



# A Self-Help Programme for New and Inexperienced Specialist Education Teachers



## STRENGTHENING THE MENTAL SIDE OF THE GAME TO STAY IN THE GAME

Many teachers tell us they left the profession in their first 5-years teaching in NZ, not because they felt they weren't supported but because they didn't quite get what they believed was the right form of support.

- "Support I got from my mentor teachers was awesome but looking back it wasn't the support I needed the most. The focus was on my teaching but what I really needed – the support I really needed looking back - was something that strengthened my mental fortitude. That for me would have made the biggest difference. But my colleagues didn't have the knowledge to provide it ... and I didn't know what I needed."*

**Phillip, Secondary teacher, Auckland, (5-years)**
- "I couldn't fault the support I got from my school in my 4-years teaching but I just couldn't keep bouncing back day-after-day and the flame ... the desire went out ... I sort of lost hope."*

**Joseph, Primary teacher, Auckland**
- "I really enjoyed teaching and I was quite good too ... but the toll it took on me personally ... I could see it wasn't going to be sustainable ... it was go-go-go-go all the time. I didn't know how to stop and those around me didn't either."*

**Maria, Primary teacher, Wellington, (1-year)**
- "I've had lots of jobs since leaving teaching but it's still been the best job I've had by a long way ... but everything got on top of me. I became a less optimistic person and wasn't liking who I was becoming ... but the support I got from my colleagues I couldn't fault. They were brilliant!"*

**Lizzie, Primary teacher, Christchurch, (2-years)**

Teachers choosing to leave teaching early in their careers, in NZ, tell us they don't leave because they have teaching issues but because they have issues with teaching.

They lose hope, become less optimistic, their self-efficacy erodes, and they don't quite possess the resilience they need to bounce back.

Conventional in-school support programmes do not strategically focus on strengthening the psychological capital (hopefulness, self-efficacy, resilience & optimism) new & inexperienced teachers believe they need help with. Having psychological strength focuses on the mental side of the game - being able to continue to perform despite dealing with adversity.

Whilst wrapping support of a technical nature – teaching practice - around new & inexperienced is on-going, there is much new & inexperienced teachers can do for themselves to strengthen their mental games without relying on others.



This innovative ground-breaking approach to supporting new & inexperienced teachers consists of 4-days spread across the year (1-day per term).

Tailored especially for teachers, participants will learn to use self-help strategies, mental schema, frameworks & approaches modified from the fields of behavioural, social, cognitive & organisational psychology, and elite sport & performance, to go beyond surviving in the first job to thriving across one of the most complex & challenging careers there is.

## What are participants saying about our professional learning?

*"Tony, the professional learning you provided has been so powerful and profound that we are seeking ways for you to work with our teachers who have not yet had an opportunity."*

**Mike Anderson, Principal, Waimairi School, Christchurch.**

This can also be facilitated for your Kāhui Ako

### CONTACT DETAILS

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