

Mid-level elementary teachers' career development

Focusing on experiences of school affairs chiefs

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The purpose of this study is constructing a model of mid-level teachers' career development. Interviews with three mid-level elementary school teachers are conducted. All of them are school affairs chiefs. The results show three points: 1) The loss of identity as an educational practitioner and the establishment of identity as managerial teachers accrue from the mid-level period and not the managerial period. 2) There is the constant career pattern such as to be a managerial teacher after being a school affairs chief. However this study shows that some hope to be back to a class teacher in the future, and others toward a managerial teacher. 3) There is some possibility of being a managerial teacher too early in a modern background. From this, mid-level teachers' careers develop from outside as well as inside, sometimes forced to change. It is necessary to take up career formation of teachers who returned to being a class teacher and roles other than school affairs chief in the years ahead.