
Preface

Hiring new teachers is a common responsibility for all educational leaders. They will be constantly reviewing applicants for either internal moves or new hires. “New hires” may be veteran teachers moving into the district, or they may be adults who worked in another field and were trained later in life for teaching; however, most often, “new hires” are beginning teachers from the range of ages 21 to 25. In order to cultivate a positive learning environment, an educational leader must focus on “hiring for mission.” Every school has its own culture and each “new hire” must be capable of thriving and succeeding in this culture. Also, administrators must always hire the best person—regardless of generation. This book is aimed at providing administrators with information about hiring teachers from Generation Y to help effectively integrate new teachers from this generation; however, it is important that administrators realize that the best teacher for a particular job could come from any generation.

The bulk of the new generation of teachers comes from what is known as Generation Y, or the Millennials. While there is no definitive agreement on a name or which years encompass Generation Y, it is generally believed that beginning teachers now, and for the next 10 to 15 years, are part of this generation. Generally speaking, these are the children born in the 1980s and 1990s to Baby Boomer parents. Because these children were the first to grow up in a society saturated with electronic technology, their needs and wants differ from those of previous teachers. They can be considered the first ultra-technological generation. In addition, other factors have significantly influenced this group, including changes in societal attitudes toward race and gender and the shifts in attitudes toward employer-employee relationships.

The purpose for writing this book was to explore the issue of hiring within the context of educational leadership and to provide practicing superintendents, principals, and other administrators with an understanding of the new generation of teachers. In addition, the authors provide a framework for hiring for mission and welcoming new teachers to a specific learning community. Also included in this framework is research about the

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expectations of this generation concerning diversity, technology, and enculturation. The authors will address the differences in communication that this generation expects and how to communicate effectively between past and present generations of teachers. At the end, a glossary of terms and a list of suggested reading, organized by each chapter, are provided.