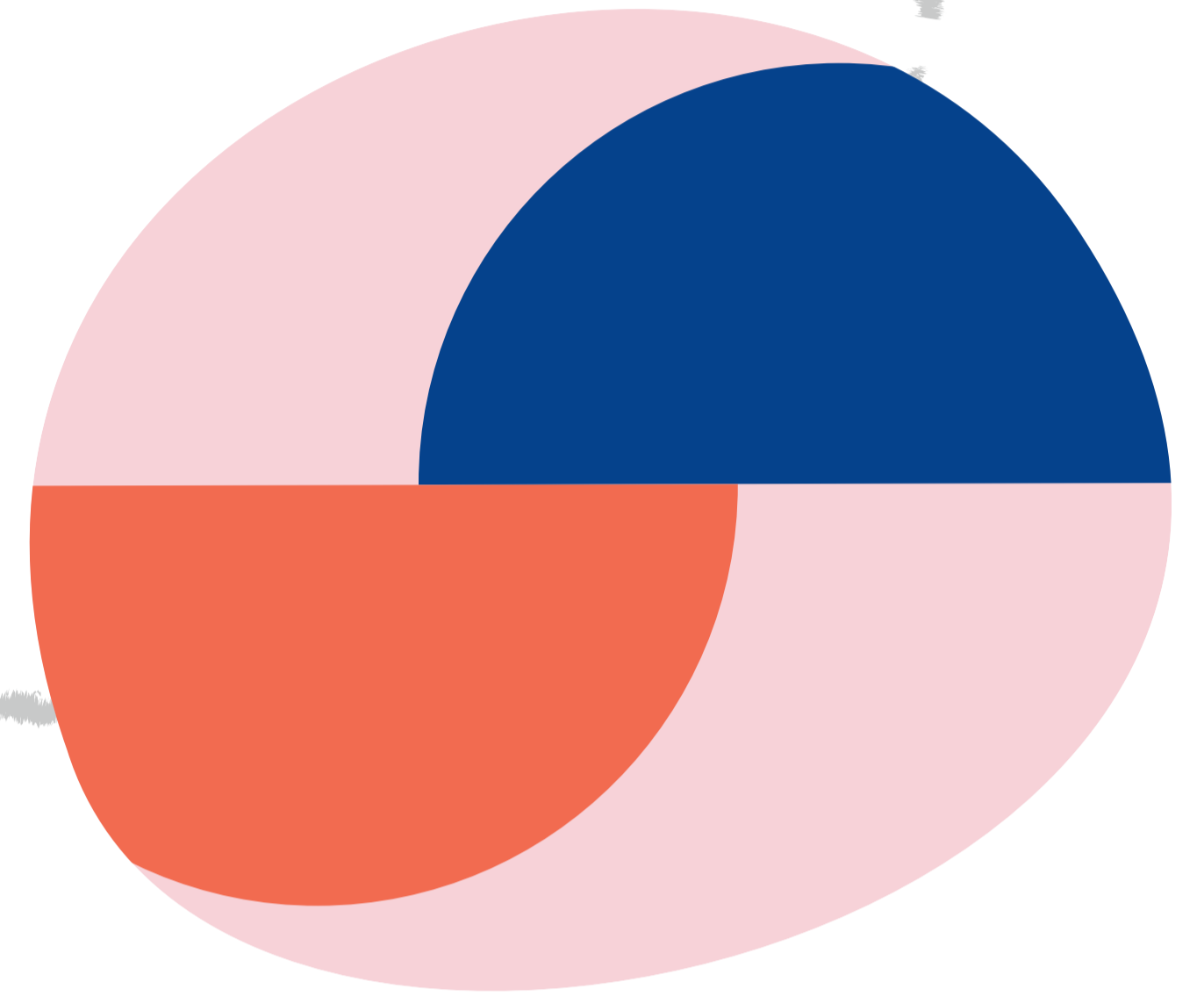
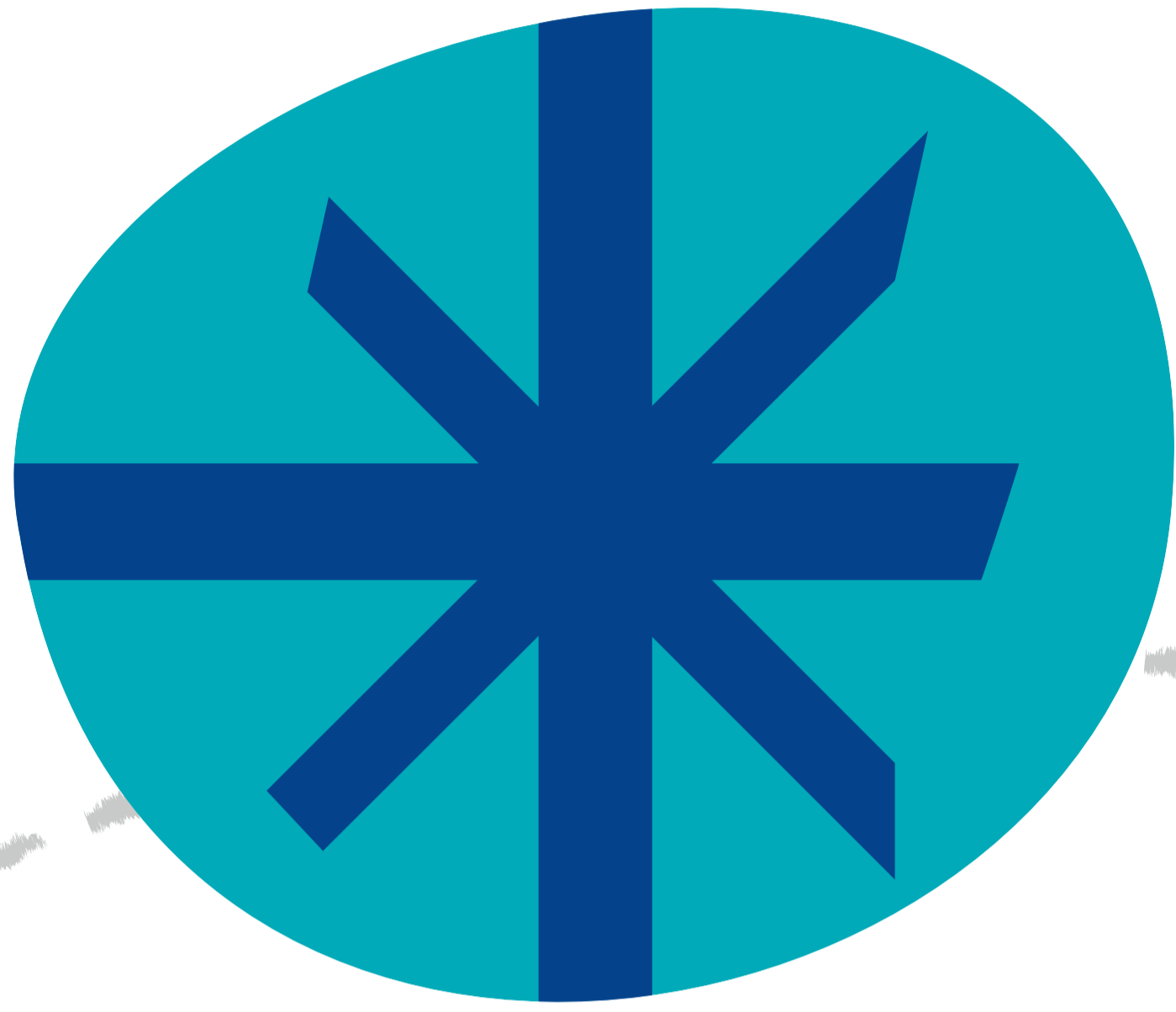
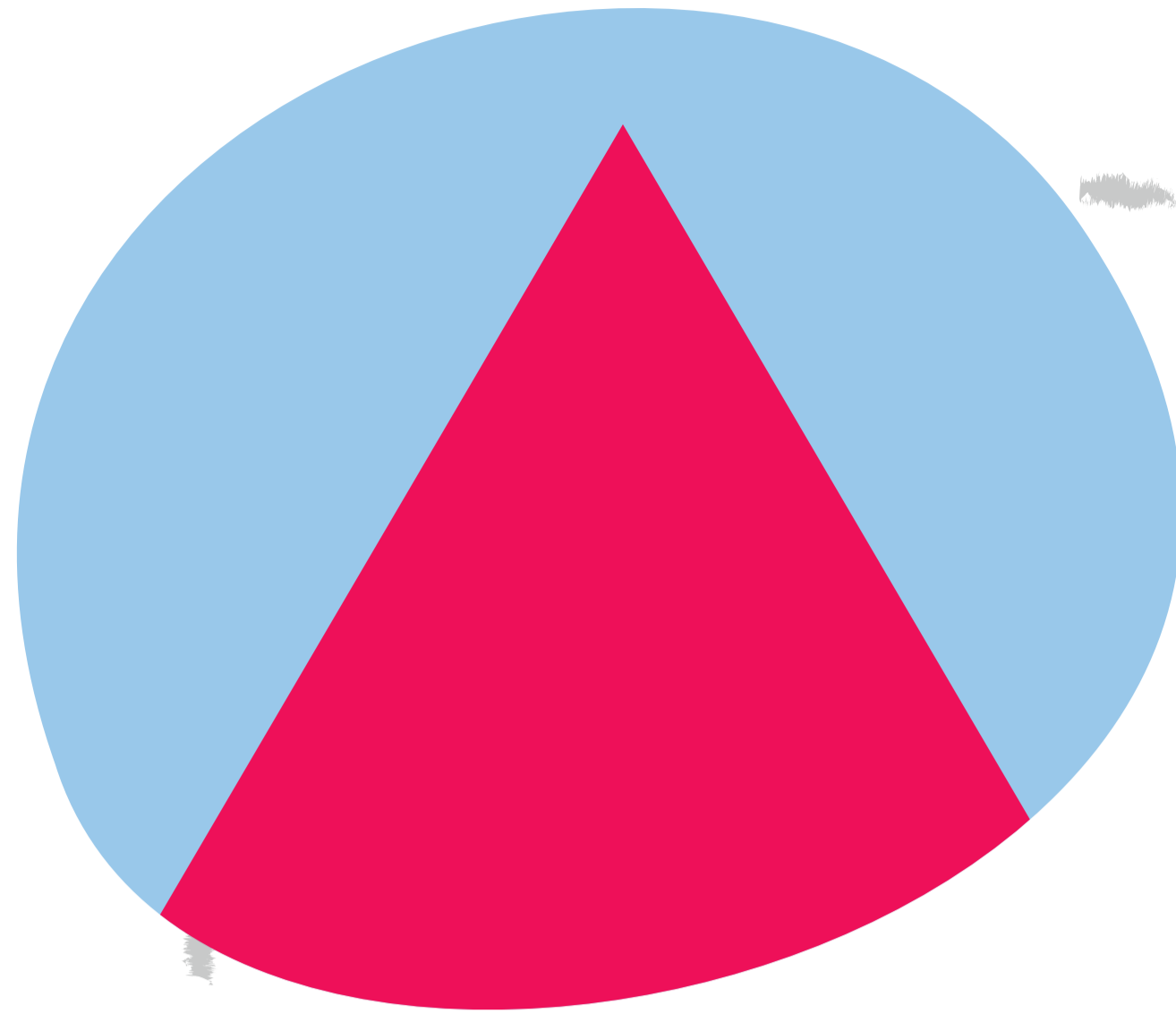


Progress

Help me fully reach my potential to impact young people's lives



Launch

Help me find my feet in a classroom

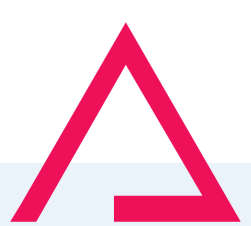
Optimise

Help me stay up to date and energised

The Teacher Career Journey

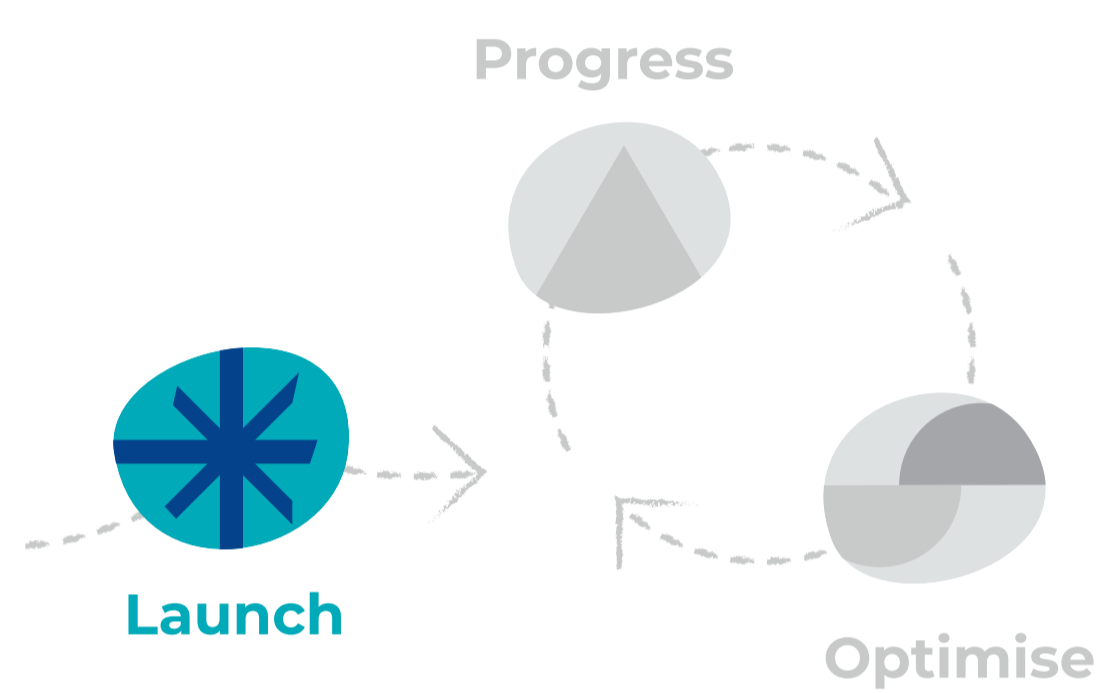
Research commissioned by the department shows the core goals and needs of teachers vary across their career life cycle. While the first phase of launch is linear, the following two phases form a binary cycle.

Teachers transition iteratively between progress and optimise, depending on their tenure, ambitions, life priorities or perceived opportunities.



Teacher goals and needs help you accelerate existing and new projects to make schools the best place to work.

Learn more at education.nsw.gov.au/gef



“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

The career launch phase begins when teachers complete their training and are accredited to teach. Their speed of progress through this phase varies. It lasts until a teacher feels comfortable managing students in the classroom environment and they obtain a secure position.

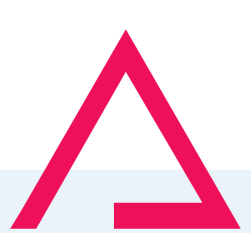
Key goals

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

Help me survive a poor work-life balance

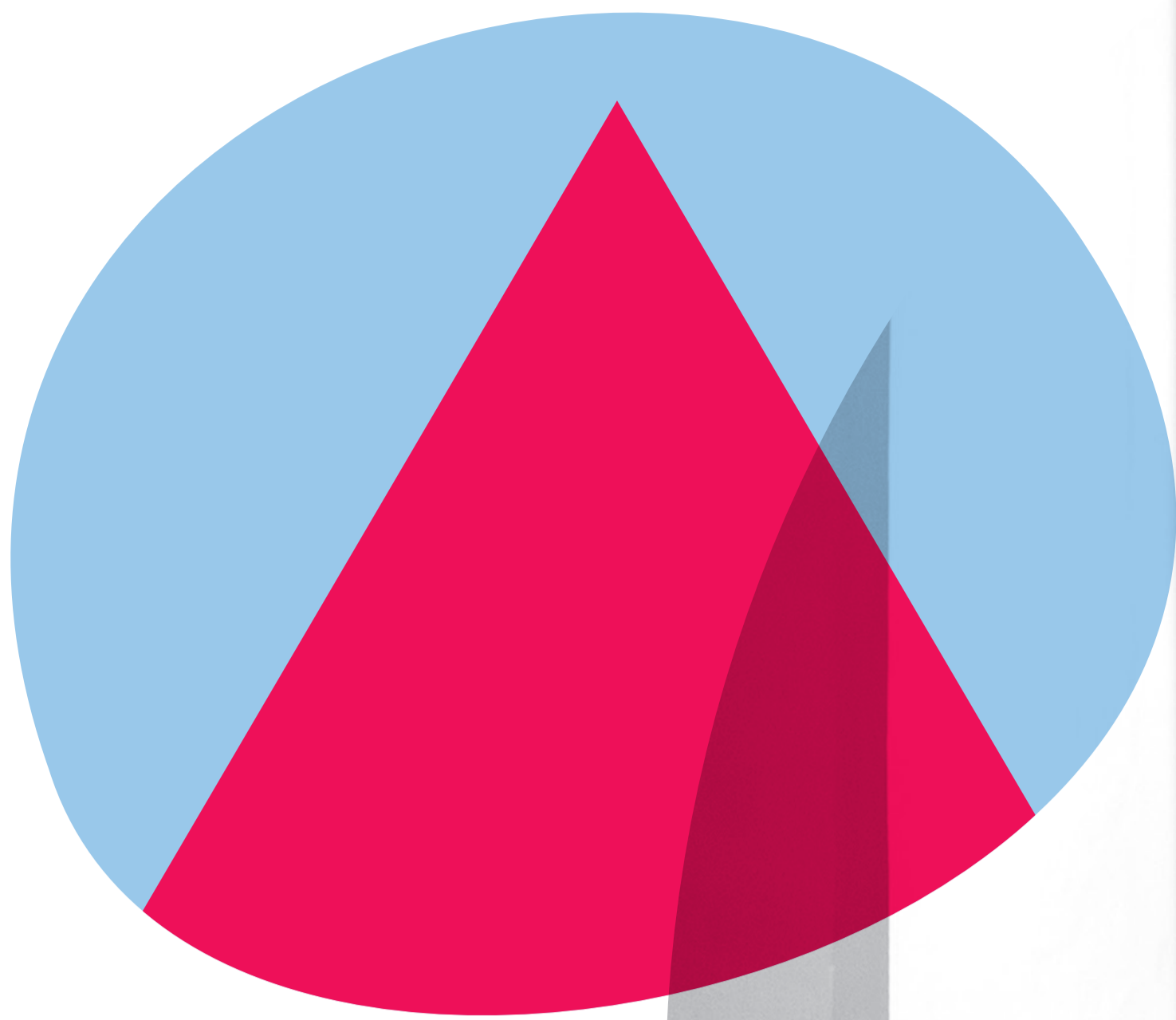
Help me validate teaching is for me

Help me obtain a secure, permanent position

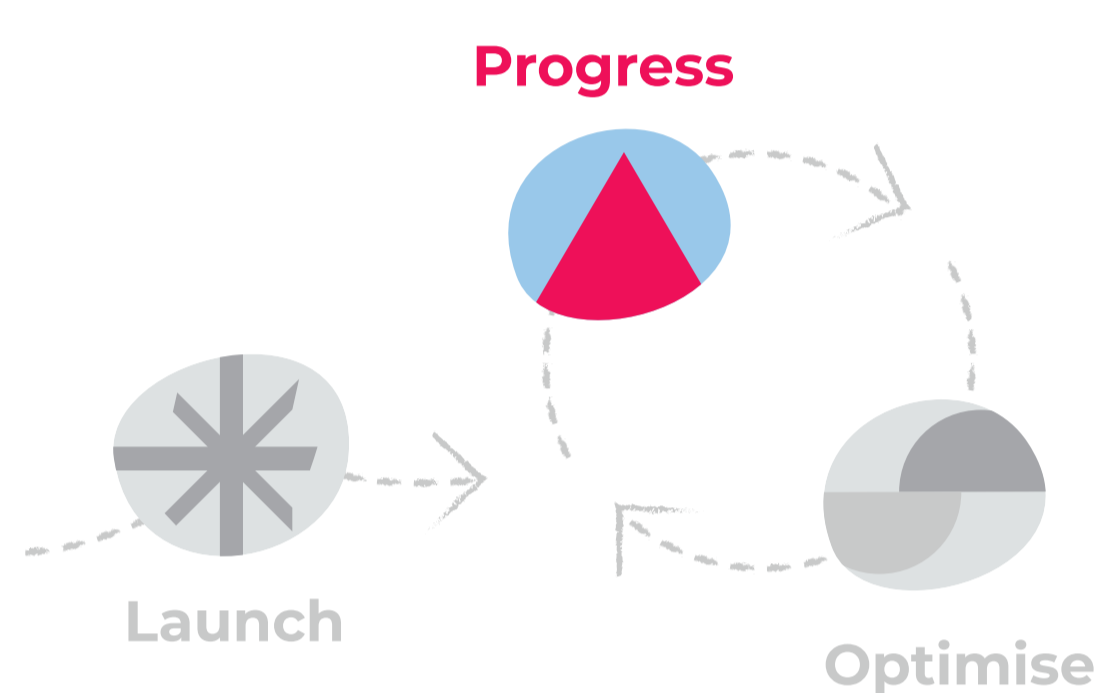


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“I’ve established myself. What has kept it interesting is having different challenges and opportunities but I still want a classroom aspect in my next role.”



Progress

Help me fully reach my potential to impact young people’s lives

After the launch phase, teachers seek progress in several ways: grow their career; impact more students and colleagues; reduce the impact of disadvantage; and/or make their mark.

Once they have progressed through a new role, position or project, they can ‘optimise’ for a short or extensive period of time before seeking the next opportunity to progress.

Key goals

Help me reach my next stage

Help me deliver on my new work challenge

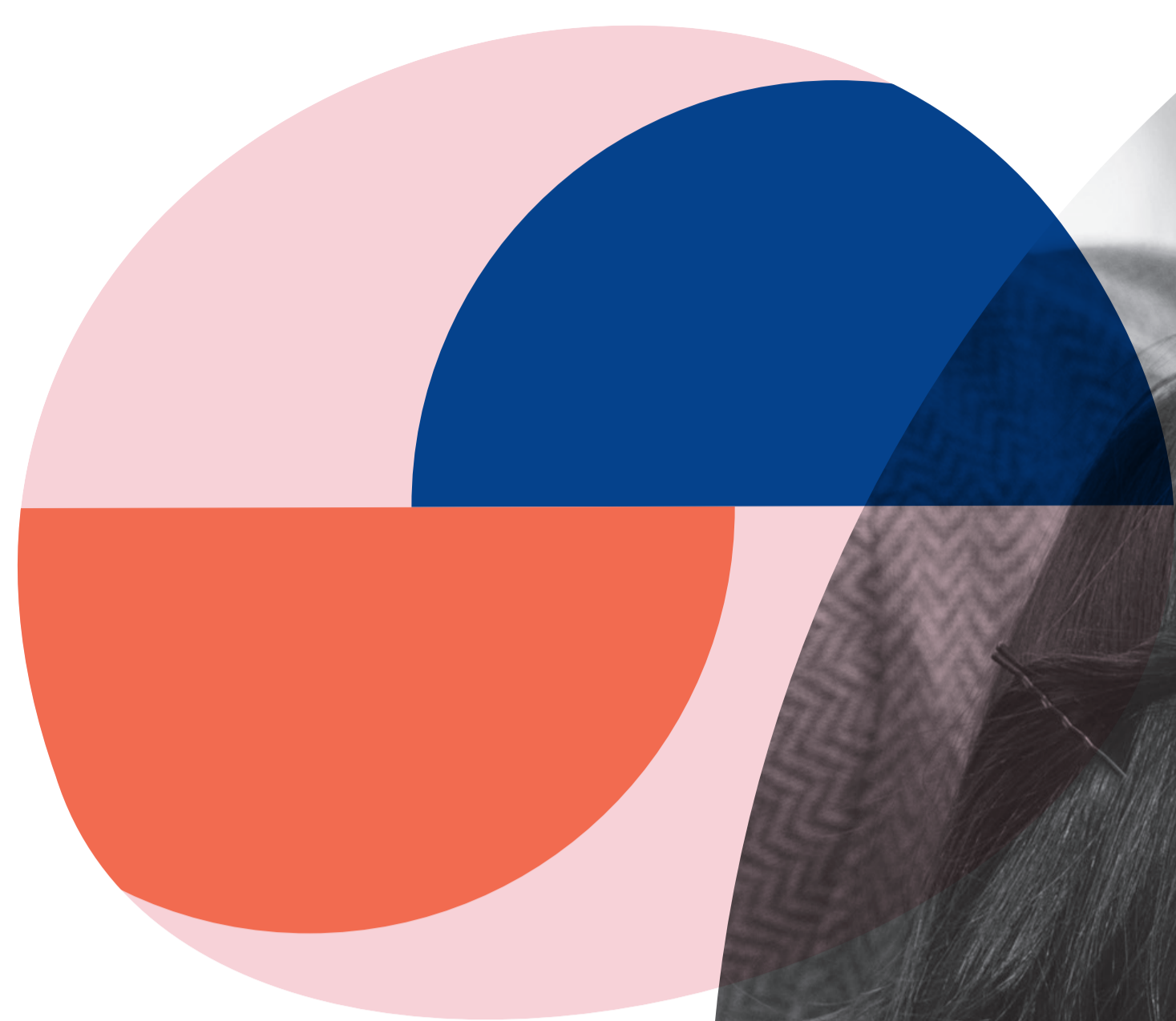
Help me further facilitate and impact student outcomes

Help me strike a work-life balance

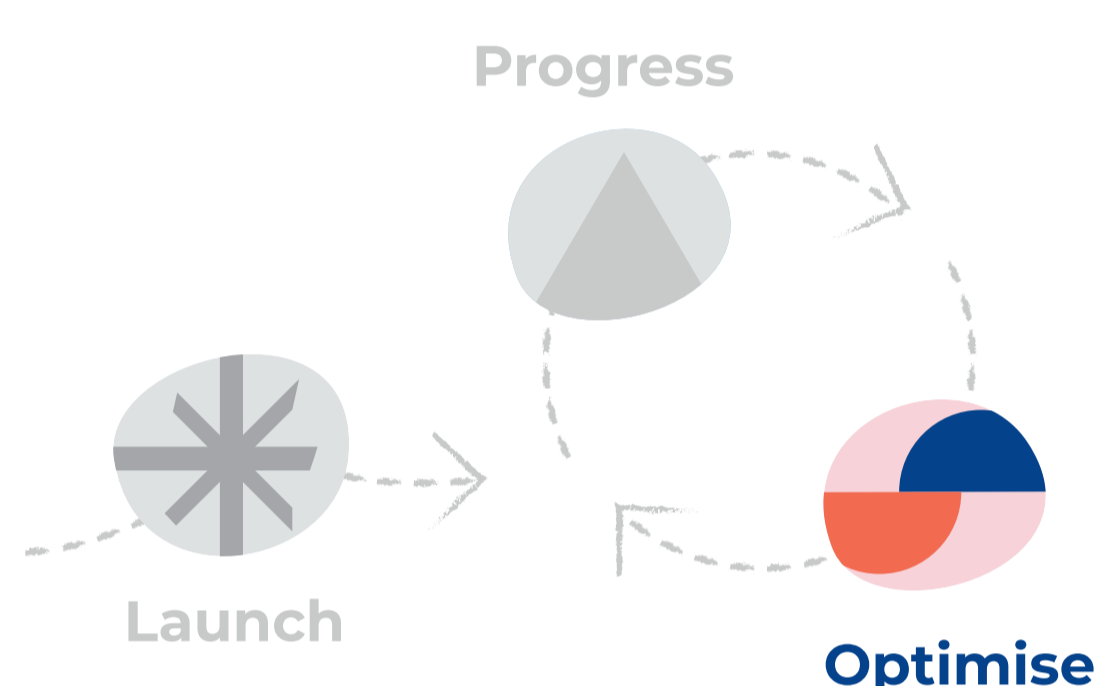


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“I love the feeling of contributing and being a good teacher to a student, but it can become a bit repetitive... you don’t ever want to be stuck.”



Optimise

Help me stay up-to-date and energised

Following a leap of progress or triggered by personal, family or life priorities, the optimise phase is characterised by teachers focusing on where they are and how best to improve that experience, often in relation to their life outside school.

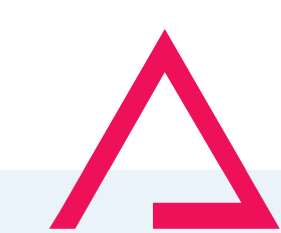
Teachers can transition back in the progress phase shortly or after an extended time depending on their family commitments, ambitions, or perceived opportunities.

Key goals

Help me adapt/ optimise teaching around my life

Help me stay up-to-date

Help me facilitate and realise student growth



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