



Vital Question: How do we continue to hire and insist on Quality Teachers?

(approximately 40 participants across two sessions)

RDR: Recruitment, Development, Retention

Recruitment

- Include professional development as part of overall package
- Align candidate questions with the school's teacher evaluation system
- Provide candidates with mission and vision and ask them to reflect on them to ensure best fit
- Ask candidates to review the website ahead of time and send reflections on the overall message of the website
- Use skype as a recruiting tool so there is less "drive-by hiring" at fairs
- Year-round advertising through ISS, Seach, TIE Online
- More efforts through North American universities to ensure knowledge of international schools
- Solicit input about candidates from principals, department heads, and others through Wikis or Google Docs
- Do reference checks beyond the names the candidate offers; reference checks need to be done!
- Invite teachers to the school to teach model lessons
- Uncertified teachers need to get certification within the first two years
- Provide incentives to current and former teachers to help recruit new staff
- Use consultants to make connections for new teachers
- Allow for differences in expectations of quality for different groups of teachers (IB, elementary, etc.) due to differences in numbers in applicant pool
- Use a mentor program for new teachers
- Make sure references are accurate; need to rely on the candor of others
- Recruit teachers who align with school-wide collective goals and climate
- Be inclusive in selection process; leverage collaborative technology to get input from recruiting teams

Development

- Importance of differentiating professional development for each staff member
 - PD allowances to be used based on individual goal-setting and school-wide goals
 - Different sessions for different needs
- Offering sessions for "specialist teachers" in a particular region ensures everyone has access to appropriate professional development



- Conferences are important for networking, inspiration, exposure; not necessarily as a basis for change
- Bringing in “experts” also provides exposure to a wide range of staff members, and it engages local teachers in external professional development
- In-school teacher collaboration opportunities, especially those that focus on student learning issues, provide the best professional development in a school
- Teacher evaluation system is critical; this is shifting to a focus on student outcomes (consider looking at Kent Peterson’s work, which includes asking students for feedback)
- Focus on knowledge and skills (teacher effectiveness standards) instead of “step system”

Retention

- Opportunities for Professional Learning Community meetings on a regular basis
- Annual money for personal professional development
- Incentives for people to stay and for people to announce their departure early (no later than December 1 was the general rule of thumb)
- Teachers are invited to stay or not; it’s just not a given
- In-school professional development and leadership opportunities such as literacy coaches, curriculum leaders, etc.
- Stipends and extra professional development money for teachers with extra responsibilities
- Opportunities for teachers to provide professional development to other schools
- Creating specific communities within the school (e.g. hiring young couples) so they stay longer; this is context-specific
- Creating social structures to support the growth of community
- Use the teacher evaluation process to exit teachers, not the 7-10 year rule
- Determine the “value-added” contribution of each teacher; don’t wait too long to ensure this exists (public model of teacher evaluation and growth is too slow for international schools)
- Use ranking of teachers in school twice per year; provide differentiated benefits for those who are at the top (attention, family needs, career paths)
- Need a balance between “paternalism” and special deals (policies, standards, etc.)