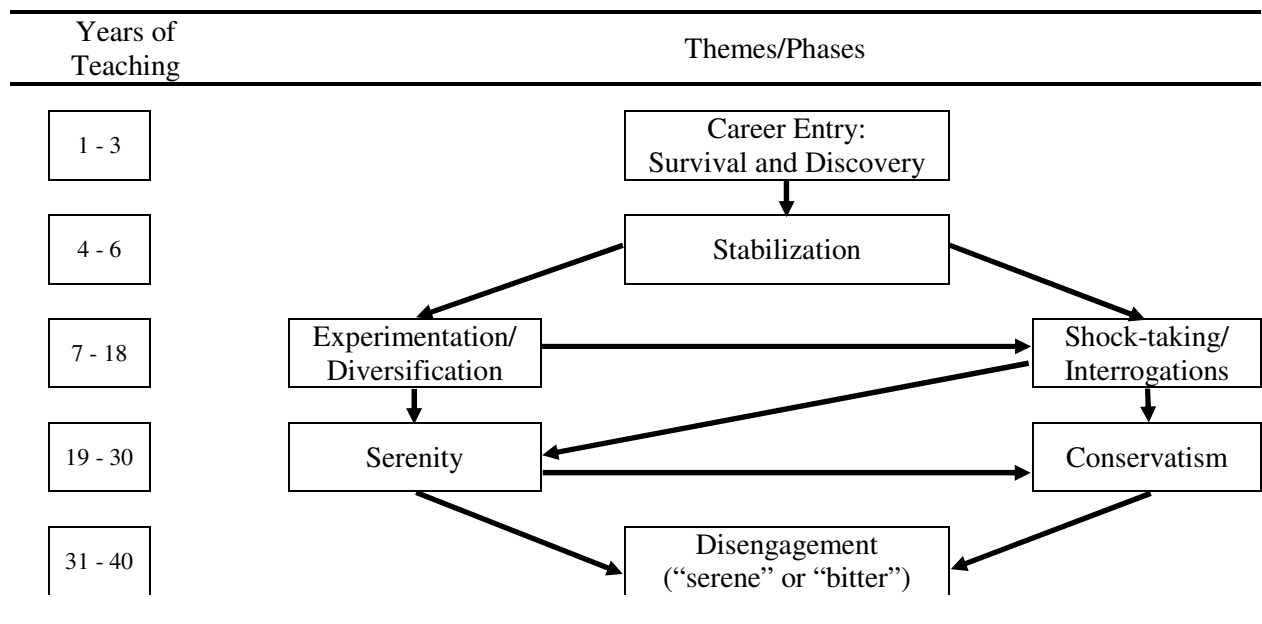


Teacher Career Cycle Model (TCCM)

The TCCM is comprised of five major themes or phases (Huberman, 1989). The phases of the model illustrate the interrelationships found among complex phenomena and provides a theory about the modal sequences teachers may follow throughout their careers. The TCCM acknowledges and integrates the influence of personal or organizational environmental conditions upon career development of the teacher. Personal environmental conditions include family events, positive critical incidents, inherent individual differences, and life stages whereas organizational environmental conditions include policies and regulations, school climate, union actions, and building layout.



Source: Huberman, M. (1989). The professional cycle of teachers. *Teachers College Record* 91(1), 37.

As depicted in the above figure, Huberman (1995) suggests teachers move in between the agreeable and challenging streams. He asserts they may spring forward and/or revert to previous stages. The process of an individual career is often filled with plateaus, discontinuities, regressions, spurts, and dead ends. Career Entry: Discovery and Survival, the initial phase, lasts from one to three years. The focus is upon learning how to teach, deciding what to teach, navigating through the teaching environment, learning how to manage students and self, and developing an overall sense of efficacy. Teachers discover a lot about themselves, the system, and instruction. Stabilization, the second phase, usually occurs during years four to six of the teaching career. Teachers usually commit to teaching and set relinquish other occupational ambitions. Autonomy, independence, and membership in the teaching profession mark this phase. Teachers often believe they possess greater pedagogical mastery. They place more focus upon the educational needs of students.

Teachers leaving the stabilization phase may take different streams based upon their experiences and personal dispositions. The most agreeable stream during the phase -- experimentation /

diversification – occurs during years seven to 18. This is followed by moving into the serenity phase during years 19-30 and finally disengagement in years 31 and beyond. Teachers experiment with teaching, evaluation strategies, and instructional content during the experimentation / diversification phase. They seek to effect change by serving in leadership roles in their education systems and professional organizations. Further, they look for involvement in alternate teaching and administrative roles and appointments. A parallel and less progressive pathway after stabilization is the stocktaking / interrogations phase. Occuring in years 7-18 followed by either entering the conservatism or serenity phase in years 19-30. The stocktaking /interrogations phase is characterized by teachers taking stock of their accomplishments, exploring the time remaining to make occupational changes, and deciding if they should seek a new path in life. During the serenity phase teachers bemoan the differences between current declining and initial levels of enthusiasm, activism, and energy for teaching. Others experience a sense of decreased professional ambition and acceptance of their real self in their professional roles. Increased intergenerational distance often emerges between the teachers and their students. Individual within the conservatism stream (often age 50 and older) are characterized as displaying greater rigidity, carefulness, stubbornness, and reluctance to accept innovations. They express their discontent with school administration and policies, the levels of preparedness and commitment from students and other teachers. Some individuals choose to continue teaching in a re-invigorated and committed manner.

The respective experiences in years 31 and beyond during the disengagement phase is either a serene or bitter period (Huberman & Guskey, 1995). This phase is typified by a sense of withdrawal from professional commitments and greater use of time for personal activities. While some willingly pass the baton to the younger professional, others do not. Irrespective of the needs and experiences of colleagues, many elect to only partially disengage by focusing on highly preferred courses, and accomplishing preferred tasks and aspects of the program.