

OUT OF FIELD TEACHING

Implications for School Leadership & Management

Amanda Heffernan

Senior Lecturer (Educational Leadership) - Monash University

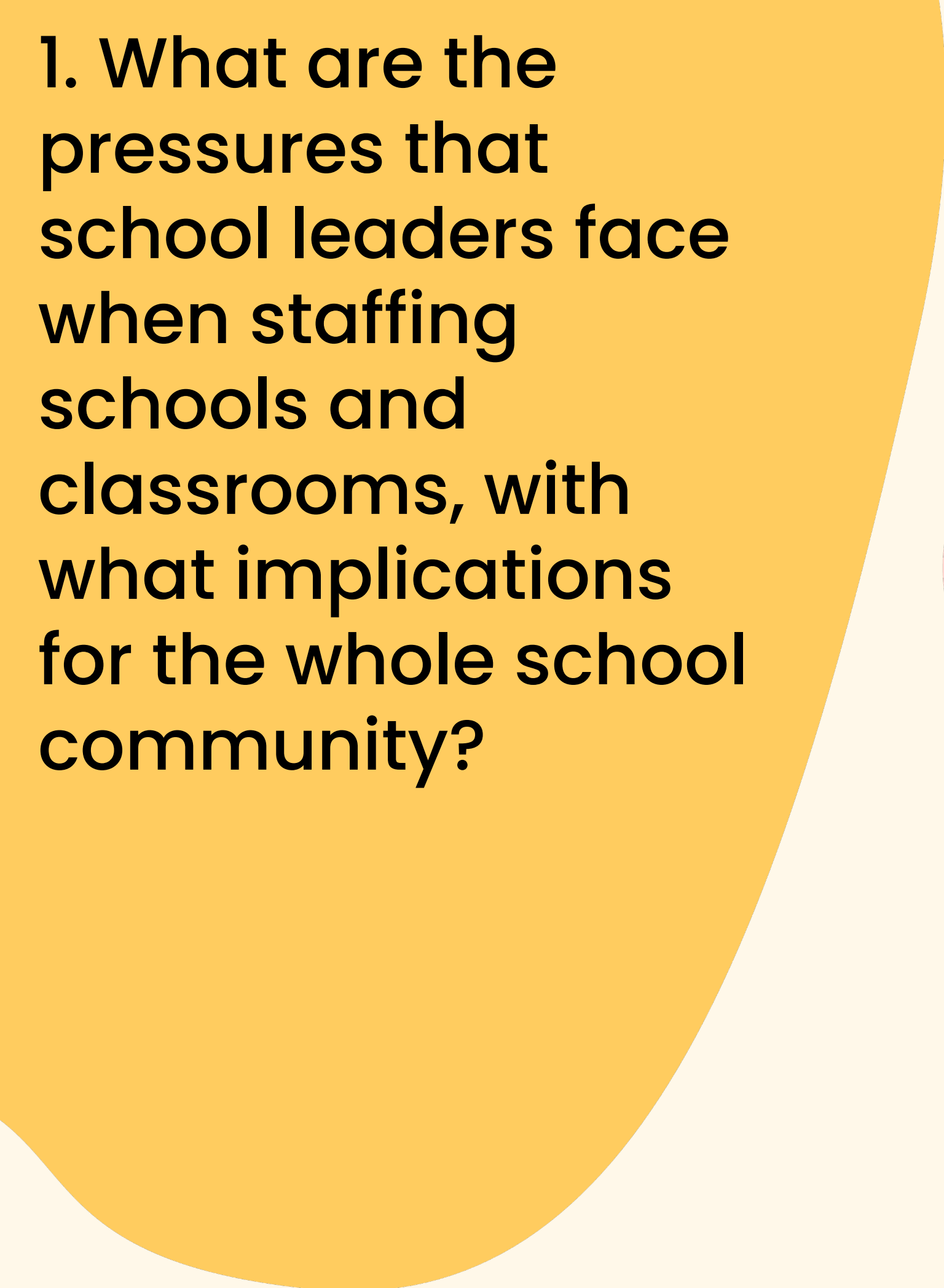
Australian Secondary Principals' Association Partner

1

Pressures faced by school leaders when staffing schools & classrooms, and implications for the community

2

School improvement policy & needs, barriers, and risks of out-of-field teaching



1. What are the pressures that school leaders face when staffing schools and classrooms, with what implications for the whole school community?



**Practicalities
& everyday
issues**

**Big picture
work of
'leadership'**

CHALLENGES FOR STAFFING LEADERS IN SCHOOLS

Principal turnover & consequences

Beteille et al., 2012; Kelchtermans, 2017;
Snodgrass Rangel, 2018

Harmful effects of principal turnover

e.g., Bartanen et al, 2019; Boyce & Bowers, 2016

Practicalities & Pressures

- Already Pressurised Work for Leaders
- Recruitment & Operational Pressures
- Autonomy in dealing with staffing
- Decentralisation of support

“The kids don’t cease to exist just because recruitment can’t find a teacher.”
– Laing, 2021

Big Picture / Leadership Pressures

Intensified Workloads & Consequences for Supporting Teachers

In school environments where school leaders effectively demonstrated awareness of novice out-of-field teachers' lived experiences while effectively performing ongoing need analyses, the out-of-field teaching experience was approached with enthusiasm and seen as a positive challenge in spite of concerns mentioned in the discussion.

(Du Plessis et al., 2015)

2. How can school improvement policy coordinate approaches to identifying needs, barriers, teacher capacity building, and managing risks associated with out-of-field teaching?

Rethinking 'school improvement'

Acknowledging the scale of the issue

Supervisory practices & support

Implications of disembodied data

“Principals then endure subsequent nonsensical conversations around NAPLAN results declining when there was a parade of different teachers through a child’s life, some with no experience in dealing with little Justin’s intergenerational trauma or Truc’s mental health challenges. They nod in compliance and then steel themselves to improve student outcomes.”

(Laing 2021)