

## Why Is a Focus on Hiring and Retaining Practices Important?

“Almost every other profession has a better system of induction for new members than teachers . . . beginning teachers need a chance to learn what constitutes good practice with the help of accomplished colleagues instead of being forced to figure everything out for themselves” (Shanker, 1995, as cited in Consortium on Productivity in the Schools, 1995, p. 53).

“Schools with greater staffing stability are more interdependent organizations. These schools have strong leaders, and the teachers work together in professional communities” (Johnson, 2011, p. 24).

“Teachers who work in supportive contexts stay in the classroom longer, and improve at faster rates, than their peers in less-supportive environments.” (Papay & Kraft, 2015).

“The need to hire and support well-prepared teachers is clear. But to sustain the growth of those teachers over time, they should be inducted into a genuine learning organization. In such an organization, the expectation is that *all* members of the school’s community share responsibility for each other’s continued growth and success, as well as for the success of all students in the school. Transforming a school into a genuine learning organization calls for the creation of a school culture in which novice and experienced teachers work together to improve student achievement” (Carroll, 2007, p. 8).

“Schools with high stability cultivate a strong sense of collaboration among teachers and their principal. Teachers are likely to stay in schools where they view their colleagues as partners with them in the work of improving the whole school and the conditions are well-suited for them to have the potential to be effective” (Allensworth, Ponisciak, & Mazzeo, 2009, as cited in Haynes, 2014, p. 4).

“Schools with integrated professional cultures, cultures that structured ongoing professional exchanges among teachers of various experience levels, were far more likely to have a positive impact on the satisfaction, retention, and self-efficacy of new teachers. These cultures offer new teachers inclusion and support [and] are grounded in the belief that ‘students are best served when teachers assist each other and share responsibility for their students’ learning as well as their own. . . .’ Structures are in place that further facilitate teacher interaction and reinforce interdependence. Schools with integrated professional cultures explicitly value teachers’ professional growth and renewal [and] benefit both new teachers and their veteran colleagues. New teachers are supported in their efforts to teach their students well, veteran teachers are continually renewing themselves, and the entire faculty is united in its pursuit of student success and school improvement” (Johnson & Kardos, 2006, pp. 159-160).

“The key difference between teachers who have good beginnings and those who have painful ones, between those who feel they are getting better and those who are not, is the quality of the school’s culture and level of support” (Hargreaves & Fullan, 2012, p. 69).

## References

- Carroll, T. (2007). *Policy brief: The high cost of teacher turnover*. Washington, DC: National Commission on Teaching and America's Future. Accessed at <http://nctaf.org/wp-content/uploads/2012/01/NCTAF-Cost-of-Teacher-Turnover-2007-policy-brief.pdf> on December 21, 2015.
- Consortium on Productivity in the Schools. (1995). *Using what we have to get the schools we need*. New York: Teachers College Press.
- Hargreaves, A., & Fullan, M. (2012). *Professional capital: Transforming teaching in every school*. New York: Teachers College Press.
- Haynes, M. (2014, July). *On the path to equity: Improving the effectiveness of beginning teachers*. Washington, DC: Alliance for Excellent Education. Accessed at <http://all4ed.org/wp-content/uploads/2014/07/PathToEquity.pdf> on September 9, 2015.
- Johnson, S. M. (2011). Delivering on the promise of public schooling. *Voices in urban education: Effective teaching as a civil right*. Providence, RI: Annenberg Institute for School Reform. Accessed at <http://vue.annenberginstitute.org/sites/default/files/issues/VUE31.pdf> on January 26, 2016.
- Johnson, S. M., & Kardos, S. M. (2004). Professional culture and the promise of colleagues. In S. M. Johnson (Ed.), *Finders and keepers: Helping new teachers survive and thrive in our schools* (pp. 139-166). San Francisco: Jossey-Bass.
- Papay, J. P., & Kraft, M. A. (2015, May 18). *Developing workplaces where teachers stay, improve, and succeed* [Blog post]. Accessed at [www.shankerinstitute.org/blog/developing-workplaces-where-teachers-stay-improve-and-succeed](http://www.shankerinstitute.org/blog/developing-workplaces-where-teachers-stay-improve-and-succeed) on April 21, 2016.