


**From: Hargreaves, A, Fullan, M (2012) Professional Capital. Transforming Teaching in Every School  
Routledge**

Career stage for adopting reforms in schools was captured in a table like this:

|            |        | Commitment   |   |
|------------|--------|--------------|---|
|            |        | Higher       | Lower   |
| Capability | Higher | Mid-career   | Late career  |
|            | Lower  | Early career |   |

Early career is up to 3 years and mid-career approximately between 4 and 20 years. Early career teachers are often very keen to take up reform but least understanding of them or how to reach the aims of the reforms. Mid-career had high levels of understanding and middle level support for them. They were more able to successfully put reforms into effective changes in practice than early career teachers.

Late career teachers often had less understanding of the reforms than mid-career counterparts (but more than early career) and least willing to implement the changes. However, there was *greater variation in this group* than others. Therefore, there will be some within this group that are eager to embrace change.

Hargreaves is therefore sceptical about initiatives to fast track teachers in (and out), such as TeachFirst because it's the mid career professionals that are likely to embed the new practice successfully. Finally, Hargreaves suggests that a firm line needs to be taken with 'resisters', ie. Not to let them have an opt out.

Although not prescriptive of strategies to use, there is a suggestion that one size fits all will be no use for implementation.

Also:

Wilkins, R., Head, M., Taylor, M., & Keaveny, B. (2004). Supporting and Utilising the Experience of Older Teachers: Report of a research project commissioned by the General Teaching Council for England (GTC) with the support of SAGA.

Relevant issues for supporting (getting the most out of) experienced staff:

Encouraging action research

Giving space of older teachers' views and opinions to be voiced and valued

Supporting experienced teacher to gain experience in a new area

Integrating them into school improvement plans and projects by: using them to train others, allow risk taking, supporting them with time (and money is possible) to propose developments

Gaining new experience in terms of: working with parents, multi-disciplinary agencies, collaborative projects with other schools