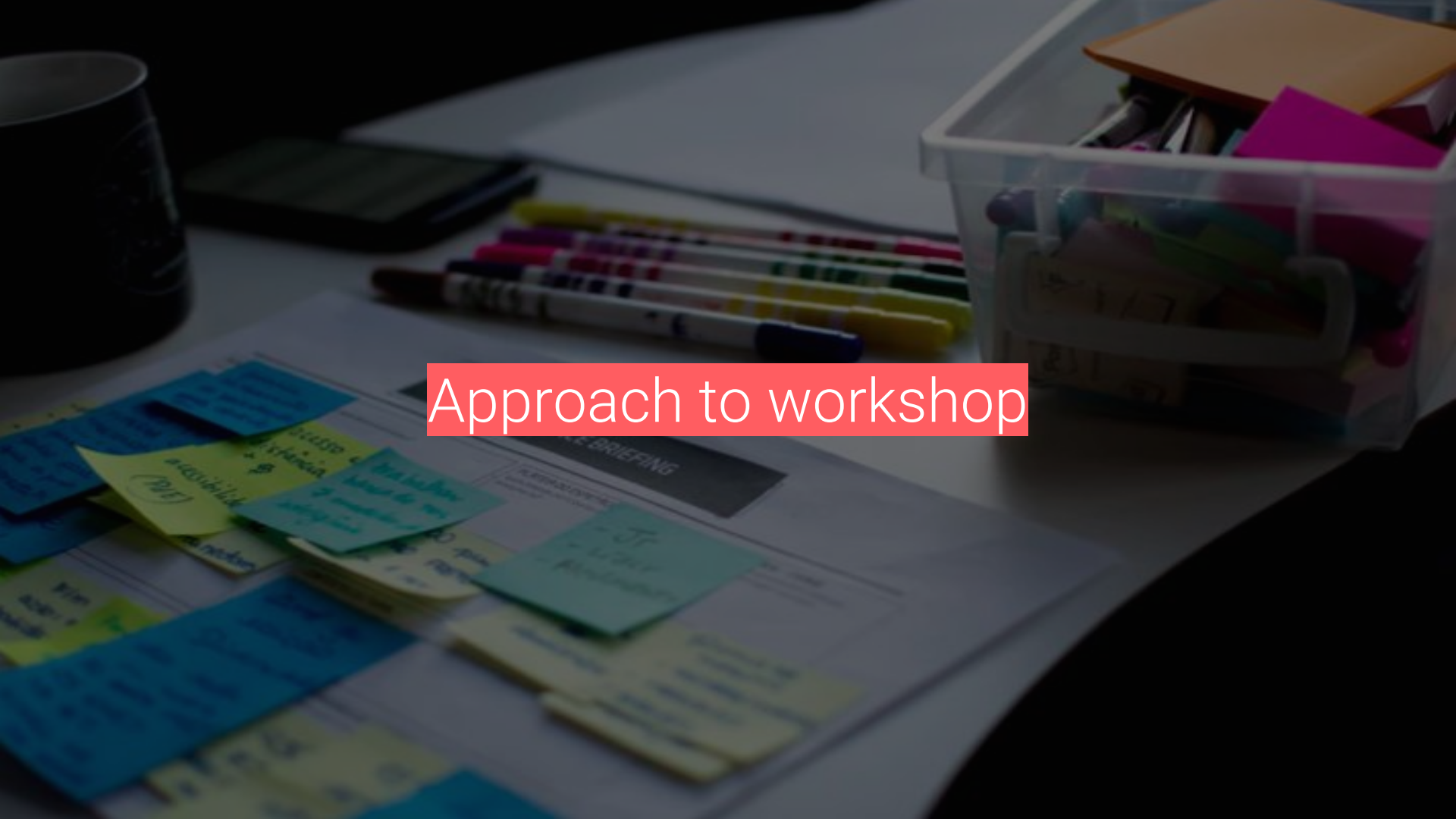
Drivers

Blockers



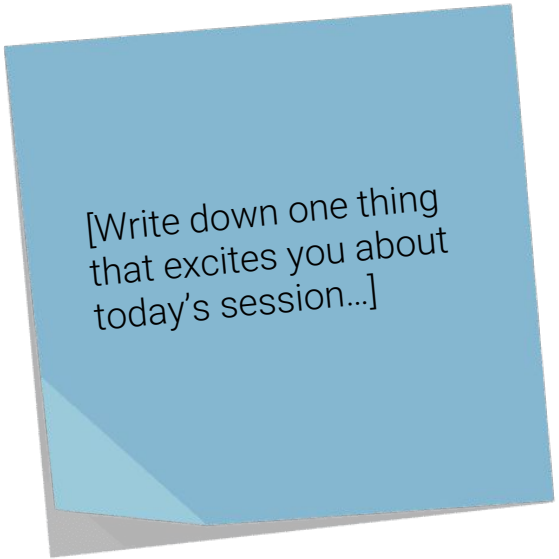
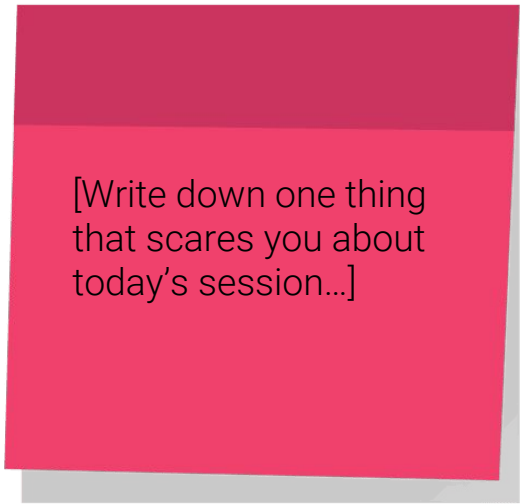
I save time by reusing my own existing resources

I struggle to maintain the high quality of such a large amount of work


Approach to workshop

Check-in

Excites



Scares