Perceptions of Teachers and Teaching

Professor R. G. Kane and Professor M. Mallon

New Zealand Teachers Council
Te Pouherenga Kaiako o Aotearoa

MINISTRY OF EDUCATION
Te Tāhuhu o te Mātauranga

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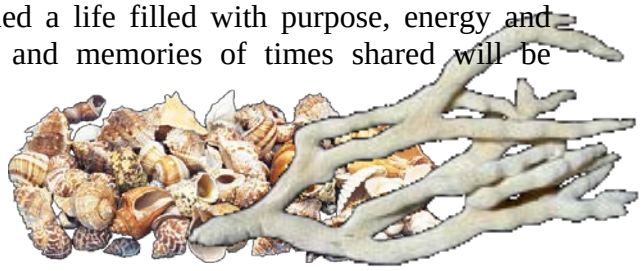
DEDICATION

Dedicated to Professor Mary Mallon (1957 – 2006).

Professor Mary Mallon was a valued mentor and friend to many colleagues and students in New Zealand and beyond. As Professor of Human Resource Management with a distinguished record of research examining professional careers, Professor Mallon brought a critical lens, alternative interpretations and challenging questions to this project. Her thinking, scholarship and contribution to advancing knowledge will continue to influence our work and practice. Professor Mary Mallon led a life filled with purpose, energy and love. She will be sorely missed and memories of times shared will be treasured.



ACKNOWLEDGEMENTS

This national research project could not have moved beyond anecdotal predictions about the status of teachers and teachers' work without the contribution of a significant number of teachers, principals, head teachers, board of trustees and management committee members, student teachers and senior students throughout New Zealand who agreed to complete questionnaires and participate in interviews. As demonstrated in the quote below from one of these colleagues, completing questionnaires is time consuming and can be somewhat frustrating for participants who are left to wonder about the outcomes.

> *This is the 5th survey I have completed in 12 months. I have yet to see any change in my workload/resources/student behaviour/salary* (Secondary Respondent).

We acknowledge the time that colleagues from across New Zealand have committed to this project. The richness of the data provided advances our understanding of teachers' work and the factors which impact on recruitment, retention and performance decisions. We do hope that findings will contribute to improvements for teachers and students.

We would like to acknowledge the assistance of a number of people in the conduct of this research and the compilation of the final report including: Mark Sullman, Liette Godin-McKerras, Robyn Ward and Nicola Maw, who each contributed through data collection, preparation of background reports and/or data analysis. We are appreciative also for the administrative support of Natasha Kershaw of the Institute for Professional Development and Educational Research (IPDER), Massey University. Finally, we would like to acknowledge and express our sincere thanks for the ongoing commitment of Ms. Philippa Butler who has given considerable time, over and above expectations, to ensure that this project, and indeed this final report, reached completion.

EXECUTIVE SUMMARY

The Perceptions of Teachers and Teaching research project (originally named Teacher Status Stage Two) was commissioned by the Ministry of Education and the New Zealand Teachers Council to examine the relationships between key groups' perceptions of teachers and teachers' work in early childhood and school sectors, and the recruitment, retention, performance and capability, and professional status of teachers. The project responds to the need for research that clarifies the nature and influence of current attitudes towards teachers and teaching and identifies priorities for action with respect to recruitment and retention of quality teachers.

This research report addresses the following two research questions:

> *What do key groups identify as the major factors that affect decisions of recruitment, retention, capability and performance of teachers?*
>
> *In particular, what if any is the impact of perceptions of teachers, teachers' work and the status of teachers and the teaching profession on behaviours of key groups?*

The project was conducted in two phases: the first, a pilot project completed with the purpose of clarifying the key groups and refining the research instruments. The key groups chosen represent those currently engaged in teaching and administration of schools or centres (teachers, principals and head teachers), those involved in governance of schools and recruitment of teachers (board of trustees and centre management committee members), those currently preparing for teaching (student teachers), and those who are making choices about their future work and careers (senior secondary students).

This report focuses on Phase Two, which involved key group participants from three regional clusters of schools and centres in Christchurch, Taranaki and South Auckland. Two clusters of schools and early childhood centres were selected in each region: in the first cluster, schools and centres were visited by research assistants from Massey University, questionnaires administered and interviews conducted; in the second, schools and centres were approached by mail and invited to complete questionnaires. The first cluster included one secondary school, one intermediate school, two primary schools, one kindergarten and one early childhood centre from each region, twelve schools and six centres in total. The second cluster was selected to reflect a spread of sectors, deciles, school types and sizes. Student teachers from two teacher education providers completed questionnaires and participated in focus groups. In total, questionnaires were completed by 790 teachers and principals/head teachers, 182 board/committee members, 598 senior students and 410 student teachers. Interviews were held with 16 principals, 48 teachers, 15 board/committee members, 11 focus groups of senior students and 5 focus groups of student teachers. Participants reflected a range of decile ratings and sectors.

In seeking to identify key factors that influence recruitment, retention and performance decisions, this study provides evidence of: why teachers, principals and student teachers choose a career in teaching and what would attract (and conversely repel) senior students to teaching as a career; what are the triggers that cause teachers to leave teaching; to what degree are teachers satisfied with teaching; and the ways in which key groups perceive

teachers, teaching and the status of teachers. The data set is tremendously complex and it is difficult to capture all the nuances within one report. There is definitely potential for further analysis of the data. This summary presents findings and implications organised according to the key sections of the report.

Recruitment

The findings of this national study demonstrate that recruitment into teaching is influenced primarily by candidates' intrinsic motivation and the degree to which they are encouraged by others. As reported in the questionnaire and interview data, participants' decisions to teach are not influenced by perceptions of the status of teachers except in so far as they are interpreted directly in terms of salary, which is the norm for senior secondary students considering a career as a teacher. Those already involved in teaching as a career (principals, head teachers, teachers, and student teachers) report that their decisions were based predominantly on intrinsic motivations related to wanting to work with children, to contribute to society and to do a job of which they feel proud. They report that they were often encouraged by teachers who themselves enjoyed their work. Responses from current teachers and student teachers show that they were not necessarily influenced in their decisions to teach by wanting a high status position, a job with a good image, or the need to be respected by the general public.

The majority of senior secondary school students who participated in this study did not consider teaching an attractive career. There was an overwhelming consensus from senior secondary students that teaching is underpaid, stressful and too ordinary. Rather than being construed as a secure job with a reliable income (as reported by many current teachers), senior students reported that they view many less than capable and certainly unhappy teachers as being trapped in teaching. For most senior students, the familiar, predictable and difficult (often due to student behaviour) job of teaching, pales into insignificance in the face of other, more appealing careers which offer higher salaries, more esteem and enhanced opportunities for advancement in salary and thus status. Senior students reported that they were often directly discouraged from choosing teaching by teachers and were indirectly turned off through their daily encounters with overworked, underpaid and often less than positive teachers – all of which counter any claims to the job having high status or an attractive image.

Teachers, principals and head teachers in this study identify the variable quality of current student teachers and graduating teachers as a significant recruitment issue for the teaching profession. They report widespread dissatisfaction with current initial teacher education across all sectors. While it was acknowledged that there are some fine graduates emerging from initial teacher education, the overwhelming views reported were that there are too many providers, entry requirements (particularly for over 20 year olds) are insufficiently rigorous, there is an apparent resistance to fail non-performing student teachers (especially males), student teachers spend insufficient time in school-based practicums, and that, with some notable exceptions, younger student teachers lack the professional attitudes and commitment required in today's classrooms.

Status, as a factor affecting recruitment is evident only so far as senior students said they viewed status as inextricably linked to the salary one receives, the potential for ongoing salary increases, and the lifestyle such salaries promise to support. With respect to teachers

and principals, status-related items were not reported as at all influential in decisions regarding teaching. Rather than status, the overwhelming message from this study is that the workload of New Zealand teachers is high and their self-image is low. The challenge for those responsible for recruitment is to attract well qualified candidates in the face of lessening popularity relative to other more appealing and lucrative careers and, as the data reported in this study attests, in spite of teachers themselves talking down the profession.

Retention

As reported by teacher respondents, the most significant factors influencing people to stay in teaching are related to teachers' commitment to children, enjoyment of their job and doing a job of which they feel proud. The data show that teachers do not leave teaching, nor do they choose to stay in teaching, because of its perceived status. The most overwhelming issue related to causing teachers to consider leaving the profession, according to teacher responses, is the workload associated with change, the deterioration in student behaviour and the degree to which teachers feel misunderstood and undervalued by the wider public. Often this misunderstanding is articulated in terms of the misconceptions teachers believe people from the wider community have about teachers' 'official' hours of work and holidays.

While generally positive and satisfied with the influence they are having over student achievement, behaviour, attitudes and general developments within school, teachers are less than positive about working conditions and matters external to the immediate school environment. Teachers report that they are overloaded, inadequately rewarded, undervalued and insufficiently supported. Perceived respect from others is a retention hazard, as teachers report an accumulating lack of respect: from the government, which imposes changes on them even when teachers warn that changes are too much too fast; from students, whose behaviours have deteriorated; from parents, who have unrealistic expectations; from the media, which appears to blame them for a myriad of things going wrong within education (e.g. NCEA); and from the public in general, who seem to hold them responsible for resolving a range of social problems.

The majority of teachers report that they love the core aspect of their job with a passion. Dealing with children and young people, being involved in their learning and feeling a sense of doing a socially useful job reflect intrinsic satisfiers which are very strong. However, it is evident that factors such as: the support and leadership in the school; relationships with the local community and parents; internal relationships with colleagues; opportunities for development and career advancement; salary and additional remuneration for taking on senior leadership duties; and teachers' relationships with their students; can potentially erode teachers' core commitment to their work. Outside the school are issues of governmental imposition of change, societal change and its impact, and the ways in which teachers perceive they are portrayed in the media and valued or respected by the general public.

The irony is, that in spite of the workload, the stress, the challenging students and the low pay, and the fact that many teachers may speak of leaving, most report they do not really intend to do so. From one perspective this is a positive outcome, however, there is another side to the retention challenge. There is evidence from this study that many teachers are no longer passionate about their work and are staying in teaching because they see no alternative or because the pay and conditions (including the holidays) are more secure or better than they might get elsewhere. Retaining those who have lost their edge, who are less than committed

and who portray explicit lack of enthusiasm, can impact significantly on the quality of the outcomes they achieve and the degree to which they are role models for potential teacher candidates. On a more positive note, other teachers report that they have rejected inclinations to leave teaching through making changes to their working context that have resulted in their frustrations being alleviated. These cases confirm the importance of: leadership; and the value of feedback for a job well done; prioritising work-life balance; and building collegial networks. Each of these factors has the potential to increase satisfaction and the degree to which teachers feel valued in their role, and so have an impact on retention.

Different groups of teachers (according to sector, decile, gender and ethnicity) report varying levels of satisfaction with teaching. Overwhelmingly, early childhood participants consistently report the highest levels of satisfaction and commitment to teaching (which declines as the ages of the children being taught rise), with secondary teachers reporting the lowest satisfaction. There is a consistent pattern that teachers in medium decile schools report lower levels of satisfaction and commitment in comparison to low decile and high decile schools. Teachers from low decile schools typically present more positive views about teaching and their levels of satisfaction with their work. There is consistent evidence that women report higher levels of satisfaction with and commitment to teaching than do their male colleagues. The other group that reports very positive responses in terms of satisfaction and commitment to teaching across all aspects are Pacific Island teachers in comparison with Māori and Pakeha.

Performance and Capability

With respect to performance and capability, the main issue arising from this study are repeated reports of the ad hoc nature of both professional development support and appraisal available in New Zealand schools (obviously there are some exceptions as some teachers talk about good schemes in their specific schools). It is apparent also that teachers, principals, head teachers, board/committee members and student teachers value feedback less than might have been expected, although the interview data reflects a more positive view. Principals hold significantly higher perceptions of teachers' commitment to lifelong learning and involvement in leading edge developments than do teachers themselves, perhaps signalling that teachers are unaware at times of their own professional knowledge and skills. School and centre leadership emerges as a key factor in performance and there are serious concerns voiced as to where the next generation of leaders will come from, as differential remuneration for taking on management duties is not perceived as sufficiently appealing, and many experienced teachers are clear that they would not take on a leadership role.

Teachers in this study in general show enthusiasm for professional development as a means of feeling more 'expert', and as a way of boosting commitment (notwithstanding reservations that it was often prompted by ever more changes which teachers need to absorb). Professional development is viewed with less enthusiasm by men than by women and embraced more readily by early childhood teachers and by more recent teaching graduates. The data reveals that the key to professional development appears to lie in ensuring individual teachers' commitment to ongoing learning with the goal of enhancing performance. This commitment has to be matched, however, with adequate support and opportunities throughout the teacher's career. The school environment is critical as it influences the extent to which professional development is valued by management and colleagues and is facilitated for

teachers. Mitigating against it is teachers' widespread sense of being overloaded already, and insufficient funding for development and for release.

The data show that teachers are concerned about the lack of differential remuneration available to reward excellent teachers and, conversely, the absence of appropriate strategies to deal with less than effective teachers, incompetent teachers and those who have become negative and withdrawn. In general, teachers feel there is little reward, beyond intrinsic, for taking on extra duties (including extra-curricular), managerial responsibilities, or for being successful in the classroom. Performance-based pay was supported by a number of board/committee members, principals and a reasonable minority of teachers in this study as a potential measure to boost the performance and retention of good teachers.

There was reasonably widespread concern reported by teachers and others that some colleagues within their ranks are lazy, incompetent and disinterested, and there is little confidence that current appraisal systems could adequately deal with poor performance. Evidence points to appraisal being of variable quality, of schools adopting ad hoc practices, and attention being limited predominantly to beginning teachers. It is clearly highly frustrating to good teachers to see those who are incompetent or getting tired not being challenged to 'shape up or ship out'. Yet, dealing with incompetence or poor performance cannot change without effective performance management systems that are widely and fairly applied and transparent in nature.

There is evidence that teaching is a fractured workforce with a high level of negative opinion expressed about other teachers by the participants. Teachers from different sectors appear to demonstrate minimal respect for each other's work, and the same is true of more experienced teachers' views of beginning teachers. Such views were also evident from board/committee members, though less apparent from principals. There is also a level of concern reported regarding the calibre of male teachers, who are perceived by some of their colleagues to experience a much easier, and in some cases undeserved, pathway through initial teacher education and thence promotion in the school sector.

In advice teachers would give to beginning teachers, participating teachers vocalise what they see as the main barriers to good performance and routes to survival. Central to their advice is to seek work-life balance from the outset, to concentrate on teaching, not to take on all the social problems, to seek support, to take every opportunity for personal and professional development, and to keep the fun side of the job uppermost in their minds. The irony is that this is the very advice that experienced teachers themselves would benefit from, as, if enacted, it would mitigate against most of the concerns and frustrations of the job. It is highly likely that new teachers will indeed position themselves more in line with this advice as evidence suggests that they value work-life balance highly.

Perceptions of Teachers and Teaching and the Status of Teachers

There is no doubt from the evidence provided that the nature of teachers' work in contemporary New Zealand is complex, demanding, and may well be misunderstood by those outside of the immediate teaching environment. Teachers, principals, head teachers, board/committee members and student teachers reflect a certain homogeneity in how they

understand the nature of teachers' work and in how they believe teachers and teaching are perceived by those outside of teaching.

Effective teachers are construed primarily in terms of affective personality attributes which enable them to build caring relationships with children and young people. Of limited importance to respondents are teachers' attributes concerning relationships and activities that reach outside of the immediate school environment to the wider community and society in general. There are implications in this for the respect and esteem in which teachers are held by members of the wider community. Teachers, principals, head teachers and student teachers appear to place less importance on teachers' pursuit of student academic achievement as a key focus of teachers' work than they do on relational and social priorities such as relationships with students, integrity, trust and respect. Senior students identify support for learning and helping students pass as what they seek most from teachers.

This project confirms findings from other research that status is a messy and ill-defined construct that is more often represented by those currently involved in teaching in terms of teachers' self image, the respect and perceived esteem in which they are held by others, and by senior students as directly aligned to salary and potential for salary growth. When status is referred to by teachers, principals, head teachers and board/committee members, it is understood to have declined in recent decades. Generally, the status and respect afforded teachers is perceived by participants to be related to the age of the children they teach (early childhood attracting the lowest status) and to teachers' gender (male teachers are afforded higher status).

What can be said with absolute confidence is that all key groups believe that teachers have responsibility for an important service within society. There is also almost unanimous agreement that, unlike most high status professions, teaching is not a profession for which there is strong competition to join, thus reinforcing already mentioned concerns about the quality of initial teacher education. Generally, boards of trustees and management committee members perceive the teaching profession in a more positive light and value the work of teachers more highly than teachers perceive they do. While senior students clearly value the work teachers do, they do not perceive teaching to be a profession of high status due to the limited salary in relation to workload. Senior students report unequivocally that status is represented by salary and potential for future salary growth, and in their judgement, teaching is just an ordinary job and one which they cannot understand someone choosing.

In terms of the levels of respect afforded teachers by different groups in society, all participants perceive higher levels of respect evident from those associated most closely with teachers and lowest levels of respect from those more removed from teaching in the wider society and, in particular, the media, who are perceived by many to offer teachers no respect. Teachers in this study report that amongst the wider community there are grudging levels of respect for teachers and the work they do as, in spite of perceptions of short contact hours and good holidays, few people would want their job. There is a sense from the data that teachers are complicit in their own low self-image, which is not assisted by those within their midst who behave unprofessionally, who dress inappropriately and who perform less than effectively in their work with students and colleagues. The data show that teachers' self-image is also undermined by the lack of procedures to either support or remove non-performing teachers. Performance management is a challenge in any workforce, but perhaps more so in one that is so large and whose work in many ways is ambiguous in focus and outcomes.

The most overwhelming and enduring perception related to status and respect reported by teachers is that teaching is misunderstood by those in the wider community who are generally unaware and uninformed as to the workload of teachers. This, it is argued, leads to teaching being undervalued by the government and by the general public, a perception that is reinforced by the perceived lack of respect afforded teachers by the media. The data also show that teachers are unreasonably defensive about the 'thorny issue' of official working hours and holiday entitlements. Many teachers acknowledge that the holidays serve to reenergise and boost their commitment. The existence of holidays do not appear to be putting anyone off teaching, nor is it causing people to leave teaching, so there is no need to give it such prominence. This ongoing concern and defensiveness about working hours and holidays elevates these aspects of teachers' work to unreasonably important levels, in contradiction to other findings.

That teachers' workloads have increased is clear; what is less clear is the degree to which teachers are able to focus on goals of supporting student learning and achievement as readily as they may have done in the past. This complexity was a strong feature of the findings in this New Zealand study. The increasing workload of teachers is clearly problematic and is perceived to have diverted them from the core business of teaching. Teachers report that a heavy workload is compounded by the pace of change to which teachers have had to adapt, and the limited resources to adapt and respond to required changes in curriculum and assessment. In addition, teachers report an increasing trend of being called upon to resolve or to in someway respond effectively to increasing social problems, which further distracts them from their core tasks and has them seeking to meet a multiplicity of social agendas which may well be impossible to do effectively. The participants in this study argue that the ambiguity of teaching is generally misunderstood by the wider public and that they are unfairly judged and not respected. However, with the ever broadening workload and the increase in attention to social issues, it is difficult to reach a clear consensus on what exactly they want to be respected for.

Enhancing Recruitment, Retention and Performance

The major factors that influence the decisions of those related to teaching and the recruitment and retention of quality teachers fall into six main categories, which are presented in brief below.

Intrinsic Motivation to Make a Contribution to Children and Society

One of the strongest and enduring group of factors affecting recruitment and retention decisions is teachers' individual intrinsic motivation to working with children, to make a useful contribution to society and to gain personal fulfilment from a job well done. Working with children and young people and making a difference in their achievement, attitudes and behaviours is also the area of teaching that teachers say provides them with the highest levels of satisfaction. Effective teachers are construed in the data primarily in terms of affective personality attributes which enable them to build caring relationships with children and young people.

While the intrinsic motivation of teachers has been an enduring and powerful factor in recruitment and retention decisions to date, the Ministry of Education can not be complacent

that this is not at risk. Senior students have provided a clear message in this project that they are not attracted to teaching, in spite of their interest in working with young children. They are turned off teaching in the face of teachers' heavy workloads, low salaries, lack of potential for advancement, challenging classrooms and the attraction of more appealing and lucrative alternatives.

Increasing and Ambiguous Workload

There is little doubt that the workload of teachers (much like other professions) has increased and to some degree changed in scope over recent decades. Teachers report that they face ever increasing reporting and compliance requirements resulting in an increase in paperwork and administration. There has been an inordinate pace of change in curriculum and assessment which is perceived to have been poorly supported and too rapidly imposed. Increasingly teachers report they have been called upon to address social issues that arise in society for which they are ill-prepared and which draw attention away from a focus on supporting learning. Teachers say the behaviour of children and young people has become more challenging and that they face increasing expectations from parents and the Ministry to meet the individual needs of all students. Teachers also report that the increasing workload has drawn attention to the need for teachers to prioritise work-life balance to ensure they can do their jobs effectively. There is no clear consensus from the participants on the core nature of teachers' work, resulting in an ambiguous and potentially contradictory set of expectations and the possibility that teachers will always be seen as not quite effective.

Remuneration and Career Advancement

Teachers' salaries are unanimously considered to be low in relation to their workload, which is symptomatic of a career with a huge workforce, whose clients are children, whose workers are predominantly female and whose salaries are paid from public funds. Coupled with the relatively low salaries is the perception that teaching is a career within which advancement and remuneration for excellent performance is not possible. There are reports of inadequate and ad hoc forms of teacher appraisal and limited systems for supporting teachers who are less than effective in their work. There is a widespread sense from the data that ineffective and incompetent teachers are not called to account and performance management systems are not effective or evenly applied. For some this has resulted in teachers of low motivation and interest staying in teaching due primarily to the security of salary and a sense that they are not able to take on an alternative.

Professional Support and Resourcing

Linked to the changing nature and increased expectations on teachers' workload is the need for improved resources and support at all levels. Leadership within schools is a critical prerequisite to ensuring teachers are supported in the work they do. Of particular importance to the teachers in this study is support for meeting the needs of all children within classrooms in the form of teacher aides and preparation time. Primary teacher respondents call for support in the form of specialist teachers to ensure children have access to sound subject knowledge. Limited teacher release for professional development, the absence of any form of sabbatical leave, and limited opportunities to work alongside colleagues in other schools and centres and to upgrade qualifications all contribute to these teachers feeling unsupported and isolated in their work.

Acknowledgement and Respect

There is no doubt that teachers provide an important and critical service to society. However, this is perceived by teachers in this national study to be afforded little respect, undervalued and largely misunderstood by those outside of the immediate school environment. The data show that those concerned with school governance and senior students hold teachers in higher regard than teachers perceive them to do. The wider public are perceived to acknowledge that teachers do an important job but afford teachers limited respect due largely to their generous holiday entitlements and short 'official' contact hours. The status and respect afforded teachers is perceived to be related to the age groups taught and decreases from secondary to early childhood. Within the large teaching workforce there is a reported lack of respect for colleagues from different sectors and with varying levels of experience.

Teachers' own self-image, levels of satisfaction and conversely levels of frustration differ according to sector and decile. Teachers in medium decile schools report much lower levels of satisfaction than those from high or low decile schools. Secondary schools present more areas of frustration and dissatisfaction to teachers than their colleagues report experiencing at other levels.

Preparation and Training

There is widespread concern regarding what is reported as the variable quality of initial teacher education, resulting in student teachers and beginning teachers who are considered ill-prepared to work effectively with children and young people in schools. Teaching is not perceived as a profession for which there is high competition to enter, and entry, selection and graduation criteria are perceived to be mediocre and lacking academic rigour. These perceptions leave principals, board/committee members and teachers discouraged as to the future of the teaching force.

Suggestions

Promotion of Teaching as a Positive, Challenging Career

Those responsible for the recruitment, retention and performance of teachers must reinforce the importance of teaching to the nation. This is not a task for the Ministry of Education and the New Zealand Teachers Council alone; teacher unions, professional associations and teachers themselves need to be enlisted. Making explicit how teachers are valued in our society has the potential to first enhance the intrinsic motivation, satisfaction and self-image of teachers and present a more positive and informed view of teaching to senior students, parents and the wider community.

1. Promote teaching as a job at the cutting edge of society's achievements and challenges. The idea of promoting teaching as making an important contribution to society is not solely an effort to recruit new teachers. An important outcome of such an endeavour would be to change the attitudes of teachers themselves and to demonstrate that the government and wider community do in fact value the contribution they make and the work they do in working with children and young people in our society.
2. Promote teaching as a complex, challenging job that requires candidates to have multiple skills and capabilities – this is not a job for just anyone, it requires intelligent,

competent, confident, skilled, enthusiastic young people who enjoy the challenges of helping students learn.

3. Do not disguise the complexity and challenges teachers face daily in dealing with the many social issues of society. Acknowledge the ambiguity of working with children and young people from all facets of society and responding (with appropriate and informed support) to the challenges they bring to the classroom, whilst also endeavouring to support their learning and achievement – do not construe teaching as being just about fun.
4. Use current successful and motivated teachers to advertise teaching, and make explicit the motivation behind the dedicated teachers who do inspire young people – reveal what makes them stay teaching in the face of the daily challenges, the heavy workload and the long hours. Get teachers to talk about what students and the public cannot intuit – the core reasons and intrinsic satisfaction gained from working in a dynamic, demanding but rewarding career.
5. Don't be defensive about holidays and contact hours, embrace them and acknowledge that they are more generous than what is available in other professions – have teachers talk about how there is time with students and time away from them, where you can plan, mark and think. Emphasise that there is flexibility and regular planned breaks to engage in other interests, to spend time with family, to gather energy and plan for another term ahead.

Address the Ambiguity and Scope of Teachers' Work

Increasing workloads are a feature of modern society and there is a critical need for all professions to consider how they can ensure that their workforce is able to prioritise work-life balance so they can remain effective in their key tasks. In order to do this effectively the ambiguity of teachers' work needs to be scrutinised.

6. A good place to start is in debate about what really is the teacher's core role. If teachers are primarily expected to support student learning, development and achievement (both academic and social), then it is critical that other areas that currently detract teachers from this work are intercepted and withdrawn from the teacher's day to day responsibilities, or, alternatively, that teachers are given the strategies and support to divert such activities to more informed and appropriate people.
7. Since workload is the most serious issue identified by this study, it is important that teachers themselves engage in some critical discussion about what they view as central to their role in order that those activities outside of the main priority can be reconsidered. Teachers themselves need to consider whether they really are being expected to take on society's social issues without support or to take on parental roles, or are some teachers going too far with issues they should be referring on to others.
8. Identification of teachers' core role will assist also in providing explicit criteria against which teacher performance can be appraised.
9. Appointment of well-trained administrators to support teachers in their work would be an important step to alleviating some of the workload of teaching.

Enhanced Professional Support and Resourcing

Support and adequate resourcing is essential for effective implementation of teachers' work and these are matters that the Ministry of Education, boards of trustees and centre management committees, and principals in particular need to consider. While resourcing

typically implies increased costs and expenditure, some areas of support both within schools and centres and on a community-wide level can be implemented through changes in attitudes and practices.

10. The Ministry of Education needs to take on board the strong message that the recent changes in curriculum and assessment have not been adequately resourced to a level where teachers can feel confident that changes are effectively implemented across all schools and centres. This has been a major factor impacting on teachers' levels of satisfaction and increasing frustrations with their current workload.
11. Teachers and their unions need to be more articulate in demanding better support and training to implement new innovations. If the aforementioned ambiguity of teachers' work is resolved through consensus of what teachers' core role is, then this can be used to ensure that additional workload demands are focused on the core role of teachers and are well supported through resources and professional development.
12. Support is required to encourage and induct future leaders into management positions that are adequately rewarded and resourced. The Ministry, Teachers Council and other teacher agencies could consider the strategies through which potential leaders are identified and supported in professional training, achievement of appropriate higher degrees and mentoring to ensure ongoing leadership in schools and centres.
13. Specialist teachers are required for primary schools and increased teacher aide support is required across all sectors to adequately support teachers to meet the needs of all children.

Remuneration and Career Advancement

While salary alone is seldom identified as an independent factor affecting recruitment and retention (except in relation to senior students), it is recognised as a critical factor within the complex set of influences on both current teachers and those considering teaching as a career. Salary will always be one symbol of the degree to which professionals are valued in our society. It is also a key factor in the recognition of excellence in teaching.

14. The Ministry of Education should seriously consider an increase in teachers' salaries in line with the demands of their positions and the real contribution they make to society.
15. If pay can't be further raised (and indeed many recognise that it has improved markedly), then attention could be given to alleviating workload through extra duty allowances, scheduled career breaks for professional enhancement (sabbatical), more funding for non-contact time, more support in the form of teacher aides so teachers have less 'administrivia' work to do and can get on with job of teaching and learning, and increased funded opportunity to get out of school to update and meet with other teachers and learn from them, as is promoted in professional learning communities.
16. In promoting teaching, there is a need to highlight the opportunities for developing expertise in teaching, for advancing beyond the role of classroom teacher, and for creating a viable and rewarding career pathway.
17. There is a real role for Ministry and teacher organisations in promoting a career in teaching, not as an end in and of itself, but to see their transferable skills so people don't stay in teaching unrefreshed, getting bitter and disenchanted, because they believe they have no choice.
18. Promote teaching as a springboard to other potential careers and other positions in a wide range of careers – you don't have to be a teacher for life.
19. Provision of professional development needs to be of a higher and more consistent quality and accessible to all teachers as appropriate to their needs.

20. Teachers themselves (with the support of the Teachers Council, teacher unions and professional associations) need to be much more consciously aware of and able to articulate what they know about pedagogy and work towards developing an increased sense of self esteem about their special pedagogical and professional knowledge required for effective teaching.
21. Related to the above, teachers also need to be prepared to make a change, to engage in professional development, to contribute to the professional learning community, and to take on new roles with appropriate support.
22. Improved career pathways and promotion possibilities must be based on a fair and well articulated system of performance management which is consistently applied across schools and sectors and provides confidence that non-performing teachers will be given appropriate support or alternatives to remaining in the classroom.

Enhancing the Respect and Status of Teachers

Perceptions of teachers overwhelmingly position teachers as misunderstood, undervalued and lacking respect. As noted, part of this is the self-image of teachers and their perceptions of others, which has been demonstrated by other studies to be incorrect. The concerted promotion of teaching as a positive and dynamic career may influence teachers to change these conceptions and enhance their self-image. Important also are things that teachers must do within their own ranks if they are to attract the respect and esteem that their work deserves.

23. To enhance the status of teachers, the Ministry, unions and Teachers Council should refocus on portraying an honest and positive account of teachers' work and the conditions of the work including the holidays through using young, dynamic teachers to articulate what it is that keeps them in the job.
24. There is a need to investigate further the differences between levels of satisfaction of teachers from low decile schools and, in particular, medium deciles schools. The tendency of participants from low decile schools to report consistently higher levels of satisfaction and perceptions of respect needs further examination. In so doing, it could be determined whether medium decile schools in particular have been overlooked in terms of funding and support.
25. Further research using some of the scales used in this project with people outside of the teaching profession (parents and the wider community) may well reveal that teachers are more highly respected and valued than they envisage. Regardless, such research would provide critical evidence of the ways teachers and teaching are understood.
26. Teachers need to give more attention to building and valuing relationships that extend beyond the school boundaries to enable the wider community to appreciate the complexity and importance of teachers' work as critical to society.
27. Teachers could also give attention to the apparent fractures within their own workforce and provide opportunities to understand and appreciate the special knowledge and skills and particular contributions that colleagues from other sectors make to the development and achievement of children. This could be supported also by the teacher unions and the development of a more conciliatory and collegial approach.
28. There is support for the suggestion that teachers need to present themselves in a more professional way and be less defensive about their holidays and official working hours to enhance the esteem in which they are held by those both within and outside of the workforce.

Initial Teacher Education

There are a number of research projects recently completed or currently underway which may assist the Ministry and Teachers Council with evidence to work with providers of initial teacher education, school trustees associations, teacher unions, principals, head teachers and teachers to consider ways to enhance the quality and consistency of initial teacher education across the number of providers within New Zealand.

29. Clearly there is widespread frustration with the variable quality of graduates of teacher education and this needs to be the focus of discussion and national research.
30. Reconsider the entry, selection and graduation requirements for initial teacher education to ensure confidence in beginning teachers and to ensure well-structured induction and provisional registration processes so that the most appropriate candidates secure available positions.
31. Consideration could be given to examining alternative forms of initial teacher education that focus less on recruitment of school-leavers and more on graduate entry programmes with high academic entry standards and extended practicum experiences, which would necessitate at least a two-year post degree programme being explored.
32. Research could be commissioned into the nature and content of initial teacher education (building on that recently completed by Kane et al., 2005) to critically examine the ways in which initial teacher education contributes to the preparedness of beginning teachers.

Recommended Instruments for Ongoing Evaluation

We recommend that the Ministry of Education and the New Zealand Teachers Council initiate an ongoing system for determining teachers' levels of satisfaction with their work, their conceptions of effective teachers and their intentions regarding career decisions, and that this system takes into account teachers' attributes such as gender, ethnicity, years of experience, positions and school decile ratings. Although teachers present a relatively homogeneous view of teachers and teachers' work in this study, there is evidence in this and other studies of differences, and teachers' priorities may change over the course of their careers.

To this end we recommend (with some amendments) the use of the following scales and questions from the teacher and principal questionnaire used in this study:

Question 11: Job satisfaction
Question 6: Hallmarks of an effective teacher
Question 3: Why teachers leave
Question 4: Intentions to leave
Question 5: Career aspirations

CONTENTS

APPENDICES IN FINAL REPORT (see separate publication)

Appendix A: Letter of ethical approval

Appendix B: Teacher and Principal Questionnaire
Board of Trustees/Management Committee Member Questionnaire
Senior Student Questionnaire
Student Teacher Questionnaire

Appendix C: Principal/Head Teacher Interview Schedule
Teacher Interview Schedule
Board of Trustees/Management Committee Member Interview Schedule
Senior Student Focus Group Interview Schedule
Student Teacher Focus Group Interview Schedule

Appendix D: Information sheets for interview cluster schools and centres

Appendix E: Consent forms for interview cluster schools and centres

Appendix F: Letter to tertiary institutions

Appendix G: Letters of invitation to non-interview cluster schools and centres

Appendix H: Participation letters and information sheets for non-interview cluster schools and centres

Appendix I: Teacher and Principal Questionnaire Frequency Data

Appendix J: Board of Trustees/Management Committee Member Questionnaire Frequency Data

Appendix K: Senior Student Questionnaire Frequency Data

Appendix L: Student Teacher Questionnaire Frequency Data

Appendix M: Hallmarks of an Effective Teacher Cumulative Score Data

Appendix N: Media Analysis Report

LIST OF TABLES

INTRODUCTION

Background to the Study

The Perceptions of Teachers and Teaching research project was commissioned by the Ministry of Education and the New Zealand Teachers Council to examine the relationships between key groups' perceptions of teachers and teachers' work in early childhood and school sectors, and the recruitment, retention, performance and capability, and professional status of teachers. The project responds to the need for research to identify the nature and influence of current attitudes towards teachers and teaching and identify priorities for action.

The research project, as it was conceived, involved five steps, covering two distinct phases of data gathering:

1. Preparation and securing ethical approval.
2. Phase One: Initial pilot project.
3. Phase Two: Case studies phase in three geographical locations.
4. Analysis of press media coverage of teachers and teaching.
5. Development of a final report and a New Zealand instrument to monitor changing perceptions of teachers and teaching over time.

Phase One of the research involved a pilot project within a localised geographical area, carried out during 2004 and reported in the Milestone 3 Report of this project. This phase enabled the identification of key groups of informants and the development and refinement of data gathering instruments.

Phase Two of the project saw these instruments used across three regions in New Zealand (South Auckland, Taranaki and Christchurch), selected to show a spread of geographical and socio-economic contexts. The key groups: teachers and principals, board of trustees or committee members, senior high school students and student teachers, were surveyed and interviewed during 2005 in order to verify and consolidate their perceptions of teachers and teachers' work related to teacher recruitment, retention, performance and status, as indicated by the Phase One pilot study. The present report focuses on the findings of Phase Two.

The analysis of media reporting of teachers and teaching covered the period January to June 2004. The ways in which teachers were portrayed and the potential impact on teacher reputation and status were examined. The Media Analysis Report can be found at the end of the Appendices of the present report, as Appendix N.

Research Questions

Two questions informed the research undertaken in Phase Two of the Perceptions of Teachers and Teaching project:

> *What do key groups identify as the major factors that affect decisions of recruitment, retention, capability and performance of teachers?*
>
> *In particular, what if any is the impact of perceptions of teachers, teachers' work and the status of teachers and the teaching profession on behaviours of key groups?*

The Teaching Profession

The recruitment and retention of teachers is the focus of increasing interest in New Zealand and internationally as agencies responsible for education struggle to address the apparent declining interest in teaching as a lifelong career. The implications for the teaching profession of its declining popularity is the focus of extensive research in countries such as the United Kingdom, the United States of America (Johnson, Berg and Donaldson, 2005) and in New Zealand, as evidenced in the present study. In addition, the Organisation for Economic Co-operation and Development (OECD) is currently completing the third year of a longitudinal study on attracting, developing and retaining effective teachers that involves twenty-three countries. A report from this study, *Teachers Matter: Attracting, developing and retaining effective teachers*, has recently been released (OECD, 2005) and its relevant findings contribute to the discussion of this report.

The title of the OECD report (*Teachers Matter*) is pertinent as there is no doubt, from all quarters, that teachers fulfil an important role in our society. Hinds (2002) argues that teachers perform a less dramatic, but arguably more important service than doctors, nurses, lawyers and most other professionals in terms of benefit to society. Work carried out at the Institute for Public Policy Research (IPPR) in the United Kingdom has shown that indeed people think far more highly of teachers than teachers perceive them to (Waddell & Hallgarten, 2001) suggesting that the common perception that the status of teaching has declined, may not hold true. New Zealand's best evidence syntheses (*Quality Teaching for Diverse Students in Schooling*; *Quality Teaching Early Foundations*; and *The Complexity of Community and Family Influences on Children's Achievement in New Zealand*) support the notion that teachers do indeed matter to children and young people's learning and achievement. Bearing the importance of teachers in mind, it is important to determine the factors that influence the recruitment and retention of quality teachers for New Zealand schools and examine the degree to which teaching has unique issues or is following the general trend of other professions. The apparent disenchantment with teaching is symptomatic of a similar loss of mystique across all professions, and, it could be argued, is an outcome of our more global and more educated western world. Whatever the reasons, it is timely to examine the key groups' perceptions of teachers and teachers' work and identify those factors that influence people's decisions to choose (or not) teaching as a career.

PROFESSIONS

A number of characteristics have been used to define professions, such as a specific body of knowledge, autonomy, responsibility, education and so on (Broadbent, Dietrich, & Roberts, 1997; Dent & Whitehead, 2002; Hoyle & John, 1995). Traditionally, professionals were held accountable by other professionals, through codes of ethical conduct and the like.

Changes in professions have generally been influenced by prevailing social conditions. Government legislation, market conditions, as well as a rise in managerialism have all impacted on the way professionals are required to conduct themselves and carry out their work (Broadbent et al., 1997; Dent & Whitehead, 2002; Farrell & Morris, 2003; Leicht & Fennel, 2001). With a move to a more market-driven model in society, professionals are increasingly accountable to other stakeholder groups, such as client groups and government. As a result, two of the major changes facing the teaching profession, amongst others, over the past two decades, have taken the form of increased accountability and decreased autonomy.

THE STATUS OF TEACHING

There is much debate surrounding the professional status of teachers. Elements identified as key in high status professions in general include resources, autonomy, trust and respect.

In terms of resources, teaching does not meet the requirements of a high status profession. Issues such as workload and resources are sources of dissatisfaction for those in teaching. The funding teaching receives is often perceived as inadequate by those in the profession (Scott, Stone & Dinham, 2001). In terms of autonomy, teachers have always been at a disadvantage as they are answerable to the government, while other professions, such as the law, have previously enjoyed full autonomy. However, this autonomy has been further eroded by an increasing requirement by teaching's clients – students and parents – for accountability.

Hoyle (2001) has proposed that the generic term 'status', as applied here, is actually made up of three components – occupational prestige, occupational status (where status has a specific connotation) and occupational esteem. Prestige relates to the public perception of the standing an occupation has in comparison to others; status refers to how knowledgeable groups refer to an occupation (e.g. as a profession); and esteem refers to the regard in which an occupation is held by the public due to the attributes that members of that group are perceived to bring to the job.

According to Hoyle (2001), the occupational prestige of teachers is relatively fixed. People's views of teachers stem from a number of factors. These include teachers' client group (children), salary level (restricted being paid by public money) and a long exposure to and familiarity with teachers (from their own schooling). The occupational status of teaching is, at best, ambiguous. Although teaching may achieve official classification as a profession by many official and definitional benchmarks, its recognition as a profession by political groups and the general public remains doubtful. Occupational esteem then remains as the most malleable of status areas for teaching, and the one over which they can have the most control. The esteem in which people hold a profession is derived from their own personal experiences and influenced by the experiences of others, for example through media representation. This is reflected in the fact that many people who look upon teaching as a

'worthy' occupation, still would not consider teaching themselves because of the implications of the prestige and status of the profession.

Adding to the ambiguity with which teaching is perceived are comments such as: "Teacher status is actually far higher than teachers think that it is. Teachers, in other words, think that people think worse of them than people actually do" (Waddell & Hallgarten, 2001, p. 26). If teachers have little esteem for their own profession, it is not surprising that many are dissatisfied and that difficulties exist in retaining existing teachers or recruiting new teachers. This would suggest that teachers themselves have potential to contribute to the erosion, or alternatively the enhancement, of the esteem and respect afforded them by others.

RECRUITMENT AND RETENTION

Various aspects of the teaching profession – intrinsic motivators, salary, workload, autonomy and accountability, gender issues and status –affect the recruitment and retention of teachers.

Intrinsic Motivators

In their summary of findings of a review of literature on teacher motivation, Spear, Gould and Lee (2000) found that for undergraduates considering teaching, the most attractive aspect of the occupation was a chance to benefit society. In a large scale project covering four countries (Australia, New Zealand, England and the USA), Scott, Stone and Dinham (2001) used teachers' own words to explore both satisfiers and dissatisfiers in teaching. Satisfiers related to social contributions and personal growth. Teachers enjoyed working with children and assisting them. A feeling of professional efficacy was enjoyed when teaching enabled them to 'make a difference'. In 2002, Lewis and Butcher surveyed final year high school students about whether they had considered teaching as a career, and what factors made teaching attractive. Two of the top three reasons given were working with young people and being able to help others.

Taken together, this evidence suggests that it is the nature of the job itself that is an important issue for teacher recruitment and retention. Being able to help others is one of the most important factors attracting people to teaching, and is also important in promoting job satisfaction among existing teachers.

Salary

For all that salary seems to be a prominent point of contention for existing teachers (as evidenced in the media), there is mixed evidence regarding whether or not it is important in attracting people to the profession. On the whole salary appears to be a retention issue rather than a recruitment issue.

In the review by Spear et al. (2000), the research shows that for those already studying towards postgraduate teaching certificates, important reasons for doing so were altruistic ones, such as those already mentioned, while salary was amongst those rated least important. When they looked at those currently in teaching, poor pay was cited as a primary reason for those intending to leave the profession, and an increase in pay was a way to improve morale. In another study looking at existing teachers, salary has been cited as a 'dissatisfier', and an increase in salary as a starting point for increasing status (Scott et al., 2001).

An interesting finding in a study of turnover in UK teachers (Smithers & Robinson, 2003a) suggested that although salary was often mentioned as a possible inducement to stay, it was rarely given as the primary reason for leaving (workload was most often cited). These sentiments were echoed in a conference regarding the status of teaching in the UK: "Teachers leave not because of the salary issues, but they leave because of conditions in the classroom" (Waddell & Hallgarten, 2001, p. 7). It is important, though perhaps discouraging, to note here that 40% of teachers surveyed indicated that nothing could have persuaded them to stay in teaching (Smithers & Robinson, 2003a).

Workload

In a study on recruitment and retention, of thirteen suggestions noted for addressing recruitment and retention issues in New Zealand secondary schools, seven related in some way to reducing workload or allocating more resources (Ministry of Education, 2003). All of the beginning teachers interviewed mentioned that the amount of paperwork and administration they had encountered was the major downside to the job, and returning teachers and heads of departments both mentioned workload as an aspect of the job they did not like. Teachers are expressing these views in the popular media as well (Gerrard, 2004).

Similar results have been found in the UK. Workload has been the most frequently cited reason for leaving teaching (Smithers & Robinson, 2001), and schools are increasingly having to escalate workloads given teacher shortages (Smithers & Robinson, 2003b). The cyclical nature of the relationship between these two will make retention (and potentially recruitment) particularly difficult.

Johnson (2001) explains that the dissatisfaction with workload is not about the number of hours worked as such. Rather, it is the time spent on tasks imposed on teachers, recording everything that is planned and done in great deal – much of which is never read by anyone – rather than on teaching.

Autonomy and Accountability

In an article in the *New Zealand Herald* by one Auckland principal, a general loss of authority and autonomy of teachers is bemoaned (Gerrard, 2004). Government initiatives have suppressed freedom and individualism in schools, with no autonomy regarding the teaching and assessment processes.

Autonomy has been identified as a key area to address regarding retention of teachers in the UK. Echoing the New Zealand principal, overly prescriptive methods of government leave front-line teachers with little scope for self-determination. With this loss of responsibility and freedom is a loss of a major component of job satisfaction for teachers (Johnson, 2001).

Gender Issues

Currently teaching is dominated by women. This was not always so – in fact, Perrott (2002) suggests that the rise in numbers of women working in teaching has coincided with a decline in pay for the profession.

Gender issues appear most prominent in primary teaching. In primary schools in New Zealand, only 18% of teachers are male compared with 42% in secondary schools (Ministry of Education, 2005). This is a new low point in a gradual decline in male primary school

teachers from over 40% in 1956 (Cushman, 2000). Surveying male final year high school students in New Zealand showed that status, salary and physical contact were all of concern regarding primary teaching (Cushman, 2000). Interestingly, status was more of a concern to those who were intending to teach than those who weren't.

In a focus group study involving male final year Bachelor of Education students in Australia (Lewis, Butcher, & Donnan, 1999), similar issues arose. There was a feeling that others perceived the job as 'un-masculine' as well as the threat of being labelled a possible child abuser. Enjoyment of teaching was discussed as being more important than salary, although they felt their work deserved higher remuneration. With regard to status, they perceived this as being low, but were optimistic that it was on the rise.

Status

Status rarely features as an important consideration for attracting or retaining teachers, and in the aforementioned studies is never cited as the top reason for coming to the profession, staying or for going. In fact, in some cases where questionnaires are used, it is difficult to tell whether it is simply an issue perceived important by the researchers (hence its inclusion), or one that would arise on its own (e.g. Shen & Hsieh, 1999) although this argument could equally apply to any number of the issues discussed. Evidence for this appears in a qualitative study of people undertaking a postgraduate certificate in education to teach in information and communication technology (ICT) (Hammond, 2002). Positive experiences of teaching were mentioned most frequently as a reason for deciding to teach, followed by working in the subject area. None of the reasons given by these students in response to the open question about why they had chosen teaching were status related issues. More support is found in the Ministry of Education's (2003) report on recruitment and retention issues, compiled from interviews with beginning teachers through to principals. Of all the groups, only beginning teachers mentioned status issues as an aspect of the job that they did not like.

Improving Recruitment and Retention

Kyriacou and Coulthard (2000) showed that matching is what is important in attracting people to teaching. Those aspects of teaching that will match what people want in a career need to be emphasised. Their study showed that undergraduates seriously considering a career in teaching had a good match between what they wanted in a career, and what they thought teaching could offer. In the same study, those who were undecided were asked what would encourage them to teach. Top of the list were improvements in resources, salary and working environment. Of thirteen possible measures, status related issues such as public opinion and autonomy came in at eighth and ninth respectively. Interestingly, performance based pay was the least likely to encourage a career in teaching.

The authors of this study point out that a recruitment campaign for teaching that was being run at the time in England may have been flawed in its focus given that the factors being addressed were not those in the top ten potential influences for those undecided about teaching. This highlights the possibility of becoming narrowly focused on something that is initially perceived as being important, i.e. status, but which research may show is not the most influential factor with regard to a teaching career.

In an evaluation of how to cope with teaching shortages in the United Kingdom (Johnson, 2001), retention rather than recruitment was the focus, with a feeling that recruitment would have only a marginal impact.

In summary, much of the current research in the United Kingdom, America and elsewhere points to the need for in depth and ongoing research into how teachers are understood and how their work is perceived and valued. There is no doubt that teachers' work has become more complex and perhaps more demanding. We use the words of Arthur Levine, president of the Teachers' College at Columbia University to demonstrate that teachers and teachers' work deserves the attention of further rigorous research such as is provided by this study. Levine, quoted by Hinds (2002) says that for a teacher to succeed in today's world he or she must:

> *"know about children's development, different learning styles, pedagogy and the plethora of different ways for reaching children, curriculum, assessment, classroom management, ways to teach students who don't speak English and children who have disabilities – and, of course, the teacher must know the subject matter well. Apart from that, the job is pretty easy," he jokes. "The difficulty of the job – aggravated by poor working conditions and pay – is clearly indicated by the shortage of urban teachers and high attrition rates among new teachers"* (Hinds, 2002, p. 3).

METHODOLOGY

For Phase Two of the Perceptions of Teachers and Teaching project, data were collected across three regions, South Auckland, Taranaki and Christchurch, from four key groups:

- Teachers and principals/head teachers.
- Board of trustees/management committee members.
- Senior students (Years 12 and 13).
- Student teachers.

In selecting the key groups for this phase we were guided by the results of Phase One that recommended that people outside of the immediate teaching environment (e.g. parents, business, other university students and the general public) would be best surveyed through a generic market research instrument.

The key groups chosen represent those currently engaged in teaching and administration of schools or centres (teachers, principals and head teachers), those responsible for governance of schools (board of trustees and centre management committee members), those currently preparing for teaching (student teachers), and those who are making choices about their future work and careers (senior students).

Two clusters of schools and early childhood centres were selected in each region.: in the first, schools and centres were visited by research assistants from Massey University, questionnaires administered and interviews conducted; in the second, schools and centres were approached by mail and invited to complete questionnaires.

Ethics

All research conducted through Massey University involving human participants must first have the approval of the Massey University Human Ethics Committee (MUHEC). Approval of ethics application 04/61 was granted on 3 May 2005 (see Appendix A).

Research Tools

The project employed a mixed quantitative and qualitative design, using both questionnaires and interviews to gather responses from participants regarding their perceptions of teachers and teaching.

QUESTIONNAIRES

Four questionnaires were developed for Phase Two of the project (see Appendix B), based on the findings of Phase One survey and interview data. Teachers and principals were asked:

- Their reasons for becoming and remaining a teacher.
- Whether they had considered leaving teaching.
- Their perceptions of the teaching profession.
- Their feelings of job satisfaction.

The first scales were adapted and extended versions of the scales found in Phase One questionnaires, but the last, on job satisfaction, was adapted from a scale used in the Teacher 2000 Project (Harker, Gibbs, Ryan, Weir & Adams, 1998). For this scale, initially 75 items long, the first five items loading onto each of the eight factors examined in the study were included in our abridged scale. Other minor changes in phrasing were also made, to fit with the current teaching context in New Zealand.

The remaining three questionnaires used scales from the teacher and principal questionnaire, as appropriate for the target group. Board of trustees and management committee members were asked about their perceptions of the teaching profession. Senior students at high schools were asked whether they had made any decisions about their future careers, and their reasons for or against considering teaching as a career. Student teachers were asked their reasons for becoming a teacher, their career aspirations, and their perceptions of the teaching profession.

INTERVIEWS

Five interview schedules were also developed to shape conversations with members of each of the key groups: principals and head teachers, teachers, board of trustees/management committee members, senior students, and student teachers (see Appendix C). Interviews were conducted with principals, head teachers, teachers and board/committee members on an individual basis, and with senior students and student teachers in focus groups. Interviewees were asked to make explicit their perceptions of teachers and teaching, and, in particular, for their opinions on:

- Recruitment of teachers.
- Retention of teachers.
- Their own and other people's perceptions of teachers.
- Status of teachers.
- Teacher satisfaction.
- Their future aspirations.

Interview Cluster

Schools and centres in this cluster were individually invited to take part in the project through networks established by the Office of Teacher Education at the Massey University College of Education. The cluster included one secondary school, one intermediate school, two primary schools, one kindergarten and one early childhood centre from each region, twelve schools and six centres in total.

Each school and centre was visited by two research assistants, where questionnaires were distributed to all teachers including the principal or head teacher/supervisor, all board of trustees/management committee members, and two Year 12 and two Year 13 classes at the secondary schools. Interviews were conducted with the principal/head teacher, two or three teachers, and one board/committee member. Three or four focus groups of four or five senior students were conducted at each secondary school (see Appendices D and E for information sheets and consent forms).

In addition, two tertiary institutions were invited to be involved in this research cluster (see Appendix F). Questionnaires were distributed to all first-year student teachers, and five focus groups of volunteer student teachers were conducted by the research assistants.

DATA COLLECTED FROM THE INTERVIEW CLUSTER

The following tables summarise the questionnaire data (Table 1) and interview data (Table 2) gathered from the six early childhood centres, six primary schools, three intermediate schools, three secondary schools and two tertiary institutions involved in the interview cluster.

Table 1: Number of questionnaires completed by the interview cluster

	Teacher/ Principal Questionnaire	Board/ Committee Questionnaire	Senior Student Questionnaire	Student Teacher Questionnaire	**TOTAL**
Early childhood centres	20	12	-	-	**32**
Primary schools	60	15	-	-	**75**
Intermediate schools	50	7	-	-	**57**
Secondary schools	57	4	192	-	**253**
Tertiary institutions	-	-	-	410	**410**
TOTAL	**187**	**38**	**192**	**410**	**827**

Table 2: Number of interviews conducted with the interview cluster

	Principal/ Head Teacher Interview	Teacher Interview	Board/ Committee Interview	Senior Student Focus Group	Student Teacher Focus Group	**TOTAL**
Early childhood centres	4	15[a]	4[b]	-	-	**23**
Primary schools	6	17	6	-	-	**29**
Intermediate schools	3	8	1	-	-	**12**
Secondary schools	3	8	4	11	-	**26**
Tertiary institutions	-	-	-	-	5	**5**
TOTAL	**16**	**48**	**15**	**11**	**5**	**95**

[a] One teacher interview conducted at an early childhood centre was with a student teacher on placement.
[b] One committee member interview at an early childhood centre was with a member of the regional association.

Non-Interview Cluster

Additional schools and early childhood centres in each of the three regions, South Auckland, Taranaki and Christchurch, were approached to participate in the Perceptions of Teachers and Teaching survey. Using the Ministry of Education 2005 Schools Database, schools in the three regions were clustered by decile rating. A systematic random sample was then taken, omitting every fifth school, in order to generate a sample of 80% of all schools, with proportions of deciles in each region intact. For the early childhood centres a systematic random sample was taken, again omitting every fifth centre, using a list of centres generated from the Yellow Pages of the Telephone Directory.

All the schools and centres from the sample thus created were approached through a letter (see Appendix G) and invited to respond with expressions of interest on a faxback form. Every school and centre who chose to take part in the survey was sent Teacher and Principal questionnaires, Board of Trustees/Management Committee Member questionnaires and Information Sheets (see Appendix H), as indicated on their faxback form. Each responding secondary school was also sent 120 Senior Student questionnaires to be administered to two Year 12 and two Year 13 classes.

Two hundred and ninety eight schools and 160 early childhood centres were sent letters of invitation to participate in the survey. Table 3 gives a summary of the types of schools and centres that were approached in each region, and Table 4 shows the decile ratings of the schools.

Table 3: Types of schools and centres invited to participate in the survey

	South Auckland	**Christchurch**	**Taranaki**	**Total**
SCHOOLS				
Composite	3	8	2	13
Contributing	43	33	26	102
Full Primary	33	53	34	120
Intermediate	9	9	3	21
Kura Teina Composite	2			2
Restricted Composite	1			1
Year 7-15	2	3	3	8
Year 9-15	10	13	8	31
TOTAL	**103**	**119**	**76**	**298**
EARLY CHILDHOOD CENTRES				
Education & Care Centre	35	60	13	108
Māori	*2*		*1*	*3*
Cook Island	*1*			*1*
Niue	*2*			*2*
Pacific Island	*1*			*1*
Samoan	*4*	*2*		*6*
Tokelauan	*1*			*1*
Tongan	*2*			*2*
Free Kindergarten	16		17	33
Te Kohanga Reo	9	2	7	18
Homebased Childcare			1	1
TOTAL	**60**	**62**	**38**	**160**

Table 4: Decile ratings of schools invited to participate in the survey

	South Auckland	**Christchurch**	**Taranaki**	**Total**
Decile 1	39	3	3	45
Decile 2	20	10	8	38
Decile 3	8	17	9	34
Decile 4	7	8	11	26
Decile 5	4	10	10	24
Decile 6	7	15	5	27
Decile 7	5	12	15	32
Decile 8	5	11	6	22
Decile 9	3	15	8	26
Decile 10	5	16	1	22
Unknown		2		2
TOTAL	**103**	**119**	**76**	**298**

Overall, 38 schools (12.8%) and 36 early childhood centres (22.5%) agreed to participate. By region, positive responses were received from eight schools (7.8%) and seven centres (11.7%) in South Auckland, sixteen schools (13.4%) and twenty centres (32.3%) in Christchurch, and fourteen schools (18.4%) and nine centres (23.7%) in Taranaki (see Tables 5 and 6).

Table 5: Types of schools and centres agreeing to participate in the survey

	South Auckland	Christchurch	Taranaki	Total
SCHOOLS				
Composite			1	1
Contributing	3	7	8	18
Full Primary	3	5	2	10
Intermediate	1	2		3
Year 7-15		1	1	2
Year 9-15	1	1	2	4
TOTAL	**8**	**16**	**14**	**38**
EARLY CHILDHOOD CENTRES				
Education & Care Centre	3	20	2	25
Tongan	*1*			*1*
Free Kindergarten	4		5	9
Te Kohanga Reo			1	1
Homebased Childcare			1	1
TOTAL	**7**	**20**	**9**	**36**

Table 6: Decile ratings of schools agreeing to participate in the survey

	South Auckland	Christchurch	Taranaki	Total
Decile 1	3	1	1	5
Decile 2				0
Decile 3	1	3	4	8
Decile 4	1	2	1	4
Decile 5	1	1	4	6
Decile 6		1	1	2
Decile 7	1	1	1	3
Decile 8	1		2	3
Decile 9		3		3
Decile 10		4		4
TOTAL	**8**	**16**	**14**	**38**

Questionnaires were returned by 36 of the 38 schools (94.7%) and 29 of the 36 centres (80.6%).

DATA COLLECTED FROM THE NON-INTERVIEW CLUSTER

Table 7 summarises the questionnaire data gathered from the schools and early childhood centres involved in the non-interview cluster.

Table 7: Number of questionnaires completed by the non-interview cluster

	Teacher/Principal Questionnaire	Board/Committee Questionnaire	Senior Student Questionnaire	**TOTAL**
Early childhood centres	126	54	-	**180**
Primary schools	230	62	-	**292**
Intermediate schools	58	6	-	**64**
Secondary schools[a]	189	22	406	**617**
TOTAL	**603**	**144**	**406**	**1153**

[a] The secondary school category includes three Teacher and Principal questionnaires from one area school.

Total Sample

Tables 8 and 9 provide a summary of the total school and early childhood centre sample involved in Phase Two of the project.

Table 8: Types of interview cluster and non-cluster schools and centres by region

	SOUTH AUCKLAND		**CHRISTCHURCH**		**TARANAKI**		**TOTAL**
	Non-Cluster	**Interview Cluster**	**Non-Cluster**	**Interview Cluster**	**Non-Cluster**	**Interview Cluster**	
SCHOOLS							
Composite					1		1
Contributing	3	2	7	1	8	2	23
Full Primary	3		5	1	2		11
Intermediate	1	1	2	1		1	6
Year 7-15			1		1		2
Year 9-15	1	1	1	1	2	1	7
TOTAL	**8**	**4**	**16**	**4**	**14**	**4**	**50**
EARLY CHILDHOOD CENTRES							
Education & Care Centre	3	1	20	1	2	1	28
Free Kindergarten	4	1		1	5	1	12
Te Kohanga Reo					1		1
Homebased Childcare					1		1
TOTAL	**7**	**2**	**20**	**2**	**9**	**2**	**42**

Table 9: Decile ratings of interview cluster and non-cluster schools by region

	SOUTH AUCKLAND		CHRISTCHURCH		TARANAKI		TOTAL
	Non-Cluster	Interview Cluster	Non-Cluster	Interview Cluster	Non-Cluster	Interview Cluster	
Decile 1	3	2	1		1		7
Decile 2							0
Decile 3	1	1	3		4		9
Decile 4	1	1	2		1		5
Decile 5	1		1		4	1	7
Decile 6			1		1		2
Decile 7	1		1	2	1	2	7
Decile 8	1				2	1	4
Decile 9			3				3
Decile 10			4	2			6
TOTAL	**8**	**4**	**16**	**4**	**14**	**4**	**50**

From the 50 schools and 42 early childhood centres, 790 teacher and principal questionnaires, 182 board/committee questionnaires, 598 senior student questionnaires, and 410 student teacher questionnaires were collected (see Table 10).

Table 10: Questionnaires received from interview cluster and non-cluster schools and early childhood centres

Questionnaire	Interview Cluster	Non Cluster	Total
Teacher and Principal	187	603	**790**
Board of Trustees/Management Committee Member	38	144	**182**
Senior Student	192	406	**598**
Student Teacher	410	0	**410**
Total	**827**	**1153**	**1980**

Data Analysis

Questionnaire responses were entered into SPSS, then analysed using frequency data and factor analysis of the larger scales. Interview data were coded into NVivo and then analysed thematically.

Demographic Data

Demographic data from questionnaire responses by each of the four key research groups are displayed below.

TEACHER AND PRINCIPAL QUESTIONNAIRE RESPONSES

The teacher and principal questionnaire respondents came from a range of schools and centres within the cluster regions.

Table 11: Teacher and principal responses – Type of school/ centre

	Frequency	Percent
Early childhood centre	146	18.5
Primary school	290	36.7
Intermediate school	108	13.7
Secondary school	243	30.8
Area school	3	0.4
Total	**790**	**100.0**

The size and decile ratings of the schools were recorded and are presented in the tables below. Schools ranged in size from U1 (7-50 pupils) to U9 (1601-2000 pupils). Centres all recorded less than 99 pupils. Over half the teachers came from schools with enrolments in excess of 500 pupils.

Table 12: Teacher and principal responses – School/centre size

	Frequency	Percent
<99 pupils (ECE)	146	18.5
7-50 pupils (U1)	5	0.6
51-100 pupils (U2)	4	0.5
101-150 pupils (U3)	34	4.3
151-300 pupils (U4)	62	7.8
301-500 pupils (U5)	93	11.8
501-850 pupils (U6)	228	28.9
851-1200 pupils (U7)	166	21.0
1601-2000 pupils (U9)	52	6.6
Total	**790**	**100.0**

Where appropriate, data has been analysed according to groups of decile rating using deciles 1, 1A and 3 as low decile, decile 4, 5, 6, and 7 as medium decile and deciles 8, 9, and 10 as high decile. Early childhood centres do not have decile ratings and so are recorded in Table 13 below as not applicable.

Table 13: Teacher and principal responses – School/centre decile rating

	Frequency	Percent	
One	41	5.2	Low Decile 162 (20.5%)
One A	27	3.4	
Three	94	11.9	
Four	31	3.9	Medium Decile 277 (35%)
Five	114	14.4	
Six	41	5.2	
Seven	91	11.5	
Eight	50	6.3	High Decile 205 (26%)
Nine	44	5.6	
Ten	111	14.1	
Not applicable	146	18.5	18.5%
Total	**790**	**100.0**	

The teachers, head teachers and principals who responded to the questionnaire represented a range of ethnicities, age groups, years of experience as teachers and level of qualification. Of

those who responded, 77% were female reflecting the predominance of female teachers. 81% of the respondents registered as Pakeha, 7.8% Māori and 3.2% Pacific Islander.

Table 14: Teacher and principal responses – Ethnicity

	Frequency	Percent
Pakeha	640	81.0
Māori	62	7.8
Pacific Islander	25	3.2
Asian	16	2.0
Other	43	5.4
Missing	4	0.5
Total	**790**	**100.0**

Respondents ranged in age from less than twenty (1 respondent only) to over 55 years of age. Over 50% of the respondents were under 45 years of age.

Table 15: Teacher and principal responses – Age

	Frequency	Percent
< 20 years	1	0.1
20-24 years	52	6.6
25-29 years	103	13.0
30-34 years	93	11.8
35-39 years	64	8.1
40-44 years	92	11.6
45-49 years	108	13.7
50-54 years	139	17.6
55+ years	132	16.7
Missing	6	0.8
Total	**790**	**100.0**

Over half the respondents (61%) held a degree qualification or higher.

Table 16: Teacher and principal responses – Highest qualification

	Frequency	Percent
Diploma of Teaching	168	21.3
Trained Teachers' Certificate	75	9.5
Undergraduate degree	220	27.8
Graduate Diploma of Teaching	166	21.0
Honours degree	47	5.9
Masters degree	55	7.0
Doctorate	2	0.3
Other	31	3.9
Missing	26	3.3
Total	**790**	**100.0**

Respondents reported a range of levels of teaching experience in terms of years. Approximately 40% of the respondents had been teaching for less than 10 years.

Table 17: Teacher and principal responses – Years teaching

Years Teaching	Frequency	Percent
>46	3	0.4
41-45	13	1.6
36-40	53	6.7
31-35	72	9.1
26-30	75	9.5
21-25	65	8.2
16-20	58	7.3
11-15	60	7.6
6-10	103	13.0
<5	212	26.8
Missing	76	9.6
Total	**790**	**100.0**

BOARD OF TRUSTEES/MANAGEMENT COMMITTEE MEMBER QUESTIONNAIRE RESPONSES

The boards of trustee and committee members were associated with a range of schools and centres. Members from early childhood and primary were the most common respondents, with nearly 80% from these sectors and only 14% from secondary schools.

Table 18: Board/committee responses – Type of school/centre

	Frequency	Percent
Early childhood centre	66	36.3
Primary school	77	42.3
Intermediate school	13	7.1
Secondary school	26	14.3
Total	**182**	**100.0**

Unlike the teachers and principals, most of the board of trustee and committee management respondents were from either early childhood centres (36.3%) or from schools of less than 850 pupils (over 54%). Only 9% of these respondents were from schools with enrolments of over 850 pupils.

Table 19: Board/committee responses – School/centre size

	Frequency	Percent
<99 pupils (ECE)	66	36.3
7-50 pupils (U1)	6	3.3
51-100 pupils (U2)	1	0.5
101-150 pupils (U3)	16	8.8
151-300 pupils (U4)	12	6.6
301-500 pupils (U5)	23	12.6
501-850 pupils (U6)	41	22.5
851-1200 pupils (U7)	13	7.1
1601-2000 pupils (U9)	4	2.2
Total	**182**	**100.0**

There were more respondents from boards of trustees of high decile schools (25.3%) than from medium (19.7%) or low deciles schools (18.6%). Over a third of the respondents in this

key group were management committee members from the early childhood sector which are not rated according to decile.

Table 20: Board/committee responses – School/centre decile rating

	Frequency	Percent	
One	6	3.3	Low Decile 34 (18.6%)
One A	3	1.6	
Three	25	13.7	
Four	7	3.8	Medium Decile 36 (19.7%)
Five	10	5.5	
Six	9	4.9	
Seven	10	5.5	
Eight	10	5.5	High Decile 46 (25.3%)
Nine	12	6.6	
Ten	24	13.2	
Not applicable	66	36.3	66 (36.3%)
Total	**182**	**100.0**	

The board of trustees and management committee members occupied a range of positions on their respective boards. Most respondents identified themselves as members (47%), while 15% of the respondents occupied chairperson positions. Over 65% of the respondents were female, and 75% were aged between 30 and 40 years. Predominantly, the respondents were Pakeha (82%), while Māori made up 9% and Pacific Islander 2%. Over 25% of the committee members identified a high school qualification as their highest qualifications and over 50% had degree qualifications or higher.

STUDENT TEACHER QUESTIONNAIRE RESPONSES

Student teachers were enrolled in qualifications across early childhood, primary and secondary initial teacher education.

Table 21: Student teacher responses – Initial teacher education programme

	Frequency	Percent
Early Childhood	75	18.2
Primary 3 year	102	24.9
Primary 1 year grad	66	16.1
Secondary 4 year	47	11.5
Secondary 1 year grad	112	27.3
Missing	8	2.0
Total	**410**	**100.0**

Student teachers were predominantly Pakeha with 7.1% Māori and 2% Pasifika. Of the total student teachers, 75.9% were female and 23.2% male (1% data missing). Less than half the student teachers entered their current initial teacher education programme direct from secondary (45.9%) and 35.6% of the student teachers held a secondary school qualification as their highest qualification. Just under 30% of the student teachers held an undergraduate degree with 10% holding postgraduate qualifications. Student teachers were predominantly under 30 years of age (74.3%) (see Table 22) with 23.4% under the age of 20 years and only 8% over the age of 40 years of age.

Table 22: Student teacher responses – Age

	Frequency	Percent
< 20 years	96	23.4
20-24 years	142	34.6
25-29 years	67	16.3
30-34 years	40	9.8
35-39 years	28	6.8
40-44 years	22	5.4
45-49 years	9	2.2
50-54 years	2	0.5
55+ years	0	0.0
Missing	4	1.0
Total	**410**	**100.0**

SENIOR STUDENT QUESTIONNAIRE RESPONSES

Table 23 shows the type of school, their decile ratings and the number of questionnaires returned from each of the schools.

Table 23: Senior student questionnaire – Demographics of responding schools

	Decile			Questionnaires	
				Number	%
School A	1	Co-educational	State	68	11.4
School B	5	Co-educational	State	50	8.3
School C	5	Co-educational	State	67	11.2
School D	5	Co-educational	State	89	14.9
School E	7	Co-educational	State	74	12.3
School F	7	Co-educational	State	27	4.5
School G	8	Boys	State integrated	24	4.0
School H	9	Girls	State integrated	93	15.5
School I	10	Girls	State	106	17.7
				598	**100.0**

In total 598 senior students completed the questionnaire, 298 Year 12 students and 299 from Year 13. Two-thirds of the respondents were female. Table 24 shows the ethnicity of the senior students, which included 10.4% Māori, 9.9% Pacific Islander and 11% Asian.

Table 24: Senior student responses – Ethnicity

	Frequency	Percent
Pakeha	376	62.9
Māori	62	10.4
Pacific Islander	59	9.9
Asian	66	11.0
Other	31	5.2
Missing	4	0.7
Total	**598**	**100.0**

FINDINGS

Introduction

In reporting the findings of this study we are guided by the key research questions related to Phase Two of the research project:

1. What do key groups identify as the major factors that affect decisions on recruitment, retention, capability and performance of teachers?
2. What, if any, is the impact of perceptions of teachers, teachers' work and the status of teachers and the teaching profession on the behaviours of key groups?

Data from questionnaires and interviews will be reported under the following headings with summary discussion of how perceptions within each area impact on the decisions and behaviours of members of key groups.

- Perceptions of teachers and teaching.
- Recruitment.
- Retention.
- Performance and capability.
- Status of teachers and teaching.
- Senior students.

Complete frequency data for each of the key groups: teachers and principals, board of trustees/management committee members, senior students and student teachers, can be found in Appendices I-L.

Perceptions of Teachers and Teaching

Questionnaire and interview data were used to gain a sense of what key groups perceive as the attributes of a good and effective teacher.

Using cumulative score rankings for the questionnaire scale *Hallmarks of an effective teacher*, observations about the most important and least important attributes have been made. The ranked data were examined for differences across demographics of teachers and principals, including: sector, decile rating of school, participant position, length of teaching experience, gender, ethnicity and level of qualification.

Definite homogeneity was observed with respect to the ways in which different key groups construe effective teachers. It is clear that participants construe good and effective teachers in terms of immediate attributes concerned with relating to children and students. Matters external to the classroom – fundraising, relationships with community or advocating for improved conditions – are considered the least important.

Two areas of concern were highlighted. Firstly, attributes that would typically be considered to be important hallmarks of other professions: *Regular professional development and personal improvement* and *Seeks feedback*, languish in the mid to lower rankings of those identified as most important to good and effective teachers. Secondly, those attributes specifically related to academic achievement, *Puts academic achievement first* and *Competitive ethos: aims for high achievement for self, school and pupils*, are typically ranked in the bottom half of the most important attributes of good and effective teachers. This is evident to a lesser degree also for the attribute *Demonstrates expertise in the process of facilitating learning*, which is ranked as the fifth most important attribute overall, yet could be considered to be the core goal of effective teachers.

Interview data from those responsible for appointing teachers to the school staff, primarily principals and board of trustees members, were examined to reveal the ways in which good and effective teachers were described. The following themes emerged:

- The ability to establish and maintain relationships with children is considered paramount.
- The personality traits a teacher brings to the job are important.
- Good relationships with parents and colleagues are important.
- Teachers must work within professional and ethical boundaries.
- Teaching is complex and teachers must have the skills to cope with challenging classroom dynamics.
- Newly appointed teachers need to fit in with the current staffing profile and school culture.
- Teachers need to have well-balanced lives in order to bring passion and enthusiasm to the classroom.

Perceptions of Teachers and Teaching

Participants' perceptions of teachers and teachers' work are revealed through both the questionnaire and the interview data. Questionnaire responses to the question *Hallmarks of an effective teacher*[1] reflect how key groups perceive teachers and teaching – how they construe effective teachers. The responses have been considered according to key group and thence according to demographic features including sector, gender, ethnicity and years of service as appropriate. Qualitative data from the interviews with teachers and principals and with board of trustees and management committee members also shed light on how good and effective teachers are construed.

HALLMARKS OF AN EFFECTIVE TEACHER

In the question *Hallmarks of an effective teacher*, respondents were requested to rank what they believed to be the five most important attributes of an effective teacher and the five least important attributes from a list derived from other research studies on effective teaching. In analysing the results each rank (1 to 5) was allocated a weighting equal to its place and cumulative scores for each attribute were calculated. In this way the attributes that overall were considered by most to be the most important, and those considered least important, could be identified and compared across the key groups (principals and teachers, board/committee members and student teachers). Tables showing the cumulative scores and comparative rankings can be found in Appendix M.

MOST IMPORTANT ATTRIBUTES OF A GOOD AND EFFECTIVE TEACHER

Teachers and principals and board/committee members identified the same five key attributes that attracted scores significantly higher than others. While both groups ranked these five attributes as the most important, the order of their ranking differed slightly. In order of importance, teachers and principals see the following as the most important hallmarks of effective teachers: *Ability to establish caring relationships with students; Demonstrably loves their work; Trusted and respected by pupils and parents; High personal integrity;* and *Demonstrates expertise in the process of facilitating learning.* Board/committee members ranked the attributes as follows from most important: *Trusted and respected by pupils and parents; Demonstrates expertise in the process of facilitating learning; Ability to establish caring relationships with students; High personal integrity;* and *Demonstrably loves their work.* Over 30% of the board/committee respondents ranked the first two attributes (*Trusted and respected by pupils and parents; Demonstrates expertise in the process of facilitating learning)* as either the most important or the second most important attribute of effective teachers.

Student teachers had similar results with their four most important attributes of effective teachers being the same as the other groups though in a different order. The one attribute that did not emerge in the five most important was *Demonstrates expertise in the process of facilitating learning*, although it is noted that it was only one point behind *Manages workload and life balance*.

[1] Question 6, Teacher and Principal Questionnaire; Question 1, Board of Trustees/Management Committee Member Questionnaire; and Question 3, Student Teacher Questionnaire.

The teacher and principal rankings of the five most important attributes of good and effective teachers were considered in terms of attributes of participants including: sector, decile rating of school, participant position, length of teaching experience, gender, ethnicity and level of qualification. What is revealed by this analysis is a very high level of homogeneity across all groups, which in itself raises interesting questions for consideration.

Early childhood participants gave rise to the most notable interruption in the otherwise consistent pattern. Teachers and head teachers of early childhood centres included *Regular professional development and personal improvement* as the fifth most important attribute of effective teachers (*Demonstrates expertise in the process of facilitating learning* was ranked sixth). While *Demonstrates expertise in the process of facilitating learning* was ranked as fourth most important by secondary participants, it was ranked as the most important attribute of effective teachers by intermediate teachers and principals and second in importance by primary participants.

In terms of school decile ratings, the participants from low decile schools include *Manages workload and life balance* as the second most important attribute of effective teachers. This attribute is not ranked in the top five of other teachers and principals although it is ranked fifth by student teachers. Position in school or centre (teacher or principal/head teacher) made no difference to which attributes were ranked in the top five, but did reflect some slight differences in order of the selected five.

Length of service as a teacher did reveal a minor shift in rankings with the more recent graduates (teachers from 0-5 years experience) including *Manages workload and life balance* as the fourth ranked attribute and *High personal integrity* falling off to sixth ranking, although this was ranked second by the most experienced teachers (21+ years of teaching).

Gender revealed no change in the top five and only minor changes in the order of ranking within the five. Both males and females rate *Ability to establish caring relationships with students* as the most important attribute. Likewise, level of highest qualification registers minimal variations in order of the top five attributes overall.

Ethnicity reveals some interesting interruptions to the typical ranking of the top five attributes, with Māori, Pasifika and Asian each rating attributes outside of the overall top five. Māori, Pasifika and Pakeha each rank *Ability to establish caring relationships with students* as number one, while Asian rank *Trusted and respected by pupils and parents* as number one. *Managing work load and life balance* is ranked as second most important to Māori and fifth to Pasifika participants. Māori rank *Regular professional development and personal improvement* as fifth importance and fail to rank *Demonstrably loves their job* and *High personal integrity* in the five most important (they rank sixth and seventh respectively).

LEAST IMPORTANT ATTRIBUTES OF A GOOD AND EFFECTIVE TEACHER

In order of least importance, teachers and principals see the following as the least important hallmarks of effective teachers: *Is able to raise funding as required; Involvement in extra-curricula activities; Enters into partnerships with a range of others; Advocates for better conditions for teachers in order to meet pupil needs;* and *Puts academic achievement first.*

The board/committee members agreed with the rankings with the four least important attributes, however their fifth least important attribute was *Puts pastoral care first.* Student

teachers ranked the following in order of least importance: *Is able to raise funding as required; Enters into partnerships with range of others; Puts academic achievement first; Puts pastoral care first;* and *Involvement in extra-curricula activities.*

Further sector-based analysis revealed differences amongst the teacher and principal rankings of some of the statements. Primary and intermediate teachers and principals share the same five least important attributes with the overall five, although in a slightly different order. Teachers and head teachers of early childhood centres ranked two statements in the five least important that were not evident in the rankings of other teachers. *Puts pastoral care first* was ranked fourth least important, and *Competitive ethos: aims for high achievement for self, school and pupils* was ranked fifth. Participants from the secondary sector ranked *Has excellent relationships with the community* as the fifth least important.

When considered in terms of school decile rating, responses reveal continued homogeneity with the least important four being consistent across deciles with the overall ratings. Medium and high decile participants include *Has excellent relationships with the community* as fifth least important ahead of *Puts academic achievement first*, which was ranked as fifth least important by low decile participants.

There are no differences in the top five according to participants' roles – teacher or principal/head teacher – except for minimal differences in order. Consistency is apparent also in terms of gender, with one exception. Males rank *Has excellent relationships with the community* as fifth least important ahead of *Puts academic achievement first* which was ranked as fourth least important by female participants and fifth least important overall. When considering any differences between ranking in terms of participants' level of highest qualification the homogeneity across groups is evident. Those with postgraduate qualifications rank *Puts academic achievement first* as fifth least important, whereas it does not feature in the five least important ranking of other qualification levels.

In terms of length of teaching experience the least experienced teachers (0-5 years) rank *Puts pastoral care first* as the fifth least important, thus relegating *Advocates for better conditions for teachers in order to meet pupil needs* to sixth least important. Otherwise the length of experience in teaching has no influence on the five least important selected, although minimal differences of ranking within those five are evident.

As with the most important rankings, ethnicity does give rise to some interruptions in the consistency of responses, however, these are not strong enough to alter the overall least important five. While all respondents have the least important hallmark in common, *Is able to raise funding as required*, Māori and Asian teachers rank *Puts pastoral care first* as fifth least important and Pakeha rank *Puts academic achievement first* as fifth least important. Pacific Islanders rank this as fourth with *Has excellent relationships with the community* as fifth least important.

COMMENTS FOR FURTHER CONSIDERATION

In summary there is definite homogeneity with respect to the ways in which different key groups construe effective teachers. It is clear that participants construe good and effective teachers in terms of immediate attributes concerned with relating to children and students. Matters external to the classroom – fundraising, relationships with community or advocating for improved conditions – are considered the least important.

It is interesting to note that all key groups construe effective teachers in terms of predominantly affective attributes related to interacting with students. According to them, effective teachers enjoy their work, establish caring relationships with children and are trusted and respected by parents. Expertise in facilitating student learning, while rated as the second most important attribute by board/committee members, is rated as the fifth most important attribute by teachers and principals and the sixth most important by student teachers.

Some attributes such as fundraising may be understandably of lesser importance as indicators of effective teachers. Over 50% of teachers, principals and board/committee members, and 39% of student teachers, rated *Ability to raise funds* as the least important attribute of good and effective teachers. It is interesting to note that neither teachers and principals nor board/committee members rated *Advocating for better conditions for teachers in order to meet pupil needs* as an important attribute of effective teachers (student teachers had this attribute as sixth least important). As noted in the preceding paragraphs, none of the key groups perceive it as an attribute of an effective teacher to *Put academic achievement first*.

The attributes selected by participants as most important and least important give rise to some interesting questions that will need further attention in light of other data emerging from this study. We choose here to identify a number of attributes that would typically be expected to be of importance in a profession and signal the need for consideration of the ways in which these are ranked and the potential implications for recruitment, retention and status of teachers and teaching.

We draw attention to the rankings given to two of the listed attributes that would typically be considered to be important hallmarks of other professions: *Regular professional development and personal improvement* and *Seeks feedback.* Both of these attributes languish in the mid to lower rankings of those identified as most important to good and effective teachers and *Seeks feedback* especially is ranked close to the least important. This deserves further consideration.

It is also of interest (and of some concern) that *Puts academic achievement first* and *Competitive ethos: aims for high achievement for self, school and pupils*, those attributes specifically related to academic achievement, are typically ranked in the bottom half of the most important attributes of good and effective teachers. This is evident to a lesser degree also for the attribute *Demonstrates expertise in the process of facilitating learning*, which is ranked as the fifth most important attribute overall, yet could be considered to be the core goal of effective teachers.

INTERVIEW DATA

As part of the interview process boards of trustees, principals and to a lesser extent, teachers, were asked what the attributes they looked for in appointing teachers were. It is considered that those responsible for appointing teachers to the school staff would be able to articulate the qualities of good and effective teachers that they would be seeking. Participants were also asked what they construed as an effective teacher. Interview transcripts were scrutinised to reveal the ways in which good and effective teachers were described. Key themes from the qualitative data are reported below.

As with the questionnaire data, people view good and effective teaching and teachers in terms of the relationships they are able to establish and maintain with children, "That the relationships with children are positive. That children are feeling valued in the classroom" (Interview 18, Primary Principal). There is an overwhelming sense that personality and affective qualities are more influential to appointment decisions than are specific qualifications and level of initial teacher education. As one board of trustees member of a primary school reports, "passion, professionalism, integrity and being able to relate to children and parents. That covers it" (Interview 83).

> *I think that they have to come across as having real enthusiasm for the work that they do, I mean having a qualification is one thing but actually being suited to the role is another. Just friendly, you know, outward going, having a real sort of connection with the children* (Interview 60, Early Childhood Committee Member)

In some cases there is an explicit commitment to selecting teachers based on the suitability of their personality. There is an assumption that appropriate personality traits are innate and cannot be learned so this is the priority in selecting suitable teachers for different school cultures.

> *The first thing we look at basically is their communication skills with our kids. Because we can work with them on the curriculum side and the teaching side but we can't work with them if they haven't got a personality that can get on with our kids* (Interview 1, Secondary Principal).

> *I take a lot of pleasure out of that [appointing new teachers] because as long as they've got the right personality you can teach them some of the other things, personality you can't. If they care about and are passionate about learning and teaching then we can teach them the other things* (Interview 14, Intermediate Principal).

Unlike the questionnaire data, the importance of relationships with parents and colleagues came through as a strong indicator in the qualitative data of good teachers. Often this was linked directly to supporting student learning. "They have to be able to form a rapport with other adults, other people, and other children. And they've got to have a knowledge that they are facilitating learning" (Interview 84, Primary Principal).

> *Good relationships with parents saying he or she is a good teacher, even though it is a populist view, there is sometimes an indicator that the teacher is on the right track. And then for me as a principal, someone who is moving the kids along at a good pace so in terms of the quality of the programme that is being delivered, the assessment data that's coming through, people are not just standing still and even worse, people are not just keeping on being occupied or keeping on doing busy activities* (Interview 9, Primary Principal).

> *A person who is a team player, that person who has the ability to create a learning culture in the classroom. A person who knows their students and has the ability to develop a really good relationship with individual students and has the ability to know how to get students hooked into learning, they're motivating people* (Interview 14, Intermediate Principal).

With respect to relationships with children and young people, some principals report that the relationships must reflect professional boundaries and ethics that enable teachers to care for children and to work in partnership with parents.

> *First and foremost you need to maintain a professional rapport with kids. In other words, you don't need to be their friend but you need to have empathy with them and they need to be able to relate to you as a person, again without the need to be your friend. And I think you can see that with so many good teachers – it's the fact that the kids will talk with them openly, they'll be very honest with them, the teachers will take all that on board but when push comes to shove and it's time to sit down and do the work, the children go and do it without any problems…I think it helps if you can build good relationships amongst the other people in the whole school community, the other teachers, because that helps for shared planning and shared assessment tasks. I think if you've got positive relationships with parents that brings them more into the classroom, helps to reverse any kind of discipline but if you get on well with the parents and you can talk about how their children are going, it is like a shared caring almost* (Interview 68, Intermediate Principal).

In defining good teaching there is an acceptance that teaching is complex and good teachers have to "stay ahead of the ball" within busy classrooms. There is a sense also that to achieve the goals of teaching, teachers have to have good communication skills and be able to be flexible and adaptable to the classroom dynamics.

> *Commitment to the craft of teaching and to learning of students but also the ability to reflect on their own teaching. And I would say ability to think on their feet and also to accept that the job does entail, it's very much a roller coaster job isn't it?* (Interview 14, Intermediate Principal).

For many principals there is a real pragmatism related to appointing new staff that will "fit in" to the current staffing profile and school culture. There are specific needs within the school that must be met, be they extra-curricular, a gender balance, or a balance of older and younger staff. As one primary principal explained: "So we're looking at a blend of youth and experience, a gender balance" (Interview 9, Primary Principal).

> *First of all I look at where they have trained, look at how long they have trained, look at their strengths, look at outside interests that could be of benefit to a school. I always look in terms of cultural, PE, that could enhance the things that are happening here* (Interview 50, Primary Principal).

Other participants signal that good and effective teachers are those with something extra special in experience, life interests or personality. Many speak of the need for passion, enthusiasm for children and their subject, and commitment to children's learning. There is a strong sense also that good teachers have an interesting life beyond teaching and school.

> *There's one other thing I didn't say earlier, but I'm after teachers who are interesting personalities, that have got a lot of hobbies, a lot of interests. People that were up at Womad over the weekend, people that are interested in music, sport, the arts, reading, people that are interested in life, the world, people that may have travelled. Some of the best teachers are people in their thirties that may have done other things* (Interview 87, Secondary Principal).

Recruitment

This section reported on questionnaire scales and qualitative data related to the recruitment of teachers.

Data from the teacher/principal and student teacher questionnaire scale *Reasons for choosing teaching* were examined by frequency of response and by factor analysis.

Frequency of responses revealed that, overall, a desire to work with children, to help children get a good start in life, and to gain personal fulfilment from a job of which teachers could feel proud, were the most important reasons for teachers and principals to enter teaching. Not at all important were reasons related to the status of teaching, the attractive image of teaching, or a desire to be respected by the general public.

Student teachers' responses revealed that helping children and contributing to their development, contributing to society, and stable career conditions, were all reasons to choose teaching as a career. Again, the status and image of teaching was not salient to decisions to teach.

Five factors emerged from the factor analysis of the scale:

1. Professional and personal development.
2. Pay and career path.
3. Family issues.
4. Helping children/society.
5. Status and respect.

Where appropriate, differences across the five factors were examined in terms of sector, role, gender, ethnicity, decile rating and teaching experience:

- *Opportunities for professional and personal development* were more important to women than to men, less important for respondents from medium decile schools than those from other deciles, and less important for experienced teachers who entered the profession prior to 1964. For student teachers, *personal and professional development* was more important to women than men, less important for those who entered teacher education directly from secondary school, and less important for those who came to teacher education already holding an advanced degree.
- *Pay and career path* was an important reason to enter teaching for student teachers with diploma qualifications. As well, it was more important to Pacific Islander student teachers, more important for women, and less important for those entering teacher education programmes directly from secondary school.
- Factor Three, *Family issues*, had low reliability, and no significant differences were noted across the factor for either teacher and principal responses or student teacher responses.
- When deciding to become a teacher, *Helping children or society* was more important to women than men, and to beginning teachers rather than more experienced teachers. Early childhood teachers also found this a more salient construct than those from other sectors, as did those from low decile schools. For student teachers, altruistic reasons were important for older students, Pacific Island students, women, and those who came to teacher education after other life or work experience.

- Gaining *Status and respect* was more important to teachers with sub-degree qualifications than to those with higher qualifications. The same was true for student teachers, although overall, items in this factor attracted low frequency of responses.

Teachers, principals and student teachers were also asked to indicate the extent to which they agreed with a number of statements about *Preservice teacher training*. Not unexpectedly, student teachers reported more favourable views of the calibre and quality of preservice teacher education students than did teachers and principals. Teachers and principals provided strongly negative views of the quality and calibre of student teachers.

Qualitative responses were gathered both through open-ended questions on the questionnaires and through interviews and focus groups. Several themes emerged from the qualitative analysis relating to participants' reasons for choosing teaching as a career and their willingness to recommend teaching as a career to others.

The qualitative data confirmed the evidence reported from the questionnaires that teachers and student teachers were attracted to the job primarily through their passion for working with children and their desire to make a meaningful contribution to society. Most of the more experienced teachers and principals reported that they were encouraged by others (teachers and other adults) to become teachers, and they perceived teaching to be a secure and rewarding job. For many of the more experienced respondents, teaching was also viewed as the preferred option from a limited range open to able young men and women at the time and an improved job choice than that to which their parents had been able to aspire. Student teachers were less inclined to report being encouraged by others, and many chose teaching as a result of a career change and because it was perceived as a reliable, secure job. Status related factors were not evident as an influence for any participants.

The majority of teachers, principals and head teachers would not recommend teaching to able young school leavers. It was perceived that the increased workload and paperwork involved in teaching today made it a far less attractive career and the salary relative to workload was insufficient. Most would advise potential applicants of other, more lucrative options or ensure that they were well aware of the high workload, limited rewards and high stress involved in teaching.

One of the strongest findings regarding the recruitment of quality beginning teachers related to the serious concerns teachers and principals had about the variable quality of graduates of initial teacher education. There was widespread dissatisfaction with current initial teacher education across all sectors. While it was acknowledged that there are some fine graduates emerging from initial teacher education, the overwhelming views reported were that: there are too many providers; entry requirements (particularly for over 20 year olds) are insufficiently rigorous; there is an apparent resistance to failing non-performing student teachers (especially males); student teachers spend insufficient time in school-based practicums; and that, with some notable exceptions, younger student teachers lack the professional attitudes and commitment required. Teachers, principals and student teachers generally all questioned the quality of preservice teacher education and the sense of preparedness it fostered for beginning teachers.

Recruitment

The participants' perceptions regarding the recruitment of teachers are revealed through both the questionnaire and the interview data. Questionnaire responses to a number of questions inform this area, including: *Reasons for becoming a teacher*[2], *Perceptions of student teachers*[3], and *Perceptions of pre-service training*[4].

Analysis of questionnaires was conducted in three main ways: frequency of responses to individual items within each scale, factor analyses of scales, and statistical analysis of scales across different key group attributes such as gender, sector, school decile, age, years of experience, etc. Analysis of interview transcripts was content-based focusing on the identification and coding of categories with the assistance of NVivo software, which aided the organisation and sorting of coded data.

Findings are reported below in the following order:

- Frequency analysis of teacher and principal responses to Question 1, *Reasons for choosing teaching*.
- Frequency analysis of student teacher responses to Question 1, *Reasons for choosing teaching*.
- Factor analysis of Question 1, *Reasons for choosing teaching* of both key groups (principals/teachers and student teachers) with associated statistical analysis of significant differences both across and within groups for each factor.
- Frequency analysis of questions from the questionnaires on student teachers and preservice teacher training.
- Qualitative analysis of data from open-ended questions on questionnaires and interview transcripts.

FREQUENCY ANALYSIS

Teacher and Principal Questionnaire

When considering the frequencies of teacher and principal responses to the items in Question 1, *Reasons for becoming a teacher*, a number of strong patterns are evident (see Table 25). On a positive note, 55.9% of respondents rate *Enjoying working with children* as extremely important in their decision to become a teacher, and over 50% claim that their *Enjoyment of teaching* was extremely important in their decision. Working with children was considered by over 70% of teachers and principals as important or extremely important influences on their decisions to teach. These reasons included: *Enjoying working with children* (83.4%) and *Wanted to give children the best possible start in life* (72.9%). In addition, a number of reasons related to personal satisfaction from having a worthwhile job were considered by over 60% of respondents as important or extremely important factors in their decisions to become teachers. These included: *Wanted to feel fulfilled in my work* (77%), *Wanted to do something meaningful with my life* (75.4%), *Wanted to do a job of which I can feel proud* (74.8%), *Liked the degree of variety in the job* (69.7%), and *Wanted a challenging job* (63%).

[2] Question 1, Teacher and Principal Questionnaire and Question 1, Student Teacher Questionnaire.
[3] Question 10, Teacher and Principal Questionnaire.
[4] Question 7, Student Teacher Questionnaire.

Table 25: Teacher and principal responses to Question 1 – Reasons for becoming a teacher

	Not at all important		Slightly/ moderately important		Important/ Extremely important		Missing	
	Freq	%	Freq	%	Freq	%	Freq	%
Enjoyed working with children	9	1.1	107	13.5	659	83.4	15	1.9
Was inspired by teachers I know	78	9.9	358	45.3	332	42.0	22	2.8
Knew someone in my family or a friend who was a teacher	321	40.6	236	29.9	198	25.1	35	4.4
Liked the attractive holiday entitlement	238	30.1	345	43.7	173	21.9	34	4.3
Wanted to help children participate in their community	57	7.2	360	45.6	339	42.9	34	4.3
Liked the family friendly working patterns	179	22.7	318	40.3	250	31.6	43	5.4
Enjoyed teaching	13	1.6	95	12.0	666	84.3	16	2.0
Would be able to use leadership skills	62	7.8	359	45.4	349	44.2	20	2.5
Wanted to make a contribution to society	39	4.9	261	33.0	462	58.5	28	3.5
Wanted to give children the best possible start in life	21	2.7	175	22.2	576	72.9	18	2.3
Wanted to do something meaningful with my life	20	2.5	152	19.2	596	75.4	22	2.8
Wanted a challenging job	34	4.3	239	30.3	498	63.0	19	2.4
Wanted opportunities to exercise creativity	57	7.2	297	37.6	412	52.2	24	3.0
Wanted to be part of a professional learning community	47	5.9	348	44.1	369	46.7	26	3.3
Wanted opportunities for lifelong learning	55	7.0	317	40.1	398	50.4	20	2.5
Wanted to be respected by the general public	159	20.1	408	51.6	198	25.1	25	3.2
Was attracted to the image of the job	238	30.1	407	51.5	115	14.6	30	3.8
Wanted to share my love of my subject	73	9.2	293	37.1	402	50.9	22	2.8
Wanted the opportunity to promote understanding	43	5.4	337	42.7	388	49.1	22	2.8
Wanted to help children to become members of society	33	4.2	263	33.3	474	60.0	20	2.5
Wanted the chance to further my own knowledge	40	5.1	267	33.8	459	58.1	24	3.0
Wanted to do a job of which I can feel proud	23	2.9	158	20.0	591	74.8	18	2.3
Wanted future earning potential	83	10.5	362	45.8	323	40.9	22	2.8
Wanted a lifelong career	58	7.3	270	34.2	435	55.1	27	3.4
Wanted a high status occupation	190	24.1	425	53.8	147	18.6	28	3.5
Wanted to feel fulfilled in my work	9	1.1	149	18.9	608	77.0	24	3.0
Wanted to help children to 'see the penny drop'	36	4.6	252	31.9	474	60.0	28	3.5
Wanted strong job security	48	6.1	310	39.2	414	52.4	18	2.3
Wanted a reliable income	34	4.3	275	34.8	464	58.7	17	2.2
Wanted a good salary	69	8.7	413	52.3	288	36.5	20	2.5
Liked the degree of variety in the job	18	2.3	200	25.3	551	69.7	21	2.7
Wanted a clear career path	73	9.2	359	45.4	336	42.5	22	2.8

Some reasons are clearly identified as not at all important to teachers' and principals' decisions. 40.6% of the respondents considered that *Having a family member or friend as a teacher* was not important in their decisions to become a teacher themselves. This could include those who did not have any family members or friends who were teachers. Items related to the status and image of teaching were most noticeable as reasons that were reported as not at all important as influences on people's decisions to become teachers. Over half the respondents signalled that being *Attracted to the image of the job* was either not at all important (30.1%) or only slightly important (26.2%). Similarly, 24.1% of respondents felt that wanting *A high status occupation* was not at all important and 25.8% felt that it was only slightly important in their decision. Over 40% of respondents felt that *Wanting to be*

respected by the general public was not at all important or only slightly important in their decision. Over 50% of respondents reported that the *Attractive holiday entitlement* was not at all important in influencing their decision to become a teacher.

Student Teacher Questionnaire

Table 26 presents the frequency distributions of student teachers' reasons for becoming a teacher. Over three-quarters of the student teachers identify a number of reasons that relate to helping children and society or gaining a satisfying job as either important or extremely important. Reasons that attract over 75% support across important and extremely important are highlighted below.

Table 26: Student teacher responses to Question 1 – Reasons for becoming a teacher

	Not at all important		Slightly/ moderately important		Important/ Extremely important		Missing	
	Freq	%	Freq	%	Freq	%	Freq	%
Enjoy working with children	1	0.2	43	10.5	365	89.0	1	0.2
Inspired by teachers I know	18	4.4	149	36.3	233	56.8	10	2.4
Someone in my family or a friend is a teacher	142	34.6	149	36.3	113	27.6	6	1.5
Attractive holiday entitlement	79	19.3	191	46.6	132	32.2	8	2.0
Want to help children participate in their community	4	1.0	123	30.0	279	68.0	4	1.0
Family friendly working patterns	52	12.7	169	41.2	179	43.7	10	2.4
Because I enjoy teaching	1	0.2	41	10.0	366	89.3	2	0.5
Able to use leadership skills	5	1.2	111	27.1	291	71.0	3	0.7
Want to make a contribution to society	6	1.5	95	23.2	307	74.9	2	0.5
Want to give children the best possible start in life	1	0.2	39	9.5	368	89.8	2	0.5
Want to do something meaningful with my life	4	1.0	60	14.6	341	83.2	5	1.2
Want a challenging job	3	0.7	104	25.4	300	73.2	3	0.7
Want opportunities to exercise creativity	7	1.7	118	28.8	282	68.8	3	0.7
Want to be part of a professional learning community	12	2.9	167	40.7	226	55.1	5	1.2
Want opportunities for lifelong learning	10	2.4	132	32.2	260	63.4	8	2.0
Want to be respected by the general public	69	16.8	212	51.7	125	30.5	4	1.0
Attractive image of the job	95	23.2	216	52.7	93	22.7	6	1.5
Want to share my love of my subject	17	4.1	131	32.0	259	63.2	3	0.7
Want the opportunity to promote understanding	2	0.5	132	32.2	270	65.9	6	1.5
Want to help children to become members of society	5	1.2	96	23.4	307	74.9	2	0.5
Want the chance to further my own knowledge	7	1.7	101	24.6	300	73.2	2	0.5
Want to do a job of which I can feel proud	10	2.4	70	17.1	326	79.5	4	1.0
Want future earning potential	28	6.8	158	38.5	221	53.9	3	0.7
Want a lifelong career	24	5.9	116	28.3	266	64.9	4	1.0
Want a high status occupation	88	21.5	211	51.5	104	25.4	7	1.7
Want to feel fulfilled in my work	3	0.7	49	12.0	350	85.4	8	2.0
Want to help children to 'see the penny drop'	12	2.9	107	26.1	273	66.6	18	4.4
Want strong job security	17	4.1	160	39.0	225	54.9	8	2.0
Want a reliable income	15	3.7	130	31.7	260	63.4	5	1.2
Want a good salary	25	6.1	164	40.0	215	52.4	6	1.5
Like the degree of variety in the job	3	0.7	66	16.1	337	82.2	4	1.0
Want a clear career path	23	5.6	141	34.4	241	58.8	5	1.2

The highest scoring item was *Want to give children the best possible start in life*, which 89.8% of student teachers chose as important or extremely important. As with the teachers and principals, most important in making the decision to become teachers is that participants *Enjoy working with children* and *Because I enjoy teaching*, which 89% of the student teachers indicate are important or extremely important. The other high scoring reason related to children was *Want to help children to become members of society*, which attracted 74.9% of responses in the important and extremely important category. Each of these reflects a certain commitment to helping children and contributing to their development.

Also scoring highly were items related to the general contribution one can make to society through teaching, *Want to make a contribution to society* (74.9%), and to a personal sense of fulfilment, *Want to feel fulfilled in my work* (85.4%), *Want to do something meaningful with my life* (83.2%) and *Want to do a job of which I feel proud* (79.5%). 82.2% of the student teachers saw teaching as offering them a *Degree of variety* that was appealing.

It is apparent that student teachers also identified reasons associated with career conditions as having an important or extremely important influence on their decisions. For example, *Want a reliable income*, *Want strong job security*, *Want a lifelong career*, and *Want future earning potential* all fall within a group of reasons supported by over 60% of student teachers as important or extremely important to their decision to become a teacher.

Much like the teachers and principals, the reasons identified as not at all important or only slightly important by the largest percentages of students were those related to the image and status of the job. Over 40% of all student teacher respondents considered that an *Attractive image of the job* (49%), *Having a high status occupation* (43.5%), and *Attractive holiday entitlement* (42.5%) were either not at all important or only slightly important. Over 47% of student teachers considered *Having a family member or friend as a teacher* as not at all important or only slightly important to their decision.

FACTOR ANALYSIS

The *Reasons for becoming a teacher* scale was subject to factor analysis to identify the key constructs around which scale items cluster. Data from the two key groups, teachers/ principals and student teachers, were aggregated in the factor analysis, although differences between key groups have been identified and reported underneath each factor. Data from the questionnaires have been subjected to statistical analysis with attention being given to data from respondents from different sector groups (early childhood, primary and secondary) and, where relevant, other respondent attributes such as role, gender, ethnicity, school decile and teaching experience.

Question 1: Reasons for Becoming a Teacher

Data from the teachers, principals and student teachers were aggregated for the factor analysis of the scale: *Reasons for becoming a teacher*. Factor analysis produced a five-factor solution. We named the five factors:

1. Professional and personal development.
2. Pay and career path.
3. Family issues.
4. Helping children/society.
5. Status and respect.

Alpha reliabilities provided a measure of internal consistency within the factor, that is, how well the items measured the central construct. Four of the factors recorded acceptable to good alpha coefficients indicating good reliability scores. Factor Three (*Family issues*) was not a reliable factor. This is explored in more detail in the discussion that follows.

Statistical analysis of factor loadings according to respondent attributes were analysed separately for the two key groups: teachers/principals and student teachers. These are reported under each factor and attention given to any significant differences in mean loadings.

Factor One: Professional and personal development

Table 27: Combined teacher/principal and student teacher responses to Reasons for becoming a teacher; Factor One – Professional and personal development

13 Wanted opportunities to exercise creativity	0.816
12 Wanted a challenging job	0.696
15 Wanted opportunities for lifelong learning	0.694
14 Wanted to be part of a professional learning community	0.681
21 Wanted the chance to further my own knowledge	0.568
18 Wanted to share my love of my subject	0.458
31 Liked the degree of variety in the job	0.453
11 Wanted to do something meaningful with my life	0.418
8 Would be able to use leadership skills	0.301
Reliability: 0.84	

Responses from teachers and principals reflected significant differences on Factor One according to gender, years of experience as a teacher and school decile.

Females reported higher levels of loading on Factor One than males ($p<0.001$). When exploring the individual items that load onto the factor, it is apparent that responses are clearly differentiated in terms of gender. Females report this factor as more important than do men on all but two items. Items 18 (*Share love of subject*) and 8 (*Use leadership skills*) were rated as slightly higher by men. The most significant differences according to gender are: Item 15 (*Opportunities for lifelong learning*), which 56% of women rate as extremely important as opposed to 34% of men; Item 14 (*Professional learning community*), rated by 52.4% of women and only 32.7% of men as extremely important; and Item 21 (*Chance to further knowledge*), rated as extremely important by 63.1% of women and only 47.4% of men. Thus it appears that the opportunities for continuing personal and professional development in teaching as a career are more salient for women than for men.

There were significant differences ($p<0.01$) on Factor One according to school decile. Those from low decile schools reported the highest mean, while those from medium decile schools consistently reported the lowest mean loading. The only exception to this was for Item 18 (*Share love of subject*) which recorded its lowest mean from respondents in low decile schools, and its highest mean from respondents in medium decile schools. Otherwise the pattern of respondents from medium decile schools ranking an item as less important than respondents from other deciles is evident across Items 13 (*Opportunities to exercise creativity*), 12 (*Challenging job*), 15 (*Opportunities for lifelong learning*), 14 (*Professional learning community*), 31 (*Degree of variety*) and 11 (*Do something meaningful*). The

difference is more marked in Item 21 (*Chance to further knowledge*) and Item 8 (*Use leadership skills*) which reflects over a 12% spread in ratings.

Respondents who had been in teaching for less than fifteen years reported higher levels of loading on Factor One than others, with teachers of 10-15 years experience reporting the highest levels ($p<0.01$). It appears that personal and professional development is viewed as a less important reason for entering teaching by those more experienced teachers (who entered the profession prior to 1964) and levels of importance seem to ebb and flow across other levels of teaching experience.

There were no significant differences within Factor One according to which sector the respondent belonged, however, a close scrutiny of individual items reveals interesting findings. In particular, it is evident that respondents from the early childhood sector are usually the most positive in their responses and those from secondary the most negative. For example, Item 12 (*Challenging job*), Item 14 (*Professional learning community*), and Item 31 (*Degree of variety*) all reflect differences in means between ECE and secondary respondents of less than 10%. Item 15 (*Opportunities for lifelong learning*) and Item 21 (*Chance to further knowledge*) reflect differences in means between ECE and secondary respondents of over 15%. As could be expected, secondary respondents reflect higher mean scores on Item 18 (*Share love of subject*).

When considering the student teacher responses for items within this factor, similar patterns of difference emerge. There are significant differences on Factor One ($p<0.05$) according to age of respondent, with student teachers aged between 30 and 34 years assigning the lowest importance to personal and professional development as reasons for entering teaching. As with teachers and principals, females consistently report higher levels across factor items and those who entered teacher education direct from secondary school recorded lower mean ratings. The mean ratings decreased according to level of qualification held, with those with higher qualifications recording the lowest mean ratings.

Factor Two: Pay and career path

Table 28: Combined teacher/principal and student teacher responses to Reasons for becoming a teacher; Factor Two – Pay and career path

29 Wanted a reliable income	0.875
28 Wanted strong job security	0.817
30 Wanted a good salary	0.799
23 Wanted future earning potential	0.699
32 Wanted a clear career path	0.641
24 Wanted a lifelong career	0.602
Reliability: 0.88	

There were significant differences ($p<0.05$) evident between means according to the respondents' levels of qualification. Those respondents whose highest qualification was an undergraduate diploma recorded the highest mean scores and those who held postgraduate qualifications recorded the lowest means scores.

Although there were no statistically significant differences according to gender on Factor Two, it is worth noting that on individual Items 23 (*Future earning potential*) and 32 (*Clear career path*), males reported these as less important than women. Item 23 was considered as

extremely important by 44.4% of women and only 32.7% of men and Item 32 considered so for 46.3% of women and only 34% of men.

There were no significant differences according to sector, but closer examination of the individual item frequencies reveals some interesting patterns. Item 32 (*Clear career path*) was most important to respondents from ECE (52.8%) and less so for those from secondary (37.4%). Yet secondary respondents scored highest on Item 29 (*Reliable income*), and on Item 28 (*Job security*) the respondents from the intermediate sector scored highest (61.9% rating it as extremely important) with ECE the lowest (50.3%). Item 30 (*Good salary*) was rated lowest by those in the primary sector, and Item 24 (*Lifelong career*) was seen as most important to ECE respondents (61.7%) and a less important influence in decisions made by secondary teachers (54.2%). There were no significant differences evident according to the school decile on Factor Two.

Student teachers reflected significant differences across Factor Two ($p<0.001$) in terms of level of qualification, with those with sub-degree qualifications reporting the highest means and those with postgraduate, the lowest. Significant differences were also evident according to ethnicity ($p<0.05$), where Pacific Islanders reported the highest means, and with respect to gender, where females reported the highest means. Students who entered teaching programmes direct from secondary school recorded lower means than those who came through other pathways.

Factor Three: Family issues

The alpha reliability for Factor Three was low, which means that these items did not "hang together" well, or that they did not measure the central construct very well. This does not mean that the individual items were irrelevant or meaningless, rather that they just did not fit well in the current factor structure. The low reliability suggests that the responses to these items were ambiguous, and similarities in ways items were responded to are not clear.

Table 29: Combined teacher/principal and student teacher responses to Reasons for becoming a teacher; Factor Three – Family issues

4	Liked the attractive holiday entitlement	0.578
3	Knew someone in my family or a friend who was a teacher	0.575
2	Was inspired by teachers I know	0.396
6	Liked the family friendly working patterns	0.382
Reliability: 0.48		

When considering the frequencies of responses to individual items, it is apparent that Item 6 (*Family friendly working patterns*) was considerably more important for those in low decile schools. Ambiguity was apparent in terms of gender, for example, Item 4 (*Attractive holiday entitlement*) appears to be more important to men than to women, and Item 6 (*Family friendly working patterns*) appears more important to women.

Item 4 (*Attractive holiday entitlement*) reflected different responses according the length of service respondents had had in the teaching profession. The longer the length of service as a teacher, the less importance given to attractive holiday entitlement. For example, 26.1% of teachers with less than five years service rated Item 4 as extremely important whereas only 18.8% of teachers of more than twenty years of service considered it extremely important. However, approximately 30% of each group rated Item 4 as not at all important. This pattern

was reflected also in the similar Item 6 (*Family friendly working patterns*), which was considered extremely important by 36.6% of new teachers (less than five years service), by 37.4% of teachers with six to twenty years service, and by 26.4% of teachers with 21 years or more experience. The new teachers had only 18% of respondents rating Item 6 as not at all important.

When considering individual frequencies for items according to sector and according to ethnicity there are no statistically significant differences across Factor Three. However, there are some interesting patterns to note. Secondary teachers report that they were more likely to be *Inspired by teachers they knew* (Item 2) as an influence on their decisions, and early childhood respondents rate the lowest mean scores for Item 4 (*Attractive holiday entitlement*). This could be explained by many ECE centres not following the compulsory school calendar and being in operation all year. Item 6 (*Family friendly working patterns*) is a more important influence on decisions for ECE respondents, 59.4% of whom rate it as extremely important as opposed to only 28.4% of primary teachers. 35.6% of secondary respondents rate this item as not at all important to their decisions to become teachers.

With respect to ethnicity, Pacific Islander respondents consistently rate Items 4 (*Attractive holiday entitlement*) and 6 (*Family friendly working patterns*) more highly than the other groups, with 44% of Pacific islanders considering Item 4 as extremely important and 60% considering Item 6 extremely important. In contrast, 21.9% of Pakeha respondents consider Item 4 extremely important and 31.1% consider Item 6 important.

Student teachers showed no significant differences across this factor.

Factor Four: Helping children/society

Table 30: Combined teacher/principal and student teacher responses to Reasons for becoming a teacher; Factor Four – Helping children/society

1 Enjoyed working with children	0.796
10 Wanted to give children the best possible start in life	0.742
20 Wanted to help children to become members of society	0.650
5 Wanted to help children participate in their community	0.611
7 Enjoyed teaching	0.622
27 Wanted to help children to 'see the penny drop'	0.535
9 Wanted to make a contribution to society	0.397
19 Wanted the opportunity to promote understanding	0.374
26 Wanted to feel fulfilled in my work	0.355
Reliability: 0.85	

When considering the individual item responses for Factor Four according to gender, women rate higher on all items within this factor, most notably so on Item 10 (*Best possible start in life*) where 77% of women see this as extremely important in contrast to 63% of men.

With respect to years of service, respondents' scores decrease in line with years of experience across all items within this factor, with the exception of Item 26 (*Feel fulfilled in my work*), which is consistent across years of service. The most notable differences are reflected in responses to Items 10 (*Best possible start in life*) and 19 (*Opportunity to promote understanding*). For Item 10, 84.4% of new teachers (less than five years service) as opposed to 63.9% of more experienced teachers (21+ years of service) rated it as extremely important.

For Item 19, 59% of new teachers (less than five years service) as opposed to 44.7% of more experienced teachers (21+ years of service) rated it as extremely important.

When considering school sector, there was a significant difference ($p<0.001$) with early childhood respondents producing the highest mean and secondary school respondents the lowest across Factor Four. Item 1 (*Working with children*) records 95.9% of ECE responses and 73.5% of secondary responses. Item 10 (*Best possible start in life*) records 93.1% of ECE responses and only 55.3% of secondary. Generally individual items within Factor Four reflect declining scores from ECE to secondary. Exceptions to this include Item 19 (*Opportunity to promote understanding*), which, perhaps not surprisingly, scores highest for secondary teachers, and Item 27 (*Helping children to 'see the penny drop'*), which is slightly higher for primary respondents.

With respect to decile, there are significant differences ($p<0.001$) where those from low decile schools record the highest means and those from medium decile school the lowest. On every item medium decile is the lowest and this is most evident on Items 5 (*Help children participate in their community*), 10 (*Best possible start in life*) and 20 (*Help children to become members of society*). For Item 5, 56.3% of low decile respondents rate it as extremely important, while it is extremely important for only 36.3% of respondents from medium decile schools. For Item 10, 84.5% of low decile respondents rate it as extremely important as opposed to 68% of medium decile respondents. For Item 20, 74.4% of low decile respondents rate it as extremely important as opposed to 51.7% of medium decile respondents.

Student teachers revealed significant differences on Factor Four according to their age ($p<0.001$), their ethnicity ($p<0.05$), gender ($p<0.001$), and pathway to teacher education programme ($p<0.001$). There is an apparent increase in means with an increase in respondents' age, and Pacific Islanders revealed higher means than any other ethnic group. As with other factors, females recorded higher means as did those who did not enter teacher education direct from school.

Factor Five: Status and respect

Table 31: Combined teacher/principal and student teacher responses to Reasons for becoming a teacher; Factor Five – Status and respect

16 Wanted to be respected by the general public	0.746
17 Was attracted to the image of the job	0.708
25 Wanted a high status occupation	0.583
22 Wanted to do a job of which I can feel proud	0.345
Reliability: 0.77	

Statistical analysis of items within this factor reveal that there are significant differences according to level of qualification of the respondents across Factor Five ($p<0.001$). Those with the lowest qualifications gave the lowest means. There were no apparent differences according to gender nor in terms of respondents' length of service, although Item 25 (*High status occupation*) attracts a stronger rating from more experienced teachers, 21.5% of whom see it as extremely important, while only 13% of less experienced teachers rate it so. Approximately 25% across all levels of services view Item 25 as not at all important in their decision to become a teacher.

Although there is no significant difference with respect to sector within this factor, the level of agreement across all groups of the relative importance of this factor and all its items is itself of interest. Items 16 (*Respected by the general public*), 17 (*Attractive image of the job*), and 25 (*High status occupation*) emerge as the only non-important items in deciding to become a teacher across all sectors. Item 22 (*Doing a job of which I can feel proud*) was considered important across all sectors.

Student teacher respondents showed significant differences ($p<0.01$) across this factor according to their highest level of qualification. Those with undergraduate diploma qualifications reported highest means while those with undergraduate degrees reported the lowest.

ANALYSIS OF ADDITIONAL QUESTIONNAIRE SCALES

Teachers and principals (Question 10) and student teachers (Question 7) were asked to indicate the extent to which they agree with a number of statements about preservice teacher training. Not unexpectedly, student teachers reported more favourable views of the calibre and quality of preservice teacher education students than did teachers and principals.

Teachers and principals provide strongly negative views of the quality and calibre of student teachers with over 60% of respondents disagreeing that the profession attracts only high quality students and over 70% raising questions about the selection of student teachers through disagreeing with the statement 'colleges of education only accept high quality candidates'. These views were strongly reflected in the qualitative data. Although many respondents chose the middle option, therefore signalling neutrality, disagreement consistently exceeded agreement across all items except Item 5 (*College of education graduates show a high level of commitment to teaching*), where the scores for agreement (26.6%) and disagreement (26.5%) were almost identical and represented a difference of only one respondent (see Table 32).

Table 32: Teacher and principal responses to Question 10 – Perceptions of student teachers

	Disagree		Neutral		Agree		Missing	
	Freq	%	Freq	%	Freq	%	Freq	%
The teaching profession only attracts candidates of high quality	511	64.7	214	27.1	56	7.1	9	1.1
Colleges of education[5] only accept high quality candidates	557	70.5	166	21.0	55	7.0	12	1.5
Student teachers are adequately prepared and trained by colleges of education	380	48.1	286	36.2	112	14.2	12	1.5
The student teachers who graduate from colleges of education are well suited for teaching	299	37.8	357	45.2	117	14.8	17	2.2
College of education graduates show a high level of commitment to teaching	206	26.1	364	46.1	207	26.2	13	1.6
College of education graduates show a high degree of competence	241	30.5	394	49.9	139	17.6	16	2.0

[5] "Colleges of education" refer to all initial teacher education providers.

QUALITATIVE QUESTIONNAIRE AND INTERVIEW DATA

Both the teacher and principal and the student teacher questionnaires provided a space where respondents could make "any other comments that you may have on perceptions of teachers and teaching and/or ways in which we can enhance the recruitment and retention of quality teachers for New Zealand schools". Of the 790 respondents to the teacher and principal questionnaire, 183 (23.2%) took the opportunity to write further comments. These were transcribed verbatim and subject to content analysis. Reported in this section are data that refer to recruitment of teachers.

Sixteen principals (including four head teachers) and 47 teachers participated in individual interviews. Twenty five student teachers across two teacher education institutions participated in focus groups that sought to explore their perceptions of teachers and teaching and their own reasons for choosing teaching. The participants' interview data supported and extended the data from the questionnaires through providing rich detail of personal experiences, reflections and accounts.

Transcripts of the teacher and principal interviews and student teacher focus groups and relevant qualitative comments from questionnaires were coded within the following categories and within these into subcategories as appropriate. These categories frame the presentation of this section of the analysis:

1. Reasons for choosing teaching.
2. Human resource issues.
3. Reasons to not recommend teaching as a career
4. Concerns related to teacher education and beginning teachers.
5. Recommendations to enhance recruitment

Many of these issues also emerge in the later sections Retention, Performance and Capability, and Status. They are presented below with a selection of supporting statements which are identified according to sector affiliation of the respondent.

Reasons for Choosing Teaching

Passion for working with children – Internal motivation

Teachers, principals and student teachers consistently cite 'love of children' or 'passion for working with children', or simply 'it's the children' as a reason for becoming a teacher which supports the questionnaire data.

> *I guess, when I was a little kid I always wanted to be a teacher and I had always sat down with all the teachers…and I guess I had really neat teachers when I was at school* (Interview 51, Intermediate Principal).

Some student teachers report that they have always wanted to be a teacher and that this passion for teaching is inextricably linked to their desire to work with children. These student teachers are typically school-leavers who are preparing to become early childhood or primary teachers. Comments such as "I do have a passion for children, I do enjoy them" (Interview 5, Student Teacher), were typical. Many in this situation have had experience with children through family, church, sport and/or youth group activities.

Encouraged by experiences and by others – External motivation

There was repeated evidence from the principals and longer-serving teachers (those who had been in teaching from more than twenty years) that strongly positive experiences in their own schooling lead them to choose teaching as a career. Unlike today's senior students (see Senior Student section) these longer-serving teachers had an overwhelmingly positive view of teaching and teachers.

> *I really just had good experiences. I think at school at the time. I loved school, loved children. I came into teaching straight out of high school so it was because I liked working with children and I enjoyed my school experience* (Interview 18, Primary Principal).

Across all the teacher and principal data, there were cases of teachers being strongly influenced and encouraged by either family members or a particularly inspiring teacher. While this was also evident in the student teacher data, it was referred to only by a few of the respondents. For some student teachers there is an acknowledgement that others identified their suitability as teachers and encouraged them to this end. They report having a significant teacher who encouraged them to consider teaching. "I had a high school teacher who really pushed it into me saying that I'd be a great teacher and she just kept on bullying me to become a teacher" (Interview 5, Student Teacher). Others refer to teachers who have inspired them and who serve as role models within their subject areas or in ways in which they work with children.

The experienced teachers and principals recalled individual teachers who had significantly influenced their decisions to teach.

> *Probably the influence of a teacher at Primary school. I had [him for] four years and he just had something special and we all wanted to learn and a lot of my friends became teachers as well from the same class so it was, it just sort of happened, and I love children and I did a lot of sports coaching and that sort of thing as a teenager so it all sort of went from there really* (Interview 30, Primary Teacher).

There was evidence from the teachers and principals of parents and other adults (relatives and teachers) encouraging people to be teachers as a good career choice, for example: "my teachers decided that I would make a good teacher so they talked me into it" (Interview 14, Intermediate Principal). This was less evident in the student teacher transcripts where there was evidence of family members actively discouraging such choices.

Altruism – Making a contribution to society

Some participants expressed a strongly held commitment to making a contribution to the education of children and thereby making a difference to their life chances. Teachers, principals and student teachers all felt that they could make positive contributions to society through their work as teachers.

> *So in terms of why I went teaching, it was a good job, a secure job, I'm not a risk taker and there was the altruistic notion of doing a good job for the community and that's still one of the drivers for me…the altruistic notion of helping others and improving others and I take that seriously and it's not just this community, it's for the good of the whole country, so it's very idealistic* (Interview 9, Primary Principal).

Some student teachers were quite clear that they have something to offer young people and in some cases their commitment is fuelled by their own dissatisfaction with the education system – they believe they could do it better!

> *I pretty much fell through the cracks and the system at the time wasn't geared up to deal with a student like me, and basically my education failed. So as an adult, I redid it again. So I'm here because I feel like I have something to offer and I know where the system let me down and if I can help one student in my career avoid the same pitfall then it's been a success* (Interview 78, Student Teacher).

There is a perception that teaching is a profession that allows you the satisfaction of knowing that you are making a difference and contributing to children finding their way in the world. For some student teachers this commitment to children and their education has been influenced also by their own roles as parents and was more typically offered as a comment by those training to be early childhood teachers than by others.

> *For me it's something I think I'm good at. I enjoyed my own teaching when I was a pupil. It runs in the family and since being a parent I've seen the potential of nurturing young children* (Interview 76, Student Teacher).

> *I'm not sure but maybe with your own children entering childcare programmes, you actually get to see what's available out there and the inconsistencies of it. That 0-5 is just such a huge sponge-like period for those children that you want to get quality* (Interview 76, Student Teacher).

Human Resource Issues

Attracted by the conditions of work

There were a number of respondents who acknowledge that the security of teaching and the holiday entitlement were factors that influenced their decisions to become teachers. "The holidays come into it and the job security, I think that is quite an important factor" (Interview 5, Student Teacher). Some student teachers had other, more lucrative, though somewhat unstable possibilities, but they chose teaching because they perceived it as being safe and secure.

> *I got offered a job to go and work in Iraq as a medic over there for a huge amount of pay but I decided no…I also got offered to do officer training because I used to be in the military so I could have gone down that path and I was thinking about doing a business degree as well which would have led me into a non-government agency, aid agencies, Red Cross and World Health organisation. I turned all those down for stability and holidays* (Interview 5, Student Teacher).

The attraction of teaching does not necessarily lie in the level of salary, so much as in the security the job offers through the future. It is most commonly referred to as having 'reliable pay' or being a 'secure job'.

> *Stable job, guaranteed holidays, you only have to work 9.00am to 5.00pm or maybe a little bit extra, it's pretty simple* (Interview 5, Student Teacher).

A smaller group of both teachers and student teachers were influenced in their decision to become teachers through their own experiences of raising children and becoming interested in their own children's education. This response was most often linked to an interest in a job that could be worked around the family.

> *I think the main factor was really becoming a parent and looking at teaching as being a bit more family friendly. You know in terms of holidays and being able to be home during those times* (Interview 31, Intermediate Teacher).

There was significant evidence from the teacher and principal transcripts of the attraction of the family friendly nature of teaching as a career for both men and for women. Respondents acknowledged that the 'holidays appealed' and it was viewed as 'family friendly' job. There was also an acceptance from the more long-serving teachers that the teachers of their experience enjoyed teaching and so it was attractive in terms of position, workload and security.

> *I had a perception of teaching as being something that was a good job and involved having reasonable working hours and I could always remember my dad working 6 to 12 hour shifts a week just to keep the money coming in and teaching seemed to offer a little less [time demand] than that at the time. It seemed to have reasonable holidays. The teachers who I basically knew from school all seemed to enjoy themselves and what they were doing and I thought it would be a reasonably sort of stable thing to do until I could figure out what I wanted to do for the rest of my life* (Interview 68, Intermediate Principal).

Teaching was construed as an attractive, attainable and respectable option and for some it was a way to better yourself and advance your position in society.

> *The message I guess from my childhood was that my mum and dad had done all this so that we would get something better which is fair enough and I think it succeeded reasonably well. Two of my brothers had gone into teaching I think. They didn't seem to be working too hard so I guess it was seen as like a step up from the factory* (Interview 68, Intermediate Principal).

Perceptions of limited choices

For the teachers and principals, particularly those who had joined teaching some years ago, teaching was viewed as one of the few choices for smart young students, especially for girls. There is repeated evidence from the transcripts of principals and teachers who have twenty or more years experience choosing teaching from very limited options.

> *Well at the time quite honestly for me it was a choice between nursing and teaching because I didn't do the commercial course at school they called it in those days so I couldn't go into a secretarial office or anything like that and I took one look around hospitals and decided that I wasn't going to be a nurse so it was going to be teaching. So that was quite honestly how I became interested in teaching, because I didn't feel I had a lot of options* (Interview 16, ECE Teacher).

These limited options were particularly experienced by women and were not so apparent for males at the time.

> *Oh yes well people my age didn't know that there were other options really. When I was at school there was no careers advice that I can recall and even though I went to a well regarded girls high school in Dunedin, we just knew about nursing and teaching and being a secretary and I look back now and I think I would quite like to have been a lawyer and a few other things but it was always assumed that other people did those kinds of things, they were way beyond our reach. So it's interesting actually because just a group of us who were all in this special top class at intermediate and we're actually getting a class reunion together and we were just talking about it and the guys have mostly gone onto fairly high powered jobs and at least half the girls became primary school teachers. And I don't have a problem with it, like I think it is really good that we did because it's a really good career but they were the aspirations for bright girls in those days, they weren't as high as for boys* (Interview 32, Intermediate Teacher).

> *It was because I was at university and I didn't want to work for a living so I went into training college for another year so initially I went to training college so I didn't have to go and find a job and then the interest developed, really it was laziness* (Interview 7, Intermediate Teacher).

Career change

There are a number of student teachers who have made career change decisions to enter teaching after other forms of employment. Student teachers reported that career change decisions are made due to accident or illness resulting in them having to relinquish their former careers, dissatisfaction with their current jobs and, for one, being stimulated by a television documentary on education.

> *I was self-employed for about 14 years and had a real nasty accident in 1996 which just about cost me my life and it made me have a real big rethink and that's when I decided to extend my education further and come to university. That was probably the start of the road ahead* (Interview 78, Student Teacher).

> *I watched a TV documentary about boys behaving badly in schools and I thought "that was me at school, I reckon I could change that around and make it more interesting for boys" so that was one of the reasons I thought becoming a teacher would be a good idea* (Interview 5, Student Teacher).

Reasons to Not Recommend Teaching as a Career

Impact of increased workload and paperwork

There was evidence, especially from the secondary sector, that increases in paperwork and other workload issues, due, for example, to changes such as NCEA, have a detrimental effect on people's sense of satisfaction with teaching and directly influence current teachers' willingness to recommend teaching as a career to others.

> *The more the paperwork increases, the less attractive this job becomes to people from all areas and experiences which equals less quality in recruiting, less quality in retention* (Primary Respondent).

> *Although I am not considering leaving teaching until I retire in 7 years, I would find it hard to recommend teaching as it is today, to young people. Teaching today has become so paper driven that it has no connection to the job I started 39 years ago. While you expect change over the years, most teachers today that I speak with, have the same complaint – less time (quality time) with pupils in comparison to time spent on form filling, planning, assessing, evaluating. The last 10-15 or so years have seen so many curriculum changes with more things being added to what we need to teach, and other social aspects for which the general public/parents expect teachers to take responsibility* (Primary Respondent).

As signalled in the previous quotation, there is a real sense that teachers are called upon to serve many needs, not the least of which is student learning and achievement. However, this core task is often at the mercy of other more immediate demands.

> *Still feel need to address workloads and have support services/persons in place to help with children and the major problems they are bringing to schools e.g. dysfunctional families. Resources are needed in all schools* (Primary Respondent).

Insufficient pay and related lack of status

There is evidence through the teachers' and principals' comments that people perceive that salaries are insufficient to compensate teachers for the complexity of their job and, further, that the relatively low salaries result in low status and consequent limited attraction of quality students.

> *From 1974 to 2005 there has been a ludicrous increase in workload and little increase (real terms) in salary. In 1974 teachers' top of scale was the same as backbenchers' pay, it is now equal to half. In 1974 you could take the holidays as a complete break from school, today it is not possible. In 1974 you taught students, today you assess them. There has been an improvement in teacher quality but none in teacher conditions. In the 70's you could claim tax back on expenses now you can't. In the 70's I tried to encourage suitable people to become teachers, now I totally discourage them* (Secondary Respondent).

> *For recruitment and retention, the starting salaries and basic salaries must be attractive enough for young people. Today, the private sector has far outstripped the government sector in "terms of pay"* (Secondary Respondent).

> *Recruitment-wise teachers need to be seen to have a better income. It is a very stressful occupation and most people you talk to wouldn't want to do it so why isn't the remuneration better!* (Secondary Respondent).

Lack of consequences for non-performing teachers

While a perception of a lack of consequences was evident in data from both questionnaires and interviews with teachers and principals and most often mentioned in relation to retention, it is included here as it was explicitly linked to recruitment of quality teachers. There were cases when suggestions were made that the frustrations of having colleagues performing at less than acceptable standards without consequences, does influence potentials for recruitment.

> *Needs to be easier to get rid of teachers, BOT and principals who are incompetent or more guidance, mentoring help made available to improve standards* (Intermediate Respondent).

Concerns Related to Teacher Education and Beginning Teachers

Universities, colleges of education, private training institutions, polytechnics and wānanga all contribute to the preparation of early childhood, primary and secondary teachers. Principals and teachers who participated in the interviews were overwhelmingly concerned with the quality of initial teacher education and the capability of graduates. While they do acknowledge that "there's always people that stand out" (Interview 62, Early Childhood Teacher), there is a widely held perception that the increased number of providers of initial teacher education and the resultant competitive environment surrounding attracting students into teacher education has resulted in a lowering of standards for both entry and exit and a general reluctance of providers to fail non-performing or unsuitable student teachers. For example, the following was common: "we have got too many, no doubt about that and there's no accountability and they're not stringent enough about who comes out the other end" (Interview 18, Primary Principal). This view was clearly widely held amongst teachers and principals and for many it was the single most important challenge to improving the quality of teachers and addressing matters of recruitment.

Teachers' and principals' concerns were with the clear lack of suitability of some graduates for teaching and so questions were raised as to the entry requirements and "how they ever got past the interview panel" (Interview 51, Intermediate Principal). There is a perception that teaching no longer attracts quality students from secondary school and so the consequences continue down the line to parents and children.

> *You're dealing with low quality people applying. Most of them are being accepted at college and then if they get out here, if they get through college and the school appoints them and they're making dumb decisions that upset kids and parents and the principal* (Interview 9, Primary Principal).

There is a strong sense from teachers and principals that there is an unreasonable and unacceptable range of ability of graduate teachers. While most teachers and principals acknowledge that providers graduate some very high quality beginning teachers, there is an almost unanimous perception that the quality of beginning teachers is variable and that initial teacher education providers should employ more rigorous selection procedures and be more diligent in ensuring that non-performing student teachers do not graduate. There is a generally held view that there is significant pressure on teacher educators to support student teachers, offering them multiple opportunities to help them to graduate.

> *Not enough screening selection of students especially for those over 21 years of age. Personally think the quality of some teachers now very poor – poorer education for our children. Not yet convinced that long distance learning is providing quality teachers; on-campus students generally better equipped to teach* (Primary Respondent).

> *To have a better system of selecting trainee teachers. I have had a number of student teachers during the last few years and feel that the standard of students is lower than 10 years ago. Age needs to be considered. Availability of jobs, grammar, spelling and personality. There seems to be a belief at the moment that the 'providers' take on everyone to get 'bums on seats'. This is not fair to the students or to the trainers as some will never get a job in teaching. They pay a lot to train for 3 years so more responsibility should be accepted by the providers. Raise the entry level. I also think the 1 year course available to students who already have a degree is questionable in the Primary sector. The Primary curriculum is wide and requires knowledge/ expertise in all areas. I don't think this is adequately covered in one year. Also, is this programme necessary now that there are so many 'trained' teachers without jobs?* (Primary Respondent).

The major concern with initial teacher education is the apparent reluctance of providers to fail non-performing students, even when they are advised that the student did not meet the requirements of practicum in a school. There is also a widely held belief that student teachers are provided with multiple opportunities to resubmit assignments and that the primary goal of the providers is to ensure that students pass the required courses. This concern was repeatedly voiced by both teachers and principals and is widespread across all three sectors.

> *But you hear stories, you know, oh well as long as they pay their money they get so many chances to you know, resubmit this, resubmit this, resubmit this. And I know people who have been given up to five times to resit it and I think if you're not up to par, not up to the skills at that stage of your life, sure give them one resubmit, but for goodness sake, why don't you just write it for them and it seems to me like they have you know. I think…we need to get a bit more serious about having quality teachers and quality qualifications* (Interview 62, ECE Teacher).

> *When I failed him the teachers college were very upset, but he'd failed and failed and failed and they didn't tell him to choose another profession…He couldn't cope with four children and he was in his last year. But I said to the teachers college people, that was their fault because in the first year they should have identified him and said, maybe it's best if you choose a sports coaching role and just change his direction, instead of letting him fail, fail, fail all the way through and then they would probably pass him as a teacher. And he'll find it so hard in a classroom. He was a lovely guy but it just wasn't the right thing* (Interview 30, Primary Teacher).

The concerns for teachers and principals is that graduates with inadequate preparation are then being appointed in schools and as deficiencies in their preparation emerge, the school is having to commit additional resources to support the beginning teachers over and beyond what is acceptable.

> *What I find really frustrating is that we have teachers coming out of these training institutions and they're not actually ready to be teaching. And I think the schools are expected to pick up the slack and at schools like this, we just don't have the time to do it* (Interview 55, Primary Principal).

> *We have appointed a beginning teacher who is just causing us a huge amount of concern because of what she doesn't have in terms of basic concepts. I understand beginning teachers and I have guided many through their first two years of teaching, this is not new to me, we have two but one has come out with a [Specialist 4-year degree] and she knows almost zilch about literacy and numeracy. She's asking questions like – what's the difference between a synonym and an antonym, what's the difference between an essential skill and a learning intention, like that is so basic. In terms of being able to plan effectively we're almost having to train her on the job. She knows an awful lot about music, but can't teach music. She lost control of a class, we've had to appoint a full time teacher aide and it's the teacher aide that keeps control in her class. We've put her under [school support services] as an at risk beginning teacher. She's a grave cause of concern and she presented a CV that made her look like she was a stunner and she interviewed really well but in practice she is limited in her awareness first off and she's not prepared to put in the time to make improvements. So it's like it is everybody else's fault…I think I am not going to appoint another beginning teacher, it's just been very, very time consuming* (Interview 55, Primary Principal).

Another often-expressed area of concern for teachers and principals is the apparent lack of professionalism of the younger student teachers they see during teaching experience. There is a sense that student teachers are casual in their commitment to teaching as demonstrated through their attitude while on practicum, their general lack of initiative and their mediocre academic grades. Some student teachers were reported as reluctant to take initiative in the classroom, preferring instead to hang back and stay seated in the back of the class for the day and doing only the bare minimum to pass their teaching practice requirements. For some teachers and principals there is a sense that many student teachers are too young and are just not ready.

> *I also actually think, through having been an associate teacher for quite a long time that the colleges shouldn't take kids straight out of 7th form. I think they should go to work for a year or two years before they can go into college. They come out, and its just an extension of school. They're there to play and they're not there to work really. It does concern me about some of it. You know the students who have worked, and then chosen to be teachers are stunning. Some of the ones straight from school are*

> *stunning, but most of them aren't. You know they're still going out and drinking every night and they walk in the classroom in the morning and you've got second-hand fumes emanating from them. They bend over and talk to the kids and the kids go whew* (Interview 72, Primary Teacher).

There were many others who articulated concerns about the mediocre educational standards accepted by providers to enable student teachers to graduate.

> *To give an example, we've got one beginning teacher, who applied for the beginning teacher position and they had a C for English, a C- for maths…Now to me, that person should not be a teacher because that person is going to teach [English and maths] and do you want that person in front of your class and the answer is "no" regardless of their personalities* (Interview 14, Intermediate Principal).

Some teachers also signalled concerns about the ways in which male teachers and male student teachers are given more latitude in reaching acceptable performance than are female. One very experienced teacher suggests that males are judged far more leniently by the teacher education providers and in general male teachers do not encourage a positive image of teachers.

> *Male teachers don't do us a lot of favours…A lot of male teachers are lazy, and relatively incompetent. I've had two male students last year that I recommended to be failed because they were so incompetent, and they are both still at college, but it appears that if you are male it does not matter and they will get jobs and it scares me witless…And I know it's a terrible thing to say but the female students we have come through that work hard, you know, they work, they're here early, while one male student here at the moment, he's uncontrollable. He turns up at 20 to 9, it's just like, because they're males, they don't have to work harder* (Interview 72, Primary Teacher).

The student teachers involved in the focus group interviews attended an initial teacher education programme in one of the regional cluster areas. They reported that the programmes they were currently undertaking did not always seem to be well aligned with what is happening in centres and schools. For some student teachers this was viewed with concern with regard to the quality of their preparation, for others it was viewed as a positive tension that extended and challenged their thinking about teaching.

> *In an ideal world as an individual teacher you can build up systems and routines that perhaps eliminate that negative behaviour before it occurs but if it does occur, you need that steel, that protection to be able to separate and keep yourself safe and positive. It's one thing they really don't touch on here* (Interview 78, Student Teacher).

> *I think that the only way college is out of touch is that it is incredibly idealistic and while that may have its consequences for us as students, it may well be that we have to reconcile that to the actuality of the classrooms, there is an intense need for that idealism in our training. Without it we are halfway to being the teacher that I don't want to be* (Interview 78, Student Teacher).

Recommendations to Enhance Recruitment

We conclude this section with suggestions from participants as to how to enhance recruitment of quality teachers. Rather than repeat a series of quotes that suggest solutions to the preceding concerns regarding salary, workload and the quality of beginning teachers, we select a few salient suggestions.

Teachers call for changes both at entry to the profession in the selection of able student teachers, and support during the course of a teacher's career through sabbatical leave in recognition of good service.

> *Raise the academic levels of those entering teaching – teachers who are unable to communicate verbally or in written format are not going to succeed in teaching. Make teaching a more pleasant experience outside the classroom – paper work/duty/ continual continuous meetings regarding changes forced upon schools. Give teachers an incentive to be here. 40+ years in teaching and no sabbatical/no thank you/no recognition of service!!!* (Secondary Respondent).

In addition to calling for increased teacher education standards, some teachers question the way in which initial teacher education is structured currently and call for increased time for student teachers in school-based practicum as one way of ensuring beginning teachers are prepared effectively for the classroom.

> *To me it does not make a lot of sense to recruit and retain mediocre teachers. I believe this is what is happening at the moment and that colleges of education are using government subsidies for each student as a 'gravy train' and turning out teachers for the sake of turning out teachers. I believe student teacher retention is low as they are ill-equipped to deal with practical aspects of class room teaching and management, let alone planning etc. It's a profession we are producing 'text book' heroes who are given too little time in from of a class over a 3 year period. Student teachers are not spending enough time in front of school pupils!!! We will produce and retain effective teachers once we relearn how to train student teachers effectively* (Intermediate Respondent).

Salary continues to be seen as one way of improving recruitment into teaching.

> *Recruitment-wise teachers need to be seen to have a better income. It is a very stressful occupation and most people you talk to wouldn't want to do it so why isn't the remuneration better!* (Secondary Respondent).

Finally, a board of trustees member of a primary school made this perceptive suggestion. While the data was in general quite negative about the potential for recruiting quality applicants into teaching and the focus of most participants was on the heavy workload and unattractive demands of the job, this comment goes somewhat 'against the grain' in suggesting that we highlight the conditions of work that teachers (as will be seen in the following section on Retention) are typically very defensive about.

> *We could highlight the fact that whilst teaching is stressful and difficult, teachers do get up to 12 weeks paid holidays a year, 20 days annual sick leave (which accumulates). This would probably appeal to quite a lot of our current school leavers (it appeals to me!). Also, highlight the fact that contact hours are approximately 4.5 – 5 hours a day. Then tell them that many other professions offer 3 weeks annual leave, 5 days non-accumulative sick leave per annum and 8-9 hour days! I think it is a valid recruitment suggestion. Balance this with the fact that attempting to educate up to 30 unique individuals from differing backgrounds with diverse values and behaviour is a real challenge requiring skill, strength, hard work and persistence. This approach to recruitment and retention would appeal to me* (Primary BOT Respondent).

Retention

This section reported data from teacher and principal questionnaire scales and questions related to why teachers choose to stay or to leave teaching, as well interview data and qualitative comments expressed on the questionnaires that relate to retention.

Analysis of the quantitative data for Question 2, *Reasons for remaining a teacher*, revealed five factors that were salient to teachers' retention behaviours:

1. Contribution to children/society.
2. Terms and conditions of the job.
3. School support.
4. Enjoyment of the job.
5. Personal and professional development.

Each was examined in terms of differences in responses according to a range of demographic criteria (length of service, school sector, decile, highest qualification, ethnicity and gender). Two items did not load satisfactorily onto other factors, reflecting considerable ambiguity in responses, and thus were dealt with separately: *Feel like I have no other choice* and *Attractive holiday entitlement*.

In terms of Question 11, *Job satisfaction*, eight factors were identified:

1. Leadership structure and values.
2. Contribution to students and school.
3. Time and effect on life.
4. Professional associations.
5. Professional development.
6. Resources.
7. Interactions with the school community.
8. Change and advancement.

Again, each was examined according to relevant demographic criteria.

Frequency analysis revealed a fairly high degree of conformity of responses as to why teachers choose to stay in the profession. In general, teachers responded positively to a wide range of factors that keep them in teaching, the main ones being their *Enjoyment of teaching*, of *Working with children*, giving them the *Best start in life* and of *Doing a job of which they feel proud*. Only having an *Attractive image of the job* and wanting a *High status profession* were not relevant to their decisions to stay. However, nearly 50% overall did indicate that *Having no other choice* was of some importance to their decision to remain in teaching.

In terms of job satisfaction, teachers were consistently satisfied with their capacity to influence students' achievement, attitudes and behaviours; with their interactions with students, colleagues and parents; with the quality of leadership in their schools; and with their own professional learning. They were consistently dissatisfied with the amount of recognition received from those external to the school; with the level of change experienced in recent years; with their increasing workload; and with the lack of resources for effective schooling. The strongest levels of dissatisfaction across all groups were vested in what was perceived as other people's perceptions of their 'official' working hours and generous holiday entitlements. There was a strong and consistent defensiveness regarding working hours and holidays which permeated all sectors.

Taking the two scales together, some general remarks about the responses of demographic groupings could be made. In general, women had higher means on the majority of items than men. Pacific Islanders tended to be more satisfied and more inclined to remain in teaching than any other ethnic group. Overall, early childhood teachers gave the most positive responses, with means declining as age of child taught rose. Teachers in low and high decile schools had higher means on most factors than those from medium decile schools. Participants' level of qualification did not appear to reveal any patterns in responses. Differences according to length of service were more mixed but were noteworthy on several items.

Teachers' responses to questions regarding their intentions to leave were also examined. In summary, while nearly half of teachers had considered leaving at some point, the vast majority had no immediate plans to do so. Teachers identified issues related to work-life balance (workload), stress, increasing paperwork, and deteriorating student behaviour as triggers that had caused them to consider leaving teaching. When asked why they did not leave having considered it, three main categories of teachers emerged:

1. Those who loved the job and were passionate about teaching students.
2. Those who appeared to be somewhat grudgingly resigned to remain in teaching in spite of frustrations, perceiving they had few options and required the security teaching affords.
3. Those who had made a change in their working context or conditions to better meet their needs, and were subsequently happier in their work.

The qualitative data provided a rich source of additional information, giving a more rounded picture of teachers' frustrations that had led to consideration of exit (primarily workload, pay issues, and parent and pupil behaviour, with some consideration of status and respect, resources and funding, and a reduced sense of autonomy and enjoyment) and those issues which worked to keep them in the job (notably security, pay for some teachers, the holidays/flexibility of hours, as well as the support/leadership available in the school). Finally, the major reasons for remaining in the teaching, love of the job and a sense of making a difference, were highlighted.

Overall, teaching emerged from these data as a job with intrinsic satisfaction and a sense of social purpose, but challenged by increasing workload and constant change that were not mitigated by good remuneration and were exacerbated by problems of funding and resources, social changes and a sense of the public not fully respecting and valuing the job done.

Retention

The participant data related to the retention of teachers are revealed predominantly through the teacher and principal questionnaire data and interviews. It was determined in Phase One that only teachers and principals (those currently engaged in teaching) could provide authentic data on retention as all other key groups would be reporting only why they think other teachers stay or leave. Teacher and principal responses to a number of questions inform this area: Question 2, *Reasons for remaining a teacher*; Question 3a, *Why teachers leave*; Question 3b, *Why teachers stay*; Question 4, *Intentions to leave*; Question 5, *Career aspirations*; and Question 11, *Job satisfaction*.

Analysis of data is reported below according to the six questions contributing to this section. Questions 2 and 11 were subject to factor analysis to determine the key constructs around which teachers and principals understand items. This section is organised under the following headings:

- Frequency analysis of Question 2, *Reasons for remaining a teacher*.
- Factor analysis of Question 2, *Reasons for remaining a teacher*, with associated statistical analysis of significant differences within each factor.
- Frequency analysis of Question 3a, *Why teachers leave*.
- Qualitative analysis of open-ended responses to Question 3b, *Why teachers stay*.
- Frequency analysis of Question 4, *Intentions to leave*.
- Frequency analysis of Question 5, *Career aspirations*.
- Frequency analysis of Question 11, *Job satisfaction*.
- Factor analysis of Question 11, *Job satisfaction*, with associated statistical analysis of significant differences within each factor.
- Qualitative data.

QUESTION 2: REASONS FOR REMAINING A TEACHER

Frequency Analysis

The frequencies (see Table 33) reveal that the key reason for teachers remaining in the profession is their *Enjoyment of working with children*, which 64.7% of respondents rate as extremely important. Over half of the teachers and principals identify *Enjoy teaching*, *Want to give children the best start in life*, *Do a job of which I can feel proud*, and *Want to feel fulfilled in my work* as reasons that are extremely important in influencing their decisions to remain in their jobs.

When considering the frequencies of responses to Question 2, the only issues of non-importance are *Wanting a high status occupation* and (to a lesser extent) *Having an attractive image of the job*, both of which are nominated by over a third of the respondents as either not at all important or only slightly important. Issues like *Attractive holidays* and *Family friendly working patterns* that were not so important as reasons for coming into teaching now emerge as moderately important reasons to stay. Over 20% of teachers and principals rate these as extremely important and over 70% of identify these items as moderately to extremely important in affecting their decisions to stay in teaching.

The most noteworthy item is the final one, *Feel I have no other choice* (discussed in more detail below), where almost half of all teachers and principals feel that issue is at least of some importance to them.

Table 33: Teacher and principal responses to Question 2 – Reasons for remaining a teacher

	Not at all important		Slightly/ moderately important		Important/ Extremely important		Missing	
	Freq	%	Freq	%	Freq	%	Freq	%
Enjoy working with children	5	0.6	53	6.7	722	91.4	10	1.3
Am inspired by teachers I know	46	5.8	250	31.6	477	60.4	17	2.2
Like the attractive holiday entitlement	102	12.9	292	37.0	368	46.6	28	3.5
Enjoy helping children participate in their community	21	2.7	222	28.1	524	66.3	23	2.9
Like the family friendly working patterns	75	9.5	266	33.7	420	53.2	29	3.7
Enjoy teaching	3	0.4	92	11.6	683	86.5	12	1.5
Like being able to use leadership skills	21	2.7	244	30.9	510	64.6	15	1.9
Want to make a contribution to society	17	2.2	219	27.7	538	68.1	16	2.0
Want to give children the best possible start in life	6	0.8	129	16.3	643	81.4	12	1.5
Want to do something meaningful with my life	21	2.7	159	20.1	598	75.7	12	1.5
Want a challenging job	33	4.2	237	30.0	507	64.2	13	1.6
Want support available when dealing with difficult situations	36	4.6	214	27.1	511	64.7	29	3.7
Want opportunities to exercise creativity	28	3.5	257	32.5	490	62.0	15	1.9
Enjoy being part of a professional learning community	17	2.2	207	26.2	554	70.1	12	1.5
Want opportunities for lifelong learning	26	3.3	260	32.9	492	62.3	12	1.5
Want supportive leadership in my workplace	20	2.5	154	19.5	594	75.2	22	2.8
Want to be respected by the general public	71	9.0	333	42.2	365	46.2	21	2.7
Have an attractive image of the job	116	14.7	438	55.4	208	26.3	28	3.5
Want to share my love of my subject	21	2.7	238	30.1	505	63.9	26	3.3
Want the opportunity to promote understanding	10	1.3	182	23.0	583	73.8	15	1.9
Want to help children to become members of society	8	1.0	162	20.5	605	76.6	15	1.9
Want the chance to further my own knowledge	23	2.9	207	26.2	545	69.0	15	1.9
Want time available to reflect on lessons and share with colleagues	27	3.4	181	22.9	568	71.9	14	1.8
Do a job of which I can feel proud	9	1.1	94	11.9	673	85.2	14	1.8
Receive regular feedback	22	2.8	280	35.4	471	59.6	17	2.2
Feel adequately rewarded for taking on new duties	52	6.6	286	36.2	433	54.8	19	2.4
Want future earning potential	50	6.3	257	32.5	465	58.9	18	2.3
Want a lifelong career	50	6.3	282	35.7	438	55.4	20	2.5
Want a high status occupation	136	17.2	420	53.2	212	26.8	22	2.8
Want to feel fulfilled in my work	9	1.1	88	11.1	675	85.4	18	2.3
Enjoy helping children to ‘see the penny drop’	8	1.0	138	17.5	619	78.4	25	3.2
Want strong job security	35	4.4	223	28.2	513	64.9	19	2.4
Want a reliable income	22	2.8	185	23.4	570	72.2	13	1.6
Want a good salary	39	4.9	214	27.1	525	66.5	12	1.5
Like the degree of variety in the job	9	1.1	132	16.7	635	80.4	14	1.8
Want a clear career path	72	9.1	325	41.1	371	47.0	22	2.8
Feel I have no other choice	401	50.8	230	29.1	130	16.5	29	3.7

Factor Analysis

Question 2, *Reasons for remaining a teacher*, was subject to factor analysis to identify the key constructs around which scale items cluster. Data from the questionnaire were subjected to statistical analysis with attention being given to data from respondents from different sector groups (early childhood, primary and secondary) and, where relevant, other respondent attributes such as role, gender, ethnicity, school decile and teaching experience, to identify where significant differences in responses within factors were apparent. Factor analysis produced a five-factor solution. We named the five factors:

1. Contribution to children/society.
2. Terms and conditions of the job.
3. School support.
4. Enjoyment of the job.
5. Personal and professional development.

Alpha reliabilities provided a measure of internal consistency within the factor, that is, how well the items measured the central construct. Four of the factors recorded acceptable to good alpha coefficients, indicating good reliability scores. Factor Four recorded a reliability coefficient of only 0.49 initially. This was improved with the removal of Item 37 (*No other choice*) to a reliability of 0.79. Item 5 (*Family friendly working patterns*) did not load on any of the factors, suggesting that it was answered ambiguously by the participants. Items 5 and 37 are reported separately in this section. Statistical analysis of factor loadings according to respondents' attributes are reported under each factor and attention given to any significant differences in mean loadings that were identified.

Factor One: Contribution to children/society

Table 34: Teacher and principal responses to Question 2 – Reasons for remaining a teacher;
Factor One – Contribution to children/society

9	Want to give children the best possible start in life	0.709
21	Want to help children to become members of society	0.777
20	Want the opportunity to promote understanding	0.719
8	Want to make a contribution to society	0.681
4	Enjoy helping children participate in their community	0.627
31	Enjoy helping children to 'see the penny drop'	0.591
10	Want to do something meaningful with my life	0.524
19	Want to share my love of my subject	0.416
13	Want opportunities to exercise creativity	0.353
Reliability: 0.86		

Statistical analysis revealed that there were significant differences ($p<0.05$) in responses to this factor according to level of qualification. Generally those with an undergraduate diploma reported the highest means and those with postgraduate qualifications the lowest means. Items 4 (*Help children participate in their community*) and 19 (*Share love of subject*) saw those with postgraduate qualifications report the highest means. In all cases, the higher the mean, the more importance the item had for the group of teachers.

There are no notable differences in responses to any of these items in relation to length of service. *Helping children/society* emerged as a strong reason for entering teaching and it continues as a strong reason for staying in teaching.

In terms of sector, however, some interesting differences did emerge, although not statistically significant through statistical analysis. In general, secondary teachers' responses were the least positive and ECE teachers the most positive, with the level of positive responses declining through the age ranges. For example, Item 9 (*Best possible start in life*) is extremely important to 93.8% of early childhood teachers but only 69.6% of secondary. Item 21 (*Help children to become members of society*) is rated extremely important by 84% of ECE but by fewer secondary teachers at 70.7%. Similarly, Item 4 (*Help children participate in their community*) is rated extremely important by 78.9% of ECE teachers as compared to 57.7% of secondary. Similar differences, although not so extreme, are also evident for Item 10 (*Do something meaningful*). It is only Item 19 (*Share love of subject*), not surprisingly, that secondary teachers rate more highly, with ECE the next most positive and primary the least.

In terms of decile, the pattern across these items (with the exceptions of Items 19 (*Share love of subject*) and 31 (*Help children to 'see the penny drop'*) only) is that low decile teachers give the most positive responses and medium the least. Sometimes the differences are not marked but in many cases they are. For example, on Item 4 (*Help children participate in their community*), 80% of low decile teachers feel that the enjoyment of helping children to participate in their community is an important reason to stay in teaching, as compared to 57.7% of medium decile and 65.7% of high decile teachers. For Item 9 (*Best possible start in life*), low decile teachers score 90.1% as extremely important, as compared to 73.8% for middle decile (and 80.5% for high decile), and for Item 21 (*Help children to become members of society*) there is a difference of 15% in low and medium decile responses on extremely important.

When considering responses according to gender, differences across the items are indeed apparent, with males rating all items as less important than women. Often the difference is small, but there is a notable difference of over 10% on Item 4 (*Help children participate in their community*) in the number of women who report it as extremely important compared to men, and Item 9 (*Best possible start in life*).

When considering individual items in Factor One in terms of ethnicity, there is evidence that Pacific Island respondents generally rate individual items as considerably more important in their decisions to stay in teaching than do Pakeha, Māori or Asians. Pacific Islanders rated Item 8 (*Make a contribution to society*) and Item 13 (*Opportunity to exercise creativity*) at least 15% higher than any other ethnic group. Item 4 (*Help children participate in their community*) attracted 100% Asian and 92% Pacific Island support as extremely important, in contrast with 72.1% Māori and 66.3% Pakeha.

Factor Two: Terms and conditions of the job

Table 35: Teacher and principal responses to Question 2 – Reasons for remaining a teacher;
Factor Two – Terms and conditions of the job

33 Want a reliable income	0.916
32 Want strong job security	0.884
34 Want a good salary	0.779
27 Want future earning potential	0.660
36 Want a clear career path	0.617
28 Want a lifelong career	0.609
29 Want a high status occupation	0.563
3 Like the attractive holiday entitlement	0.377
Reliability: 0.87	

Analysis of Factor Two reveals significant differences across a number of respondent attributes. There are indeed strong differences between groups on most items in this factor, but it should be noted that numbers in some groups are small; for example, there were only 24 Pacific Islanders, 14 Asian and 58 Māori teachers as compared to 621 Pakeha teachers. However, Item 3 (*Attractive holiday entitlement*) was extremely important to 70.8% of Pacific Islander respondents compared to only 47.7% of Pakeha, 42.9% of Asians, and even fewer Māori at 39.7%. This pattern continues for most of the items with Pacific Islanders scoring significantly higher than other groups with Māori generally the lowest. Most interesting within this pattern are Items 32 (*Strong job security*), 33 (*Reliable income*) and 34 (*Good salary*). For Item 32, 80% of Pacific Islanders rated it as extremely important in contrast to 73% of Pakeha and Asian and 72% of Māori. For Item 33, 88% of Pacific Islanders rated it as extremely important in contrast to 73.3% of Asian, 73.2% of Pakeha and 72.1% of Māori. For Item 34, 96% of Pacific Islanders rated it as extremely important in contrast to 73.3% of Asian, 67% of Pakeha and 61.3% of Māori.

The degree to which Item 29 (*High status occupation*) is influential on people's decisions to stay in teaching is of interest to this study both with respect to how many respondents think it is not at all important and how many rate it as extremely important. This item is rated by 44% of Pacific Islanders, 30.5% of Māori, 28.6% of Asian and 26.8% of Pakeha as extremely important. However, it is rated as not at all important by 30% of Māori, 28.6% of Asian, 16.3% of Pakeha and 12% of Pacific Islanders in influencing decisions to remain in teaching. The evidence suggests that over 70% of Pakeha, Māori and Asian respondents feel that status is either not at all important or only slightly important, in contrast to 52% of Pacific Islanders.

By contrast to all the other factors where males reported consistently lower means than females, male and female responses on Factor Two were similar except on Item 27 (*Future earning potential*). On this item, men thought it less important than women and, as with Question 1, *Reasons for becoming a teacher*, there was a marked difference. For Question 2, Item 27 was extremely important to 52.8% of men and 62.0% of women. More men (56%) said that Item 3 (*Attractive holiday entitlement*) was extremely important as opposed to only 46.3% of women.

Although there are no significance differences in Factor Two according to sector, it is worth reporting the differences on a couple of individual items. Item 28 (*Lifelong career*) is rated as extremely important by 66.2% of early childhood teachers and principals, by 57% of those

from primary and intermediate schools, and by even fewer secondary teachers (50.2%). Item 3 (*Attractive holiday entitlement*) is rated as extremely important by 60% of intermediate, 59.8% of secondary and 44.5% of primary teachers, while only 26% of ECE rate this as extremely important. These levels of importance contrast sharply with analysis of respondents' reasons for entering teaching. It would appear that holidays become more salient for those in teaching than for those contemplating it.

Table 36: Sector crosstabulation with teacher and principal responses to Question 2, Item 3 (Like the attractive holiday entitlement)

			Like the attractive holiday entitlement			Total
			Not at all important	Slightly important	Extremely important	
Type of school/centre	Early childhood centre	Count	48	51	36	135
		% within Type of school/centre	35.6%	37.8%	26.7%	100.0%
	Primary school	Count	32	124	125	281
		% within Type of school/centre	11.4%	44.1%	44.5%	100.0%
	Intermediate school	Count	5	37	63	105
		% within Type of school/centre	4.8%	35.2%	60.0%	100.0%
	Secondary school	Count	17	80	144	241
		% within Type of school/centre	7.1%	33.2%	59.8%	100.0%
Total		Count	102	292	368	762
		% within Type of school/centre	13.4%	38.3%	48.3%	100.0%

There were no significant differences in Factor Two according to decile, but a couple of individual items are interesting. There is a 10% difference between the numbers of low decile teachers who rate Item 27 (*Future earning potential*) as extremely important (64.6%) and high decile teachers (54%). On Item 28 once again, a *Lifelong career* is more important to low decile teachers (62.3%) compared to others, particularly high decile teachers (48.5%).

Factor Three: Encouragement and support

Table 37: Teacher and principal responses to Question 2 – Reasons for remaining a teacher;
Factor Three – Encouragement and support

25 Receive regular feedback	0.775
16 Want supportive leadership in my workplace	0.766
26 Feel adequately rewarded for taking on new duties	0.716
12 Want support available when dealing with difficult situations	0.669
23 Want time available to reflect on lessons and share with colleagues	0.625
2 Am inspired by teachers I know	0.403
Reliability: 0.82	

Factor Three was more important for new teachers, perhaps not surprisingly, as they are facing the challenges of a new position and this factor speaks to the need for support and encouragement in their new role. The only differences on individual items with respect to length of service in teaching were evident in relation to Item 25 (*Regular feedback*) and Item

26 (*Rewarded for taking on new duties*). In both cases these issues were more important to new teachers than to experienced teachers.

With respect to gender, women rated all the items in this factor as more important then did men. For Items 2 (*Inspired by teachers I know*), 12 (*Support for dealing with difficult situations*), 23 (*Time available to reflect*), 25 (*Regular feedback*) and 26 (*Rewarded for taking on new duties*), the difference was over 15%. There was more than a 20% difference on Item 23 and Item 25.

The most significant differences across this factor were according to sector, with respondents from early childhood being in all cases the most positive and secondary the least (with relative importance of the item declining as age of child taught rises). Item 2 (*Inspired by teachers I know*) was rated as considerably more important by early childhood respondents (73.2% considered it extremely important) than other sectors, especially secondary where only 46% rated it as an extremely important reason to remaining in teaching. Similarly for Item 26 (*Rewarded for taking on extra duties*), there is a 20% difference in level of extremely important responses between early childhood and secondary respondents. This pattern continues with Item 25 (*Regular feedback*), where 73.3% of early childhood respondents rate this as extremely important as opposed to 69.5% of intermediate, 60.9% of primary, and only 47% of secondary. For Items 12 (*Support for dealing with difficult situations*), 16 (*Supportive leadership in my workplace*) and 23 (Time available to reflect on lessons and share with colleagues), there is greater than a 15% difference between the early childhood at the higher extreme and the secondary at the lower.

A similar pattern emerges when we examine individual items by decile, with low decile providing the most positive responses and medium the least. On Items 12 (*Support for dealing with difficult situations*), 16 (*Supportive leadership in my workplace*), 23 (*Time available to reflect*), 25 (*Regular feedback*) and 26 (*Rewarded for taking on new duties*), there are clear distinctions with over 15% between highest and lowest ratings. The only item which does not conform to the pattern of medium decile as least positive is Item 25 (*Regular feedback*) where high decile respondents give the lowest score (54.3%) as compared to 70.6% of low decile respondents who rate it as extremely important.

Factor Four: Enjoyment of the job

As indicated above, the exclusion of Item 37 (*Feel I have no other choice*) from this factor improves its reliability, so it has been excluded. It will discussed separately below.

Table 38: Teacher and principal responses to Question 2 – Reasons for remaining a teacher; Factor Four – Enjoyment of the job

6 Enjoy teaching	-0.621
24 Do a job of which I can feel proud	-0.388
1 Enjoy working with children	-0.582
35 Like the degree of variety in the job	-0.404
30 Want to feel fulfilled in my work	-0.367
Reliability: 0.79	

Once again, gender differences are apparent and in every case women rate the item more highly than men, most particularly (at over 10% higher) on Items 1 (*Working with children*) and 30 (*Fulfilled in my work*).

There are differences in responses to all items in Factor Four according to sector following the pattern that ratings of extreme importance decline as age of child taught increases, but the differences are not marked. The highest is Item 1 (*Working with children*) where early childhood mean rating is over 12% higher than others, but for all sectors it has at least 85% importance.

In terms of ethnicity, the familiar pattern emerges with Pacific Islander respondents producing higher mean ratings than the other groups in all but one item, Item 35 (*Degree of variety in the job*). In all other cases the mean ratings of Pacific Islanders are the highest (though not as differentiated as in other factors) and Māori the lowest. In the case of Item 35, 83.1% of Pakeha rate it as extremely important compared with the other three ethnic groups which each register an importance of less than 70%.

There are differences across all items according to decile but all are small and never much above 10%. The familiar pattern maintains that most positive answers are recorded from low decile respondents and the least positive from medium. This pattern is interrupted for Item 35 (*Degree of variety in the job*), which more high decile respondents rate as extremely important (86%) than low decile (78.3%).

There are no notable differences in this factor across length of service or level of qualification held.

Factor Five: Personal and professional development

Table 39: Teacher and principal responses to Question 2 – Reasons for remaining a teacher;
Factor Five – Personal and professional development

15 Want opportunities for lifelong learning	-0.625
18 Have an attractive image of the job	-0.545
14 Enjoy being part of a professional learning community	-0.515
22 Want the chance to further my own knowledge	-0.512
7 Like being able to use leadership skills	-0.482
11 Want a challenging job	-0.473
17 Want to be respected by the general public	-0.372
Reliability: 0.83	

It is apparent that years of service resulted in some differentiation between individual items, with new teachers being less inclined to rate items as extremely important in their career decisions. With respect to Item 14 (*Part of a learning community*) and Item 17 (*Respected by the general public*), teachers with fewer years of service provide ratings at least 10% lower than others. Conversely the chance to *Further their own knowledge* (Item 22) is more salient for newer teachers.

In considering the items with respect to gender, the differences are marked on several items. Item 11 (*Challenging job*) appears to be of less importance to males (53.3%) than females (67.8%), as with Item 14 (*Part of a professional learning community*), which 54% of males consider extremely important as opposed to 75.3% of females. Item 22 (*Further my own knowledge*) is valued as extremely important by 75.5% of women but only 50.3% of men.

Considering the individual items with respect to ethnicity gives rise to similar patterns as reported for other factors. Pacific Islanders generally report higher means than other ethnic

groups. This is true for Items 7 (*Leadership skills*), 11 (*Challenging job*), 14 (*Part of a professional learning community*) and 15 (*Lifelong learning*), each of which reflect the highest mean ratings for Pacific Islanders and the lowest mean ratings for Asians (Items 7, 11 and 14) or Māori (Item 15). Items 17 (*Respected by the general public*), 18 (*Attractive image of the job*) and 22 (*Further my own knowledge*) present more notable responses. Less than 50% of any ethnic group view Item 17 as important to their decision to stay in teaching and 22% of Māori respondents rate it as not at all important. Item 18 (*Attractive image of the job*) is rated as extremely important by 50% of Pacific islanders. However, over 75% of Pakeha and 64% of Māori rate this as being not at all important or only slightly important to their decision to stay in teaching. 92% of Pacific Islanders rate Item 22 (*Further my own knowledge*) as extremely important to their decisions to stay in teaching, compared with 75.8% of Māori and 68.8% of Pakeha.

There are a series of different responses with respect to sector, the most notable being Item 11 (*Challenging job*), which is more important to early childhood educators (69.7% of whom rate this as extremely important), than to secondary (58.5% of whom rate it as extremely important). 68.8% of early childhood teachers rate Item 15 (*Lifelong learning*) as extremely important as against 57.3% of secondary (with a similar decline noted down through the other two sectors). Item 22 (*Further my own knowledge*) is rated as extremely important by 79.9% of early childhood respondents, declining down to 61.3% of secondary.

As has become typical, the low decile teachers give the most positive responses and medium decile teachers the least. The most significant differences are on Item 11 (*Challenging job*), where low decile teachers are more positive about challenge; Item 15 (*Lifelong learning*), where the difference between low and medium decile teachers is nearly 20%; and Item 22 (*Further my own knowledge*), where once again low decile teachers give the highest rating (78.4%) as against 62.4% of medium and 67.7% of high decile responses.

Like the family friendly working patterns

Item 5 (*Family friendly working patterns*) does not load onto any of the factors. This does not mean it was not important, just that people's response to that question did not relate strongly to their responses to any other items. The issue of working patterns and teachers' sensitivity about it is apparent across the data. Looking at how the item was answered, the issue was judged as an extremely important retention matter to 56.8% of women and 48.8% of men. These ratings are significantly higher than recorded for this item in Question 1, *Reasons for becoming a teacher*, where 36% of women rated this item as important and only 23% of men. 84% of Pacific Islanders rated *Family friendly working patterns* as extremely important to remaining in teaching. For other groups, the item was rated around 50% importance, with Māori responses the lowest at 47.4%. In terms of sector, the item was again rated most highly by those in ECE (69.3%) and lowest by secondary teachers (46.9%). Again, decile differences pertain, with 64% of teachers in low decile schools rating the item as extremely important, as opposed to 52.3% in high decile and 44.7% in medium decile schools.

Feel I have no other choice

We have not included Item 37 (*Feel I have no other choice*) in the factors as it does not show a close relationship to other items, apart from a relatively loose connection with issues of enjoyment of the job. Thus, we have analysed the item separately across various demographic groups. It proved to be of most relevance to teachers of long service, as might be expected (extremely important to 16.8% of them as compared to 8.8% of new teachers). However, while it is slightly important to 29% of more experienced teachers, it is also

slightly important to 22.5% of new teachers, adding up to an interesting figure of 31.3% for new teachers who feel to some degree that they remain in teaching because they have no choice (the comparative figures are 47% of teachers of 6-20 years service and 65% of teachers with over 21 years service).

Teachers in medium decile schools are the most likely to feel they have no other choice, as are secondary teachers in general. Males are marginally more inclined than women to feel they have little choice but to stay in teaching. With respect to ethnicity, 55.9% of Māori and 54% of Pakeha feel that Item 37 was not at all important to their decisions to stay in teaching. Only 36% of Pacific Islanders feel this is so, while 28% of Pacific Islanders feel the lack of choice was extremely important.

QUESTION 3A: WHY TEACHERS LEAVE

Teachers and principals were asked to indicate 'yes' or 'no' to the question: "Have you seriously considered leaving teaching during the last three years?" Responses indicate that less than half of the respondents (366 out of 790) had considered leaving teaching (46.3%). In a subsequent part of this question, teachers and principals were asked to indicate from a list those reasons which caused them to seriously consider leaving teaching. A list of nineteen reasons was provided and respondents also were provided with the space to write other reasons.

Of the list of reasons provided, 32.2% of teachers indicated that *Work-life balance issues (workload)* had caused them to consider leaving teaching over past three years and over 25% indicated *Stress* and *More paperwork*. Each of these reasons relate closely to perceptions of increasing workload associate with the role. A *Sense of lack of respect for the profession* is the next most important (but only 16.5% indicate it as a reason).

Ninety four participants added additional reasons to the ones listed. The most commonly occurring of these were issues related to student behaviour and lack of leadership from school management.

QUESTION 3B: WHY TEACHERS STAY

In an open-ended question, participants were asked to indicate "Why did you end up staying?", which generated 354 responses. Examination of responses enabled us to sort them into three clear categories. A significant group of people stay in teaching fundamentally due to their commitment and passion for the role and for working with children and young people – they love the job in spite of all its challenges. Examples from each sector are presented below:

> *Because teaching is my passion and early childhood education needs passionate teachers* (Early Childhood Respondent).
>
> *I like working with children, and it pays well and I like the option of working part-time if I have kids* (Primary Respondent).
>
> *Rewarding working with children. Never boring* (Intermediate Respondent).
>
> *Just love the job at the end of the day and other opportunities are limited* (Secondary Respondent).

Frequencies complied from the responses (see Table 40) show that over a third of primary and early childhood teachers are committed to remaining in teaching because they love the job, in spite of its challenges, and because they love working with children. This is also true for 21% of intermediate and 29% of the secondary teachers.

Table 40: Aggregated teacher and principal responses to Question 3b – Why did you end up staying, by sector

	Love/passion for children	Resigned to role	Initiated a Change
Early childhood (n=53)	18 (33%)	12 (22%)	23 (43%)
Primary (n=123)	44 (36%)	55 (45%)	24 (19%)
Intermediate (n=38)	8 (21%)	21 (55%)	9 (24%)
Secondary (n=140)	40 (29%)	61 (44%)	39 (28%)

A number of teachers (42% of those who responded) appeared to be staying in teaching for reasons that they view as out of their own control, they are resigned to the role and, for want of a better term, they are "stuck" and don't seem able to take action to leave, or to improve their current situation. These teachers are more prominent in primary (45%), intermediate (55%) and secondary (44%), whilst only 22% of early childhood teachers responded in this way. Teachers in this category see that they have little choice in their current context as they have mortgages to pay, children to raise, and so on. The high proportions of teachers in the compulsory sector who feel this way is cause for concern. The examples below are indicative of the responses:

> *The amount of training already done to complete ECE – student debt* (Early Childhood Respondent).
>
> *Little other choice for a steady income. Too hard to change career path. Easier to stay put. Too tired to bother – Devil you know is better than the devil you don't* (Primary Respondent).
>
> *Job security – unsure what else I would do* (Intermediate Respondent).
>
> *Not much else I can do* (Secondary Respondent).

A third group of teachers have made a change in their working context that has resulted, either directly or indirectly, in increased satisfaction from their work and a lessening or removal of the original cause of concern. These teachers appear to have made a decision to address the original problem that caused them to consider leaving teaching and are now in a more positive situation. This response was more prominent from early childhood teachers (43%) and was recorded the least by primary teachers (19%). Over a quarter of intermediate and secondary teachers responded in this way. Examples of responses include:

> *Re-evaluated my role and widened my support networks* (Early Childhood Respondent).
>
> *The appointment of another counsellor. I came to this workplace 2.5 years ago and found the workload expected of one counsellor was unreasonable. The principal and BOT have responded positively and it has changed my attitude to the job* (Primary Respondent).

Changed schools – did my homework first! (Intermediate Respondent).

I dropped the stressful role – Dean – and concentrated on other areas – curriculum (Secondary Respondent).

Consideration of these responses reveals a number of teaches who remain less than enthusiastic in their role but lack the motivation or the means to find alternative work. This may well be typical of all professions, that there emerges a certain level of the mundane in one's work. Even so, it does present some interesting challenges for those responsible for recruitment and retention, especially in light of the potential effect that teachers' lack of enthusiasm for their work is having on influencing senior students in their own career choices (see the subsequent section on Senior Students).

QUESTION 4: INTENTIONS TO LEAVE

Participants were asked to indicate their career intentions over the coming years and to indicate their level of agreement with a series of statements describing behaviours to stay or leave teaching. Responses are reported in Table 41 below. Teachers show a high level of disagreement with statements regarding their intentions to leave teaching. 63.4% would not prefer another job to the one they have now, 72.2% still intend to be teaching in a years time, 69.5% intend to still be at their current school in a year, 61.3% have not seriously thought about leaving their current school, and 55.8% have not seriously thought about leaving teaching.

Table 41: Teacher and principal responses to Question 4 – Intentions to leave

	Disagree		Neutral		Agree		Missing	
	Freq	%	Freq	%	Freq	%	Freq	%
I would prefer another job to the one I have now	501	63.4	129	16.3	116	14.7	44	5.6
If I have my way, I will not be teaching a year from now	570	72.2	72	9.1	101	12.8	47	5.9
If I have my way, I will not be at this school a year from now	549	69.5	91	11.5	102	12.9	48	6.1
I have seriously thought about leaving this school	484	61.3	80	10.1	182	23.0	44	5.6
I have seriously thought about leaving teaching	441	55.8	103	13.0	203	25.7	43	5.4

QUESTION 5: CAREER ASPIRATIONS

Participants were asked to indicate their career aspirations for the next five years (Table 42 below). They could select more than one answer and spaces were available to add other options. Over a third of the participants indicate that they will be in a teaching role in five years time (37.6%) and/or be in a role involving teaching and management (38.7%). Only 16.7% of the participants are planning to leave teaching for an alternative career outside education within the next five years, while 20% of participants are intending to leave teaching to seek other opportunities within education.

Table 42: Teacher and principal responses to Question 5 – Career aspirations

	Frequency out of 790	Percent of 790[#]
Stay in teaching…		
In a teaching role	297	37.6
In a role which involves teaching and management	306	38.7
In a management role	134	17.0
Pursue higher degree	176	22.3
Have a career break for…		
Family commitments	180	22.8
Travel	246	31.1
Further study	153	19.4
Leave teaching to pursue…		
A career outside education	132	16.7
Other opportunities within education	162	20.5
Retirement	97	12.3
Other 1	22	2.8
Other 2	2	0.3

[#] Total percentages exceed 100 as participants were able to make multiple choices of responses.

What is apparent from the responses to both Questions 4 and 5 is that the vast majority of people are not in fact going to leave. Responses to Question 5 indicate that the majority of people's career aspirations over the next five years will keep them in education and primarily within teaching or teaching and management. 16.7% expect to be in a job outside education and the remainder envisage life style options such as study, travel or family commitments. Interview data does not shed much more light on this issue. There is some discussion about willingness to take on associate principal, deputy principal, or principal roles. Generally resistance to this idea is evident. For the majority, the most likely future scenario is still being in the classroom, while recognising that there may be triggers to leave like class ratio changes, even more paperwork, or specific instances like a bullying principal or a bad class that lead to a loss of confidence. Mitigating all difficulties is a sense of support within the school. Many teachers indicate that they would be much more inclined to leave if they felt unsupported by their principal/head teacher and colleagues.

QUESTION 11: JOB SATISFACTION

Frequency Analysis

The job satisfaction scale provides evidence of those areas of teachers' work that they find very satisfying and those which are determined to be less than satisfying. For the purposes of this report the responses have been aggregated in Table 43 as either dissatisfying (highly dissatisfying, dissatisfying, moderately dissatisfying), neutral or satisfying (highly satisfying, satisfying, moderately satisfying). The report that follows however, makes reference to the finer distinctions to demonstrate levels of satisfaction and dissatisfaction. The more detailed table is presented in Appendix I.

Attending first to those areas with which teachers and principals report high levels of dissatisfaction, what worries teachers the most is *The community's opinion of 'official' working hours and holidays for teachers*, which over 29% find highly dissatisfying and over 70% find dissatisfying. 17% record a neutral response to this item and 7% a response in the satisfied categories. Indeed teachers are more dissatisfied with what others think of their

working hours and holidays than they themselves are. Teachers are clearly concerned by what others perceive as generous working hours and holidays. This element of teachers' work has also repeatedly featured in the qualitative data emerging from the interviews. There is an extreme perception and worry about how others apparently misunderstand teachers' work. In terms of different sector responses to these items, early childhood and primary teachers are most dissatisfied with their working hours but early childhood are less concerned with the community's opinion of their working hours.

Other areas that cause high levels of dissatisfaction relate either directly or indirectly to workload, including: *Your current workload overall* (14.3% highly dissatisfied), *The amount of educational change in recent years* (12.9%), *Support structures for teacher physical and mental wellbeing in education generally* (14.2%), and *The amount of time and effort you put into teaching activities, e.g. preparation, marking, planning* (7.3%). When taking into account all levels of dissatisfaction, over 30% find these, and a number of other areas related to workload and level of recognition, dissatisfying. When considering these responses in terms of sector, secondary teachers are decidedly less satisfied than primary or early childhood teachers across all items.

Table 43: Teacher and principal responses to Question 11 – Job satisfaction

	Dissatisfying		Neutral		Satisfying		Missing	
	Freq	%	Freq	%	Freq	%	Freq	%
Your capacity to influence student achievement	15	1.9	33	4.2	726	91.9	16	2.0
Your students achieving success in some way	8	1.0	7	0.9	762	96.5	13	1.6
Your capacity to contribute to whole school progress	23	2.9	79	10.0	675	85.4	13	1.6
Changing student attitudes in a positive way	5	0.6	22	2.8	750	94.9	13	1.6
Changing student behaviour in a positive way	5	0.6	24	3.0	743	94.1	18	2.3
Working with students experiencing difficulties out of school	49	6.2	219	27.7	486	61.5	36	4.6
The "official" working hours and holidays for teachers	175	22.2	220	27.8	365	46.2	30	3.8
The community's opinion of "official" working hours and holidays for teachers	563	71.3	135	17.1	59	7.5	33	4.2
The amount of recognition you receive for your efforts from parents and the community	274	34.7	195	24.7	305	38.6	16	2.0
The reputation of your school in the community	92	11.6	137	17.3	543	68.7	18	2.3
The amount of time and effort you put into teaching activities, e.g. preparation, marking, planning	273	34.6	143	18.1	354	44.8	20	2.5
Successfully organising teaching activities	39	4.9	95	12.0	635	80.4	21	2.7
Your work relations with senior staff at your school	52	6.6	89	11.3	634	80.3	15	1.9
Your dealings with students	22	2.8	50	6.3	701	88.7	17	2.2
Your dealings with parents	47	5.9	137	17.3	590	74.7	16	2.0
Your dealings with community members	59	7.5	319	40.4	388	49.1	24	3.0
The way teacher unions represent the interests of their members	176	22.3	256	32.4	334	42.3	24	3.0
The way teacher unions work for the betterment of education	177	22.4	243	30.8	348	44.1	22	2.8
The way educational professional associations work for the betterment of education	136	17.2	289	36.6	344	43.5	21	2.7
The range of professional in-service courses/ programmes/consultancy/support offered to teachers	146	18.5	172	21.8	452	57.2	20	2.5
Your degree of mastery of teaching content since you began teaching	21	2.7	68	8.6	680	86.1	21	2.7
Your degree of development/acquisition of professional skills since you began teaching	18	2.3	48	6.1	700	88.6	24	3.0
The degree to which you have achieved your professional goals	26	3.3	84	10.6	662	83.8	18	2.3
The quality of leadership in your school	84	10.6	86	10.9	595	75.3	25	3.2
The degree of feeling of belonging/ collegiality/teamwork in your school	60	7.6	69	8.7	639	80.9	22	2.8
Formal or official communication methods in your school	111	14.1	129	16.3	531	67.2	19	2.4
The opportunities you have for exercising leadership in your school	82	10.4	158	20.0	529	67.0	21	2.7
Your current workload overall	384	48.6	114	14.4	269	34.1	23	2.9
The effects of teaching on your personal/family life	376	47.6	156	19.7	237	30.0	21	2.7
Recent changes to curricula	275	34.8	249	31.5	241	30.5	25	3.2
The amount of educational change in recent years	356	45.1	208	26.3	203	25.7	23	2.9
The concept of promotion on merit	145	18.4	227	28.7	388	49.1	30	3.8
Current criteria for promotion in teaching	183	23.2	321	40.6	250	31.6	36	4.6
Your opportunities to teach/be employed at other schools	128	16.2	282	35.7	348	44.1	32	4.1
Your school's financial resources	281	35.6	165	20.9	318	40.3	26	3.3
Your school's material resources/equipment	244	30.9	118	14.9	399	50.5	29	3.7
Support structures for student welfare in education generally	238	30.1	211	26.7	313	39.6	28	3.5
Support structures for teacher physical and mental wellbeing in education generally	384	48.6	198	25.1	184	23.3	24	3.0

When seeking to isolate those areas that teachers find highly satisfying they are, somewhat predictably, areas of their work that related to interactions with and influences on the children and young people with whom they work. The strongest finding was that 58.7% of participants are highly satisfied with *Your students achieving success in some way*, while 51.5% are highly satisfied with *Changing student behaviour in a positive way* and 51.1% with *Changing student attitudes in a positive way*. Teachers report that they are more satisfied with their capacity to impact on student attitudes and behaviours that they are with their *Capacity to influence student achievement*, of which 41.1% reported high satisfaction. When considering aggregated levels of satisfaction, teachers clearly report considerable satisfaction across a number of critical areas within their role.

Over 90% of participants are satisfied with their capacity to influence students' achievement, success, attitudes and behaviour. Over 80% report being satisfied with their work with students, senior management, their personal professional development, achievement of goals, collegiality, with their mastery of content, their organisation of teaching activities, and their contribution to whole school progress. Over 70% of teachers and principals report that they are satisfied with their interactions with parents and with the quality of leadership in their schools. Overall, it is apparent that teachers are generally satisfied with the work they do within the school context; they are less satisfied with what they perceive others think of them and the impact of their workload on other aspects of their lives and the changes imposed on their work.

Factor Analysis

Factor analysis of the *Job satisfaction* scale gave rise to eight factors which are discussed below. All the reliabilities on all factors were good to very good. The factor analysis revealed similar factors to that conducted on the full 75 item scale from which this scale was derived (Harker, Gibbs, Ryan, Weir & Adams, 1998). Rather than report statistical analysis item by item across all eight scales, all job satisfaction items were combined to form a mean job satisfaction score and tested for significant differences by ethnicity, school decile rating, length of service, qualification, gender and sector. These are reported following the factor tables below (Tables 44-51).

Table 44: Teacher and principal responses to Question 11 – Job satisfaction; Factor One – Leadership structure and values

24 The quality of leadership in your school	0.809
13 Your work relations with senior staff at your school	0.749
25 The degree of feeling of belonging/collegiality/teamwork in your school	0.806
26 Formal or official communication methods in your school	0.760
27 The opportunities you have for exercising leadership in your school	0.677
Reliability: 0.88	

Looking at the overall frequencies it seems that teachers are highly or moderately satisfied about all items in Factor One. Items included in this factor were all included in the Harker et al. (1998) Factor 1, *Leadership and Management Climate*.

Table 45: Teacher and principal responses to Question 11 – Job satisfaction; Factor Two – Contribution to students and school

4	Changing student attitudes in a positive way	0.857
5	Changing student behaviour in a positive way	0.853
2	Your students achieving success in some way	0.771
1	Your capacity to influence student achievement	0.681
6	Working with students experiencing difficulties out of school	0.540
3	Your capacity to contribute to whole school progress	0.498
12	Successfully organising teaching activities	0.375
Reliability: 0.80		

Looking at overall frequencies, all items score highly as satisfying and most as highly satisfying. Items included in this factor, with the exception of Item 12 (*Teaching activities*), were all included in the Harker et al. (1998) Factor 4, *Positive Influence on Students*.

Table 46: Teacher and principal responses to Question 11 – Job satisfaction; Factor Three – Time and effect on life

29	The effects of teaching on your personal/family life	0.780
28	Your current workload overall	0.763
8	The community's opinion of "official" working hours and holidays for teachers	0.619
11	The amount of time and effort you put into teaching activities, e.g. preparation, marking, planning	0.592
7	The "official" working hours and holidays for teachers	0.549
38	Support structures for teacher physical and mental wellbeing in education generally	0.513
Reliability: 0.79		

Items included in this factor, with the exception of Item 38 (*Support structures*), were all included in the Harker et al. (1998) Factor 2, *Working Conditions and Climate*. In the current study, frequencies for individual items are variable in this factor with widespread responses from highly dissatisfied to highly satisfied. On Factor Three there were significant differences according to ethnicity, with Pacific Islanders reporting the highest means across all items.

Table 47: Teacher and principal responses to Question 11 – Job satisfaction; Factor Four – Professional associations

18	The way teacher unions work for the betterment of education	0.922
17	The way teacher unions represent the interests of their members	0.895
19	The way educational professional associations work for the betterment of education	0.807
20	The range of professional in-service courses/programmes/consultancy/ support offered to teachers	0.490
Reliability: 0.84		

For all four items, teachers are primarily neutral to moderately satisfied about how professional associations impact on their levels of satisfaction. The first three items in this factor were included in the Harker et al. (1998) Factor 8, *Collective Action for Change*, whilst the remaining item, *Professional in-service support* (Item 20), was loaded on Factor 5,

School Governance and Change. On Factor Four there were significant differences according to ethnicity, with Pacific Islanders reporting the highest means across all items.

Table 48: Teacher and principal responses to Question 11 – Job satisfaction; Factor Five – Professional development

22 Your degree of development/acquisition of professional skills since you began teaching	0.846
21 Your degree of mastery of teaching content since you began teaching	0.839
23 The degree to which you have achieved your professional goals	0.736
Reliability: 0.83	

The overall frequencies show teachers to be satisfied or highly satisfied about these items. All items included in this factor loaded on the Harker et al. (1998) Factor 7, *Academic and Professional Development*.

Table 49: Teacher and principal responses to Question 11 – Job satisfaction; Factor Six – Resources

36 Your school's material resources/equipment	0.849
35 Your school's financial resources	0.842
37 Support structures for student welfare in education generally	0.616
Reliability: 0.79	

There is a spread of responses across all the items in this factor. All the items were included in the Harker et al. (1998) Factor 3, *Infrastructural Support*. On Factor Six there were significant differences according to ethnicity with Pacific Islanders reporting the highest means across all items.

Table 50: Teacher and principal responses to Question 11 – Job satisfaction; Factor Seven – Interactions with the school community

15 Your dealings with parents	0.727
16 Your dealings with community members	0.695
9 The amount of recognition you receive for your efforts from parents and the community	0.619
10 The reputation of your school in the community	0.534
14 Your dealings with students	0.468
Reliability: 0.75	

For Item 9 (*Recognition from parents and the community*), moderate opinions are evident. Item 10 (*School reputation*) shows staff to be more satisfied than not. There is a mixed set of responses to dealings with various groups: satisfying and highly satisfying with students, more moderately satisfying with parents and generally neutral with community members. All the items included in this factor were included in the Harker et al. (1998) Factor 6, *School and Community*.

Table 51: Teacher and principal responses to Question 11 – Job satisfaction; Factor Eight – Change and advancement

32 The concept of promotion on merit	.656
33 Current criteria for promotion in teaching	.636
31 The amount of educational change in recent years	.630
30 Recent changes to curricula	.577
34 Your opportunities to teach/be employed at other schools	.547
Reliability: .71	

On all these items, responses indicate generally neutral or moderate levels of satisfaction and dissatisfaction. All the items included in this factor were included in the Harker et al. (1998) Factor 5, *School Governance and Change*.

Statistical Analysis of the Job Satisfaction Factors

In considering differences within factors according to attributes of key groups, it is apparent that ethnicity and gender reveal significant differences for a number of factors.

In particular, ethnicity reveals significant differences within Factor Three (*Time and effect on life*), Factor Four (*Professional associations*) and Factor Six (*Resources*), where Pacific Island participants record significantly higher levels of satisfaction. In terms of gender, females reported higher mean levels across all factors with the exception of Factor Three (*Time and effect on life*). Factor Eight (*Change and advancement*) and Factor Six (*Resources*) reveal significant differences between men and women where men are significantly less satisfied with items related to development, change and resources. When considered in terms of school decile, participants from low decile schools recorded the highest means across all factors.

School sector allegiances revealed significant differences on all factors with the exception of Factor Five (*Professional development*). Typically secondary teachers reported the lowest means across most factors and early childhood the highest. Primary teachers reported the highest mean on Factor Two (*Contribution to students and school*) and the lowest mean on Factor Three (*Time and effect on life*). With respect to individual items, secondary teachers reported significant differences in levels of satisfaction with Item 9 (*Recognition from parents and the community*) as compared to other groups. Early childhood participants registered 59% satisfaction with Item 9, while secondary registered only 26.6% satisfaction.

When seeking to determine a job satisfaction score (JSS) and testing for significant differences according to ethnicity, school decile, qualification, gender and school type, it becomes apparent that:

- There were significant differences ($p<0.05$) by ethnicity, with Pacific Islanders reporting the highest level of satisfaction and Asian and Pakeha reporting the lowest.
- Females reported a higher level of satisfaction than males ($p<0.001$ significance).
- There were significant differences ($p<0.001$) in the mean JSS by school type. Those from the early childhood centres were the most satisfied, followed by primary school teachers. Secondary teachers were the least satisfied.
- There were significant differences ($p<0.05$) in the mean JSS by qualification. Those with diplomas as their most advanced qualification were the most satisfied and those with undergraduate qualifications the least.

- There were significant differences ($p<0.001$) in the mean JSS by decile rating. Those from high decile ratings were the most satisfied and those from the medium decile rated schools the least satisfied.

QUALITATIVE DATA FROM QUESTIONNAIRES AND INTERVIEWS

Questionnaires provided a space where respondents could make "any other comments that you may have on perceptions of teachers and teaching and/or ways in which we can enhance the recruitment and retention of quality teachers for New Zealand schools". These were transcribed verbatim and subject to content analysis. Reported in this section are data that refer to the retention of teachers.

Of the 790 participants in the teacher and principal questionnaire, 183 (23.2%) took the opportunity to write further comments. 31% of board/committee members offered comments and only 6.8% of the student teachers made further comments. We also draw on the data from interviews with 64 teachers and principals as well as data from fifteen board/committee member interviews and five student teacher focus groups. In the interviews, retention was discussed in terms of what might be triggers to make a person leave and conversely what were the positives that would prompt a teacher to stay. We also explored frustrations and the extent to which they could trigger leaving behaviours or were simply being absorbed as part of the new 'realities' of the job. In summary, a large number of frustrations were noted which were clearly sapping teacher morale, but on the whole, little immediate desire to quit was apparent. There were not great differences between teachers' responses in terms of length of service; more noteworthy were differences in the frustrations noted by people in different sectors.

In this section we look first at the frustrations that may prompt a teacher to quit, or to withdraw energy and commitment, then their ideas as to how retention could be improved, and finally the reasons why they don't leave.

There were some bitter and angry comments, but on the whole most participants were measured about the issues they raised, weighing up the positives and negatives. Clearly the majority of teachers love the core aspect of their job, the interaction with young people, the sense of having an important societal role and daily opportunities to make a difference, notwithstanding the more peripheral difficulties of the role. However, we do need to draw attention to the palpable sense of frustration expressed and the overwhelming evidence that most teachers feel overloaded, inadequately rewarded, undervalued and insufficiently supported by some or all of: colleagues, leaders, parents, students, boards of trustees, the Ministry of Education, government and public.

Eleven key themes which were explicitly related to retention behaviours emerged from consideration of the qualitative data. These were reported most commonly as inextricably linked, rather than distinct categories, although we present them as distinct categories to assist reporting.

1. Workload and the 'paper war'.
2. Unreasonable rate of change.
3. Societal issues and concomitant increase in 'social work' role.
4. Insufficient salary.
5. Unreasonable rate of change.
6. Issues with students and parents.

7. Lack of adequate resources and support.
8. Lack of acknowledgement and respect.
9. Career options, job security and perceived lack of choice.
10. Holidays and hours of work: The thorny issues.
11. General advice for improving retention.

These are presented below with a selection of supporting statements taken from the questionnaires which are identified according to sector affiliation of the respondent.

In reporting this qualitative data we found it difficult to separate the data into distinct categories as there is a complex interdependence evident. In the interviews participants tended to link many of these points – attesting to the multi-faceted nature of decisions to leave or to stay in employment. Rarely did a teacher talk about workload, for example, without also mentioning pay (and vice versa). They also talked about how workload affected enjoyment or was ameliorated by good support from the principal or head teacher. They were particularly upset by their perception that while they were working ever harder and doing more on behalf of society, the 'public' still believed they worked 9am to 3pm and had many weeks holiday.

Workload and the 'paper war'

Teachers, principals and board/committee members repeatedly reported that an ever increasing workload is having a serious impact on the retention of teachers and this is exacerbated by the less than sufficient salary. It is difficult in such a report to convey the strength of feeling apparent through the repeated calls for careful consideration of the current workload of teachers. Across all three groups, workload was identified in over half the responses to "other comments" as being of critical importance.

Workload is seldom mentioned by teachers in isolation and this reflects the incredible complexity of teaching as a profession. There were frequent references to salary and the inadequacy in comparison to other professions. There is a continual message from participants that the ever increasing workload imposed through new initiatives, curriculum changes or societal changes takes teachers away from their core business of teaching children. If such impositions are to continue, teachers will need additional support to enable them to fulfil their day to day commitments to children and parents (see the following section on resources and support).

> *Over the years more and more demands are being placed on teachers which interfere with our ability to carry out effective teaching practices. The paperwork has doubled and with it the stress placed on teachers to be better than their "best". When seeking support from agencies we are expected to fill in copious amounts of paperwork which is in effect a time waster as the needed support is never sufficient. If I could just teach children it would be great but I am expected to be a social worker, guidance counsellor, nurse, behaviour manager, parent advisor and most of all mother to "at risk" and "needy" children which can be very upsetting and not a responsibility a general teacher should have to deal with. The impact of this profession on my personal life is very distressing as I am currently working on average an 80 hour working week which includes the weekend in teaching! Although the holidays are "non-contact" time with children I am still working throughout them. I look forward to a break from teaching in the near future for family reason, for mental health and emotional recuperation. Enhance retention by having release time during school hours to complete paper work. Have proper support agencies who we can actually rely on to achieve desired results* (Primary Respondent).

While ordinarily perceptions of increased workload appear to be most strongly felt in the secondary and primary sectors and related to new curriculum, new assessment (NCEA) and challenging students, there are also significant changes in early childhood that are reported repeatedly by participants. Early childhood teachers also perceive less than appropriate levels of respect from teachers in other sectors, which is discussed in more detail in the following section on status.

> *I have begun to have great concerns about the increasing amount of workload that has been put on teachers/head teachers. Juggling time: workload increased considerably, limited time with tamariki, parent/whanau informal chats (support/ advice, options for their children, child development/progress), formal chats (assessment/development, EIP), with other professionals (CYFs involvement, GSE/CCS, Specialists, Schools, HN, others). Although pay parity has come in for kindergarten teachers, we still have a lot more admin work than schools, and all assessment, planning, budgets, etc. plus the above and very limited time. I also have concerns about the lack of respect some school teachers have for their fellow professionals especially kindergarten teachers – they have very little understanding of our work, programme and importance of ECE* (Early Childhood Respondent).

While workload is a commonly occurring feature of the qualitative comments, it is often expressed in terms of how it impacts on wider aspects of a teacher's life, and especially their personal and family lives. One teacher asks a simple, but powerful question that highlights the impact of teachers' work on their concomitant role as parents: "When do teachers get the opportunity to attend their own children's special prize giving or swim sports?" (Early Childhood Respondent). It appears that teaching is one of the few areas of work where employees cannot easily arrange 'time off' for important family occasions. Another teacher reports that, "The most difficult part of teaching as a parent on her own is the enormous amount of work at home which takes time from my own children" (Early Childhood Respondent). We take pause to ask, where do these experiences leave the teacher's sense of well-being as a parent?

> *I think that in order to retain quality teachers there needs to be a balance between workload and family life. If the job continues to increase the workload more than they increase our pay then people may leave. I would accept increased workload (up to a point) if the pay increased too, but if I didn't need the money I wouldn't be teaching now. It can be really stressful, and you always try to do your best, but if I could get the same money in a 9 to 5 job where I could just go home without all the extra baggage (marking, writing tests, etc.) then I would* (Secondary Respondent).

There is considerable strength of feeling expressed by secondary teachers and principals regarding what is perceived as the folly of NCEA and the real impact it has had on teachers' workloads and sense of efficacy in their work.

> *NCEA standards based assessment is a cruel joke and fortunately the wider public is seeing through this system which was introduced so the lazy, disinterested and academically challenged could obtain credits but the students who work hard and are of above average intelligence could not achieve excellence in academic subjects. The percentage obtaining scholarship in the languages was many times that of science subjects. In the sciences, the workload associated with NCEA would not be acceptable in the commercial world. Who could have thought of a better way to cut tall poppies down?* (Secondary Respondent).

NCEA is perceived as not only increasing teachers' workload, but also contributing to reducing teachers' autonomy in the classroom and impacting on deteriorating student

behaviour. Teachers speak of rushed preparation time, lessons of lesser quality, of losing control of the teaching and learning process and being constrained in their efforts to make a difference to student learning.

> *The introduction of NCEA has led to students 'shopping for credits'. I find this extremely frustrating and it has hugely diminished my job satisfaction. Students are opting out of certain course requirements as they don't 'need' those particular credits. They aren't mature enough to understand that courses are made up of interdependent elements and that every aspect has value (even if there aren't specific credits attached). I still feel that teaching is a very valuable profession but it's getting harder and harder to make a difference to students' lives. I have concerns about accountability also. There are so many factors which are beyond our control and I don't think that even high quality teaching can make up for some deficits. Some students are heavily disadvantaged because they lack social skills, have very low attention spans, a history of failure, little encouragement at home and low expectations for their futures. To make matters worse, such students often demand a disproportionate amount of teachers' time and so have a detrimental effect on the education of their classmates* (Secondary Respondent).

The issue of increased workload and its impact on teachers' lives was expressed the most strongly of all and across all teacher groups in the interview data. It was related to a sense of growing frustration, stress and burn out in many leading to a reconsideration of whether they wanted to remain in teaching.

> *I think it is the actual expectation that we just keep on taking on more and more and more without a balanced approach to how much we can take on and how much more responsibility we can take on without it being an absolute stress and you can't handle it anymore. That stress load, that workload, trying to balance. I mean you could put 24 hours a day into teaching and still not feel you are doing enough…That would tip me over if I couldn't walk away and say tonight I'm going home and I'm going to my guitar lessons and I'm going to have fun with my family…and I think crikey, I can't do that because I have too much to do* (Interview 94, Primary Teacher).

It is worth noting here that in the later section on Performance and Capability, teachers reported that the key advice they would give to beginning teachers is not to take on too much and establish a work-life balance from the start. The data on hallmarks of effective teachers reported above, shows that student teachers rate work-life balance relatively highly. Thus it may be that teachers in future will be much less prepared to sacrifice family life for work.

One of the primary causes of increased workload was identified as the 'paper war': ever increasing compliance requirements of one sort or another. As one teacher reported, "There's a different kind of exhaustion when you've actually spent a day teaching, to when you have spent the day trying to manage paper" (Interview 54, Primary Teacher).

In this respect the government and the Ministry of Education (along with the Education Review Office) came in for a great deal of criticism (especially from principals and teachers of long service for "making them cover every damn thing written down, every achievement, every strand you know, its nonsense" (Interview 68, Intermediate Principal). The end result of the 'paper war' is a "treadmill with no reflection time, reduced autonomy and a loss of the sense of fun in teaching" (Interview 14, Intermediate Teacher) (which we discuss further below) or, as one person put it, "a constant feeling of incompleteness" (Interview 18, Primary Principal). In the words of a secondary teacher complaining about curriculum overload and lack of specialist support, "I really feel we are producing a generation of half

finished kids" (Interview 35). In general, teachers and principals have no problem with the notion of curriculum changes or increased accountability (with very few exceptions); it is the scale, scope and sheer weight of the changes since the 1990s which has been overwhelming. As a primary teacher put it, "you've just got the hang of one thing and the Ministry says 'oh no, we're going to change it'" (Interview 20). Similar sentiments were expressed by student teachers in the focus groups. For example:

> *I think I am a bit discouraged if there were only changes all the time, you know, like this is something frustrating. I notice they are always bringing in something new, this way and this style and just radical changes. Yeah, that's real discouraging* (Interview 77, Student Teacher).

Others argue that the Ministry could do more to help:

> *I'm sure the Ministry could do more on the paper work side to cut the amount of work we do and maybe even like in England, they plan units so every school isn't doing the same thing over and over a thousand times…I don't see why it couldn't be structured and you just build on a certain unit* (Interview 30, Primary Teacher).

Board/committee members share similar concerns. Here an early childhood management committee member recognises the excitement of some change but also the dangers in it:

> *I think a great example now is the Government's strategic plan Early Childhood which is very exciting. But it just throws out daily yet another thing that teachers are being asked to do or respond to or get on board with* (Interview 66).

Another wonders if the new accountabilities mean:

> *There's been more time spent on management than teaching, possibly in reporting, sort of demonstrating the delivery of the curriculum rather than delivering it to kids* (Interview 83, Primary BOT).

Principals and head teachers were generally very alert to the problem of ever increasing workload. Some acknowledged their own role in it: "The workload is tremendous and I am part of that, I drive the staff hard and there is a lot of work" (Interview 9, Primary Principal). As one secondary principal put it:

> *The increasing requirements on teachers I think are part of the stress aspect of things. I think there are a lot of teachers who would get out of the profession if they could* (Interview 37).

Others talked of their own high workload and in so doing recognised that while they were often in school on Saturday and Sunday, so too were their staff "in and out for two or three hours here, two or three hours there, just getting stuff done you know" (Interview 71, Primary Principal).

Workload and salary coupled with the changes in focus of teachers' work from teaching to assessment has impacted on retention.

> *Many capable teachers leave teaching for higher paid occupations. Is there some way to raise teachers' salaries to compete and put a stop to this for good? Do we really receive financial rewards indicative of the hours we put in?* (Primary Respondent).

Unreasonable rate of change

Comment on the changes in curriculum, policy, assessment, and so on that teachers have undergone in recent years is seldom (with the exception of NCEA) negative in terms of the actual change. What is apparent time and time again in the participants' responses is frustration and utter dismay at the rate of change and the lack of resourcing to ensure changes are supported effectively. One primary teacher remarks "Recent changes to curricula. Not so much the changes themselves, as I'm sure they are all excellent – more the speed and frequency of change – little or no time to reflect!" (Primary Respondent).

> *The changes have been very rapid and resource support has not always kept pace with this, e.g. numeracy project. We are making resources as we go. We teach challenging students and have to be well organised to do so. We are the only agency that cannot say my load is already big enough I can't accept another child with behavioural difficulties if one arrives at the school. We have teachers going into these demanding classrooms who are tired from the paperwork demands. It is a job where you need to go in with energy to be able to stimulate the children. This is a vital ingredient. This is being eroded. It is also a profession where experience doesn't count. We have situations where a person with a degree cannot handle certain children only through inexperience and an experienced teacher who is paid less is required to help out. The stimulation and broader outlook that teachers have when they are involved in activities outside the school are important but teachers don't have time for these. I used to go to night school and I wouldn't have the time to do this now as my evenings are spent on school work* (Primary Respondent).

There are often-expressed concerns about the impact many changes are having on teachers' autonomy and ability to be flexible in their work with students. There is a continual sense that teachers are more controlled and prescribed in their work and that this has taken away some of the professional judgements they used to employ in their classroom practice.

> *The curriculum/assessment prescriptions stifle the ability to inspire and excite pupils as to the true nature of scientific discovery and the picture of the universe revealed by science. Previously it was possible to vary pace to allow time to stand and stare and wonder. Now reporting, continuous assessment and prescriptive forms of marking have killed inquiry. Students have been taught assertiveness and 'creativeness' and as a result are self-centred and increasingly ignorant and thus lacking in any basis for true creative thought* (Secondary Respondent).

There is a definite sense in the teachers' responses that identify changes in their work that the changes are not only detrimental with respect to teachers, but that changes have failed to benefit students.

> *When I started teaching 20 years ago, it was a completely different job. Much more emphasis on classroom teaching/less administration, bureaucracy, red tape. Changes in education since then have not been for the better (not better for students and not better for teachers) and I've seen a lot of stressed and disillusioned colleagues leave teaching in recent years. It's very sad!* (Secondary Respondent).

Societal issues and concomitant increase in 'social work' role

The other major cause of frustration which could tip teachers into a decision to quit, is the ever increasing expectations (real or perceived) that:

> *Teachers are being asked to do huge amounts of social service type work, and I think if there was more support for that, that took that away, the teacher could get on with the teaching component and feel more satisfied* (Interview 18, Primary Principal).

This is a very commonly held opinion by teachers and principals across sectors and across years of service. When speaking about the ever-increasing expectations participants are clear that they hold the Ministry of Education as responsible. For example, a primary teacher claims that teachers "are expected to fill in the deficits of bad parenting or lack of parenting" and she goes on to say "that comes through from the Ministry" (Interview 94).

As a female primary principal put it:

> *It's not so much curriculum changes but social issues that are creeping into schools, and expectations of how you are meant to meet that. I mean the recent example is suddenly schools are being responsible for what children eat and whether they exercise enough, you know, makes sure that those things are taking place in the day and yet they are still being asked to jump through hoops to get children reading and numerate by a certain age which take a huge amount of energy* (Interview 18).

We talk more below about parents and pupils but here we highlight teachers' views that they are increasingly being expected to take on the role of parent. (It could be argued of course that this is not the case, but rather it is a teacher perception of teachers 'voluntarily' assuming that role.) We raise this issue as some teachers have a very strongly negative view of parents:

> *You are doing parent's jobs for them…Some of the things you would consider to be basics that you would teach your child at home…you end up doing in the classroom.. just good manners and how to be nice to people, you sort of feel like you are fulfilling a parent's role, that's frustrating because you wonder what…[their parents] are doing at home* (Interview 31, Intermediate Teacher).

Newer teachers in particular feel very ill equipped for this role. "The pastoral issues are much more important than you realise. It's just frustrating in the sense that you are not really equipped for the demands of that" (Interview 2, Secondary Teacher). More experienced teachers are inclined to believe the situation has got markedly worse, and student teachers appear resigned to this as normal.

> *I think parents are expecting teachers to do more and more and more that I feel should be done in the whanau unit. Whether it is by their biological parents or their aunts or uncles or the grandparents and I think the teacher's role is getting lost in the sense that we are doing a huge amount of socialisation. We are becoming their parents* (Interview 77, Student Teacher).

It may well be that teachers feel like they fail and believe the public see them as failing, precisely because their workload has grown to encompass even more social issues. As a secondary teacher said:

> *I think with that expectation, yeah with society having those expectations, then I think that maybe teachers are seen as less successful now than maybe when success was just measured really on academic. You knew you were successful if kids were succeeding academically* (Interview 38).

Reinforcing the interlinked nature of these issues, this quote also illustrates teachers' concerns about status and respect.

Insufficient salary

Most teachers at least mention pay, and this is inevitably done in relation to workload, as evident above. Many think salary has improved but has further to go. Some think it is not a problem for them personally but see it as a problem for the profession in terms of both recruitment and retention. All have stories of colleagues who have left and are now earning

much better money in another job. The following is a typical comment: "for the hours we put in just compared with some other people we don't get paid a lot" (Interview 10, Primary Teacher). Early childhood teachers remain concerned about pay parity while acknowledging the strides that have been made. Senior students indicated pay is a mark of status, whether we like it or not (see the Senior Student section). As a new primary teacher argues:

> *I don't really think about the money, but I suppose if I thought about the money, it is quite frustrating. I think teaching is really undervalued considering it is one of the most important things you can do. I mean we're getting the kids ready for, it's the next generation you know, it is the next New Zealanders growing up and think it is undervalued…if it was more valued you would get better quality teachers* (Interview 26).

Many teachers believe they are taken advantage of as they tend to be committed, it is known that they love their jobs and because "we're nice people…we can't push too hard and fight too hard in those sort of issues [pay] because that is insulting people" (Interview 62, Early Childhood Teacher).

However, pay is rarely mentioned on its own, except interestingly enough, by board of trustees interviewees who thought pay was the primary reason for recruitment and retention difficulties. For teachers and principals it always goes hand in hand with some other issue, usually workload and often status and respect. It is also linked, as the quote below demonstrates, to some sense of a lack of career flexibility and opportunities to earn more money in teaching.

> *It probably comes down to a financial thing. In teaching you're very limited to what you can earn. It's very set in concrete, as you move up the steps you get that, that and that where a lot of other professions, if you work hard and perform you get rewarded for it, where in teaching once you're on a certain pay scale whether you are there the minimum hours or do a lot more there's no real scope for any pay benefits. You don't get management units or reward units. Potentially if they're on a higher scale than younger teachers they're getting paid more for doing less. My wife's in the oil industry and they're on performance bonuses and if they do the job they get rewarded for it. She went through it with our lawyers and hearing about their, what they potentially can get paid and bonuses is huge. The salary thing is huge to me, especially, and probably it's why males are leaving it, I'm not saying they're all the major breadwinner but if the wife is taking time to bring up the kids. I know we're a lot higher than the national average but when you think of the time at university and the degrees. And that's probably why I'd encourage my kids to look at something else* (Interview 19, Primary Teacher).

Pay also relates to career paths as several teachers believed it was not worth taking on the extra stresses of the next step up, or indeed other duties generally, as the additional pay scarcely compensated for the time and energy the position consumed.

> *But the other frustration with our teaching is the lack of financial reward for people that do many things outside of the classroom, I think that's a huge detrimental effect and I coached a lot of teams and there's been no financial recompense for that and people doing the same job, hours-wise, teaching the job, collect the same amount of cash as people who are devoting an enormous amount of personal family time to helping students. Not just sport but cultural activities too. That's one of the pluses of bulk funding is that people could be rewarded beyond and above the normal collective agreement, which the PPTA collective thing has got pluses but its got a lot of detrimental effects on the teacher* (Interview 87, Secondary Principal).

> *A major HOD at this school might get say two or three management units, what's that? about $9,000, $10,000 and they might get an extra two or three non-contacts a week over and above what they are entitled too, but that's not enough for what they have to do, it's just not enough* (Interview 37, Secondary Principal).

Issues with students and parents

Threaded throughout the interviews is a sense that pupil behaviour has declined at the same time that parental expectations of teachers have soared and social problems, like dysfunctional families, have increased. There is an assumption that pressure on parents has increased with dual income couples the norm. It all adds up to extra stress and pressure for the teachers: "Sometimes they [parents] expect so much and then sometimes they don't expect enough and they don't care" (Interview 86, Early Childhood Teacher). It is not all gloom though, as many continue to love their dealings with children on the whole and many relish the enhanced role with parents. As one more experienced primary teacher says – reflecting a general, although not universal opinion – commitment to children remains strong but the teacher may feel some challenge or decline in their own satisfaction:

> *I think children have changed too but yeah, my commitment has never changed to giving those children those opportunities, but on a day to day basis my feeling changes I guess* (Interview 69, Primary Teacher).

Comments regarding the challenges provided by relationships with pupils and parents are evident across all sectors and school deciles. The quote below is from a high decile school:

> *Lack of support from parents and the complaining nature of parents is a feature at this school. We have very high standards academically but we have some very, very demanding parents in this community who think the whole school should be geared to their wants, not the needs of their child and they are well versed in the art of knowing how policies and procedures work and they know which buttons to press so they don't just muck around coming and talking to the teacher, it's a letter to the principal, a letter to the board, it's a phone call to the Ministry, it's a letter to ERO, it's a letter to their MP and they expect things to happen. Now that is a big turn off for all our teachers* (Interview 9, Primary Principal).

Some new teachers expressed frustrations which need to be noted. For example, talking about students an intermediate teacher said:

> *I think sometimes I find it hard when I put a lot of work into things and the kids are like "this sucks" and you think "well I've just spent hours organising this" and to have them say "this sucks, don't want to do it", I found that really hard at the start because some of the kids aren't terribly motivated* (Interview 8).

Talking here about parents, a new primary teacher said, "Parents, like we see it as partnership but there's some parents that are not taking an equal share in that partnership and so that's frustrating" (Interview 73).

Principals believe on the whole that it is "the behaviour of children today, that wears good teachers down" (Interview 9, Primary Principal) as a secondary principal said. In terms of parents, they worry that parents have more tendency these days to 'rescue' children:

> *So when their kids get into trouble they actually try to protect them from the consequences and you know I expect parents to go into bat for their kids, but I expect them to be objective about it and realise that hey if they have done something wrong, there's got to be consequence. Not blind protection of them and attacking the*

> *school…the only thing I can think of is that they feel guilty in some way that they haven't done their job as parents* (Interview 37, Secondary Principal).

Participants in secondary schooling in particular repeatedly identify decreasing standards of student behaviour as impacting seriously on their commitment to teaching as an ongoing career.

> *I have found the most stressful aspects of teaching is dealing with students' negative behaviour and attitudes. More responsibility for students' poor behaviour needs to be put on the parent/caregiver. How this is achieved is a complex matter. I do know more teachers would stay in the profession if they had to deal with less disciplinary matters* (Secondary Respondent).

> *The big issues for me with teaching these days are:*
> *- The amount of social issues that need dealing with so many in each class before any teaching can take place.*
> *- The lack of basic manners and general courtesy and respect the students in general have for each other and staff members, the classroom, equipment and the general school environment.*
> *- The inability of so many students to take responsibility for their own learning, which in turn leads to so much wasting of class time, lack of homework completed and lack of having personal equipment for doing the work.*
> *- The lack of basic skills (reading, spelling, maths, listening to and following instructions/demonstrations) in so many students who are still socially promoted into the next year to flounder even more.*
> *- Broad streaming – brighter students held back, slow students out of their depth* (Secondary Respondent).

Unmanageable student behaviour is often identified as the trigger that causes early departures of recently qualified teachers and is inevitably linked in participants' responses to calls for increased support and, in the case of beginning teachers, improved initial teacher education. Beginning teachers are also perceived to have alternative options due to their age and their unwillingness to tolerate continual challenging behaviours.

> *The biggest problem for young or beginning secondary teachers is behaviour management of disruptive/dysfunctional pupils. More and more of these kids are being dumped by the Ministry of Education in the main stream with little financial/ material support. It is much harder to exclude violent/disruptive students, so many classes are "held to ransom". Young teachers find this incredibly stressful. They are young enough to retrain, so they flag the job away. I think there needs to be way more funding for alternative education and for disruptive kids. Society now expects teachers to "parent" their kids – not just teach them science!* (Secondary Respondent).

> *I'm not sure the perception of teachers and teaching is the whole issue. We have lost good young staff recently and without exception one of the main factors was the classroom behaviours and attitudes of pupils. Highly qualified and bright graduates will not put up with stress and classroom difficulties from difficult pupils. In short, they won't put up with crap – especially when they can find alternatives. Unfortunately, as the vast majority of classes and pupils are great, it's these experiences which taint new graduates and young teachers* (Secondary Respondent).

Lack of adequate resources and support

A range of issues were raised related to lack of resources, including class size, the availability of technology and non-contact hours. In most cases there was acknowledgement of some improvement but a sense that there is still a long way to go. For some a remedy lay in smaller class sizes, although this was not often mentioned. Where it was mentioned, the emphasis was on the increased number of interactions required with high class sizes and the unrealistic expectations of parents as to how much attention their child could have in a large class. Particularly in primary and intermediate schools, more access to specialists was required to help teachers cope with what they saw as an overloaded curriculum, and in early childhood, increased ability to find teacher aides to help with the less skilled work that needs to be done.

> *We have great holidays and the money is fine. In kindergarten, if we had an administrative person that could like "here's my learning story, can you type that up" something like that* (Interview 17, Early Childhood Teacher).

Or,

> *You think, I have trained for all this time and here I am spending an hour every Friday cleaning, cleaning* (Interview 65, Early Childhood Teacher).

As a head teacher remarked of a perfect world in early childhood education, "I would employ someone to do cleaning stuff that we have to do so my teachers don't have to…I would have a cook in the centre so we don't always have to think about that side of things" (Interview 62).

Not surprisingly, principals, head teachers and board/committee members were most concerned about the limited resources available to teachers. Many wished they could do more about providing teacher aide and similar help. Teachers expressed frustration about ability to hire extra help and the poor state of technology in many New Zealand schools. Several talked about the amount of cost they absorb themselves and the lack of support for work done at home (in terms of materials, computers, etc.). In particular, principals and board of trustees members talked about a 'constant battle for resources'. Yet the ability to raise funding remains ranked as one of the very bottom hallmarks of an effective teacher and most teachers feel embarrassed about fundraising.

Lack of support in terms of leadership within the school, hands-on support for increased workload, personnel support for addressing the needs of challenging students, and time for preparing adequately for multiple changes in curriculum, assessment and teacher tasks were all identified as impacting seriously on teachers' ongoing commitment to teaching.

> *Recruitment/retention is helped by letting teachers know they are not alone, and help is available particularly with difficult students, e.g. teacher aides in classrooms. Overwork seems to me to be a bigger issue than pay. More teachers are likely to leave from feeling 'burnt out' than from feeling their pay isn't high enough* (Early Childhood Committee Respondent).

The lack of resources and support for the introduction of NCEA features often as a source of ongoing concern for secondary teachers and one for which they feel unfairly held responsible.

> *Since the most recent controversy involving scholarship and NCEA students, teachers in secondary schools have been unfairly blamed for the impediments in both systems. The Ministry of Education must be accountable for the bunglings of organisations responsible for policies and assessment systems, e.g. NZQA and ERO. Teachers' effectiveness is dependant on achievable assessment procedures and good resources.*

> *My colleagues and I welcome accountability but demand the resources to facilitate the development and learning of our students* (Secondary Respondent).

Concerns as to how general classroom teachers can effectively meet the needs of the range of children and young people with special needs is a recurring feature of calls for additional resources, both human and material, across all sectors.

> *One of the major concerns I have for teachers is the provision of support for special needs children in classrooms and at EC centres. Insufficient support adds stress to all children/parents/teaching staff, which can be emotionally draining. I am fortunate to work in an excellent EC centre but I feel the conditions under which some teachers work, especially in profit-driven centres, are appalling, with poor teacher/child ratios, inadequate resourcing and conditions of employment (individual contracts)* (Early Childhood Respondent).

Participants signal that while teachers may well not be leaving teaching in large numbers, the current stress due to increased workload and lack of resources will potential result in lower quality teaching and, thus, the students will pay the price.

> *The resourcing to equip our students for the future is frustratingly very poor and yet it is "expected" of us. Quality people with high standards have to compromise. We do it very well in NZ but it could be so much better with more resourcing, lower class sizes, more specialist support for special needs and more money in Bulk Grants to give flexibility for the community's diverse needs. We are stretching the "goodwill" of NZ's teachers too far so mediocrity will win* (Primary Respondent).

The lack of support and resources is summarised by one primary teacher in terms of what issues need addressing. These all relate to the potential to resolve current workload and teaching issues through ensuring adequate resourcing of schools and teachers to enable them to carry out their key role, teaching students.

> *Issues that need addressing:*
> *- Continual change in curriculum and assessment methods means constant readjustment.*
> *- Students' perceived attitudes to society/authority and learning in general have made teaching much more difficult.*
> *- Society's problems are flowing into schools and it is our problem that we aren't dealing with them.*
> *- Under resourcing of equipment and materials make meeting aims and objectives difficult.*
> *- Lack of modern ICT facilities in classrooms, e.g. have to book a data projector, 5 for 100 teachers.*
> *- Much greater workload – paper war/covering back etc.* (Secondary Respondent).

One recurring suggestion by teachers across primary and secondary sectors in particular was the need to introduce some sort of sabbatical leave to enable teachers to enhance their own professional knowledge and qualifications, to engage in curriculum enhancement, or to advance their own understanding in a particular area of pedagogy or assessment.

> *- Encourage idea of sabbatical leave.*
> *- More paid study leave opportunities for retraining, upskilling.*
> *- Rewards for Excellent Teachers (classroom).*
> *- Increase 'non contact' hours/teacher.*
> *- Teachers are writing and 'typing' out more paperwork than ever before. This is very time consuming. Ancillary staff used to do it before.*

> - *Employ/allocate – more teachers to schools to reduce class sizes* (Secondary Respondent).

Increased support for teachers is called for across many quarters. The quote below shows one extreme where lack of support has contributed to increased stress and, in this case, a very angry and disillusioned teacher. This quote suggests that teachers are not just frustrated and tired, but there is real potential for teachers to be very angry at the situation and at the students.

> *The support structures for teaching are a joke. If you get into a personal conflict with a student little is done to support the teacher. The needs and considerations of the students are always thought about. What about the teacher!!*
>
> *You get calls from other staff members and the community to "harden up" and just "do your job". This is not always easy when your anger is just as much as the students. I suggest that maybe while the student gets to sit outside a Dean's office and 'cool down' that teachers have the same opportunity. Double up classes, teacher with non-contact takes class, middle management, senior management help out. Alternative lesson for teacher to take 'stress' off them and allow them time to recover. Follow up also needs to happen with a senior teacher that the other teacher trusts. I also have a problem with the way that schools in general treat staff. If you are to get anything that is seen as extra it costs you e.g. nice coffee, morning tea* (Secondary Respondent).

An indication of the power of effective, supportive leadership is evident in the following quotation by an experienced secondary teacher. While concerned about the overwhelming nature of NCEA, especially for younger teachers, this participant provides a positive example of how someone fed up and intent on leaving, has found a more supportive and valued school context within which to work.

> *Young teachers feel exhausted by the massive workload of NCEA and disruptive kids, and many schools have an "office bound" management team that have forgotten what it is like to face 160 kids a day and do not fully back the staff re disruptive or disturbed kids. (I would also like to say that before coming to [school name], I was going to give teaching away as I felt there was no support at my previous schools.) I love my job at [school name]: 95% due to the best principal I have ever worked for – he is supportive, encouraging, appreciative, humorous, approachable…I do not know how he stays sane!! If we could clone our principal you would solve your recruitment/retention issues* (Secondary Respondent).

Support within the school was key in helping staff to handle the stress of workload. As one new teacher put it:

> *The long hours and the weekend work. And if I didn't have good management and support…I'd definitely leave that school. Life's too short to be freaked out…it could drive you out of teaching you know, get stressed and lose your confidence* (Interview 27, Primary Teacher).

And, linked to the issue of support, there was a strong seam of opinion that accountability has increased (most support the concept if not the implementation) just as support has decreased, with a consequence that "you don't get that automatic support you could count on in the past" (Interview 22, Primary Teacher).

As discussed above many teachers feel they need more 'social worker' type support so that teachers can get on with teaching and spend less time on social problems. While teachers would dearly love more community and parental support, the key requirement is support within the school. Without support from the school the pressures can become too much. A lot relies on the leadership capabilities in the school. Not all teachers get the support they want. Here a new secondary teacher complains:

> *The frustrations of teaching that I find is that I would like there to be more support. I find there is a lack of it. I don't think it is due to the attitude of senior staff members, maybe it's due to the busy workloads themselves but at the same time…I'll still acknowledge that there is a need for support, especially for beginning teachers* (Interview 46).

Lack of acknowledgement and respect

The issue of status and respect is covered in detail in the following section on Status. Here we highlight those (few) specific instances where teacher related status/respect their own decisions to leave or stay. As the quantitative questionnaire data demonstrated, teachers remain particularly concerned about public perception of their working hours:

> *The pubic perception you know, thinking we go from 9-3. I mean I got here at 7 in the morning and last night I left at 7pm and did another couple of hours* (Interview 69, Primary Teacher).

While teachers do have many similar comments and concerns about status and respect they were rarely voiced in response to our interview questions about why they might consider leaving teaching or about what kept them in. Some reference was made to the need for the community to understand the job better and to realise what an important job was being done on behalf of all New Zealand.

The issue was discussed more in terms of public recognition of the role, or the esteem with which teachers are held in the community. As the data on status shows, teachers have a negative view of the esteem in which they are held.

> *I'm quite happy, but it would be better if the public thought more highly of the teaching profession and appreciated and were not so envious of the so-called holidays. And the short hours because it's not true. We work very long hours and we also work a lot of our holidays as well. We do a lot of what I call unpaid work. We do a lot of activities in our time for the good of teaching, you know for the benefit of our students. We pay for a lot of things ourselves. And we run our cars a hell of a lot without any financial reward, and I don't imagine you would have to do that in business. I would imagine you would get paid to do that in business* (Interview 52, Intermediate Teacher).

Evident throughout the responses, and reported in more detail in the Status section that follows, is the perception that teachers are not valued by others, most importantly the Ministry of Education, government, parents and wider community. This perceived, widespread lack of respect has a resultant impact of teachers who question the sense of staying part of a profession that is clearly not valued.

> *Another point: students are the only ones who ever say 'thank you' – my employers don't seem to appreciate the long hours of work I put into my job and my effort and sometimes good results. I think this is because everyone is too stressed to maintain friendly, professional relationships* (Secondary Respondent).

> *Generally teaching is extremely undervalued in NZ as reflected by pay and conditions, as well as workload. Status of teachers has declined over many years and public perception is that it is a stressful, thankless job – hence problems with recruitment and retention. High burnout rates among teachers = decreased retention* (Primary BOT Respondent).

There is continued reference throughout responses from both secondary teachers and secondary board of trustees members that there is a lack of discrimination in teaching for those who do a good job. There is a strongly held perception that less effective teachers are detrimental to those who are performing well and there are calls for ways to dismiss poor teachers and conversely to reward those who perform well.

> *Reward and acknowledge teachers who do a good job – then leave them alone to get on with it, rather than burdening/punishing them with professional development administration. Kick out teachers who can't teach without having to go through "due process". Discourage a team approach and allow people to stand or fall on their own merits* (Secondary Respondent).

> *Parents get very frustrated with poor performing teachers but seldom compliment good performing ones – a thankless task! When you see the work good teachers put in, they are like nurses and doctors when you need them, i.e. angels from heaven. When you see poor teachers performing, they are leeches who drag the reputation of the trade down, and it takes so long to effect change* (Secondary BOT Respondent).

Career options, job security and perceived lack of choice

As we reported in the quantitative questionnaire data, the notion of lack of choice is also prevalent in the interviews, sometimes positively expressed as there is nothing else that would be so satisfying, but more often as a concern that they can't do anything else. Rather than indicating that teaching provides a clear and appealing career path, many suggest (as we noted above) that the options for progression are unappealing as they involve much more stress for very little more pay. A relatively new primary teacher says:

> *I can't see myself doing anything else. But it's incredibly frustrating. There are times you just feel, well I feel like giving up, I can't go back and do that again. But you know, as my mum said, she said you are not trained to do anything else and you don't want to do anything else, it's what you do, it's who you are* (Interview 54, Primary Teacher).

There is also a strong sense that although teaching is a secure job, you are just a teacher, and there is limited scope for advancement or for being able to earn additional remuneration through additional or higher quality performance.

> *It's kind of like the lesser of two evils I suppose, you otherwise, become a teacher and you have job stability but you can never achieve higher, you can hardly ever achieve higher than being a teacher, in the teaching sense or you choose a different job and you have that sort of, like it's not as stable but you can build you way up, whereas a teacher is a teacher* (Senior Student Focus Group 39).

Security comes though as strongly important and a sense that it is job for life. Indeed older, more experienced teachers routinely acknowledged that security and pay keep them there. For a surprising number, the money feels good enough to keep them there. A female ECE teacher considering what she might make her leave said, "Money, although in saying that I wouldn't leave as such because I am on an OK wage now so I don't want to leave that" (Interview 86, Early Childhood Teacher).

Many feel safe in teaching by comparison to other jobs:

> *Well obviously our perception may be it's easier outside of teaching, that the grass is greener on the other side of the fence, whereas the reality of it is you see like generally, one thing that teaching does have is security. Which you don't get out, you know you're either on a contract, you could be made redundant, you know the firm could go under, you haven't met your targets, so it's down the road, you don't have that in teaching* (Interview 50, Primary Principal).

As we discuss in the section on Performance and Capability, many teachers are highly frustrated by what they see as complacency, incompetence or even just withdrawn commitment on the part of colleagues. Principals and board of trustees members call for recognition for those teachers who do well and solutions for those who are not performing. They acknowledge that this is complex; however, if we are to attract and retain quality teachers, there is a need to make some serious decisions as it is clear that having disinterested teachers in classrooms is detrimental most of all to the achievement and success of children.

> *Teachers need to have a passion for what they do in the classroom and for the children in their care. I know there are many teachers who demonstrate this and you can see it in the children they teach. However there are a few teachers in many schools and high schools, even in some kindergartens, who do not seem to have this drive or passion. It has either been squashed by their environment or the government officials who do not appreciate and reward them for their tireless work. Their passion has faded or gone completely and because there are not enough teachers out there they feel they must stay where they are, because deep down they know the children lose. Teachers need to be recognised for the small achievements as well as the larger ones, when it comes to the children who need these people with passion to benefit and enrich their lives. The government needs to do more to keep teachers where they are and to attract more to the profession. How this can be done is a difficult one, but changes need to be made for the sake of our future generation. More money is not the only answer, but it would be a start* (Interview 63, Early Childhood Committee Member).

Holidays and hours of work: The thorny issues

Teachers and principals both saw the holidays as playing a vital role in retention (despite regularly voiced views that teachers worked though their holidays or spent them getting ill or recovering from illness. But holidays remain a key worry for teachers who are (perhaps unduly) anxious or angry that the general public still perceives them as having long holidays. A strong seam of defensiveness pervades discussions about holidays and there is clear resistance by the majority to acknowledging that the holidays are in fact an attraction of the job.

Teachers did feel that holidays were essential to their retention (backing up the results above which suggest holidays are more salient for teachers in service than for those contemplating the profession). Here both the importance and the defensiveness about the importance of holidays are evident in a quote from an experienced early childhood teacher:

> *I think keeping our, this sounds awful, keeping our breaks. Keeping our holidays. It is really important to me* (Interview 67, Early Childhood Teacher).

Even for less experienced teachers, the holidays and hours are important. They allow teachers flexibility to combine some family life with work and it is useful to be able to leave the premises and work from home after interaction time ends. As one intermediate teacher

put it: "I don't get defensive when people say things about holidays…that would keep me in. I think it's the flexibility of it" (Interview 31, Intermediate Teacher).

Talking of the hours in teaching, two male principals spoke about how teaching enabled them to have family time that may not be available in other managerial jobs. For example:

> *My relationship with my kids and my home is good. And I don't know how people cope in this busy world without quality time and teaching has allowed me to have time with my family* (Interview 84, Primary Principal).

Even new teachers highlight the role of the holidays in retention*:*

> *You get to the end of term and you're like, I don't think I want to be a teacher any longer, it's too hard. And you're like oh yeah, holidays soon and at the end of the holidays you're like, man I want to get back there* (Interview 24, Early Childhood Teacher).

There are some participants who do acknowledge the role holidays play in retaining teachers, for example, "it [holidays] was an extremely big positive being a teacher let's be honest" (Interview 87, Secondary Principal). A principal argues that retention of good staff relies on holidays:

> *Oh reducing workload and increasing remuneration. Reducing workload I would put first, note, and that's significant. I think the workload issue is the issue. Teachers are exhausted, stressed, if they didn't have those holidays, we would lose a lot of them. At the end of ten weeks they are absolutely had it, they're gone* (Interview 37, Secondary Principal).

So, given all the frustrations so clearly expressed why do teachers stay in teaching? The interviews reflected the comments for Question 3b, *Why teachers stay*, on the questionnaire. Teachers stay because they love teaching, or because they feel they have no choice, or because they have recently re-energised themselves with a break or a change of some kind.

General advice to improve retention

We turn now to some of the issues which keep people in teaching even when the issues described above are particularly salient and lead to thoughts of exit. While there are many responses, such as those highlighted in the preceding sections, that can illustrate important areas that impact on retention, other participants chose to highlight a series of issues that they see as critical to teacher retention and to suggest ways to address these. Inevitably these lists are repetitive and include aspects of those reported above, however, in the interests in reporting the data fairly a selection of these are transcribed verbatim below.

> *Suggest:*
> *- Improvement in pay and conditions, especially to attract younger/male/more diverse teachers.*
> *- More public debate and discussion regarding education.*
> *- Results of educational research made public/reported in media.*
> *- Less emphasis on assessment at the expense of actual teaching and learning.*
> *- More partnership with parents/community to support teachers.*
> *- Better career structure in teaching itself with adequate remuneration for increased responsibility.*
> *- Less Ministry emphasis on closing smaller schools and increasing size especially of secondary schools – do smaller schools provide a more cohesive workplace with more job satisfaction?* (Primary BOT Respondent).

A recurring theme in primary teachers' responses was a call for specialist curriculum teachers especially in the fields of music, physical education, drama and Māori. There was a sense that primary teachers should remain as generalist teachers and the expectation of subject expertise across such a broad range of specialist areas is unrealistic and merely adds to the stress of teaching and lessens the quality of instruction received by children in primary school classrooms.

> *Retention and quality of teachers could be advanced in these areas:*
> *1. Reduce class size.*
> *2. Reduce responsibility for special needs/NESB children.*
> *3. Minimise curriculum change.*
> *4. Provide more release time to acknowledge workloads and make work achievable.*
> *5. Reduce assessment to be only relevant for future learning.*
> *6. Reduce workload as a result of above suggestion. Make planning meaningful for practitioners not administrators.*
> *7. Employ more specialist teachers so that classroom teachers can have "in depth" knowledge of fewer areas rather than being expected to implement an overloaded curriculum, e.g. PE/PA drama, dance, swimming, athletics, IT, Māori.*
> *8. The constant feeling that no matter how long you work or how effectively you work, the job is never finished. There are no limits to the amount that could be done. This feeling eliminates job satisfaction.*
> *9. Older women are among the most committed in the teaching (primary) profession and can be overlooked because often raised in a culture where modesty (esp. for girls) was prevalent so are self-effacing types who can be overlooked in the behind-the-scenes contribution to welfare of children, parents, colleagues esp. inexperienced people who are unofficially supported in time-consuming ways, consistently.*
> *10. Schools/teachers are expected to address aspects of children's development that was formerly undertaken by church, community, whanau, parents.*
> *11. Excessive requirements to record everything impact negatively on classroom experiences – time is better spent on preparation so delivery is catering for individual needs in practical ways rather than pointless analysis/reports/tracking etc. These are the most common reasons why high calibre primary teachers leave* (Primary Respondent).

> *Quality teachers need:*
> *- Some form of sabbatical every 7 or so years so they can overcome the regular bouts of burnout which occur due to the nature of the job of teaching.*
> *- More opportunities for regular study leave where they can upskill without having to try to maintain a full teaching load and an almost non-existent work/life balance.*
> *- Long service leave as a right (as teachers have in Australia).*
> *- The originators of curriculum change to be aware that primary teachers have a number of curriculum areas to maintain mastery of in addition to numeracy, literacy, ICT, gifted and talented etc., etc. When change is proposed, the other areas do not disappear. Professional development doesn't recognise this.*
> *- Changes to the education system – having 2600 schools each writing their own curriculum plans, assessment tasks etc., etc is extremely inefficient. The Tomorrow's Schools format is severely flawed in that respect. Having the exemplars, ASTTLE etc. is only just beginning to ameliorate this.*
> *- Official bodies which have analysed the national system erratically in the way that it impacts on school staff (including support staff).*
> *- More release time as of right because of the exponential growth in assessment and planning. Primary teachers have at this time no release time and are only gaining a*

> *pathetic amount (1 hour a week) in Term 4. The working conditions of secondary teachers are much better mainly because their union has been more militant.*
> *- Specialist teachers to take subjects such as PE, art, music in primary school. It is almost humanly impossible to be an expert at all essential learning areas. Specialist teachers at the elementary level are common overseas.*
> *- The curriculum stocktake to result in lessening of teacher workload. Up till now all curriculum changes have increased teacher workload.*
> *- Teacher unions which protect their members from overload better.*
> *- Some kind of voluntary retirement scheme such as police have with PERF which teachers could take advantage of if they needed to. If the first 3 suggestions listed were in place particularly, teachers may not need the voluntary retirement scheme, because they would be much less likely to suffer burnout.*
> *- Ministers of Education who do not impose such horrendous policies of school reorganisation which have destroyed communities and teachers' careers in Invercargill, Timaru etc. and which are also fiscally irresponsible because of redundancy costs* (Primary Respondent).
>
> *In summary, teaching has become much less rewarding because of society's liberalism. We need more funding for:*
> *- Smaller classes.*
> *- Better ways of dealing with problem students.*
> *- More non-contact time to prepare inspiring lessons.*
> *- Better school environments.*
> *- Students who can read and do basic maths when they reach secondary school.*
> *- Classroom resources i.e. white board markers so we don't need to buy our own.*
> *- Salaries which compare much more favourably with private sector e.g. some teachers can get $1000-$1500 more out of teaching, with less stress, less multi-tasking and less time spent on being police, counsellor, food bank…*
> *- We need a tougher society* (Secondary Respondent).

Older teachers worry about younger ones burning themselves out. On the other hand, many across the age ranges worry more about those experienced teachers who have lost the love of teaching but feel trapped. Here a highly experienced female primary teacher suggests:

> *And I think well maybe, if these people who are only doing it because they have to, if they could get out for a year, have a good time and you know. Get a bit of the passion back* (Interview 72, Primary Teacher).

Indeed several older teachers do talk about a loss of enjoyment (given curriculum and social changes discussed above). A few admit to losing confidence:

> *I would say I am less confident now than I have ever been* (Interview 91, Secondary Teacher).

Many older teachers felt they would leave if, as one male Intermediate teacher put it, "I felt I wasn't being effective and the other one is probably if I felt I had stopped learning myself, I would hate to be semi-retired in teaching" (Interview 7). Some teachers worry whether "the kids see you as relevant anymore really" (Interview 38, Secondary Teacher) as you get older and indeed there were very strong indications in the senior student focus groups of their preference for younger teachers. Principals and head teachers talk of retaining older teachers by part time work and keeping good teachers through performance related pay, which we discuss below.

More generally, in terms of how to prevent turnover, the key ideas revolved around methods of resolving the difficulties noted above, most particularly pay and workload, and continuing to ensure support is there when needed. More specifically, teachers talked about the benefit of having breaks for study, reflection and increased non-contact time. Several suggested more imaginative use of release time and new policies like sabbatical leave. Others talked of how new responsibilities gave a new lease of life, a change of school, and in particular of having more time and opportunities to see what other teachers did in other school. As an experienced male secondary teacher put it:

> *I was lucky enough to spend a little bit of time out of the school visiting a lot of other schools. Had a stint in the special education service at one stage and that's a neat way for teachers to refresh themselves* (Interview 86).

The Ministry has a role to play in the minds of many teachers. They advocate some sort of campaign to promote teaching as a job that is making a difference for society.

> *I think that perhaps having a bigger push from a Government Ministry about how our teachers are making a difference with our children and the future of our country. Not just a recruitment issue, but as in teaching is a valued career in our society and that the people who do this are worth celebrating* (Interview 93, Primary BOT).

One respondent called the researchers to task for what was perceived to be a biased questionnaire and in so doing revealed the frustrations of what others perceive teaching to be.

> *Overall the questionnaire is biased in its approach in so far as what it doesn't ask. Class size, contact-time are not mentioned as examples. Time is a very important factor that you will never (if that is your aim) solve recruitment and retention problems if you are only interested in fulfilling a political agenda. How can it be family friendly with the workload at nights, weekends etc? It shows how out of touch the people who prepared the questionnaire are. Most teachers are fed up with the bureaucracy, paperwork; unbelievable under NCEA and the meaningless accountability hoops such as some very dubious reports such as Blis and Yellis. We have the problem of being expected to be better and better in the classroom while having less and less time to do the job because of all the extra paperwork. Much of it meaningless. Career advancement: There is little reward except appraisal forms, meetings etc. In reality much of teaching management is prescribed. There is little democracy* (Secondary Respondent).

As a further illustration of this point we outline here the plethora of reasons that principals identified as reasons why staff left:

- Behaviour of children today.
- Frustration with 'NZ's declining social conditions'.
- Tired of dealing with the pastoral side of teaching.
- Poor management.
- Huge workloads.
- A bad class make up that shakes confidence.
- Constant change (and NCEA will have an effect).
- Dissatisfaction with public perception of teaching.
- More generally, feeling unappreciated by students and parents.
- No longer feeling they are making a difference.
- Getting overwhelmed and stressed.
- Becoming too disgruntled: 'everything is a trial and tribulation'.
- Pay allied to some or all of the above.

Principals also noted positive reasons, such as, "leave to try something new, have a break, get re-energised" (Interview 55, Primary Principal), to have a family, retire or travel.

Why teachers stay

Finally, we move on to the key reason why teachers stay: because they love their job. The love of teaching centres on the children in most cases, but other teachers talk warmly of collegiality, relationships with parents, the opportunities to learn, the fun and autonomy that survives the changes discussed above and the variety. These views permeated the interviews and it is difficult to do justice to the genuine pleasure expressed about the core aspects of the job. Thus we have drawn together a wide range of brief quotes to give some flavour of the extent to which most teachers continue to derive enormous pleasure, fun and sense of purpose from their job:

- The fact that you can develop your own talents in a school (Primary Principal).
- Where else would you get such variation in an hour, where would you get to interact with such a range of people (Secondary Principal).
- The rapport I have got with the students (Secondary Principal).
- There's lots of little magic moments that sit with you for a long time (Secondary Principal).
- Students achieving, fantastic, love it (Secondary Principal).
- Great community, absolutely superb (Primary Principal).
- The joy of the staffroom. Teachers are incredibly articulate, they're incredibly independent, autonomous, educated people and staffrooms can be very funny and enjoyable places (Secondary Principal).
- Teaching is a very collaborative, team based exercise (Primary Principal).
- On a nice day you can go outside and do something. On a horrible wet day you can stay inside and do things. Freedom of what you do (Intermediate Teacher).
- I enjoy the versatility of the job, no two days are the same (Early Childhood Teacher).
- Over the last ten years the opportunity to do professional development. It's been huge (Primary Teacher).
- The spontaneity of children (Primary Teacher).
- We've got flexibility of work (Primary Teacher).
- That's another great thing about the job of teaching, that you have to be so flexible (Primary Teacher).
- Every day is fun (Primary Teacher).
- I enjoy what the children bring to this job (Early Childhood Teacher).
- Making the parents feel comfortable and happy (Primary Teacher).
- I like the interactions we have, the laughs and the warmth (Intermediate Teacher).
- I still find young people the best in the world to be with (Secondary Teacher).
- I love my kids and I tell them that (Primary Teacher).
- I like the collegiality (Early Childhood Teacher).
- It's kind of fast moving. Every day is different. I get to laugh everyday (Secondary Teacher).
- This is a job where you can start new every year (Primary Teacher).
- It's more a lifestyle for work (Early Childhood Teacher).
- I like the continuous professional development (Early Childhood Teacher).
- The kids, that's one. I love the parent community and I love the staff (Primary Teacher).
- I can't help but think I have made a difference (Secondary Teacher).

- I like the satisfaction of seeing things happen that you are trained for (Early Childhood Teacher).
- And I love it because they are like sponges, they just soak up so much. I can't see myself in any other job (Primary Teacher).
- I get a buzz out of seeing children learning and knowing I have made a difference to them (Primary Teacher).
- It makes me feel like I am doing something in the community rather than watching it go bad. Contributing to the world (Secondary Teacher).
- Working with other colleagues, seeing their strengths and enthusiasm and willingness (Primary Teacher).
- It's just really a rewarding job (Intermediate Teacher).
- Just the kids, definitely love the kids (Primary Teacher).
- It's the thrill you get out of the pure learning experience when you can help someone learn something (Secondary Teacher).
- You've got room to be an individual I guess in teaching (Primary Teacher).
- It's a fun job and I'm happy all day long because the children are happy and you are giving something back to the family (Early Childhood Teacher).
- I like working with the families (Early Childhood Teacher).

Performance and Capability

This section examines responses to specific questions related to performance and capability across several scales in the questionnaire. It illustrates the overall agreement that professional development is a hallmark of a good teacher, but provision is ad hoc and not as reliable in quality as would be expected. Data indicate also that teachers, board/committee members and student teachers value feedback less than might have been expected. As with all scales, there were demographic differences apparent; notably that men put less value on issue of professional development than women and that Pacific Islanders were the ethnic group most enthusiastic about it. Early childhood teachers were the most likely to rate issues of performance and capability as important, as were teachers in low decile schools.

The interview data and qualitative comments on the questionnaires provided rich evidence of a variety of perspectives. These data give something of a counterpoint to some of the more negative feelings expressed in the Retention section. Teachers in general showed enthusiasm for professional development as a means of feeling more 'expert' and as a way of boosting commitment (notwithstanding reservations that it was often prompted by ever more changes which teachers need to absorb).

However, there was a high level of negative opinion about some other teachers expressed by teachers and by board members. There appears to be some gaps in perception between older and newer teachers and scope for improving respect for each other. Similarly, there were signs that male teachers may be held in less regard in some quarters. Certainly many participants attested to the existence of lazy or incompetent teachers or those who had simply lost their passion. In these areas in particular there is evidence of a fractured workforce within which different groups lack respect for each other. There was little confidence that current appraisal systems could adequately deal with poor performance. Appraisal of teachers is variable in nature. In some schools appraisal seems to be done thoroughly, but the majority of evidence points to appraisal being of variable quality, of schools adopting ad hoc practices, and attention being limited predominantly to beginning teachers. Some teachers and board members see a form of performance related pay as a potential measure to boost performance and retention of good teachers. In general, teachers felt there was little reward, beyond intrinsic, for taking on extra duties or for being successful in the classroom.

Leadership emerged as a key factor once again. Concerns were raised about where the next generation of leaders will come from as differential remuneration for taking on management duties was not perceived as sufficiently appealing. Finally, in advice teachers would give to beginning teachers, teachers vocalise what they see as the main barriers to good performance and routes to survival. They advise new teachers against them, while recognising that they do not necessarily follow their own advice. In summary, they advised new teachers to seek work-life balance from the beginning, to concentrate on their core teaching only, not to take on all the social problems, to seek support, to take every opportunity for personal and professional development, and to keep the fun side of the job uppermost in their minds.

Performance and Capability

This section examines data related to teacher performance and capability in an effort to identify how behaviours related to teacher performance are influenced by perceptions of teachers and teachers work. While there was no specific questionnaire scale focused on performance and capability, a range of items within other scales provide evidence in this area. Listed below are the specific items within each of the relevant scales (that have been presented in detail in other sections of the report), the responses to which contribute data to this section.

Reasons for becoming a teacher[6]
Item 14 Wanted to be part of professional learning community
Item 15 Wanted opportunities for life long learning

Reason for remaining a teacher[7]
Item 14 Enjoy being part of professional learning community
Item 15 Want opportunities for life long learning
Item 25 Receive regular feedback

Hallmarks of an effective teacher[8]
Item 8 Regular professional development and personal improvement
Item 9 Seeks feedback

The teaching profession[9]
Item 20 Has members who are committed to lifelong learning
Item 21 Has members who are engaged with leading-edge developments

Job satisfaction[10]
Item 20 The range of professional in-service courses/programmes/consultancy/support offered to teachers
Item 21 Your degree of mastery of teaching content since you began teaching
Item 22 Your degree of development/acquisition of professional skills since you began teaching
Item 32 The concept of promotion on merit

The qualitative data examined looks at issues of professional development, performance management and pay, issues of poor performance, performance/leadership in schools, and advice to beginning teachers.

[6] Question 1, Teacher and Principal Questionnaire and Question 1, Student teacher Questionnaire.
[7] Question 2, Teacher and Principal Questionnaire.
[8] Question 6, Teacher and Principal Questionnaire; Question 1, Board of Trustees/Management Committee Member Questionnaire; and Question 3, Student teacher Questionnaire.
[9] Question 7, Teacher and Principal Questionnaire; Question 4 Board of Trustees/Management Committee Member Questionnaire; and Question 4, Student Teacher Questionnaire.
[10] Question 11, Teacher and Principal Questionnaire.

QUESTIONNAIRE DATA

While teachers (and board/committee members and student teachers) rate regular professional and personal improvement relatively highly in the *Hallmarks of an effective teacher* (eighth most important in overall rankings), seeking feedback (generally integral to improvement) was ranked relatively low, in fact as sixth least important. Some demographic differences were apparent but only to a degree. Student teachers, for example, were less likely to rate regular professional and personal improvement highly but they gave more credibility to seeking feedback. Early childhood participants on the whole valued regular professional and personal improvement as more important than participants in other sectors, but not feedback. Of the sectors, secondary teachers rated regular professional and personal improvement lower than others. While principals ranked regular professional and personal improvement more highly than teachers, they rated feedback as less important than did teachers. Not surprisingly perhaps, teachers with the least years service were the most keen for feedback, rating it considerably higher than any other experience grouping. Māori and Asian participants had a similar view, with regular professional and personal improvement rated relatively high and feedback relatively low. Pakeha and Pacific Islanders rated regular professional and personal improvement lower than other groups, but Pacific Islanders put seeking feedback much higher up the list than other ethnic groups. So, while there are some slight differences in responses overall, it would seem that teachers, board/committee members and student teachers value the notion of regular professional and personal improvement relatively highly but do not see as much value as might have been expected in seeking feedback.

In terms of items from the *Reasons for becoming a teacher* scale, the opportunities teaching offered for lifelong learning and being part of a professional learning community were regarded overall as important and moderately important in participants' decisions to become teachers. However, they were rated by teachers and principals much more highly in terms of Question 2, *Reasons to remain a teacher*, indicating that teachers come to see the opportunities and benefits of learning within teaching, as the qualitative data discussed below confirms.

Demographic differences were evident, in relation to Question 2, with men apparently placing less emphasis on lifelong learning and being part of a learning community than women, early childhood teachers being the most enthusiastic and secondary the least, and low decile teachers the most positive. Pacific Islanders were most enthusiastic and Māori the least. Again, Pacific Islanders were most inclined to rate being part of a professional learning community higher than any other group. People with postgraduate qualifications were much less concerned about feedback than other groups. Pacific Island participants were more enthusiastic about receiving feedback; women rated it more highly than men, as did newer teachers and early childhood teachers.

In terms of the questionnaire data, teachers, principals and head teachers overall are neutral or tentatively agree that the *Teaching profession* has people who are engaged in leading edge developments. They are more positive regarding teachers being committed to lifelong learning. What is interesting is a consideration of the frequency responses across and within different key groups. Board/committee members and student teachers are more positive than teachers on both Item 20 (*Has members who are committed to lifelong learning*) and Item 21 (*Has members who are engaged in leading edge developments*). As we have found generally in the data, females respond more favourably than males and reflect higher frequency scores on both items across all key groups, as do Pacific Island participants. Participants from low

decile schools are also more positive, and those from medium decile schools reflect lower frequencies across both items. With regard to sector, secondary teachers and principals record the lowest agreement frequencies, which typically run at 10% less than early childhood, which consistently provide the highest frequencies.

What is of notable interest in responses to the *Teaching profession* scale is the difference in frequencies between principals/head teachers and teachers. When examining frequency responses in terms of position it is clear that principals and head teachers report significantly higher agreement than teachers. For Item 20 (*Has members who are committed to lifelong learning*), 84.4% of the principals agree, yet only 69.7% of teachers. Less than half of all teachers agree that the teaching profession *Has members who are engaged in leading edge developments* (Item 21), while 84.4% of principals and head teachers agree that this is so. It is apparent that principals, head teachers and board/committee members have a far more positive view of teachers' commitment to lifelong learning and contribution to leading edge developments than do teachers themselves.

Finally, looking at the *Job satisfaction* scale, teachers overall rate the range of professional in-service courses as neutral to satisfying in terms of their satisfaction with this issue, but are more positive about the three items on mastery, development of skills and professional goals. Again, overall Pacific Islanders are the most enthused, as are teachers in low decile schools; women are more positive than men; sector makes little difference and nor does length of service. Promotion on merit produces a range of responses, on the whole tending towards neutral-satisfying.

INTERVIEW DATA

Professional Development

Looking at the quantitative data on professional development, a positive picture does emerge which is somewhat at odds with the expressed concern that rapid and regular change has overloaded teachers. A significant number of teachers talked of the benefits of development and indeed of being required to keep up with changes, as well as the sense of satisfaction as a professional in being up to date and competent in leading edge developments.

Of course, not everyone is positive about professional development and it has been seen as a burden, particularly in dealing with 'imposed' changes like NCEA. As one secondary teacher put it in the questionnaire comments:

> *NCEA is appalling. Professional development is "This is what you're doing wrong this week"! No respect is given, especially by 'academics'* (Secondary Respondent).

There is also evidence to suggest that access to and quality of professional development opportunities is extremely variable both within and across sectors. There is a sense that for some, professional development serves to revitalise and encourage advancement of knowledge and skills. For others it is experienced as disorganised and not at all rewarding. Whether one's experiences of professional development are rewarding or frustrating seems to be ad hoc and, in general, professional development is not as on-going or as reliable in quality as it should be.

The types of development that are mentioned in the data include:

- Learn from colleagues.
- Get feedback.
- Be reflective.
- Do courses.
- Try new ideas.
- Update qualifications.
- Move schools.
- Network in association.
- Observing.

Teachers advise:

- Be proactive.
- Grab opportunities.
- Keep studying, don't let it decline.

We highlight the key findings below.

Learn from colleagues

Several teachers commented on what could be learned from teachers in their school and other schools. Sometimes this is done more formally and some comment that their school has been more proactive in sharing ideas and making time for reflection. For example, a primary teacher talked with enthusiasm about professional development in his school:

> *Always been keen with professional development. Any new ways of teaching I've always been keen to give them a go and adapt them to suit myself. We've been lucky at this school [a medium decile school] that professional development is so important so we have people come in within the staff, peer tutoring where you get a range of ideas…we're very good at sharing ideas* (Interview 19).

That this quote is from a male teacher in a medium decile school is interesting, given the questionnaire data which suggested that men were less interested in development as were medium decile teachers. Indeed, the quote below is also from a male teacher in a medium decile intermediate school. This somewhat disconfirming data does point to the complexity of dealing with a very wide range of views and with the ambiguity in responses evident in many places in the data.

More often the key is an attitude of mind of teachers:

> *If I'm wandering around school I always look at other people's walls and look at the kids' books and find out ideas* (Interview 7, Intermediate Teacher).

There were very few calls for professional development that focused on students' cultural needs. Where it was mentioned, it often related to the increasing number of internationally trained teachers that are seeking positions in New Zealand schools.

> *I feel that there should be more and ongoing professional development for non-New Zealanders in regard to learning about the Treaty and putting practices in place and that sometimes include our own teachers. Our children are our top priority and to meeting their needs* (Primary Respondent).

Get feedback

Responses regarding the importance of feedback were low on the *Hallmarks of an effective teacher* scale, but the qualitative data shows that many teachers do value it (especially new teachers). Some schools are using peer review more frequently, but it seems there is scope for more formal developmental feedback mechanisms especially for more experienced staff.

Professional development boosts commitment

For most, involvement in professional development has boosted morale and commitment. A female primary teacher (also from a medium decile school) of more than 21 years service reflects the views of several participants when she talks of how her involvement in professional development has increased markedly over the last ten years and how energising it has been. It provides a counter view to other more negative opinions about new curriculum and changes:

> *I'm far more wanting to learn, you know, to increase my learning. My professional development over the last ten years has really developed. Whereas prior to that I was…you know you didn't have a lot of courses to go on and you just taught as you had done all the way through. There wasn't a great deal of new curriculum coming in but over the last ten years the opportunity to do professional development to develop your own teaching skills…It's been a huge change for me…fitting in with the new curriculum but enjoying it* (Interview 20, Primary Teacher).

Here, a long serving teacher from a low decile primary school supports the view above:

> *Professional development is something that has really enhanced my commitment and now I'm in the management, the extra responsibility, actually I find that quite an intrinsic motivation to be that much more committed too…My teaching was perhaps getting a little boring and waning, the extramural study gave my teaching a real boost that was relating to kids. But as well as that I also did some administrative papers which led to me becoming a senior teacher and so on* (Interview 52).

People do acknowledge though that professional development is very time consuming and that access to meaningful development with time to reflect and share depends on the extent to which the school leadership values and promotes professional development. A few do talk about how recent pressures like NCEA have cut into the time they allowed for PD. For example, a male secondary teacher says "PD has gone out of the window because of NCEA but I'm looking forward to that coming back and inciting a bit more passion" (Interview 74, Secondary Teacher).

There is a strong sense that on-going development is voluntary and requires individual commitment and proactivity. Provision is variable and there are no requirements made of teachers and, other than intrinsic, no rewards for spending time committed to professional development. Several expressed some concern that colleagues did not take opportunities and that development very much depends "on how much you are willing to put into it" (Interview 64, Primary Teacher).

Some teachers are doing development with a clear eye on their career path. For example, this early childhood teacher of 6-20 years service said:

> *If you want to move you have got to put in the extra over and above time to develop yourself and it may be developing yourself, developing your reputation, developing your network and who you know so that can actually go further and get jobs that you may, from the word go, not think you want, but in the future, like management jobs, lecturing jobs, and Ministry jobs. If you've done all the gutsy work from the word go*

> *and you've put the effort in and learnt lot and met the right people, it really does matter* (Interview 62, Early Childhood Teacher).

On the other hand, several do complain that development has to be done in their own time, that they have to rely on extramural papers, and so on. Suggestions include more help from professional associations or the Ministry of Education in 'honing materials' so that teachers can have more time out to research and get up to date without having to do it in their own time.

We conclude this section with the words of an early childhood head teacher. Clearly head teachers and principals are key to both encouraging and rewarding professional development, and to sending the message of its value to teaching practices, commitment and energy:

> *And I guess the teachers that are growing in themselves all the time are the good teachers and they don't become stale because something might be around the corner that excites or interests us* (Interview 57, Early Childhood Head Teacher).

Performance

The key issues in discussions of performance were how to deal with incompetent teachers or those who have become negative and withdrawn, and, the other side of the coin, how to reward excellent teachers. These issues were relevant to teachers across the levels and sectors, to principals, and to board/committee members. "I don't think there is enough opportunity there for teachers who excel to be recognised easily, not in my humble opinion" (Interview 63, Secondary BOT).

As a teacher remarked in a questionnaire comment, there needs to be more attention paid, not just to what makes an effective teacher, but to how that effectiveness can be evaluated:

> *How we measure what is an effective teacher, i.e. we have identified the 5 most important aspects of what we perceive as a good/effective teacher (Question 6) but how do we know we are achieving them, and more importantly what do we do as a profession if we are not 'up to scratch'. To me it does not make a lot of sense to recruit and retain mediocre teachers* (Intermediate Respondent).

Taking the issue of competence, an initial clear impression that emerges is that not enough is being done to give early feedback to student teachers (as discussed in the Recruitment section) and that more could be done to address those teachers who are incompetent or who have lost their edge or enthusiasm. Another, perhaps disturbing, feature of the data is the extent to which older teachers hold a negative view of many younger teachers and vice versa. Similarly there are a number of negative comments about male teachers (while many others talk about the need to attract and retain more men).

The older teachers see a lack of commitment in new teachers (notwithstanding the fact that their advice to beginning teachers is to be much more aware of work-life balance and not take on too much). They complain of such issues as younger teachers coming to school tired from partying, still smelling of alcohol and, in terms of doing their job, they see them as being ill prepared by teacher training providers. In particular, newer teachers are often judged as being unable to deal with the reality of discipline problems and pastoral issues.

A principal from a low decile school complains:

> *A lot of our first year teachers struggle with balancing the pastoral side of teaching, the discipline side. A lot of them come to us expecting just to teach, but you can't do that in our school* (Interview 1, Secondary Principal).

A female primary teacher of over 21 years service has this to say of students teachers:

> *A lot of them are like children. You're having to tell them please don't sit on the chair all day, can you please assist with this…and they don't use a lot of initiative…I think it could be a huge problem in years to come, filling the gap, getting the right people. It's no use just having anybody* (Interview 30, Primary Teacher).

An intermediate principal despairs of some new teacher entrants "this is going to sound really bad coming from a teacher, but you are too dumb to be a teacher" (Interview 51, Intermediate Principal).

With regard to older teachers, some newer teachers, and some board members too, express reservations:

> *I think that some of our older teachers and I'm speaking more from the secondary school experience is that I don't believe they should still be teaching. I don't believe they have got their passion for teaching; they've lost it over the years. I think it has just become too hard, they're not accepting of the changes the same possibly as when they were younger. Maybe that's an age thing, maybe when it's when you have chosen your career path and you find that you can't change halfway through because you've been there too long, you just stay there. It's not to say you're doing a bad job, I think it's just that maybe the passion is not there any more* (Secondary Respondent).

While there is plenty of other evidence of the points raised here in the transcripts, it must be set against other evidence that many older teachers are still energised, enthusiastic and still learning and enjoying teaching, as discussed above.

Male teachers come in for criticism too. A female primary teacher says:

> *Male teachers don't do us a lot of favours. Our male teachers are superb but a lot of male teachers are lazy and relatively incompetent. I've had two male students last year that I recommended be failed because they were so incompetent, and they are both still at college but it appears if you are a male, it doesn't matter, they will get jobs and it scares me witless and I think a lot of males don't do us much good* (Interview 21, Primary Teacher).

This was not a lone opinion. There were concerns expressed that as male teachers are so much in demand because of scarcity (especially in the primary sector), recruitment standards may be lowered to secure them. On a related matter, a few women did remark that teaching does not provide as good a career path for females as males as promotion for women is slow but for men it is fast. A female primary teacher with over 21 years service said:

> *You've got your males who become principals and again this is a pretty horrible thing for me to say, but you do, you get men and they get to be the principal of a school, 40, 45 and they sit there until they retire. They do no more professional development, they're winding their time out and their school and I've watched it. Just losers and losers and losers, energy and purpose. Find some alternative for those people to see out their days* (Interview 72, Primary Teacher).

Teachers (and some board/committee members) are not reticent in expressing their opinions that there are people in the profession (and in their own schools) who are lazy and/or incompetent. Some examples:

> *Many people in this course are not suitable to be teachers* (ECE, Student teacher).

> *There are a few teachers in many schools and high schools, even in some kindergartens, who do not seem to have this drive and passion. It has either been squashed by their environment or government officials who do not appreciate and reward them for their tireless work. Their passion has faded or gone completely and because there are not enough teachers out there, the feel they must stay where they are* (Early Childhood Committee Member).

> *The status of teachers could be enhanced if every single teacher who worked, worked harder, so there's not one lazy teacher and then we'd wipe out all those people that thought "oh yes but I had a lazy one" or "my teacher didn't do much"…If teachers worked hard it would improve* (Interview 7, Intermediate).

> *And there are still some pretty incompetent teachers in the system who unfortunately people see as the fact that teachers are lazy rather than necessarily looking at the jolly good ones who work incredibly hard* (Interview 72, Primary).

Looking back to the Retention section, we recall that several teachers did talk about the value of teaching's job security. Teachers are under much less threat of losing their job in teaching than in other professions and occupations. Retention is itself a double edged sword; it is not always the best performing staff who are easy to retain. As one board of trustees member suggested:

> *Schools need to continue providing opportunities for teachers for professional development both within and outside the school environment. Sabbatical or study leave should be encouraged and applauded. It is unacceptable to allow teachers to be "stale" or "out of date". They are pivotal role models for young New Zealanders and should model/exemplify life-long learning and improvement. I question whether enough focus is given to pastoral care during training* (Secondary BOT Respondent).

Appraisal

The comments above raise questions as to the extent to which appraisal can actually 'flush out' those teachers who are no longer performing well. There was relatively little discussion about performance management and appraisal. Some participants talked about the system in their schools. Generally, their comments were positive or at least had some acceptance of necessity. A new male primary teacher said:

> *At this school we get watched a lot which can be a bit annoying, like twice a term for reading, maths and writing. I don't know, sometimes I feel like a guinea pig. You might have two people in a week and you think, oh leave me alone. I mean it's for our benefit and all that but sometimes it's just about keeping you on your toes and that maybe a bit too much* (Interview 78, Primary Teacher).

While this teacher acknowledges the necessity of appraisal and guidance, there are others that suggest that some performance issues may well be avoided if applicants to initial teacher education were selected after some relevant life experience.

> *I feel that potential teachers should have to experience something of life itself before commencing their training. School leavers accepted straight into a training*

> *institution (for teachers) lack the life experience/maturity necessary for this vital role. A more effective teacher is one who has grown personally and is able to bring that to bear on this crucial role* (Secondary Respondent).

Some thought that their appraisal system was not working well, for example a primary teacher who said:

> *I don't actually think our appraisal system is stringent enough, but then the thing is in a lot of schools, your kids are so dashed hard that its just about impossible to get teachers anyway, so they'll settle for anything, so it's vicious circle isn't it* (Primary Respondent).

There are some tensions evident in the data related to appraisal and to the attributes that principals and head teachers report they are looking for when identifying staff. Overwhelmingly, principals and senior teachers identify personality characteristics and communication skills that enable new teachers to connect with children and young people as critical in appointment decision. Yet, in scrutinising the data related to performance and appraisal, it is more pedagogical and management skills that are identified as areas needing development.

Several board/committee members raised the idea that teachers should be appraised by parents and students. For example, an early childhood committee member suggests "Teachers need frequent (yearly?) appraisals on the job done – and to have parental input on these, so that the wider spectrum of their teaching is assessed" (Early Childhood Committee Respondent). Yet, it was acknowledged that:

> *As in any profession – when teachers have done well THEY NEED TO BE TOLD. A simple "job well done"/"thanks" doesn't cost anything and it increases morale!* (Early Childhood Committee Respondent).

On the other hand, another acknowledged that:

> *Parents get very frustrated with poor performing teachers but seldom compliment good performing ones…when you see the work good teachers put in, they are like doctors and nurses when you need them, i.e. angels from heaven. When you see poor teacher performing, they are leeches who drag the reputation of the trade down* (Secondary Respondent).

There is a seam of opinion expressed most strongly by head teachers, principals and teachers of more than twenty years service that an effective teacher can be identified "within about 30 seconds" by observing their classroom. There might be truth in this of course, but we raise here the possibility that such a view is building on an outdated version of an 'identikit' good teacher, which values the 'X factor' and innate affective skills above all others. It may well be that the greater diversity of teachers mandates the recognition that effectiveness can come in many guises. As one student teacher put it, in teaching "you become a learner and I think dealing with the kids you are also a learner because you learn so much from the kids" (Interview 6).

In general, appraisal systems in schools as reported in the data were very variable with limited evidence of systematic processes. In some schools appraisal was conducted thoroughly, but the majority of evidence suggests that across sectors appraisal reflected an ad hoc nature and was often limited to beginning teachers in their provisional registration period. There was very limited evidence of appraisal that was explicit and systematically applied across all teaching staff.

Performance Related Pay

Many teachers and board/committee members argued that there should be more ability to reward outstanding teachers. Principals and head teachers thought performance related pay could be a retention tool. Others believed that it would at least improve morale and send a clear message about expectations of levels of performance. The issue was also related to perceptions of a lack of flexibility in teaching career paths as well as to the poor remuneration for taking on extra duties. For example:

> *In teaching you're very limited to what you can earn. It's very set in concrete, as you move up the steps you get that, that and that where a lot of other professions, if you work hard and perform you get rewarded for it where in teaching once you're on a certain pay scale whether you are there the minimum hours or do a lot more there's no there's no real scope for any pay benefits* (Interview 19, Primary Teacher).

In the scale *Hallmarks of an effective teacher*, the item related to participation in extra curricular activities was ranked low. Indeed, many argued that this decline is linked to an increasing sense from teachers that they need to be paid for such activities. "We are fast moving beyond a volunteer mentality and that needs to be addressed" (Secondary Respondent). As an early childhood committee member put it, some sort of ongoing incentive can "fuel the fire in teacher's bellies and gain some much deserved respect".

School Leadership

Leadership is another key feature of performance. While the role of good leadership was commonly asserted in setting the tone of the school, in support and in morale, several leadership concerns were addressed. First, that it is highly variable, that there is not enough attention given to developing the next generation of school leaders and that the right people are not the ones getting the jobs.

Gender again emerged as a concern. A female intermediate teacher of long experience expressed it like this:

> *Part of this is the divine right of men to always assume leadership and they aren't necessarily the ones that should be there* (Interview 83, Intermediate Teacher).

Others talked about the leadership aspirations of younger staff that are often met long before that person is really ready. A long serving male secondary teacher wondered about the competence of those promoted to management while acknowledging the improved promotion prospects:

> *I guess the promotional aspects are better now for a young teacher, but it's the old thing being promoted beyond the level of competence. And the other thing is once you get into a position of management at a very early age, what do you do then?* (Secondary Respondent).

There is evidence of a lack of interest generally in becoming a principal. "I don't have any aspirations to being principal. I couldn't stand it" (Interview 69, Primary Teacher) is a typical comment. However, the data points to a bigger problem at deputy and associate principal levels:

> *Because people perceive the workload as huge and they won't be adequately remunerated, in terms of monetary reward or time allowance. It's as simple as that and they are right* (Secondary Respondent).

A primary principal described his difficulties:

> *One position that was very difficult to fill and that was the deputy principal's position. We had to advertise it twice and we were outstandingly lucky to pick up [name]…so that's where the quality is missing. I think there's a group of people who want to go through to team leader stage and they don't want to take the next step to deputy* (Interview 68, Primary Principal).

As a secondary teacher, head of department with no aspirations to go further put it, "and when it comes to jobs higher than that, like APs and DPs or principals, in the next five years or so, who is going to do those?" (Secondary Respondent). Another secondary teacher reports that: "Management positions are now so cluttered with unproductive and time consuming trivia that few applicants want the position" (Secondary Respondent).

Staff felt they get jobs like head of department by default as no-one else wants them, but as the retention data has shown, making a change, like taking on new responsibilities, can be rejuvenating. Indeed principals in the qualitative data and the job satisfaction quantitative data demonstrated higher levels of satisfaction than teachers, while acknowledging the additional hours they need to work and the added stresses.

Certainly, several participants complained about differentials allowances for taking on extra responsibilities. But for most, "my commitment has increased since I became principal" (Interview 37, Secondary Principal). Some worried that head teachers and principals were too focused on finances, which meant they couldn't rely on the hope that they "would be passionate about quality and care of teachers and have them as the focus" (Early Childhood Committee Respondent).

Advice to Beginning Teachers

During the interviews, teachers and principals were asked what advice they would give to beginning teachers. The data are particularly interesting as the advice offered to new teachers can in effect be read as advice how not to get into the same position of stress and overload which teachers report as being their current experience of teaching. In summary, they advised new teachers to seek work-life balance from the beginning, to concentrate on their core teaching only, not to take on all the social problems, to seek support, to take every opportunity for personal and professional development, and to keep the fun side of the job uppermost in their minds.

Several acknowledge that they do not take their own advice: "this is a bit rich coming from me" (Primary Respondent). It is as if teachers are expressing how they would do the job if they could get out of the behaviour and attitudinal "ruts" they are in. If we reflect on the retention data, the issue of teachers feeling overloaded by their perception that they are expected to take on ever more social problems was a key feature of their stress and frustration. But current teachers would advise new teachers to be more wary of taking on all these problems.

Here, a relatively new teacher in a low decile secondary school where social issues are likely to be very salient advises:

> *I think a lot of where I have seen people get into trouble is that they think that the future of the Western world is on their shoulders as a teacher, and its good to have that level of commitment but you know, you have to balance it* out (Interview 2, Secondary Teacher).

Teachers advise new teachers to find a way to manage stress from the very beginning by ensuring that they do keep up their outside interests (although social life may have to go on hold for the first year). There are many comments from teachers across the sectors and age ranges suggesting "having a balance is huge"; "don't stress"; "don't work yourself into the ground"; "don't worry too much, just survive"; "for goodness sake have outside interests"; and, "know your limits because most teachers are committed. They rarely say no, so be assertive, to be able to say no".

In a sense, teachers are offering ways out of their own impasse of feeling that they have taken on too much, by reminding themselves that limits do have to be set and the teacher has to look after him/herself before they can look after others. As one teacher put it, reflecting on how she had tried to reduce her own workload after acting as a tutor teacher to new teachers:

> *The most important thing in your life is your marriage, your husband and you self. School comes after that and never forget it. And I had forgotten it a lot because teaching can actually take over you life. It does take over your life because you are committed, it more than a job, it's a lifestyle and…by the time I got home at the end of the night I was stuffed* (Secondary Respondent).

The teachers advocate that new teachers concentrate above all on the core requirements of the job and stick to that. "You're here to teach your children, let's get your reading going, let's get your this going and gradually bring in anything that's new" (Primary Respondent).

While many teachers indicate that the need for professional development can feel like one more duty, nevertheless they were generally very positive and enthusiastic about advocating continuing development to beginning teachers as a great way to survive.

> *Keep up with professional development because you need to keep feeding yourself and being up there with the latest information and research, so you can grow, otherwise you can get burnout* (Interview 25, Early Childhood Teacher).

A primary teacher advocated developing a very broad range of skills and experiences across age ranges, levels and deciles:

> *Because they will all provide learning opportunities…get out there and put your hand up to take professional development, to lead professional development, get out there and take courses and get known in circles* (Primary Respondent).

Her advice was aimed at ensuring that new teachers do not end up feeling stuck and trapped as do many experienced teachers.

The other strong advice centred on the need for support. Teachers advised new teachers to continually ask, draw on the experience of others and not suffer alone. However, an impression from these comments is that the onus is on the new teacher to ask, rather than having readily available the structured support they might need. Indeed, many new teachers did indicate that the level of support they required was not always available when they wanted it and they might feel constrained in asking, aware as they are of the pressure that colleagues are under. As a relatively new intermediate teacher says of her tutor teacher:

> *She was lovely, she was really helpful…but we didn't have regular meetings. She only managed to come and see me once. I didn't get so much help. I didn't get regular visits or anything which you're supposed to have* (Interview 59).

In fact, this teacher found more feedback and help from an experienced teacher aide that she had in her classroom for one pupil. This type of experience may or may not be common but does need to be factored against the advice not to be shy or afraid to ask for help.

Beginning teachers were urged to keep a sense of fun and enjoyment. A primary teacher of more than twenty years service suggested that new teachers keep well away from those who have lost their enjoyment:

> *Look for people who are positive people, who are actually keen on moving forward rather than people who will be your friend and suck you down to the whole negativity* (Interview 69, Primary Teacher).

Within these data are possibly a number of ideas which could be used to help more experienced teachers to feel less burdened and negative about their own role. These ideas are discussed in relation to the key research questions in the Discussion.

Status of Teachers and Teaching

In this section we have reported questionnaire data on the *Teaching profession* scale and questions regarding the degree to which teaching compares to other professions. In addition, qualitative data have been drawn from the additional comments on the questionnaire and from the interview transcripts.

Analysis of the *Teaching profession* scale revealed that teachers, principals, board/committee members and student teachers all overwhelmingly agreed that teachers have responsibility for an important service. Most participants agreed that teachers are collegial, are committed to lifelong learning, and are subject to external regulation and control. However, the teachers, principals, board/committee members and student teachers strongly disagreed that teaching is a profession for which there is strong competition to join, thus further reinforcing the concerns raised about the quality of initial teacher education. There was also significant disagreement across the groups that teachers enjoy high financial remuneration, a positive media image, or are valued by government. Overall board/committee members clearly perceived the teaching profession in a more favourable and positive light than did student teachers or teachers themselves.

When subject to factor analysis, each key group generated three factors which related to:

1. Professional culture
2. Responsibility and requirements
3. Professional recognition

Statistical analysis revealed some differences within factors according to key group and attributes. It appeared that secondary teachers were less convinced of the professional culture of teaching or of the respect in which they are held by pupils than other sectors. Early childhood teachers were the most positive. Participants from low decile schools registered the highest levels of agreement with attributes related to professional culture and recognition of teachers, and those from medium decile schools registered the most disagreement. Females were generally more positive about the professional nature of teaching than males, as were Pacific Islanders in contrast to Māori and Pakeha.

In terms of the levels of respect afforded teachers by different groups in society, teachers, principals and student teachers perceived that those people closely related to teachers, including family, colleagues, senior management of schools and pupils they teach afford teachers the most respect. Over half the teachers and principals felt that parents and board of trustees/management committee members also offer teachers a lot of respect. However, most groups beyond the school gates were perceived to afford teachers little or no respect. Board/committee members were more positive, with higher percentages across each item. Over one third of each group (teachers and principals, board/committee members, and student teachers) believed that the media afford teachers no respect. In general, student teachers, teachers and principals perceived lower levels of respect from others than did board/committee members. All participants perceived higher levels of respect evident from those associated most closely with teachers and lowest levels of respect from those more removed from teaching in the wider society and, in particular, the media.

The qualitative data from questionnaires and interviews revealed findings across six categories, which in brief are:

1. There were grudging levels of respect for teachers and the work they do as, in spite of perceptions of short contact hours and good holidays, few people would want their job.
2. The status of teachers has declined in recent decades and the status and respect of teachers is related to the age of the children they teach (early childhood has the lowest status) and their gender (males have higher status).
3. Teaching is misunderstood by those in the wider community and people are generally unaware and uninformed as to the workload of teachers.
4. Teachers have been called on to accept additional roles related to the social welfare of their pupils without appropriate training for such roles and these tasks distract them from their core business of teaching and lead them to being ineffective.
5. Teachers are complicit in their own low self image through their behaviour, their dress and the inability of the profession to reward high performing teachers and dismiss those who are ineffective.
6. To enhance the status of teachers, the Ministry of Education, unions and the New Zealand Teachers Council should refocus on portraying an honest and positive account of teachers' work and the conditions of the work, including the holidays, through using young, dynamic teachers to articulate what it is that keeps them in the job.

Status of Teachers and Teaching

The participants' perceptions regarding the status of teachers and of teaching are revealed through both the questionnaire and the interview data. Questionnaires for teachers and principals, boards of trustees/management committee members and for student teachers each had two questions that contribute data to this section: *The teaching profession*[11] and *Perceptions of respect*[12].

The teaching profession scale was subject to factor analysis as aggregated data. However, this was found to be ineffective so individual factor analyses were conducted for each of the groups: teachers and principals, board/committee members and student teachers. The *Perceptions of respect* question was subject to statistical analysis for each of the key groups and findings compared.

Qualitative data from other comments invited on questionnaires and the interview and focus group (student teacher) transcripts were subject to analysis to identify verbatim comments related to the status of teachers and teaching.

THE TEACHING PROFESSION

Participants were invited to indicate how strongly they agreed that a series of statements typically made about professions, were true of teaching. What is of interest in these data are those statements that attract very strong agreement from the participants, and those with which teachers and principals, student teachers and board/committee members strongly disagreed. In the tables below (Tables 52-54), all the combined agreement or disagreement frequencies in excess of fifty percent have been highlighted for each of the three groups of participants.

[11] Question 7, Teacher and Principal Questionnaire, and Question 4, Board of Trustees/Management Committee Member Questionnaire; and Question 4, Student Teacher Questionnaire.
[12] Question 9, Teacher and Principal Questionnaire; Question 3, Board of Trustees/Management Committee Member Questionnaire; and Question 6, Student Teacher Questionnaire.

Table 52: Teacher and principal responses to Question 7 – The teaching profession

	Disagree		Neutral		Agree		Missing	
	Freq	%	Freq	%	Freq	%	Freq	%
Has mutual respect between colleagues	76	9.6	253	32.0	445	56.3	16	2.0
Enjoys a positive media image	416	52.7	263	33.3	95	12.0	16	2.0
Has a powerful and independent professional body	207	26.2	322	40.8	238	30.1	23	2.9
Enjoys high financial remuneration	448	56.7	242	30.6	83	10.5	17	2.2
Has members who are a recognised authority in their area of expertise	151	19.1	270	34.2	348	44.1	21	2.7
Is subject to external regulation and control	68	8.6	188	23.8	508	64.3	26	3.3
Is valued by the government	354	44.8	256	32.4	162	20.5	18	2.3
Has members who have lengthy professional training	84	10.6	216	27.3	472	59.7	18	2.3
Is one for which there is strong competition to join	512	64.8	171	21.6	86	10.9	21	2.7
Is trusted by the wider community to perform a service for them	161	20.4	276	34.9	335	42.4	18	2.3
Has the respect of pupils	119	15.1	305	38.6	347	43.9	19	2.4
Has responsibility for an important service	24	3.0	80	10.1	666	84.3	20	2.5
Enjoys high quality working conditions	289	36.6	293	37.1	186	23.5	22	2.8
Has members who autonomously exercise their professional judgement in the best interests of their clientele	89	11.3	250	31.6	425	53.8	26	3.3
Enjoys substantial non-financial rewards	259	32.8	210	26.6	299	37.8	22	2.8
Is well-resourced	328	41.5	255	32.3	191	24.2	16	2.0
Is a democratic decision-making environment	236	29.9	307	38.9	223	28.2	24	3.0
Is team oriented	89	11.3	218	27.6	466	59.0	17	2.2
Has a high performance ethos	68	8.6	223	28.2	478	60.5	21	2.7
Has members who are committed to life-long learning	37	4.7	189	23.9	547	69.2	17	2.2
Has members who are engaged in leading-edge developments	118	14.9	259	32.8	393	49.7	20	2.5

The statement that overwhelmingly gains the support of teachers and principals, board/committee members and student teachers as a statement true of the teaching profession, is that teachers *Have responsibility for an important service*, which is identified by 84.3% of the teachers and principals, 91.8% of the board/committee members and 82% of the student teachers. Other statements that have the strong support of teachers and principals (over 50%) as being true of the teaching profession include statements related to teachers: being *Committed to life-long learning*; being *Subject to external regulation and control*; having a *High performance ethos*; having *Lengthy professional training*; being *Team oriented*; and having *Mutual respect between colleagues*. Three statements are identified by over 50% of teachers and principals as not being true of teachers. In particular, 65% of participants disagree that teaching is a profession for which there is *Strong competition to join*. Over half the teachers disagreed that teachers enjoy *High financial remuneration* or that the teaching profession enjoys a *Positive media image*.

Table 53: Board/committee responses to Question 4 – The teaching profession

	Disagree		Neutral		Agree		Missing	
	Freq	%	Freq	%	Freq	%	Freq	%
Has mutual respect between colleagues	2	1.1	37	20.3	140	76.9	3	1.6
Enjoys a positive media image	68	37.4	73	40.1	37	20.3	4	2.2
Has a powerful and independent professional body	28	15.4	69	37.9	81	44.5	4	2.2
Enjoys high financial remuneration	74	40.7	64	35.2	41	22.5	3	1.6
Has members who are a recognised authority in their area of expertise	11	6.0	57	31.3	108	59.3	6	3.3
Is subject to external regulation and control	8	4.4	47	25.8	123	67.6	4	2.2
Is valued by the government	75	41.2	62	34.1	42	23.1	3	1.6
Has members who have lengthy professional training	7	3.8	49	26.9	121	66.5	5	2.7
Is one for which there is strong competition to join	97	53.3	55	30.2	24	13.2	6	3.3
Is trusted by the wider community to perform a service for them	14	7.7	56	30.8	109	59.9	3	1.6
Has the respect of pupils	13	7.1	53	29.1	114	62.6	2	1.1
Has responsibility for an important service	2	1.1	10	5.5	167	91.8	3	1.6
Enjoys high quality working conditions	35	19.2	82	45.1	61	33.5	4	2.2
Has members who autonomously exercise their professional judgement in the best interests of their clientele	9	4.9	52	28.6	119	65.4	2	1.1
Enjoys substantial non-financial rewards	57	31.3	54	29.7	69	37.9	2	1.1
Is well-resourced	58	31.9	70	38.5	50	27.5	4	2.2
Is a democratic decision-making environment	38	20.9	75	41.2	65	35.7	4	2.2
Is team oriented	11	6.0	39	21.4	129	70.9	3	1.6
Has a high performance ethos	8	4.4	39	21.4	131	72.0	4	2.2
Has members who are committed to life-long learning	11	6.0	40	22.0	129	70.9	2	1.1
Has members who are engaged in leading-edge developments	23	12.6	60	33.0	96	52.7	3	1.6

There is overwhelming agreement from board/committee members (91.8%) that teachers have *Responsibility for an important service*, and high agreement with each of the statements that were scored positively by teachers and principals. Board/committee members also perceive that teaching includes members: who Are a *Recognised authority in their area of expertise*; who *Exercise their professional judgement in the best interests of their students*; and who are *Engaged in leading edge developments*. According to the board/committee members, teachers are *Trusted by the wider community to perform a service for them* and they have the *Respect of their students*. There was only one statement that attracted over 50% of board/committee member disagreement. Over half the participants disagreed that teaching was a profession for which there is *Strong competition to join*. 40% of the board/committee members did not agree that teaching enjoys *High financial remuneration* or that teaching was *Valued by the government* (compared with 56.8% and 44% respectively of teachers and principals).

Table 54: Student teacher responses to Question 4 – The teaching profession

	Disagree		Neutral		Agree		Missing	
	Freq	%	Freq	%	Freq	%	Freq	%
Has mutual respect between colleagues	19	4.6	111	27.1	270	65.9	10	2.4
Enjoys a positive media image	132	32.2	165	40.2	102	24.9	11	2.7
Has a powerful and independent professional body	51	12.4	198	48.3	145	35.4	16	3.9
Enjoys high financial remuneration	188	45.9	142	34.6	69	16.8	11	2.7
Has members who are a recognised authority in their area of expertise	61	14.9	140	34.1	197	48.0	12	2.9
Is subject to external regulation and control	41	10.0	146	35.6	209	51.0	14	3.4
Is valued by the government	82	20.0	115	28.0	204	49.8	9	2.2
Has members who have lengthy professional training	43	10.5	120	29.3	234	57.1	13	3.2
Is one for which there is strong competition to join	135	32.9	169	41.2	94	22.9	12	2.9
Is trusted by the wider community to perform a service for them	23	5.6	83	20.2	294	71.7	10	2.4
Has the respect of pupils	38	9.3	103	25.1	262	63.9	7	1.7
Has responsibility for an important service	15	3.7	52	12.7	336	82.0	7	1.7
Enjoys high quality working conditions	61	14.9	154	37.6	184	44.9	11	2.7
Has members who autonomously exercise their professional judgement in the best interests of their clientele	47	11.5	144	35.1	202	49.3	17	4.1
Enjoys substantial non-financial rewards	48	11.7	105	25.6	248	60.5	9	2.2
Is well-resourced	60	14.6	126	30.7	216	52.7	8	2.0
Is a democratic decision-making environment	57	13.9	182	44.4	157	38.3	14	3.4
Is team oriented	20	4.9	94	22.9	286	69.8	10	2.4
Has a high performance ethos	21	5.1	119	29.0	258	62.9	12	2.9
Has members who are committed to life-long learning	20	4.9	84	20.5	298	72.7	8	2.0
Has members who are engaged in leading-edge developments	46	11.2	138	33.7	217	52.9	9	2.2

Like the teachers and principals and the board/committee members, the student teachers agree most strongly (82%) that the teaching profession has *Responsibility for an important service*. Student teachers differ in their perceptions from teachers and principals and board/committee members with respect to a number of the statements. In particular, 60.4% of student teachers perceive that teachers enjoy *Substantial non-financial rewards* and 52.7% perceive that the teaching profession is *Well resourced*. No statements recorded more than 50% student teacher disagreement. The statement that attracted the highest level of student teacher disagreement was that the teaching profession enjoys *High financial remuneration* (45.9%).

Overall, the board of trustees/management committee member responses were significantly more positive than those of the teachers and principals and the student teachers, suggesting that board/committee members perceive the teaching profession in a more positive way. Student teachers tend to perceive the teaching profession more positively than teachers and principals. Board/committee members clearly perceive the teaching profession in a more favourable and positive light than to do student teachers or teachers themselves.

Factor Analysis

Factor analysis was initially conducted on the *Teaching profession* scale using aggregated data from the three key groups (teachers and principals, board/committee members and student teachers), however, the factors failed to load effectively. Consequently, factor analyses were conducted separately for each of the group. These, together with supporting statistical analysis of differences within groups across each factor according to attributes such as sector, gender, ethnicity, length of service, etc., are reported below.

Teachers and principals – The teaching profession

Factor One: Professional culture

Table 55: Teacher and principal responses to Question 7 – The teaching profession; Factor One – Professional culture

18 Is team oriented	0.755
19 Has a high performance ethos	0.754
20 Has members who are committed to life-long learning	0.744
21 Has members who are engaged in leading-edge developments	0.601
17 Is a democratic decision-making environment	0.587
14 Has members who autonomously exercise their professional judgement in the best interests of their clientele	0.534
1 Has mutual respect between colleagues	0.504
15 Enjoys substantial non-financial rewards	0.424
11 Has the respect of pupils	0.415
Reliability: 0.81	

Factor One gave rise to significant differences according to sector ($p<0.001$), with a clear reduction in mean scores as one moved from early childhood to secondary responses. This trend was evident for all but two of the individual items: Items 15 (*Substantial non-financial rewards*) and 19 (*High performance ethos*). In each of these cases responses from primary participants recorded the highest means with early childhood next. As with all other items, secondary recorded the least agreement.

When considering responses according to sector for individual items, some responses are worthy of note. Secondary participants record significantly less agreement on Item 11 (*Respect of pupils*) and Item 1 (*Mutual respect between colleagues*). Only 28.2% of secondary participants agree that teachers have respect from pupils and a similar percentage (25.6%) disagree. This is in contrast to early childhood where 63.4% agree, primary where 49.8% agree and intermediate where 45.3% agree. Only 50.2% of secondary participants agree that there is mutual respect between colleagues in teaching and 14.5% disagree, whereas 60% of primary and early childhood agree and 53.3% of intermediate teachers.

Item 15 (*Substantial non-financial rewards*) also shows strong discrimination between sectors with a quarter of primary teachers disagreeing with the statement, a third of early childhood and intermediate participants disagreeing, and 43.7% of secondary participants disagreeing. Item 17 (*Democratic decision-making environment*) reflects the strongest difference between sector responses where 45.4% of early childhood agree with this statement and a similar percentage of secondary (46%) disagree. The responses according to sector suggest that secondary teachers and principals are less convinced of the professional culture of teaching or of the respect in which they are held by pupils or their colleagues.

There are significant differences on Factor One according to school decile, with low decile schools repeatedly reporting higher means (bearing in mind that this analysis excludes early childhood centres, which are not decile rated). A closer look at the decile-based responses to individual items provides more illumination. As a general rule, low decile participants register the highest agreement on items of a positive nature, in comparison with medium decile, which generally register the lowest. On items that attract more disagreement than agreement, medium decile participants typically register the highest disagreement. Items of particular note include those related to respect from pupils (Item 11) and between colleagues (Item 1). With regard to respect between colleagues, low decile participants register 62.5% agreement, while medium decile register only 54% and high decile 54.3%. Only 32.1% of the participants from medium decile schools agree that teachers are respected by pupils and 23% disagree. This is in contrast to over 50% of low decile participants agreeing and 44.2% of high decile. A similar pattern is evident on Item 15 (*Substantial non-financial rewards*), where 41.4% of medium decile participants disagree, signalling a level of dissatisfaction, in comparison with 34.2% of high decile and only 20.3% of low decile. Over 30% of medium and high decile participants disagree that teaching is a democratic decision-making environment (Item 17).

While not registering as significant statistically, it is interesting to note the differences according to the current position of the participants, either principal/head teacher or teacher. Overwhelmingly, the principals/head teachers register higher levels of agreement (and in the case of responses biased towards disagreement, less disagreement) than teachers. In some cases this difference exceeds 15%. Of note in these responses to individual items is that 57.1% of principals/head teachers with Item 11 (*Respect of pupils*) in contrast to 43.7% of teachers. 16.4% of teachers disagree that they have pupils' respect. Over one third of both principals/head teachers and teachers disagree that teachers enjoy substantial non-financial rewards (Item 15).

There were significant differences also evident according to participants' levels of highest qualification. There was an obvious decrease in mean scores signalling less agreement or less disagreement as level of qualification increased. In terms of length of service, there were no significant differences within Factor One, although, typically, teachers with fewer years of service present higher levels of agreement.

Factor Two: Responsibility and requirements

The reliability coefficient of Factor Two is very low indicating that items did not load at all strongly to this factor.

Table 56: Teacher and principal responses to Question 7 – The teaching profession; Factor Two – Responsibility and requirements

6 Is subject to external regulation and control	0.687
8 Has members who have lengthy professional training	0.590
12 Has responsibility for an important service	0.544
Reliability: 0.51	

Factor Three: Professional recognition

Table 57: Teacher and principal responses to Question 7 – The teaching profession; Factor Three – Professional recognition

4 Enjoys high financial remuneration	0.781
2 Enjoys a positive media image	0.698
7 Is valued by the government	0.685
3 Has a powerful and independent professional body	0.635
9 Is one for which there is strong competition to join	0.613
13 Enjoys high quality working conditions	0.538
5 Has members who are a recognised authority in their area of expertise	0.516
16 Is well-resourced	0.500
10 Is trusted by the wider community to perform a service for them	0.407
Reliability: 0.83	

Factor Three clusters items around a construct related to professional recognition received from external sources and from the esteem in which the profession is held. There were some significant differences evident from the statistical analysis of different group or attribute responses according to ethnicity, sector, level of qualification and decile.

When considered in terms of ethnicity, significant differences were found with Pacific Islanders registering the highest mean scores and Pakeha the lowest across all items. The exception is Item 5 (*Recognised authority in their area of expertise*), where Māori score the highest agreement (55.7%) as opposed to 50% for Pacific Islander, 46.7% for Asian and 45.1% for Pakeha. Item 7 (*Valued by government*) attracts a range of responses with 40% of Asian agreeing as opposed to 37.5% Pacific Islander, 35% Māori and 18.3% Pakeha. In this item, 48.2% of Pakeha, 38.3% of Māori and 25% of Pacific Islanders disagree that teaching is valued by government. As supported by the qualitative data, there is general disagreement with the statement that teaching is a profession for which there is strong competition to join (Item 9). Over 69% of Pakeha, 50% of Asian, 48% of Māori and 45% of Pacific Islanders disagree with this statement. Pacific Islanders have more confidence that teachers are trusted by the wider community (Item 10) with 66.7% agreement with this item in contrast with only 51% of Māori and 41% of Pakeha. 22% of Pakeha and 18.8% of Asian disagree that teachers are so trusted. Item 13 (*High quality working conditions*) also reveals distinctions with nearly 40% Pakeha disagreeing and over 40% Māori, Pacific Islanders and Asian agreeing.

Participants from different sectors registered significant differences within Factor Three. Typically early childhood participants reflected the highest mean scores and secondary the lowest. In some individual items there were interesting patterns of agreement or disagreement. Of note is Item 4 (*High financial remuneration*), where all sectors reflect disagreement greater than 50%, with over 64% of secondary in disagreement. Interestingly, although all sectors tend to disagree that teaching has a positive media image (Item 2), secondary registers the lowest disagreement at 38.5% in contrast to intermediate (51.9%) primary (50.2%) and early childhood (40%). It is in Item 7 (*Valued by government*) that we see the strongest distinction between sectors. While close to 60% of secondary teachers disagree with this item, less than 30% of early childhood participants hold similar views and, in fact, 36.6% of early childhood agree. There is a similar pattern with Item 13 (*High quality working conditions*), where 53.6% of secondary and over a third of primary and intermediate disagree, yet 44.1% of early childhood participants agree. Item 16 (*Well resourced*) reflects similar patterns, as does Item 10 (*Trusted by the wider community*), which sees 66% of early childhood participants agreeing and 33.6% of secondary disagreeing. Participants generally

disagree with Item 9 (*Strong competition to join*), but the disagreement is strongest for secondary (82.8%) as opposed to early childhood (53.5%), with the others around 60% disagreement.

When considering decile-based responses to different items, it is evident once again that low decile participants rate higher levels of agreement than do others and generally medium decile register the lowest. All groups disagree that teaching enjoys a positive media image (Item 2), with medium decile participants displaying the strongest disagreement at 61.9%, high decile at 59.1% and low decile at 45.3%. With respect to Item 4 (*High financial remuneration*), all groups disagree, with medium decile participants again reflecting the strongest disagreement (66.1%) and low decile the lowest (49.7%). This same pattern is true for Item 7 (*Valued by government*), where over 50% of medium and high decile participants disagree and 39% of low decile disagree. As reflected in the qualitative data, participants are concerned about the degree of competition for entry into the teaching profession. There is overwhelming disagreement with Item 9 (*Strong competition to join*). 74.7% of medium decile, 68.4% of high decile and 62% of low decile participants disagree with this statement. While 50% of low decile and just over 30% of high decile participants agree with Item 10 (*Trusted by the wider community*), 30% of medium decile participants disagree. The pattern continues for Item 13 (*High quality working conditions*), where over 50% of medium decile disagree in contrast to 40% of high decile and only 25.5% of low decile. In summary, low decile participants reflect more agreement with items related to professional recognition than do colleagues in high or medium decile schools and those in medium decile schools reflect considerably more disagreement.

When considering differences due to level of qualification within this factor it is apparent that there is a decrease in mean scores with an increase in level of qualification. Those with postgraduate qualifications express less agreement with the items related to professional recognition.

Board/committee members – The teaching profession

Factor analysis gave rise to three factors with similarity to those derived from the teacher and principal questionnaire, although some variation in reliability. Similar names have been allocated as the constructs described by the clustering of items were judged to be similar.

Factor One: Professional culture

Table 58: Board/committee member responses to Question 4 – The teaching profession; Factor One – Professional culture

19 Has a high performance ethos	0.805
20 Has members who are committed to life-long learning	0.794
21 Has members who are engaged in leading-edge developments	0.771
18 Is team oriented	0.673
17 Is a democratic decision-making environment	0.525
14 Has members who autonomously exercise their professional judgement in the best interests of their clientele	0.521
11 Has the respect of pupils	0.500
8 Has members who have lengthy professional training	0.477
10 Is trusted by the wider community to perform a service for them	0.453
Reliability: 0.84	

The only significant differences recorded within Factor One are those due to highest level of qualification. Those participants with undergraduate diploma qualifications reported the highest means while those with undergraduate degrees reported the lowest. Although there were no other significant differences according to attributes, consideration of responses to individual items reveals some interesting patterns that are worth noting.

When considering responses in terms of gender there are very few items that draw attention. Typically female participants report slightly higher agreement. For example, Item 10 (*Trusted by the wider community*) attracts 64.7% of agreement from females and 53.4% agreement from males. The only other item of interest is Item 17 (*Democratic decision-making environment*), which attracts 23.7% disagreement from males, although there is over 35% of agreement from both male and female participants.

Looking at decile-based responses within this factor reveals similar consistency. Medium decile schools stand out (as they do in other analyses) as reporting lower agreement and higher disagreement. This is evident in Item 20 (*Committed to life-long learning*), where board/committee members from low decile schools report 15% greater agreement (81.8%) than medium decile (65.7%) with high decile in between (76.1%). Item 10 (*Trusted by the wider community*) is an unusual example, as low and high decile participants record just over 50% agreement, medium decile just under 50%, but 30-40% of all participants are unsure.

This lack of significant difference continues when considering sector-based analysis of responses. Intermediate school participants record very low levels of agreement, however, care must be taken in interpretation as there were only twelve intermediate board/committee participants, in comparison to 66 early childhood, 61 primary, and eighteen secondary. Even so, there are a few responses worthy of mention. Item 11 (*Respect of pupils*) attracts over 65% agreement from early childhood and primary but less than 50% agreement from intermediate and secondary. Item 17 (*Democratic decision-making environment*) attracts a 30.8% disagreement from secondary participants, while early childhood, primary and intermediate all show between 38-42% agreement.

Intermediate responses to Item 19 (*High performance ethos*) were very low (50%) compared with other sectors, which recorded 80.3% for primary, 73.4% for early childhood and 65.4% for secondary. For Item 20 (*Committed to lifelong learning*), the difference in agreement between primary (80.3%) and intermediate (41.7%) is marked. In this case, 16.7% of intermediate participants disagreed, although it is important to note that this represents only two participants.

Factor Two: Professional recognition

Table 59: Board/committee member responses to Question 4 – The teaching profession; Factor Two – Professional recognition

16 Is well-resourced	0.702
2 Enjoys a positive media image	0.642
7 Is valued by the government	0.633
13 Enjoys high quality working conditions	0.609
4 Enjoys high financial remuneration	0.542
15 Enjoys substantial non-financial rewards	0.514
9 Is one for which there is strong competition to join	0.499
3 Has a powerful and independent professional body	0.323
Reliability: 0.71	

Similar to Factor One, this factor revealed no significant differences between participant attributes with the exception of participants' level of qualification. As has been found across much of the analysis, those participants holding undergraduate diplomas reported the highest means and those with undergraduate degrees the lowest.

In terms of gender, females typically rate higher levels of agreement, or disagreement (for those with which the majority disagree), than do males. For Item 16 (*Well resourced*), females register 33.9% agreement as opposed to males (17.2%). For Item 7 (*Valued by government*), females register 46.6% disagreement and males 32.2%. Both male and female participants register 20% agreement to this item, which is more positive than other key groups (teachers and principals and student teachers). This pattern is repeated for Item 4 (*High financial remuneration*). Item 2 (*Positive media image*) attracts 39.3% disagreement from females and 35.6% from males. As in the previous two items, over 20% of both genders register agreement with this item. These levels of agreement are noticeably higher than other key groups. This is the case also for Item 9 (*Strong competition to join*), where, although disagreement is strong (around 50%), it is far lower than that registered by teachers (65.6%) and principals (76%). In summary, board/committee members registered higher levels of agreement than other key groups across Factor Two.

Examination of the responses according to decile reveals few differences of note. There is consistently over 30% disagreement across all deciles, with medium decile participants registering over 40% disagreement. This pattern is reflected for Item 2 (*Positive media image*). The items that attracted the highest disagreement were Item 7 (*Valued by government*), where high decile participants registered greater than 50% disagreement and all others over 30%, and Item 9 (*Strong competition to join*), where very strong disagreement was registered across the deciles, with high decile attracting 42.2% disagreement, 51.5% from low decile and 70.6% from medium decile participants.

Different sector responses reveal a consistency across this factor with only a few worthy of note. There is quite a variable response across Item 16 (*Well resourced*) and Item 3 (*Powerful and independent professional body*). These variances are most marked for Item 4 (*High financial rewards*), with early childhood registering over 50% disagreement, primary 40%, secondary 30.8% and intermediate 25% disagreement. Item 9 (*Strong competition to join*) presents wide variance with secondary producing 76.9% disagreement, early childhood 57.8%, primary 46.7% and intermediate 45.5%.

Factor Three: Responsibility and requirements

Table 60: Board/committee member responses to Question 4 – The teaching profession; Factor Three – Responsibility and requirements

6 Is subject to external regulation and control	0.734
5 Has members who are a recognised authority in their area of expertise	0.582
12 Has responsibility for an important service	0.547
1 Has mutual respect between colleagues	0.545
Reliability: 0.59	

Factor Three has limited reliability with an alpha coefficient of just 0.59, which is borderline. There are no statistically significant differences within this factor, however some of the responses to items are worthy of note.

For Items 6 (*External regulation and control*) and 5 (*Recognised authority in their area of expertise*), males register higher levels of agreement than females, which is atypical in the data. For Item 1 (*Mutual respect between colleagues*), females register 78.8% agreement and males 76.3% agreement.

In terms of decile, the participants from high decile schools display higher level of agreement across all items. In terms of sector the differences are minimal with no apparent pattern.

Student teachers – The teaching profession

Factor One: Professional culture

Table 61: Student teacher responses to Question 4 – The teaching profession; Factor One – Professional culture

20 Has members who are committed to life-long learning	0.765
21 Has members who are engaged in leading-edge developments	0.661
18 Is team oriented	0.626
19 Has a high performance ethos	0.614
17 Is a democratic decision-making environment	0.572
15 Enjoys substantial non-financial rewards	0.537
14 Has members who autonomously exercise their professional judgement in the best interests of their clientele	0.425
Reliability: 0.79	

Statistical analysis of the factor loadings reveals significant differences in terms of gender, sector and level of qualification. There is a clear decline in mean scores as participants' initial teacher education courses move from early childhood to secondary and also as participants' level of qualification increased. As with the other key groups, females generally reported higher means, although for some items there was congruence. Over 60% of males and females agree that teachers enjoy substantial non-financial rewards (Item 15). When considering Item 17 (*Democratic decision-making environment*) however, there is a marked difference with 42.9% of females agreeing and only 29.7% of males. Males also report much lower agreement with Item 20 (*Committed to lifelong learning*), with 78.8% of females agreeing and only 59.8% of males.

Factor Two: Respect

Table 62: Student teacher responses to Question 4 – The teaching profession; Factor Two – Respect

11 Has the respect of pupils	0.759
13 Enjoys high quality working conditions	0.696
16 Is well-resourced	0.692
1 Has mutual respect between colleagues	0.543
Reliability: 0.73	

Statistical analysis reveals that there are significant differences in terms of ethnicity, with Pacific Islanders presenting the highest mean scores and Māori the lowest mean scores across this factor. Significant differences were also apparent according to whether participants had entered teacher education direct from secondary school or alternatively

come through other pathways. Typically those who did not come direct from secondary school reported higher means. This was most notable in Item 11 (*Respect of pupils*), where 59.9% of school leavers agreed compared with 69.3% other. With respect to gender, females reported higher means across all items with the greatest difference being again on Item 11, where 67.4% of females agreed compared with 55.4% males. This item also records higher levels of agreement than were observed in the teacher and principal responses.

Factor Three: Responsibility and associated requirements

Table 63: Student teacher responses to Question 4 – The teaching profession; Factor Three – Responsibility and associated requirements

12 Has responsibility for an important service	0.675
6 Is subject to external regulation and control	0.663
10 Is trusted by the wider community to perform a service for them	0.659
7 Is valued by the government	0.414
8 Has members who have lengthy professional training	0.401
Reliability: 0.65	

The reliability coefficient for this factor is fair but not strong. There were again significant differences with respect to ethnicity, with Pacific Islanders presenting highest means across all items and Māori the lowest. This was apparent also according to sector where means increased from early childhood to secondary. With respect to gender there are some interesting responses, although they are not significant statistically. Just over 50% of males and just under 50% of females agree that teaching is valued by government (Item 7), and 69.6% of males and 74.3% of females agree that teachers are trusted by the wider community (Item 10). These responses, while reflecting the typical higher scores of females versus males, are also much higher levels of agreement than those recorded by principals and teachers. While 85.3% of females and 76.1% of males agree that teachers have a responsibility for an important service (Item 12), these figures are lower than the levels of agreement recorded by teachers and principals.

Factor Four: Professional recognition

Table 64: Student teacher responses to Question 4 – The teaching profession; Factor Four – Professional recognition

4 Enjoys high financial remuneration	0.779
5 Has members who are a recognised authority in their area of expertise	0.624
2 Enjoys a positive media image	0.592
3 Has a powerful and independent professional body	0.541
9 Is one for which there is strong competition to join	0.432
Reliability: 0.64	

Reliability for this factor is again acceptable but not good. Some significant differences are apparent, including again those related to ethnicity, where Pacific Islanders continue to present the highest means. Differences were also apparent in terms of level of qualification where those with higher qualifications recorded the lowest means. The gender differences reflected a reversal of the typical pattern of females recording higher means than the males, including Item 4 (*High financial remuneration*), where males recorded a 52.2% disagreement as opposed to 45.5% disagreement for females. Student teachers as a group had higher levels of agreement with Item 2 (*Positive media image*). With respect to gender,

26.6% of females and 20.9% of males agreed with Item 2. However, over 30% of both disagreed with this item. Of interest is that close to 50% of the participants chose a neutral response to Item 3 (*Powerful and independent professional body*), which could indicate a lack of knowledge about the New Zealand Teachers Council and their role. Close to 50% of females and just over 50% of males disagree that teachers enjoy high financial remuneration (Item 4).

PERCEPTIONS OF RESPECT

The question *Perceptions of respect*[13] asked participants to identify how much respect they felt teachers received from different groups of people. Of interest is the amount of respect that teachers and principals perceive they receive from different groups and the degree to which this is supported or contradicted by the data from the board/committee participants.

Table 65 below shows the frequencies of teacher and principal perceptions of respect across a number of groups within the wider society. Shaded frequencies signal where responses exceeded 50%, that is, over half the teachers and principals recorded this response. In general, teachers and principals perceive that they receive the most respect from those closest to them personally and professionally: from their colleagues, their own families, senior management and the students they teach. There is a strong perception that the media gives teachers little respect. Almost 95% of teachers and principals perceive that the media give teachers and principals either little or no respect, 87% perceive that teachers are given little or no respect by the general public and 82% perceive that people in other professions offer them little or no respect. The local community is reported by over 68% as giving teachers little or no respect to teachers.

Table 65: Teacher and principal responses to Question 9 – Perceptions of respect

	None		A little		A lot		Missing	
	Freq	%	Freq	%	Freq	%	Freq	%
Teachers in your school/centre	3	0.4	141	17.8	638	80.8	8	1.0
Senior management at your school/centre	9	1.1	203	25.7	561	71.0	17	2.2
Parents	4	0.5	310	39.2	463	58.6	13	1.6
Board of Trustees/Committee	39	4.9	264	33.4	433	54.8	54	6.8
Local community	54	6.8	492	62.3	228	28.9	16	2.0
Your own family	4	0.5	154	19.5	623	78.9	9	1.1
Non-teaching friends	32	4.1	354	44.8	393	49.7	11	1.4
The media	310	39.2	435	55.1	25	3.2	20	2.5
Teachers at other schools/centres	15	1.9	392	49.6	369	46.7	14	1.8
The pupils/children you teach	5	0.6	208	26.3	560	70.9	17	2.2
People in other professions (in general)	117	14.8	539	68.2	123	15.6	11	1.4
The general public	122	15.4	575	72.8	80	10.1	13	1.6

Responses from the board/committee members reflect more polarisation towards perceived positive respect from others for teachers. Board/committee members are significantly more positive regarding the respect that they perceive is given to teachers from colleagues (96.7%), management (91.8%), boards of trustees (85.7%) and students (72%) associated with the school at which the teacher works. They perceive similar levels of respect to those reported by teachers and principals from parents (58.2%) and slightly lower with respect to

[13] Question 9, Teacher and Principal Questionnaire; Question 3, Board of Trustees/Management Committee Member Questionnaire; and Question 6, Student Teacher Questionnaire.

teachers' own families (73.1%). Board/committee members reflect similar perceptions to the teachers and principals with respect to the degree to which the media, the local community, non-teaching friends, people in other professions and the general public respect teachers.

Table 66: Board/committee responses to Question 3 – Perceptions of respect

	None		A little		A lot		Missing	
	Freq	%	Freq	%	Freq	%	Freq	%
Teachers in the school/centre	0	0.0	5	2.7	176	96.7	1	0.5
Senior management at the school/centre	0	0.0	14	7.7	167	91.8	1	0.5
Parents	1	0.5	70	38.5	106	58.2	5	2.7
Board of Trustees/Committee	1	0.5	23	12.6	156	85.7	2	1.1
Local community	10	5.5	110	60.4	58	31.9	4	2.2
Teachers' families	2	1.1	42	23.1	133	73.1	5	2.7
Non-teaching friends	12	6.6	101	55.5	64	35.2	5	2.7
The media	66	36.3	101	55.5	12	6.6	3	1.6
Teachers at other schools/centres	6	3.3	61	33.5	112	61.5	3	1.6
The pupils/children they teach	2	1.1	47	25.8	131	72.0	2	1.1
People in other professions (in general)	32	17.6	120	65.9	25	13.7	5	2.7
The general public	19	10.4	132	72.5	28	15.4	3	1.6

Responses from the student teachers reveal a more tentative perception of the levels of respect afforded to teachers by others. Teachers and management within their schools are perceived to afford teachers the greatest respect along with teachers' own families. However, the responses were relatively evenly divided between 'a little respect' and 'a lot of respect' from students they teach and teachers in other schools and centres. Greater than half of the student teachers perceive that parents, board of trustees/management committee members, local community and non-teaching friends, afford teachers only a little respect. Over 80% of the student teachers perceive that the general public and people from other professions offer teachers no or little respect, while 90% felt this was the case for the media. Student teachers appeared to perceive a general lack of respect for teachers from those outside the immediate teaching environment.

Table 67: Student teacher responses to Question 6 – Perceptions of respect

	None		A little		A lot		Missing	
	Freq	%	Freq	%	Freq	%	Freq	%
Teachers in the school/centre	0	0.0	65	15.9	331	80.7	14	3.4
Senior management at the school/centre	6	1.5	137	33.4	249	60.7	18	4.4
Parents	13	3.2	230	56.1	153	37.3	14	3.4
Board of Trustees/Committee	23	5.6	223	54.4	148	36.1	16	3.9
Local community	25	6.1	261	63.7	109	26.6	15	3.7
Teachers' families	18	4.4	146	35.6	232	56.6	14	3.4
Non-teaching friends	58	14.1	237	57.8	100	24.4	15	3.7
The media	126	30.7	242	59.0	25	6.1	17	4.1
Teachers at other schools/centres	7	1.7	187	45.6	202	49.3	14	3.4
The pupils/children they teach	12	2.9	185	45.1	197	48.0	16	3.9
People in other professions (in general)	84	20.5	260	63.4	53	12.9	13	3.2
The general public	47	11.5	302	73.7	48	11.7	13	3.2

In general, student teachers, teachers and principals perceive lower levels of respect from others than do board/committee members. All participants perceive higher levels of respect evident from those associated most closely with teachers and lower levels of respect from

those more removed from teaching in the wider society and, in particular, the media. The perception of the low respect from media is interesting as it repeatedly occurs across key groups, yet as is shown in the media report (Appendix N) attached to this study, the construction of teachers and teaching by the media is mixed rather than entirely negative.

QUALITATIVE DATA

Teacher and principal, board/committee and student teacher questionnaires provided a space where respondents could make "any other comments that you may have on perceptions of teachers and teaching and/or ways in which we can enhance the recruitment and retention of quality teachers for New Zealand schools". These were transcribed verbatim and subject to content analysis. Reported in this section are data that refer to status of teachers and teaching.

Of the 790 respondents to the teacher and principal questionnaire, 183 (23.2%) took the opportunity to write further comments, 57 (31.3%) of the 182 board/committee respondents offered further comment and 28 (6.8%) of the student teacher respondents.

Interviews and qualitative questionnaire responses provided a rich abundance of data that presents both key groups' perceptions of the status of teachers and teaching and the ways in which they perceive that others in wider society think of teachers, and the ways in which status could be improved. These data are aggregated in our report below with a selection of supporting statements, which are identified according to sector affiliation of the respondent. The key themes within which data were categorised were:

1. A grudging respect for the work of teachers.
2. Decreasing and/or variable status.
3. Teaching is misunderstood – It's harder than it looks.
4. Increasing 'social welfare' role.
5. Teachers are complicit in their own low image.
6. Ways to enhance the status of teachers.

Grudging respect

The evidence suggests that while teachers perceive that they are undervalued by most of society they do think that there is a level of grudging respect for the work that they do. For board/committee members this is strongly located in what they see as the critical contribution teachers make to the education and development of children in their care. Those most closely associated with teachers, such as boards of trustees, committee members and parents, are seen to have more respect for the work teachers do. Comments such as these from board members were common across deciles and sectors.

> *I would say that their role and where it fits into the family unit has changed…They have a huge involvement in what happens in our home environment in terms of the home unit being happy, after school and any problems we are having with our children could possibly be related back to things that have either happened in the classroom or vice versa if a teacher is having a huge influence in a positive way with your children as well. So their status is pretty high I think when you've got small children going through the system* (Primary, BOT).

> *I think that there is a general understanding that you know, that these people are moulding our children and…that they really do need all the support and commitment they can get and I think that's starting to come out more now* (82, Secondary BOT).

There is definitely evidence from the data that teachers perceive that others judge them in terms of their apparent generous working conditions including ample holidays, short contact hours and lack of personal accountability. However, this judgement is constrained by the realisation that most people who are not teachers would not choose to take on the role. So, in spite of continued jokes and banter about teachers' holidays and apparent short working days, teachers perceive that there is, among the wider community, a grudging respect and admiration for teachers for facing classrooms of children and young people each day.

> *I think it has improved. I think the image of teaching has improved. I think the understanding of the pressures and the intensity and the workload is greater now than it used to be. Whether or not we're fully appreciated I don't know, but certainly I think people in the community and so on do [appreciate us], and I know a number of people say "you can have the job, I wouldn't want to do it. I couldn't do what you guys have to do", whereas it used to be the butt of the old 9 to 3 and 12 weeks holiday. Yeah, I think people now realise that it is a pretty demanding occupation to be in* (Secondary).

There is a general perception that in spite of the great holidays and short contact hours, teachers have difficult job. "I think people think teachers are quite brave to be going into the education sector" (65, ECE). A lot of people do understand that it is a "pretty tough job" (91, Secondary) and regard teachers more with sympathy or pity for having to put up with multiple children, as opposed to negativity or envy. This feeling is also reflected in the qualitative data from the senior students reported in the following section of this report.

> *My general feeling is that teachers are perceived as hard workers and others wouldn't want their jobs and generally support pay increases, however that doesn't stop them mocking us when it comes to term breaks. (One week out of every two which has compulsory professional development.) I don't know many people who are teachers because we get 'paid well' for what we do!* (ECE).

There is a sense from the data that the level of respect for teachers has declined as the workload has increased. This is held to be related to the ways in which parents are typically more educated than they were in the past, and people are more inclined to want to have a say in their children's education. This is an example perhaps of the 'curse' of the familiarity of teaching as each of us have some level of understanding of teaching having all attended school.

> *On one level, I hope people appreciate that teachers work a lot harder. Around here, when I started teaching I didn't put in the hours I put in now, not anywhere near the hours. Teachers used to have an easier job, however, they were respected more by the population I think, much as people used to say we didn't work very hard for our money. Now I think, parents and other people, have a lot less respect for teachers…A lot of people who are educated have little respect for teachers and think they know their child better than the teacher does. I don't think we are highly respected really* (Secondary).

For some the decrease in respect is due also to the lack of leadership from the Ministry of Education and the fact that teachers operate within a wider community context that does not acknowledge or appreciate the role they play in society. This idea is discussed in more detail in the latter part of this section on ways to enhance the status of teachers.

> *I believe teachers is general are undervalued by the community. I feel this stems from the current political climate and the support provided by Government through the Ministry. Still though, there are people in teaching who perform to an exceptionally*

> *high standard at a job they feel passionate about, even whilst working in an environment that does not fully appreciate the powerful role they play in society. The level or percentage of teachers described above drops off as working conditions and money decline* (ECE, Management Committee).

Decreasing and/or variable status

Status of a job or profession is inextricably linked to comparisons with other professions in society and teaching seldom is considered to compete well with the historically high status professions of medicine and law. The reasons for this are complex and multifaceted, however, some were evident within the participants' comments and transcripts as it became clear that teaching is far from being considered a high status profession. The barriers to high status lie in the very nature of the job – its work with young children, the largely feminine workforce, the perceived low academic rigour involved in training and even the public wranglings of the unions.

> *I think other professional people see teachers as those who weren't good enough to join their own professions. In part this is due to the heritage of the two year training programme after the war. It is exacerbated by the NZEI and PPTA's infighting for pay parity. There is a continuing adherence to hours of pre-schooling and primary schooling which give no recognition to social changes e.g. kindy from 0845-1145 or 1315-1515 – major deterrent for any working parents. The calling of teaching training a 'degree' is regarded in askance by other professionals as the standards for it are inconsistent with university degrees. At the same time these are historic, I meet many dynamic young teachers who are enthusiastic, broadly training and a delight to employ* (Intermediate, BOT).

The status of teachers is a messy construct in and of itself. There are a range of perceptions and the concept is often interpreted in terms of the respect, value and the esteem in which teachers are held, rather than a status indicator or measure. There is a sense from teacher participants that status is fundamentally associated with salary and future earning capacity and as such teaching, almost by definition, will not ever be considered as a high status job.

> *I would see that [high status] as being probably lawyers and doctors and all that are fairly high up there because of the perception that they have a huge earning capacity whereas teachers and teaching in general I think is down two or three rungs…It's just the perception that we've grown up with, that teachers are teachers and they fit somewhere in the middle* (Primary, BOT).

While teaching may never have been considered a high status profession, there is also a sense from some participants that the status has declined over the recent decades and that this is related to the inability to recruit quality teachers. In the quotes below, we see how status is being used as an indicator of pay, conditions, workload and the degree to which one feels valued by society.

> *Generally teaching is extremely undervalued in NZ as reflected by pay and conditions, as well as workload. Status of teachers has declined over many years and public perception is that it is a stressful, thankless job – hence problems with recruitment and retention. High burnout rates among teachers – decreased retention* (Primary, BOT).

> *I think if you're a really young, vibrant, effective, young person coming out into the workforce with tertiary options, you want to think that you value yourself, you want to think that you're going to be valued in the community. And you need to feel that*

> *you're working in a profession that's got high status. I don't think it [teaching] has at the moment* (18, Primary).

Perceptions of status also appear to be related to the sector, or as one participant put it, to the relative shoe size of their students. There appears to be an enduring perception that early childhood teachers are less highly regarded than their peers in primary and secondary schools, although it is acknowledged that reforms in the early childhood sector in recent years have done much to improve their conditions. "I think there's still a global perception that if you're in early childhood, you've got small shoes" (65, ECE).

> *I try to make it clear to people that we are teachers, that we are not just carers and our job is far more than just caring for children and so I will talk to them about what actually is involved in doing our job because I think that's something that as early childhood teachers we have to be, we have to promote ourselves so other people do understand that* (64, ECE).

> *I believe being a stay at home mother is probably about the only thing that holds less status in society than being an early childhood teacher. Teachers have historically been undervalued, under-paid and under-resourced (but I'm sure you already know this), and this is even more true in the early childhood sector. People still see you as a glorified baby sitter. I feel I can say this, having had 12 years in the industry* (ECE, Management Committee).

Status is also afforded differentially according to one's gender or position within education with males and principals being perceived as being afforded higher status from the general community. The feminisation of the profession has, it appears, contributed to the inability of people to perceive of teaching as a high status profession. This is apparent not only in the data explicitly talking about the varying status of men and women within the profession but it is also repeatedly supported by assertions from teachers, principals and board/committee members that they may well recommend women to go teaching, "I would recommend it for a woman because, you know, if you've got children" (69, Primary), but it is not a lucrative enough career for a man.

> *It has changed hugely and you won't like me for saying this but it's the increasing feminisation of the workforce is one of the big factors. It's not a done thing, an acceptable thing, it's not an occupation for a man, it doesn't have the authority and status. It's not saying that there are not good women in the workforce but it's a public perception, I come up against it all the time and my status has improved since being a principal. From being a teacher they look at you sideways, when you say you're a principal, well so you ought to be, you're a man and you're old enough to have been in the job long enough and obviously good enough, that goes unsaid. So in terms of the general public that's a big factor* (9, Secondary Principal).

Teaching is misunderstood – It's harder than it looks

> *There is no question that teaching is a tough profession. After 41 years I can see that quite clearly. I started when teachers were respected and underpaid. Today they are adequately paid but not always respected. The clientele have changed – parents and students and the potential for stress has escalated and personality conflicts can ruin job satisfaction. I have noticed this with young secondary teachers who are knocked out in their first year by horrific classroom incidents and inappropriate management support. This is not so evident in primary schools where collegial support is much more embracing however I make a distinction with intermediate which can be*

> *daunting for new and established teachers because of management systems which need to prove their efficiency and command* (Secondary).

There is overwhelming evidence from the data that teaching today is a very difficult job and teachers feel that the wider community of parents and the general public do not understand the day to day stresses and challenges that face them in the classrooms of New Zealand schools. Workload as a key issue is discussed in detail in the preceding section on Recruitment and also emerges in the section on Retention, so we will not dwell on it here. Rather the focus of this section is on the level and scope of misunderstanding, how it is perceived to impact on teachers and what should be done about it (see ways to enhance the status of teachers below).

Typically, what appears to annoy teachers the most is what they perceive as people's misunderstandings about their working hours and holidays.

> *I find it particularly frustrating when people assume that I go home at 3pm like the children do – a comment made last week by a bank employee when I tried to book an appointment. There is little awareness by the community at large about what our work entails* (Primary).

> *The 'perception' is teachers get 12 weeks paid holiday each year, and only work 9:00am – 3:00pm, when the reality (for most) is very different. The general public seem to be unaware of the time teachers put into preparation, assessment, evaluation and professional development* (Primary, BOT).

There is, many would say, no mystique in teaching or in being a teacher; it is familiar and at some stage all of us have had an experience of teaching or being taught. The familiarity of teaching is both its saviour and its curse as along with familiarity come misconceptions and lack of depth of understanding of the complexity of the role. There is ample evidence from the data that teachers are frustrated, upset and even somewhat angry at the perceptions of others that teaching is a less than demanding job with plenty of holidays and limited contact time. This tendency of teachers to worry and fret over what they perceive others think of their profession is a finding that comes through strongly in both questionnaire and interview data. Teachers perceive that others beyond education hold them in relatively low esteem. This perception is typically linked to remarks made about the holidays or daily working hours, which, time and again in the data teachers vigorously defend.

> *I get so many comments about "you shouldn't complain, you've got such good holidays" and things like that and I don't think a lot of people understand the paperwork and things that are involved in it. They think you just turn up at 9.00am, teach, and leave at 3.00pm* (Primary).

> *There is a lot of opinion out there that you know, that teachers complain too much, oh they've got all this job satisfaction, oh they do hardly any work, oh they get all these convenient holidays, and they really aren't seen as being the hard working people they really are* (Senior Student).

Increasing 'social welfare' role

The qualitative data reveal the complexity of teaching and the degree to which teachers are called upon to meet multiple, wide-ranging and often unreasonable demands in their daily work. Generally teachers have little if any preparation and training to adequately meet these complex needs.

> *We are increasingly expected to pick up other functions like you know this whole sort of social worker, counsellor, all those sorts of things that were always there but the proportion of kids that require that help has increased, and I think that then with that expectation, with society having those expectations then I think that maybe teachers are seen as less successful* (38, Secondary).

> *I think there's a huge expectation on teachers. Not so much early childhood teachers, but on primary and secondary school teachers, to become sort of 'fix its' for every problem of society and that really I think, doesn't help at all in terms of the way that the rest of people view them. Because if they don't fix everything they get really negative responses from the community. Maybe they just need to stick to their knitting and as a community we need to figure out how we deal with all the other stuff* (66, ECE, BOT).

This quote is repeated in various forms from teachers and principals across all sectors – the question that needs to be asked is: "What is the knitting of teaching?" As we can see from the quotes that follow, there is widespread concern as to the apparently burgeoning set of tasks that teachers are expected to do on top of what would be understood as their core role, that of instruction and supporting student learning.

For some, there is a sense that the complexity of teachers' roles today have placed them in an untenable situation from which they are unlikely to be assured success. For one board member, teachers daily "feel the impact of the moral degradation of society the hardest". For some the education system, schools and teachers in particular are well positioned to take the 'blame' for failing to address many of the social ills of modern day life.

> *I think they're attacked more now. I think parents and society is so much more pressured and the health system and the education system are good scapegoats* (37, Secondary).

There is a general perception that teachers are at the cutting edge of society and meet society's strengths and weaknesses in their classrooms each day through individual children's behaviours and needs. As such, there is a perception that teachers, or more commonly schools, are easy places to hold to account for some of society's emerging problems or, more commonly, to locate the remedy or solution through education. This responsibility continually places teachers in a more precarious position as they are looked to resolve or attend to some of society's problems in addition to educating their students.

> *We're sort of at everybody's mercy really, I mean it wasn't very long ago when there was a lot of publicity over the issues going on in NCEA at the moment, and the comment here [at school] was "how long is it going to be before we get blamed?" And society tends to point the finger a lot at teachers, but I think that goes with the territory because we are in the position of making a difference to kids for the future* (35, Secondary).

> *It comes down to the expectations across everything really doesn't it? If you're a parent and you've got an expectation that the teacher of your child is going to keep that child in control from 9.00am until 3.00pm and then turn them into a model little kid and they won't have to do anything at home. Well their expectation is going to fall short. You are going to fall short of their expectation aren't you because there's that parental responsibility as well* (Student Teacher).

In many ways teachers are being handed an impossible task. They cannot hope to succeed against the rising levels of societal problems, and so they are unable to 'win' and are perceived perhaps as not coping.

> *Like a teacher has to be so many, wear so many hats. I think there are so many children coming through with issues like behavioural issues. I think that's accelerated…That's my interpretation of why teachers may not be coping because they've actually got to be the counsellor, a nurse, a parent in some cases* (41, ECE).

There were few references to the particular needs of Māori and Pacific Island children, although as relayed below, this too is an area where teachers may well be perceived to be struggling to make a difference.

> *I think that some of the social complexities of what our children, our society, that our kids sort of live in, and I'm speaking mainly about Māori and Pacific Islander kids, are really quite challenging. I think that things have got harder so it looks like we're not being effective at times* (55, Primary principal).

Some teachers argue that it matters little how much extra they do or how hard they work. There is a sense that it is not good enough for society at large and there will be always something more that can be done. This conveys the enormity and, in some ways, futility of placing faith in teachers to resolve wider societal issues.

> *The frustrating part of teaching for me is that while we should not "rest on our laurels" , it does not matter what we do, or how well we do it, that it is never good enough and that no matter how much time we put into our job, we could always be doing more. I gave up being Senior Teacher because I was spending 70 hours + on school work and I became burnt out as I felt I never had enough hours in a day to do what needed doing* (Primary).

> *It seems that no matter what teachers do they are unappreciated – by children, parents and in some cases principals, BOT, and ERO visits are often demoralizing. We spend our days making sure we give children "warm fuzzies" which in turn enhances children's performance, but teachers very rarely get "warm fuzzies" (not so bad at present school, but my previous two schools teachers were rarely praised). Surely appreciation and positive reinforcement would benefit teacher performance too* (Primary).

All these perceptions lead a primary principal to ask why anyone would choose to enter teaching today, to enter a context where there appears to be little appreciation and where work takes place in a difficult environment.

> *So there is a perception out there that schools are tough places, they're in trouble all the time, it's trouble with the boards, and principals and staff, there are teachers being hooked up in all sorts of court cases, why the hell would you go into that sort of job, in that sort of environment?* (9, Primary).

Teachers are complicit in their own low image

For most participants there is increasing frustration that their work as teachers is poorly understood and not highly valued. This can in part be explained through the inevitable familiarity of teaching and its lack of mystique, however there is also a strong feeling from participants that teachers themselves need to be proactive in improving their own status in society, both through enhancements to their own image and through reaching out more explicitly to the community.

> *Teachers could actually do a lot themselves…the continued contact with parents, inviting parents into the classroom and ringing parents up, the sharing with them of the work that you're doing and the knowledge that teachers have would be one really good way and what we should be doing as a school, and we tried, we did a wee bit last year but we need to keep doing it because it's one thing that we've fallen off on, is actually sharing our work with the community* (68, Primary).

There are widespread concerns aired about teachers who are performing badly or not interested enough to care. "We've got people who are past their use-by date doing jobs that they are financially tied into, and they're not doing the jobs well" (72, Primary).These teachers need to either 'shape up or ship out' as their colleagues appear to be fast losing patience with carrying an unfair share of the burden.

> *Teachers are their own worst enemies. Teachers are a breed apart. You talk to insurance people, car sales or real estate people and they say that they hate dealing with teachers, we're a peculiar bunch, nit-picking, we think we know everything, we're opinionated, think we're God's gift. Very generalised you understand. So that's the feedback when you talk to those kinds of people and some of the talk in the staff room is very negative* (9, Primary).

There is also a strong response within the data that teachers themselves need to "clean up their own act" as they could influence the general public's perceptions and levels of respect by ensuring that the profession as a whole presents a more professional image.

> *I had an associate on a teaching practice tell me "that girl's a waste of space" and I don't know whether or not the girl heard it. I would rather go back to waiting tables than be one of those teachers and I think those teachers have a lot to answer for in terms of how the teaching profession is viewed and as long as I am not one of them, and as long as I can play a part in creating a positive environment within the staff room and as long as there are teams of teachers out there being positive and promoting learning in an active and positive way, then the teaching profession has a lot of room to improve its image or its perception. We do need to get rid of a few people* (Student Teacher).

While the salaries teachers earn are, in many ways a matter of public record and not easily improved in the short term, there are other areas that teachers could enhance. "So I think that in one sense teachers didn't really help themselves but also the salary indicates that that's all they are worth really" (69, Primary). Many participants spoke of the lack of individual accountability in teaching and how there are no consequences for low performing teachers and so the respect for all teachers suffers.

> *You've got two classes of teachers, you've got teachers who see it professionally, they dress professionally, they come across professionally, then you get the other group, who don't dress professionally and they act in a manner that is not professional so how can you get respect? So these people I think ruin it for those of us who are professional* (12, Primary).

There is also a widely held perception that teachers do not, on the whole, present themselves as professionals in terms of dress or appearance: "I don't think some teachers do our profession a favour, like how they dress" (87, Secondary). This notion of presenting a professional image through dress and presentation was repeated often through the data by principals and teachers across all school deciles and sectors.

> *I would like to see teaching have a more professional career and for the public to recognise the fact that teaching is a profession, but by the same token in order for the*

> *public to do that, we as teachers have to act professionally, we have to dress like professionals, we have to respond like professionals, we have to make sure our interactions with our parents are always professional* (50, Primary).

Teaching is perceived as not attracting the most able school leavers and so consequently teachers are perceived as being of less ability or intelligence than members of other professions such as law, accountancy and medicine. The issue of quality of initial teacher education has been presented in detail in the Recruitment section of this report, so it will not be repeated here. Suffice to say that there is an overwhelming perception expressed by teachers, principals and board/committee members that the variable quality of beginning teachers contributes to the lessening of respect for teaching in general.

In general there are two responses to the question: "would you recommend teaching to your own children or to the brightest in your class?" Teachers and principals often respond negatively to this question, explaining that they would encourage the person to consider other options that would provide them with a less stressful and more rewarding lifestyle. There was a sense in these responses that able students 'could do better' than settle for teaching. Often these responses were linked to workload and to lack of potential for a substantive salary on which to raise a family.

> *It's a tricky one, and putting down the profession a bit, but I would, if my children were academically able to get a degree, I would maybe open their eyes to some other professions* (19, Primary).

> *It kind of consumes your life in different ways. It consumes you emotionally actually, that's what I find more than anything else…You carry a lot of stress, you do a lot of worrying for people* (91, Secondary).

The other groups of participants said that they would recommend teaching if they thought the applicant was suited, but that this recommendation would be accompanied by some honest information on the stress and heavy workloads they would face. The goal for these people would be that the potential teacher made an informed decision and went into teaching with their eyes open to the benefits as well as the challenges. There was a strongly held position that teaching "is not a job for everyone" (51, Intermediate) and that candidates need to be strong, resilient and interested in children. "If you're looking for a job that's low stress, 40 hour week, minimum starting salary of $70,000, teaching is not for you" (54, Primary).

There remain a fairly vocal section of the participants that acknowledge that teachers should be more cognisant of what is happening beyond teaching and that all professions and walks of life have become more difficult. There is a sense from some board members especially, that many teachers are unaware of the reality of work in other environments and the message may be to stop complaining and get on with the job at hand.

> *Really, I think that teachers are often their own worst enemies, often complaining about how hard they work. Most people work hard and aren't all that sympathetic when others complain about working hard* (Secondary, BOT).

> *I think teachers are in the same situation as most other government employees. Resources are limited and expectations are high. In our present environment state employees are subject to intense and often politically motivated criticism. Teaching is a vocation and recruitment should emphasise that* (Secondary, BOT).

Some argue also that maybe the unionised environment does not allow some of the rewards for which teachers are calling, such as performance-based pay and rewards for those that demonstrate superior outcomes.

> *Teaching, unlike most professions these days, is still a highly 'unionised' environment. I wonder if freedom of choice without peer pressure to join a union and the wider spread acceptance of Individual Contracts may be beneficial to teachers and the perceptions of teachers* (Secondary, BOT).

Ways to enhance the status of teachers

There is a strong sense that current media items and even the current TeachNZ advertisement campaigns do little to provide an honest and in depth account of what teaching is all about. This was also mentioned by the senior students, who felt that the current advertising campaigns lacked credibility.

> *Little if any profile of any teachers at secondary level who appear to actually enjoy their work – what gives these teachers job satisfaction. Public image is generally of tired and overworked teachers with increasing admin/compliance requirements* (Secondary, BOT).

There is a strong and repeated message that "parents/the community have no appreciation/understanding of what goes into teaching and they need to know!" (Primary). One way to achieve this goal that was strongly favoured through the data was to stress the critical "role teachers play in the lives of people" (Primary).

> *I know they've just been so much put out there encouraging people to take up teaching, maybe they just need to recognise the value of children…need to reawaken how valuable our children are and how they are our future generations and that what we input now is so valuable for later on in life. Maybe that's the answer, to enhance the value of our children so teachers are important* (41, ECE).

> *I believe parents and other community members underestimate the training, professional expertise/development and expectation of competencies that a teacher operates under. Some parents aren't aware of all the extra things teacher do in their own time for no financial remuneration and often for no recognition, simply because they care about their students and are committed to them* (Secondary, BOT).

While many participants acknowledge that teachers need to be proactive in the promotion of teaching as a career, they also see that the Ministry of Education, the unions, professional associations and Teachers Council all have a role in promoting teaching as a complex, challenging but rewarding job. There is a strong sense through the data that teaching and "education as a whole needs a more positive approach" (18). There is a strong message that the public need to be reminded of the value and skill base of teachers and the significant contribution they make to shaping the future.

> *Somehow creating public awareness for the requirements of teaching, alerting people to what we do, what we have to put up with and that there are definite skills that don't just come handed on a plate, that we sort of have to take on board and use. I think if they were aware of some of the skills and things that you need to be a teacher, they'd have more respect* (10, Primary).

> *I think there could be more publicity by selected groups such as NZEI, NZPF, School Trustees Association and the Ministry itself about the role we do, because I don't think people realise the expectations and the role of schools today. I really don't and I think when they do and when they come on the board, they are fascinated…I see*

> *these parents and it's like a whole world has opened up and they enjoy it. And I think they have a huge regard for schools once they've been on the board for a while* (84, Primary Principal).

With respect to early childhood education, there is a need to increase people's awareness of the educative function of ECE and to dispel the commonly held notion of early childhood centres as care facilities alone.

> *For early childhood I think it could be enhanced by letting people realise that we are trained and I think that we are registered, that we do the same amount of training as the other teaching professions* (65, ECE).

The clear message to enhance teaching is to focus on the realities of teachers' work and lives and to shift the focus from assessment, salary and workload. We should seek to portray and understand how teachers work and why they remain so committed to their work.

> *I don't know, teachers largely seem to be ignored. Their assessment get talked about. Not the teachers…They're invisible in some ways. All the things around them like their assessment, or how much money they get paid, or what bad things happen at schools are often reported in the media but when it comes to the job that the teacher actually does and focusing in on what they do on a day to day basis…they're treated as invisible, taken for granted* (74, Secondary).

Systemic changes were called for that would see a shift in how school achievements are reported and avoid a league table approach which undermines lower decile schools.

> *Change the negative perception of the community towards teaching and teachers. Promote educational achievements more often (focus often falls on lowering of reading achievements, etc.). Do not bring in systems that will have one school compete against another in ranking etc. This is demoralising for lower decile schools where excellent work is taking place but teachers' performances are undermined by hard figures. Build respect for teachers in media. Parliamentarians should be rewarding teachers through pay increases* (Primary).

Of course, since status and salary are so closely linked in most people's assumptions, there are strong calls for increased salaries for teachers as one way of enhancing status, and for more effective appraisal systems that enable schools to dismiss poor performing teachers. This was reported repeatedly as a very serious need for secondary teachers in particular.

> *Quality recruits will only be attracted to the profession if the status of teachers (certainly secondary school teachers) is significantly enhanced. A sure way of doing this is by making the remuneration reflect the high level of responsibility of managers within secondary schools and by rewarding 'successful' teachers and by making it easier for school mangers to get rid of 'less successful/poor' teachers. Unfortunately, the European psyche is not to value secondary teachers on an almost global scale and to be content with mediocre educators, earning mediocre wages, having long holidays, and having a minimal effect on improving NZ society and the future development of this great country. We desperately need to improve the status of the NZ secondary school teacher in the immediate future* (Secondary).

Teachers need to work in collaboration with parents if they are going to succeed in assisting children's development. There are calls for a greater emphasis on partnerships and on working together.

> *We need to place greater emphasis on the partnership between parents and teachers in 'educating' the next generation of New Zealand adults. We need to foster greater*

> *awareness of the fundamental fact that essentially our world is one of interlinked nations and humanity. The values and education we instil in our children impact on the future direction of our world. We need to raise the profile of teaching as a core profession, that along with parenting (and midwifery/obstetrics), influences all other professions and our future* (Primary).

Another idea that seemed to be favoured by teachers is to have real teachers 'marketing' teaching, rather than liaison officers and less than credible advertisements. One secondary principal suggests an honest approach that does away with the defensiveness about holidays and, rather, uses that as one of the positives of a career as a teacher.

> *And I think they're trying to with the adverts that they have [now] but presenting teaching as an exciting dynamic, diverse occupation…We have to get good people going out and talking at colleges, good teachers travelling around, a travelling road-show talking to Year 13 people, not bringing in university people who are detached or liaison officers to talk about teaching, but to bring exciting vibrant successful young teachers to advertise it and to promote and say what teaching is really like and what they enjoy about it. And not be afraid to say such things as you have good holidays, you do and that is attractive if you're interested in a whole lot of other interesting things* (87, Secondary Principal).

Some teachers, albeit a minority, are explicit about the benefits that teaching offers in terms of holidays and a certain degree of autonomy to shape their own level of commitment. This early childhood teacher was equally positive about projecting the reality of teaching, including holidays and flexibility:

> *Lots of benefits because you get all the holidays, it's good for you when you have families, the money is good, the hours are pretty cool. You can put in as much or as little into it as you want. You don't get dirty. You can get dirty. I think it is a very creative job, you can create all day and I think you're happy all the time. People say it's stressful but I've cut the stress out and I think "okay I'm here for a reason and my reason is to get on with this job". I know you do have difficult people but you've got to take it from their side. They're the people that are using this service* (17, ECE).

A secondary teacher suggests that maybe the focus needs to move from assessment and salary negotiations to talking about the core business of teachers – learning.

> *Everything in secondary education over the past few years has focused on assessment. The most important aspect of education is the learning process and whilst assessment plays a part in this process, it is not the 'be all and end all'* (Secondary).

A final word on status puts the onus on teachers to ensure that the wider community is well informed about the reality of their work.

> *So perhaps we've also got to play our part a bit more and lift the profile, let people know what's happening. Perhaps we assume they know more than what they do* (71, Primary).

Senior Students

Senior students completed a short questionnaire which sought mainly to determine if they had considered teaching as a career, and what, if anything, would encourage them to do so. The questionnaire was limited to one main scale which included the same items as those used in the teacher and principal and student teacher scale, *Reasons for becoming a teacher*. They were also invited to provide comments on their questionnaire as to how we could improve the recruitment of teachers.

Factor analysis of the questionnaire scale resulted in four factors:

1. Learning and development.
2. Image and opportunities of the job.
3. Working conditions.
4. Children-centred job.

Unlike the teacher and principal data, males tended to record higher levels of agreement than females across all factors.

The frequency of responses on this scale showed that senior students' decisions for choosing to become a teacher were more likely to be influenced by their interest in working with and helping children and their desire for a job that offered personal satisfaction and a good salary, each of which could be considered to be strong internal motivations. Their decisions were not influenced by having a family member as a teacher, by any desire to be part of ongoing learning, or by the desire to have a career that is respected by the general public.

The focus group data provided a rich account of teaching from the perspective of senior students. Generally, students viewed teaching as over-worked and under-paid, and they were puzzled why someone would choose to work in an environment where they were faced with the daily stress of dealing with poorly behaved students, sometimes unreasonable parents, and pressure from the Education Review Office and the Ministry of Education. Senior students revealed that they were well informed as to the workload of teachers and were realistic as to levels of pay. Their daily familiarity with the job had left them sceptical of TeachNZ advertisements promoting teaching, and generally doubtful of teaching as a rewarding career. They also reported being discouraged by others about teaching as a career and felt they could have a superior lifestyle from an alternative career choice. Most viewed teaching as decidedly ordinary and definitely not in the same genre as high status professions such as law and medicine.

In general, senior students gave teaching a very low ranking as a potential future career, while accepting that teachers performed an important role in society. Senior students had a realistic view of teachers' work and acknowledged that teachers had a difficult and demanding job. They suggested that the wider community had a different perception and that all too often teachers were perceived to 'have it easy'. As young people they recognised that they themselves were unlikely to show much appreciation of the contribution that teachers made to their own lives and this, they thought, would be more evident as they got older and looked back on what they had gained from school.

In many ways the senior students took teachers for granted, yet it was evident that they understood the teachers' world much better than the media or others. The senior students did appear to have an authentic view of teachers' work that was informed though a long familiarity. What was missing, perhaps, was an understanding of the intrinsic motivation of teachers and an understanding of the knowledge associated with teachers' work.

Senior students

Senior students from two Year 12 and two Year 13 classes at nine secondary schools were invited to complete a questionnaire (Appendix B) that sought to determine whether respondents were considering teaching as a career, and what, if anything, would encourage them to do so. Senior students at one secondary school in each of the three clusters (South Auckland, Taranaki and Christchurch) were also invited to participate in focus group interviews to examine further the students' perceptions of teachers and teachers' work and their intentions regarding teaching as a potential career. In total 598 senior students completed the questionnaire, 298 Year 12 students and 299 Year 13 students. Two-thirds of the respondents were female. The senior students' ethnicity comprised 62.9% Pakeha, 10.4% Māori, 9.9% Pacific Islander and 11% Asian.

QUESTIONNAIRE

Of the 598 senior students, 390 (65%) reported that they had decided what they were going to do upon completing secondary school. Even though 248 (41%) had considered the possibility of becoming a teacher, very few of these had made a decision to become a teacher. Only 27 (4% of total respondents) indicated that they had made a decision to enter teaching, and, of these, five indicated their preference for primary or early childhood teaching, three for physical education, two for mathematics, two for drama teaching, and two that they would teach English to foreign students overseas. The remaining respondents just answered "teacher" and gave no indication of level or subject. A number of the senior students indicated that they had made a decision to go to university (87 respondents) to complete a degree, however they did not indicate a profession to which they were aspiring. In many cases they indicated their subject area, e.g. "study English" or "do science", however more often than not they merely responded "go to university". These students could well find themselves considering teaching as a viable career after they have completed their first degree.

Students were asked what changes would need to occur to encourage them to consider teaching as a career. Seventy five per cent of the students (446) provided a response. Of the responses, 224 (50%) indicated that a higher salary would encourage them to consider teaching as a career. Often, increased salary was articulated in relation to the high workload of teachers.

> *Better salary because teachers are shaping the kids of the future and if we pay teachers a bit more some people who were interested in teaching but needed more incentive or cash to become a teacher may rise to the occasion and teach* (Senior Student Respondent).

> *Teachers would need to be paid better, an amount in line with the amount of work needed* (Senior Student Respondent).

Students also perceive teachers to be under a significant level of stress in their daily work with students due to increased demands such as NCEA and challenges around working with today's teenagers.

> *As a student I know students' behaviour towards teachers and the way teachers get treated is appalling and would put me off teaching* (Senior Student Respondent).

If teachers were acknowledged as on par with the "professionals", and if they get the respect they deserve from the community and students (Senior Student Respondent).

Factor Analysis

Factor analysis was carried out on the one scale included in the senior student questionnaire. Students were asked to consider a list of reasons commonly provided by teachers as influencing their decisions to become teachers. These same items were included in the *Reasons for becoming a teacher* scale completed by the principals, teachers and student teachers. Senior students were asked to indicate for each item whether it would effect their decision for or against becoming a teacher.

The factor analysis of the senior student scale, *Choosing teaching*, resulted in four factors: learning and development; image of the job; conditions of work; and a children-centred job. The factors do not necessarily indicate that students have a positive view of these features, rather, that these are the key issues (for good or bad) that influence senior students' views about teaching as a career. The items are clustered by the factor analysis according to how a particular construct is understood and how strongly each item loads to that factor.

Table 68: Senior student responses to Question 7 – Choosing teaching; Factor One – Learning and development

18 Want to share my love of a particular subject	0.687
15 Want opportunities for life long learning	0.658
19 Want the opportunity to promote understanding	0.654
14 Want to be part of a professional learning community	0.644
13 Want opportunities to exercise creativity	0.511
21 Want the chance to further my own knowledge	0.462
32 Teaching offers a career path	0.435
Reliability: 0.79	

Table 69: Senior student responses to Question 7 – Choosing teaching; Factor Two – Image and opportunities of the job

30 Want a good salary	0.784
25 Want to have a job with high status	0.756
29 Want a reliable income	0.711
23 Want future earning potential	0.680
16 Want to be respected by the general public	0.646
26 Want to feel fulfilled in my work	0.569
28 Want strong job security	0.555
22 Want to do a job of which I can feel proud	0.536
24 Want a lifelong career	0.530
17 Have an attractive image of the job	0.450
Reliability: 0.86	

Factor Three (*Conditions of work*) displayed very low alpha reliability (0.31) and so was deleted. Originally, Factor Three contained three items: Item 4 (Attractive holidays), Item 6 (*Attractive work hours*), and Item 9 (*Wanting to make a contribution to society*). As the reliability was low, this meant that these items did not 'hang together' well, or that they did not measure the central construct very well. This does not mean that the individual items are

irrelevant or meaningless, they just did not fit well in the current structure. They will be discussed separately in the descriptive statistics section below.

Table 70: Senior student responses to Question 7 – Choosing teaching; Factor Four – Children-centred jobs

1	Enjoy working with children	0.775
27	Want to help children to learn	0.744
10	Want to give children the best possible start in life	0.684
5	Want to help children participate in their community	0.655
33	Want a "people" job	0.513
7	Teaching is something I think I'll be good at	0.478
20	Want to help children to become members of society	0.448
3	Someone in my family or a friend is a teacher	0.417
Reliability: 0.78		

Statistical Analysis of the Choosing Teaching Factors

Further analysis of the factor loadings reveal significant differences in some factors according to different key group attributes. There were ethnicity differences ($p<0.01$), with Pacific Islanders reporting the lowest means on all but Factor Three (which has been deleted). Unlike the other factor analyses where females typically report higher means, there were significant differences according to gender on Factors One and Four ($p<0.001$), with males reporting higher means. The final analysis conducted was an examination of differences across factors according to whether the students had indicated 'yes' or 'no' to the question, "Have you considered becoming a teacher?" There were significant differences on Factors One and Four ($p<0.001$), whereby those who had not considered becoming a teacher had a higher mean on those factors.

Frequency Analysis

By examining the senior students' responses to individual items on the *Choosing teaching* scale, we can determine which items are identified by the senior students as having the strongest effect for and against decisions to enter the teaching profession. Table 71 provides a frequency summary of each item with key items shaded and discussed in more detail below.

The students were more inclined to identify a reason as potentially affecting their decisions for becoming a teacher rather than against. There were only three items identified as affecting decisions against becoming a teacher that reflected frequencies over 20%, whereas all items were identified by at least 30% of the respondents as affecting decisions for becoming a teacher. All but one item (*Enjoy working with children*) were considered by at least 20% of the students as not important in influencing their decision for or against teaching.

Those items identified as the five most important in influencing decisions for becoming a teacher were: *Enjoy working with children* (71.7%), want to give children the *Best possible start in life* (68.6%), want a *Reliable income* (66.7%), want to *Feel fulfilled in my work* (64.4%), and want to *Do a job of which I feel proud* (64%). These items reflect a range of types of reasons, including the nurturing, caring notion of working with and helping children and the need to feel personal satisfaction, pride and have a good income.

Items identified most frequently as influencing decisions against teaching included: *Teaching is something I think I'll be good at* (27.9%), teachers have *Attractive work hours* (26.3%), and having an *Attractive image of the job* (22.4%). These may reflect the familiarity of senior students' daily lives in classrooms and their reluctance to see themselves in the role of teacher. In the interview data it is clear that senior students have a keen and accurate impression of the workload of teachers. Their daily encounters with teaching and teachers does not, on the whole, endear them to teaching as having an attractive image as a career.

Table 71: Senior student responses to Question 7 – Choosing teaching

	For		Not important		Against		Missing	
	Freq	%	Freq	%	Freq	%	Freq	%
Enjoy working with children	429	71.7	100	16.7	56	9.4	13	2.2
Experiences of the teachers who have taught me	304	50.8	205	34.3	70	11.7	19	3.2
Someone in my family or a friend is a teacher	188	31.4	306	51.2	89	14.9	15	2.5
Teachers have attractive holidays	290	48.5	227	38.0	63	10.5	18	3.0
Want to help children participate in their community	292	48.8	246	41.1	40	6.7	20	3.3
Teachers have attractive work hours	206	34.4	216	36.1	157	26.3	19	3.2
Teaching is something I think I'll be good at	264	44.1	147	24.6	167	27.9	20	3.3
Want to be able to use leadership skills	323	54.0	190	31.8	67	11.2	18	3.0
Want to make a contribution to society	277	46.3	246	41.1	49	8.2	26	4.3
Want to give children the best possible start in life	410	68.6	134	22.4	35	5.9	19	3.2
Want to do something meaningful with my life	347	58.0	177	29.6	56	9.4	18	3.0
Want a challenging job	275	46.0	209	34.9	95	15.9	19	3.2
Want opportunities to exercise creativity	306	51.2	215	36.0	54	9.0	23	3.8
Want to be part of a professional learning community	193	32.3	295	49.3	84	14.0	26	4.3
Want opportunities for lifelong learning	232	38.8	260	43.5	81	13.5	25	4.2
Want to be respected by the general public	269	45.0	250	41.8	59	9.9	20	3.3
Have an attractive image of the job	194	32.4	245	41.0	134	22.4	25	4.2
Want to share my love of a particular subject	304	50.8	191	31.9	82	13.7	21	3.5
Want the opportunity to promote understanding	274	45.8	240	40.1	57	9.5	27	4.5
Want to help children to become members of society	290	48.5	233	39.0	50	8.4	25	4.2
Want the chance to further my own knowledge	335	56.0	191	31.9	52	8.7	20	3.3
Want to do a job of which I can feel proud	383	64.0	139	23.2	54	9.0	22	3.7
Want future earning potential	302	50.5	202	33.8	73	12.2	21	3.5
Want a lifelong career	287	48.0	203	33.9	89	14.9	19	3.2
Want to have a job with high status	254	42.5	235	39.3	88	14.7	21	3.5
Want to feel fulfilled in my work	385	64.4	150	25.1	42	7.0	21	3.5
Want to help children to learn	366	61.2	167	27.9	45	7.5	20	3.3
Want strong job security	318	53.2	203	33.9	52	8.7	25	4.2
Want a reliable income	399	66.7	124	20.7	54	9.0	21	3.5
Want a good salary	363	60.7	132	22.1	82	13.7	21	3.5
Like the degree of variety in the job	303	50.7	213	35.6	57	9.5	25	4.2
Teaching offers a career path	213	35.6	260	43.5	100	16.7	25	4.2
Want a "people" job	314	52.5	191	31.9	75	12.5	18	3.0

When considering the items on the scale that senior students identify as "not important" in their decisions to become teachers, an interesting pattern emerges, with a number of items identified by over 40% of the students as not important influences on their decisions. The five with the highest frequencies include: *Someone in my family or a friend is a teacher* (51.2%), want to be part of a *Professional learning community* (49.3%), want opportunities for *Lifelong learning* (43.5%), teaching offers a *Career path* (43.5%), and want to be *Respected by the general public* (41.8%). These suggest that although many teachers acknowledge the fact that they have family and friends who are teachers, these senior student claim that this would not be a strong influence on their decision to teach. Opportunities to engage in professional lifelong learning are not seen as important and may well be construed as not restricted to teaching. Senior students are less concerned about or not convinced that teaching offers a career path and may feel that teachers are not respected by the general public or, alternatively, that being respected is not an important influence in their career decisions.

In summary, the frequency of responses on this scale show that senior students' decisions for choosing to become a teacher are more likely to be influenced by a senior student's interest in working with and helping children and their desire for a job that offers personal satisfaction and a good salary, each of which could be considered to be strong internal motivations. Their decisions are not influenced by having a family member as a teacher, by any desire to be part of ongoing learning, or by the desire to have a career that is respected by the general public.

FOCUS GROUP INTERVIEWS

Eleven focus group interviews were conducted with senior students (Year 12 and Year 13): four in each of the Taranaki and Christchurch clusters, and three in the South Auckland cluster. Each focus group comprised four or more students and lasted 45 to 60 minutes. Focus group interviews were transcribed and their content examined with the view to identifying key themes that addressed the research focus on revealing the senior students' perceptions of teachers and teaching and the ways in which these perceptions influence their decisions related to choosing teaching as a career. Senior students were selected as a key group because Year 12 and 13 students are in the process of considering different career options. Thus, their views on teachers and teaching as a potential career choice could inform those concerned with the recruitment of teachers.

The interviews provided revealing insights into senior students' views of teaching as a career. Above all else, the most significant viewpoint was about the level of teachers' salary. In every focus group, the students talked about how poorly paid teachers are relative to other professions. In many cases, the students were able to make accurate estimates of what teachers actually earned and thus seemed well informed as to relative incomes. The recent industrial action by teachers (2003-2004) appears to have played a major role in alerting students to the level of teachers' pay, which, in their view, is nowhere near adequate for the work done. Teachers' salary is variously described by senior students in terms such as: "pay is useless" (Focus Group 44); "how crap the pay is" (Focus Group 92); "really low pay" (Focus Group 92); and "poxy salaries" (Focus Group 89).

In general, the students believed that teachers should be better paid for the work that they do. Students had a high level of awareness of teachers' workloads and that they often work in evenings and through holiday periods. They are also cognisant of the pressures from external

agencies such as the Education Review Office and the ways in which teachers appear to be unfairly positioned as the 'scapegoats' for a failing NCEA system. "Yeah like the whole media thing, making it sort of sound like teachers are responsible for the whole screw-up with NCEA and stuff" (Focus Group 59).

> *There seems to be a lot of preparation that goes into some classes as well. It seems to be almost a 24/7 thing you know, you're preparing stuff for classes then you're taking the class which can be really hard considering some people that I know are in classes, and then marking everything that is done in class. It just seems a never-ending cycle* (Focus Group 59).

They also understand that teachers would find pupils' behaviour very stressful to deal with and they were well aware of the wide range of student behaviours that teachers had to negotiate each day. Students were almost incredulous that anyone would choose to put themselves in a position where they faced such behavioural challenges on a daily basis.

> *Imagine having to put up with us, when you see how students are, how they treat teachers, why would you want to be a teacher?* (Focus Group 44).

Indeed, many students also identified pressure from parents as an added, often unwarranted, stress that teachers had to cope with.

> *A lot of parents have this thing that they have the perfect child and they blame everything on them [teachers], it has to be someone's fault so teachers, a lot of the time, are the person to blame* (Focus Group 39).

In general, most of the students could not conceive of why people would want to do the job of teaching with all the obvious pressures (and additional ones like having to police dress codes, smoking, and being under review by ERO, etc.) for the poor pay they receive and the lack of esteem. Put simply, "Teachers are just too normal, yeah, it's an everyday job" (Focus Group 89).

The issue of money seemed to be fundamental to these young people in making career decisions for their futures. This may reflect a preoccupation of our time. For many of these students, the amount you earn, the car you can afford to drive, the clothes you can afford to wear, are powerful symbols of your worth.

> *Well basically the world is money driven a lot and it might not be right morally but damn it, the world is money driven and until you [teachers] get more money people won't aspire to be them* (Focus Group 59).

Added to that, teaching is perceived to be a mundane, stressful and repetitive (or boring) job by comparison to more glamorous occupations many students have in mind for their futures (jobs in areas such as nutrition, interior design, acting, sports science or personal training). Teaching is viewed by the senior students as a job that lacks opportunities for advancement and does not appear to have any real accountability. There is a sense from the students that good and poor teachers are lumped together and there are limited, if any, rewards for excellent teachers or for those teachers who commit much more time and energy to students. There is a widely held view that teachers who are not effective remain in teaching for the security and are not called to account in any way. For some, teaching is perceived as having been a good job in the past, but now is considered less appealing and "sort of working class" (Focus Group 39).

> *It's kind of like the lesser of two evils I suppose, you otherwise, become a teacher and you have the job stability but you can never achieve higher, you can hardly ever*

> *achieve higher than being a teacher in the teaching sense, or you choose another job* (Focus Group 39).

The familiarity of teaching means that students do, at some stage, consider it as an option, but it also means that it is not seen as a preferred option, as it is nothing special.

> *I suppose it's kind of, teaching has been an option for a very long time, it's not anything sort of special, yeah it's very sort of, it kind of becomes very average kind of work because a lot of people in the course of their life would have thought, "hey, I would really like to be a teacher or teaching, that's an option" – you know* (Focus Group 40).

Many students have thought about teaching as an option and there is some scope for agencies responsible for teacher recruitment to build on this, however, it would be a mistake to read too much into this. Young people are apt to consider a range of careers and likely to give at least passing consideration to those with which they are most familiar. At best though, in reality, the majority of these students see teaching as a non-option, as a back-stop if they cannot secure their preferred career, or as an option when they are much older. For example, in response to a question asking whether they would ever consider teaching, one group member replied: "Like in the future, ha ha, or if something doesn't go right" (Focus Group 39).

The only exceptions to this view are teaching drama or physical education which both have some appeal, and, to a lesser extent, teaching very young children, "little kids when they are all sweet and stuff" (Focus Group 89). Those students who have parents in or associated with teaching positions, said that their parents tend to explicitly put them off teaching and they themselves have seen the reality of their parents' working life as a teacher, which is not attractive.

> *Why on earth would you want to do that [teach], there's so much, and just seeing the amount of work that Mum does, brings home and stuff* (Focus Group 34).

> *I don't think my parents would like it very much if I became a teacher because they are both trained as teachers, so they think I would be stupid to become a teacher* (Focus Group 34).

In general, senior students report that most teachers directly dissuade them from teaching as a career option. At the same time, they see teachers as stressed by pupils and workload, often complaining about how hard they have to work, and generally dissatisfied with the work of teaching. "So teachers are just tired and stuff and cranky at school, and we're like, oh we'll make his job harder" (Focus Group 43). Together, these factors actively discourage them from seriously considering teaching as a career.

Many said that hardly anyone talked to them positively about teaching as a career; that it was generally not well publicised and that, in fact, they didn't really know much about how to get into teaching. Many also believed that teaching was given 'bad press' and that its media image was poor, and, further, that this bad image was largely undeserved and misplaced. In general senior students were sympathetic towards teachers as they viewed them as being unfairly targeted by the media and the community.

> *Yeah, there is a lot of opinion out there that you know, that teachers complain too much, "oh they've got all this job satisfaction", "oh they hardly do any work", "oh they get all these convenient holidays", and they really aren't seen as the hard working people that they are* (Focus Group 75).

While on the surface it seems that senior students would be fairly sophisticated consumers of advertising campaigns about teaching (they would not be fooled easily by sugar-coated images of a job they witness each day), they are lacking detailed knowledge and are not really sure about the motivations of teachers. In fact, they are quite puzzled as to why people choose teaching as a career. Yet, when asked what teachers did, or should do, students express a range of roles and tasks. Primarily, they believe that teachers are there to help students with their learning. Students are very clear that they view teachers' responsibility as being first and foremost about helping students to learn, and "make sure the students pass" (Focus Group 43).

Many also thought that teachers were role models and mentors and that they could be inspirational for future generations, that many of them were able to be fun and understand young people and deal with groups (many of whom are badly behaved), but also know how to get the best from individual pupils. They were clear that teachers were very important and for some, "teachers, I reckon they're like the most, pretty much the most important people for, like, children" (Focus Group 36). They displayed a grudging respect for and appreciation of teachers' role in society, although they themselves acknowledged their own immaturity in making such claims. "We don't appreciate it [teaching], we're just young and stupid" (Focus Group 34).

For this generation it may well be that teaching is not 'cool', "and no matter what they do, they will never be cool" (Focus Group 34). To change this perception, teaching would need to be promoted as an edgy, exciting job at the frontline of a number of societal issues, needing people who are smart, knowledgeable, and who have a passion to communicate and advocate for students despite many obstacles that they may find in their way. The idea of teaching as a steady, reliable, respectable lifelong job is not going to appeal to this generation. Senior students repeatedly suggested that teaching would be more attractive if it wasn't always presented as a lifelong career, but rather, as something you could do for shorter periods of time. There was a perception, reinforced by the many older, disgruntled teachers the students encountered daily, that once you became a teacher you were destined to be stuck in the job forever. One participant stated that she would consider teaching "if there wasn't that kind of thing that you had to be stuck in it your whole life…if you're free to leave whenever you wanted to" (Focus Group 40).

> *If you want to be a teacher for you know, say five or ten years or so, you know, whatever, then you should be able to do it and not have to worry about the fact that you have to give up a better lifestyle* (Focus Group 59).

As a corollary here, it is worth commenting on the near universal view that the best teachers are young teachers (although senior students did note some exceptions to this view). Senior students called for teachers to be younger and able to connect more easily with them as young adults. "The teachers really have to like young people and it, I reckon, it happens if they're [the teachers] youngish" (Focus Group 75).

Status was not a concept that senior students easily understood. They were encouraged to think about how teaching compared with other jobs like doctors, lawyers, accountants, trades, etc. For many, teaching was compared more closely to trades than to professions: "It's almost like a trade, like it's almost the same status as the tradesmen, as the builders and the all those ones because it's like they're fixing something" (Focus Group 59). For others, the low status was directly related to salary and what students perceived as a widespread misconception as to the reality of the teachers' workload.

> *Compared to other things, it's a pretty low sort of profession. Like whenever the pay debates come up you always see letters and editorials about people, you know, teachers having it all pretty easy. Whereas I think everyone at school would actually think that teachers have a pretty hard job* (Focus Group 40).

In general, senior students gave teaching a very low ranking as a potential future career, while accepting that teachers performed an important role in society. Senior students had a realistic view of teachers' work and acknowledged that teachers had a really difficult and demanding job. They suggested that the wider community has a different perception and that all too often teachers are perceived to have it easy. As young people they recognised that they themselves were unlikely to show much appreciation of the contribution that teachers make to their own lives and this, they thought, would be more evident as they got older and looked back on what they had gained from school.

In many ways the senior students took teachers for granted, yet it was evident that they understood the teachers' world much better than the media or others. The senior students did appear to have an authentic view of teachers' work that was informed though a long familiarity. What was missing, perhaps, was an understanding of the intrinsic motivation of teachers and, of course, an understanding of the knowledge associated with teachers' work.

In seeking to make some sense of these findings in relation to recruitment and retention of teachers there are a number of factors we can highlight. Senior students have a wide range of potential careers that they can choose from when considering post-secondary choices. Many of these careers appeal far more than the familiar and predictable world of teaching that they know is a difficult, demanding job with low pay, limited opportunity for advancement and low community esteem. While teaching offers job security, this is not necessarily seen as an attraction and is interpreted by many as resulting in being trapped in a lifelong position with few chances of advancement. Teaching is viewed as a job of very low status due primarily to the low salary relative to the heavy workload.

DISCUSSION

The preceding Findings chapter presents analysis of data from four key groups: those already engaged in teaching (teachers and principals, board of trustees/management committee members, and student teachers), and those who may be considering a career in teaching (senior secondary school students).

The findings are organised under key headings prescribed by the research questions.

- Perceptions of teachers and teaching.
- Recruitment.
- Retention.
- Performance and capability.
- Status of teachers and teaching.

Findings from senior student data are presented separately.

The introduction to this report states that there is a need for research that identifies the nature and influence of current attitudes towards teachers and teaching and identifies priorities for action with respect to recruitment and retention of quality teachers. This chapter highlights key findings, the relationships between them, and considers these in light of current literature and research with the purpose of identifying those factors relevant to decisions related to recruitment, retention, capability and performance of teachers. The goal is to address the research questions:

> *What do key groups identify as the major factors that affect decisions of recruitment, retention, capability and performance of teachers?*
>
> *In particular, what if any is the impact of perceptions of teachers, teachers' work and the status of teachers and the teaching profession on behaviours of key groups?*

To address these effectively, we first examine the factors which key groups identify as affecting recruitment, retention, capability and performance decisions and behaviours. Where relevant, we relate these to the national and international literature with specific attention to the findings of two significant international research reports released in 2005. The first is a review of the literature on teacher retention published by the Harvard Graduate School of Education (Johnson, Berg & Donaldson, 2005). The second is a report by the Organisation for Economic Cooperation and Development (OECD, 2005) on an international review of teacher policy.

Next we turn to the issue of the status of teachers and the teaching profession and an account of how this affects the behaviours of key groups. Finally, we make suggestions regarding ways to enhance recruitment, retention and performance of teachers and identify instruments that may be useful for monitoring teachers' levels of satisfaction, perceptions of teachers and teaching, and career intentions over time.

Recruitment

In seeking to identify key factors that influence recruitment decisions, this study provides evidence of why teachers, principals and student teachers choose a career in teaching and what would attract (and conversely detract) senior students from choosing teaching as a career. Findings also provide suggestions from key groups on ways to enhance the recruitment of quality teachers, which are reported as a summary of this section.

In reporting the major factors that teachers and principals and head teachers identify as influencing recruitment decisions, we must acknowledge that their responses regarding why they chose teaching are retrospective sense-making, accounting for motives long after their actions, and so must be treated with some caution. But it is interesting to note what they do highlight, as it gives some indication of their current thoughts.

Across all age groups, the factors teachers, principals and head teachers identify as affecting their own recruitment relate to a personal commitment to working with children and young people, making a worthwhile contribution to society, and being able to do a job of which they can feel proud. These findings support other studies reviewed by Johnson et al. (2005) and reported by Rice (2005) that identify intrinsic motivations to be fundamental to teachers' career decisions. Many chose a career in teaching as a result of being encouraged by their teachers, and for some it was considered the best of a limited choice. The older teachers and principals report that for academically able students of their day, teaching was viewed as a fine job and one of which they could feel proud. The teachers of their own experience appeared to enjoy their work and this was a positive influence on their decisions. Teaching was, and continues to be, construed as a secure job with a reliable (albeit insufficient) salary. A number of factors were identified by teachers, principals and head teachers as not important to their decisions, and so could be considered of minimal importance in terms of recruitment. These include the status of teaching, the attractive image of the job, the respect afforded teachers from the general public, and the attractive holiday entitlements (although it is important to note that holidays emerge as a significant factor related to retention).

What emerges strongly from our principals, teachers and head teachers as a serious recruitment issue, are concerns regarding the quality of current student teachers and graduating teachers. There is widespread dissatisfaction with current initial teacher education across all sectors. While it is acknowledged that there are some fine graduates emerging from initial teacher education, the overwhelming views reported were that there are too many providers, entry requirements (particularly for over 20 year olds) are insufficiently rigorous, there is an apparent resistance to fail non-performing student teachers (especially males), student teachers spend insufficient time in school-based practicums, and that, with some notable exceptions, younger student teachers lack the professional attitudes and commitment required. Teachers, principals and student teachers generally all questioned the quality of preservice teacher education and the sense of preparedness it fostered for beginning teachers. Teacher education is typically positioned in the research as enormously complex with the graduation of quality beginning teachers as its fundamental goal, yet the implicit relationship between initial teacher education and effective teaching is yet to be made explicit. A recent New Zealand study of initial teacher education by Kane et al. (2005) provides a comprehensive review of the structures and intentions of New Zealand initial teacher education, yet does not have the scope to illuminate the relationship between preparation and teacher effectiveness. Cochran-Smith and Zeichner (2005, p. 1) remind us that in spite of the growing consensus that teachers matter, there is continued uncertainty as to "how and why they matter or how they should be recruited, prepared, and retained in teaching".

Student teachers identify similar factors to those identified by teachers and principals as being influential on their own career choice decisions. Working with and helping children and wanting to gain personal fulfilment in their work were important factors in their decisions to become teachers. Altruistic reasons are evident in their desire to make a meaningful contribution to society and to do a job of which they can feel proud. Teaching continues to be construed in terms of its important contribution to the development and advancement of children and young people. Like the more experienced teachers and principals, student teachers were not influenced by wanting a high status position, a job with a good image, or the need to be respected by the general public.

In many ways it is the senior students who provide us with the most current information on the factors that affect recruitment decisions and behaviours, as these are the people who are about to make decisions about their future careers. Like other key groups, senior students' decisions for choosing to become a teacher are more likely to be influenced by their interest in working with and helping children and their desire for a job that offers personal satisfaction and a reliable salary, each of which could be considered to be strong internal motivations. Their decisions are not influenced by any desire to be part of ongoing learning or by the desire to have a career that is respected by the general public. Factors that the senior students identify as influencing them against choosing teaching as a career include the work hours and the image of the job.

Senior students were well aware of the workload of their teachers and the challenges that teachers face from ERO, from the Ministry of Education, from resistant students and, at times, intrusive parents. Their familiarity with the challenging behaviours of students today may in fact decrease the influence of their internal motivation to work with children when considering teaching as a career. They were particularly well informed regarding teachers' salaries, which they overwhelmingly regarded as inadequate in relation both to other professions and to the workload for which teachers have responsibility. The issue of teacher salaries is a recurring one that is identified in the recent OECD (2005) report and Johnson et al. (2005), who confirm that teachers' salaries, relative to other professions, are an influential factor in initial career choices.

Teaching was not considered as an attractive career by senior students at all. In seeking to identify factors that would influence them to consider choosing teaching as a career, there was overwhelming consensus that it was underpaid, stressful and too ordinary. Rather than being construed as a secure job with a reliable income, senior students saw many less than capable and certainly unhappy teachers as being trapped in teaching. For senior students, the familiar, predictable and difficult job of teaching pales into insignificance in the face of other, more appealing careers which offer higher salaries, more esteem and opportunities for advancement which are not available in teaching. The opportunities for advancement within a chosen career have been identified as important recruitment factors in studies completed with college graduates in the United States (Johnson et al., 2005). Teaching would, it seems, be considered only as a viable career choice if no other options were available.

Those already involved in teaching as a career made their decisions based predominantly on intrinsic motivations related to wanting to work with children and contribute to society. They were often encouraged by teachers who themselves enjoyed their work. Clearly, from the senior student responses, teaching is no longer perceived as a potentially worthwhile, enjoyable or rewarding career. Senior students are often directly discouraged from choosing teaching (often by teachers) and are indirectly turned off through their daily encounters with overworked, underpaid and less than positive teachers. Other research studies have shown

that dissatisfied and disgruntled teachers can have a significant influence on dissuading academically able candidates from entering teaching (for example Rice, 2005). Since school leavers have traditionally been a major population from which teachers are recruited, this signals significant problems for ongoing recruitment.

The trend towards the lack of popularity of teaching as a career for academically able students is reflected internationally and linked in the literature to general economic conditions and the changing nature of the female workforce in particular. In times of economic growth, teaching becomes a less attractive career prospect, especially for males (Dolton et al., 2003), and teaching is relegated to a 'fallback' employment decision. Even though teaching is a highly feminised profession there is also evidence in the literature that while teaching used to attract the females at the top of secondary school classes, this is lessening as job opportunities for academically talented women outside of teaching have increased substantially (OECD, 2005). The challenge for those responsible for recruitment is to attract well qualified candidates in the face of lessening popularity relative to other more appealing and lucrative careers and, as the data reported in this study attests, in spite of teachers themselves talking down the profession.

Status as a factor affecting recruitment is evident only so far as senior students view status as inextricably linked to the salary one receives, the potential for ongoing salary increases, and the lifestyle such salaries promise to support. With respect to teachers and principals, status-related items were not at all influential in decisions regarding teaching. Rather than status, the overwhelming message from this study is that New Zealand teachers' self image is low, and indeed is significantly lower than the value others such as boards of trustees, committee members and senior students place on their work. Further, teachers are conveying a very negative message to senior students and others regarding the potential rewards one gains from teaching as a career.

There is a potentially damaging spiral of negativity revealed in these findings. Teachers continue to portray and report an image of being misunderstood, overly stressed, overworked and underpaid, and this is the self-image senior students witness daily in the classroom. Yet evidence suggests that many current teachers were encouraged to take up teaching as a career by teacher role models. Such is unlikely to happen when teachers themselves have a low self-image, as confirmed by the OECD report, "teacher role models are likely to be an important influence on students' interests in a career" (2005, p. 87). The irony, which will be explored further in the retention section, is that in spite of the workload, the stress, the challenging students and the low pay, teachers do not leave teaching and they stay because they find it rewarding, yet this is seldom conveyed to potential teacher candidates.

In summary, the factors identified by key groups that affect decisions related to recruitment include on the positive side:

- Intrinsic motivation to work with and help children and young people.
- Personal commitment to make a difference to society.
- Having a job of which one can be proud.

Those factors that negatively affect people's decisions related to recruitment include:

- Low regard for the quality of initial teacher education.
- Low salary in relation to workload.
- Increasing workload with less support.
- Increasing expectations as to the social welfare role of teachers.
- Challenging behaviour of students.

- Negative portrayals of the work by teachers.
- Limited opportunities to be rewarded for superior performance.
- Limited opportunities to advance beyond prescribed salary range.
- Perception of being trapped in a job without potential for advancement.

Retention

Again, overall teachers, principals and head teachers are relatively to highly positive about a range of factors which can keep them in teaching. The key ones are their commitment to children and doing a job of which they feel proud. The only issues which are not relevant, it seems, are status-related issues. Indeed, interviews revealed some peripheral concerns about status, but not to the extent of making anyone leave teaching. Rather, the most overwhelming issue related to retention is the workload associated with change, the deterioration in student behaviour and the degree to which teachers feel misunderstood and undervalued by the wider public. Often this misunderstanding is articulated in terms of the misconceptions teachers believe people from the wider community have about teachers' hours of work and holidays.

Teachers are overloaded, inadequately rewarded, undervalued and insufficiently supported. Perceived respect from others is a retention hazard, as teachers feel an accumulation of lack of respect: from the government, which imposes changes on them even when they warn that changes are too much too fast; from students, whose behaviours have deteriorated; from parents, who have unrealistic expectations; from the media, which appears to blame them for a myriad of things going wrong within education (NCEA); and from the public in general, who seem to hold them responsible for resolving a range of social problems (as illustrated through recent media debate about youth gangs in South Auckland which immediately focused on the role of schools in occupying and/or socialising youth). While generally positive and satisfied with the influence they are having over student achievement, behaviour, attitudes and general developments within school, teachers are less than positive about matters external to the immediate school environment.

The majority of teachers love the core aspect of their job with a passion. Dealing with children and young people, being involved in their learning and feeling a sense of doing a socially useful job reflect intrinsic satisfiers which are very strong. However, it is evident that certain factors in their immediate environment can impact negatively or positively on their satisfaction with and commitment to teaching as a career. First, the support and leadership in the school are crucial and mitigate all sorts of other negative feelings. Research shows that the potential for teacher retention is enhanced "when schools are organized for productive collegial work under a principal's effective leadership" (Johnson et al., 2005, p. 67). The OECD recommends that there be greater emphasis on school leadership to address the need for teachers to feel more supported and valued (2005). Second, relationships with the local community and parents are critical if teachers are to enhance the awareness of those beyond school classrooms about their work (OECD, 2005). Third, internal relationships with colleagues, opportunities for development and career advancement can either enhance or detract from intrinsic satisfaction. This can be assisted also through attention to providing skilled support staff to help reduce the administrative burden on teachers. Fourth, issues of remuneration, including the basic salary and additional remuneration for taking on senior leadership duties, are important, as are other kinds of extrinsic rewards. Finally, teachers' relationships with their students, and the extent to which they feel they can still help and identify with them, are critical. Each of these factors are identified as potentially eroding teachers' core commitment to their work and are reinforced by Johnson et al.'s review of the

retention literature in the United States. They suggest that teachers' confidence and satisfaction with their work can be enhanced by, among other things, "productive approaches to parent involvement, teacher education, and school organization and culture" (2005, p. 79). It reinforces also the conclusions of the OECD report that states that:

> *Teachers place a lot of emphasis on the quality of their relationships with students and colleagues, on feeling supported by school leavers, on good working conditions, and on opportunities to develop their skills* (OECD, 2005, p. 169).

Outside the school are issues of governmental imposition of change, societal change and its impact, and the ways in which teachers perceive they are portrayed in the media and valued or respected by the general public. Changing perceptions of teachers is less about status and more about teachers being better understood, valued and afforded more respect as a profession. There is a larger, perhaps more abstract, sense of frustration that is manifest in a lack of control and autonomy contributing to a lack of esteem, all of which can impact on teachers' intrinsic motivation and can also be exacerbated or alleviated by the immediate environment issues.

While many talk of leaving, most do not really intend to do so. From one perspective this is a positive outcome, however research and experience caution against seeking full retention without regard to quality assurance (Johnson et al., 2005; OECD, 2005; Rice, 2005). There is evidence that many teachers are no longer passionate and in fact are quite disgruntled (having lost confidence or motivation). These teachers are staying in teaching because they see no alternative or because the pay and conditions (including the holidays) are more secure or better than they might get elsewhere. This is the other side of the retention problem. Retaining those who have lost their edge, who are less than committed and who portray explicit lack of enthusiasm, can impact significantly on the quality of the outcomes they achieve and the degree to which they are role models for potential teacher candidates. Johnson et al. report that "Little can be achieved (and much might be lost) when a district succeeds in reducing teacher turnover if some of those teachers are incompetent, mediocre, disengaged or burnt out" (2005, p. 2). As will be highlighted in the following performance section, the current appraisal systems in New Zealand schools and centres are more ad hoc than they could be and support, while more readily available for newer teachers, is scarcely there for more experienced. Thus, these less than positive teachers have limited means to be supported in their work.

Other teachers have rejected inclinations to leave teaching through making changes to their working context that have resulted in their frustrations being alleviated. There are lessons perhaps for us in these cases that confirm other findings, such as: the importance of leadership, the value of feedback for a job well done, prioritising work-life balance, and building collegial networks. Each of these factors has the potential to increase satisfaction and the degree to which teachers feel valued in their role, and so have an impact on retention.

There are interesting and consistent patterns in the findings that need to be highlighted for further consideration. These are mainly concerned with the differences evident among teachers according to such attributes as sector, gender and ethnicity. There is reason perhaps to explore these differences further to identify potential practices that could be employed to raise the satisfaction and commitment of other groups.

Overwhelmingly, early childhood participants consistently report the highest levels of satisfaction and commitment to teaching, which declines as the ages of the children being taught rise, with secondary teachers the least satisfied. This could be explained by higher

levels of intrinsic motivation reflected by those working with young children in contrast to the increasingly challenging behaviours displayed by older students (and reinforced by senior students themselves). Another explanation could be found in the considerable policy attention the early childhood sector has received over recent years and the associated recognition of advances made in terms of qualifications and practice. Although early childhood teachers continue to raise issues regarding status and salary, they acknowledge considerable improvements within their sector. In the case of early childhood, the increased attention of the Ministry and others has resulted in improved conditions and, arguably, improved status.

There is a consistent pattern that teachers in medium decile schools report lower levels of satisfaction and commitment in comparison to low decile and high decile schools. The question needs to be asked whether medium decile schools are 'falling through the cracks' of policy and practice. Is this an issue of neglect in terms of policy or in terms of funding, that could be remedied by more attention being paid to the particular needs of medium decile schools and teachers? Conversely, participants from low decile schools, where one might expect increasing incidence of social issues, demonstrate consistently higher levels of satisfaction and commitment to teaching than do those from medium or high decile schools. This is an area that could be explored further.

There is consistent evidence that women report higher levels of satisfaction with and commitment to teaching than do their male colleagues, although males occupy proportionately more leadership positions and thus receive more remuneration than do females (albeit with added responsibility).

The other group that consistently reports very positive responses in terms of satisfaction and commitment to teaching across all aspects are Pacific Island teachers. It may be useful to ask what can be learned from Pacific Islanders' relative enthusiasm and high regard for teaching.

On the weight of evidence, the status of teaching is not a significant factor in retention decisions. Teachers do not leave teaching, nor do they choose to stay in teaching, because of status. On the other hand, with declining autonomy and more imposed change there is a declining sense of professionalism amongst teachers and increasing feelings of being misunderstood. This could be alleviated by better roll-out of change involving teachers and more celebration of the contribution teachers make to society, especially rewards for professional development (see following section). Status is inextricably linked to salary, which in and of itself is rarely the issue, but rather is closely related to workload. What is emphasised as a retention factor is the degree to which teachers feel valued, and this is articulated in terms of workload first and pay second. A sense of unfairness about how much they are paid rises as teachers feel overloaded, misunderstood and carrying the cares of the world on their shoulders. So, while it might be articulated as a status or respect issue by some, it is rooted in teachers' pay and conditions.

The issue of increased workload needs to be considered within a wider context. Work has intensified for most people across all professions in recent years. Work-life balance has been a policy issue for government, and people in most occupations would say that work has encroached ever more on home life. Most professions would say now that they have less control than they did (due to creeping 'managerialism' and accountabilities), that the public is more demanding and less respectful, that more productivity is being demanded of all workers, that 'support jobs' have diminished, and that funding is an on-going worry in many

sectors. So while teaching needs its own solutions to these issues, it would be remiss to think that teachers weather these apparently modern issues alone amongst workers.

There are a proportion of teaches who remain less than enthusiastic in their role, but lack the motivation or the means to find alternative work. This also may well be typical of all professions, that there emerges a certain level of the mundane in one's work. Even so, it does present some interesting challenges for those responsible for recruitment and retention, especially in light of the potential effect that teachers' lack of enthusiasm for their work is having on influencing senior students in their own career choices

In summary, the factors identified by key groups that affect decisions to stay in teaching include:

- Intrinsic motivation to work with and help children and young people.
- Personal commitment to make a difference to society and have a job of which one can be proud.
- Satisfaction with ability to influence students' achievement, attitudes and behaviours.
- Effective leadership within the school and feedback for a job well done.
- Collegial relationships with colleagues.
- Work-life balance.
- Security of reliable income and attractive holiday entitlement.

Those factors that negatively affect people's retention decisions, thus causing teachers to leave or resulting in teachers remaining in teaching disillusioned and lacking in motivation, include:

- Increasing workload and paperwork that detracts from the core business of teaching and reduces teacher autonomy and self efficacy.
- Unreasonable rate of change imposed by the Ministry of Education coupled with a lack of resources to ensure that changes are supported in a timely and effective manner.
- Low salary in relation to workload and the inability to be rewarded differentially for excellent performance.
- Increasing expectations for teachers to take on social welfare roles which detract from the core business of teaching.
- Challenging behaviour of students, especially in intermediate and secondary schools.
- Unreasonable expectations of parents.
- Lack of adequate resources and support including strong school/centre leadership, specialist teachers in primary and more teacher aide support to meet the needs of all students.
- Lack of acknowledgement and respect from the public and a sense of teachers' work being misunderstood.
- Perception of being trapped in a job without options for alternative employment.

Performance and Capability

With respect to performance and capability, the main issue arising from this study is the ad hoc nature of both professional development support and appraisal (obviously there are some exceptions as some teachers talk about good schemes in their schools). Findings illustrate an overall agreement that professional development is a hallmark of a good teacher (supporting the goals of the OECD (2005) report to transform teaching into a knowledge-rich profession), but provision of professional development is uneven and not as reliable in quality as would be expected. It is apparent also that teachers, principals, head teachers, board/committee members and student teachers value feedback less than might have been expected, although the interview data reflects a more positive valuing of feedback. Principals held significantly higher perceptions of teachers' commitment to lifelong learning and involvement in leading edge developments than did teachers themselves, perhaps signalling that teachers are unaware at times of their own professional knowledge and skills.

Teachers in general showed enthusiasm for professional development as a means of feeling more 'expert', and as a way of boosting commitment (notwithstanding reservations that it was often prompted by ever more changes which teachers need to absorb). Professional development is viewed with less enthusiasm by men than by women and embraced more readily by early childhood teachers and by more recent teaching graduates. Professional development is viewed as an opportunity to step out of their day to day commitments to focus on learning from colleagues outside of their school, to share ideas and professional reflection – most critical is that it affords teachers time, reinforces teachers' special professional and pedagogical knowledge, and enhances their commitment to their work. Professional development is recognised in international studies as a means to learn new methods and to increase teacher satisfaction, and it is argued that due to the ever expanding knowledge base of today's world, professional development may well have more importance today than previously (Johnson et al., 2005). The key to professional development appears to lie in ensuring individual teachers' commitment to ongoing learning with the goal of enhancing performance. The OECD suggests that "teachers need to be 'active agents' in analysing their own practice in the light of professional standards and their own students' progress in the light of standards for student learning" (2005, p. 14). This commitment has to be matched, however, with adequate support and opportunities throughout the teacher's career if schools want to avoid losing their teachers to more supportive careers (Johnson et al., 2005). The school environment is critical as it influences the extent to which professional development is valued by management and colleagues and is facilitated for teachers. Mitigating against it is teachers' widespread sense of being overloaded already, and insufficient funding for development and for release.

Teachers are concerned about the lack of differential remuneration available to reward excellent teachers and, conversely, the absence of appropriate strategies to deal with less than effective teachers, incompetent teachers and those who have become negative and withdrawn. Performance-based pay is supported by a number of board/committee members, principals and a reasonable minority of teachers as a potential measure to boost the performance and retention of good teachers. Performance- or merit-based pay has a chequered history in the education literature and there are tentative examples of its success or otherwise (Johnson et al., 2005). What is critical to any such initiative is the need to establish rigorous evaluation and appraisal systems that articulate clear levels of performance. Such a goal is fraught with challenges, as defining and subsequently providing evidence of excellence in teaching remains a somewhat slippery concept, yet it should not be ignored. In general, teachers felt there was little reward, beyond intrinsic, for taking on extra duties

(including extra-curricular), managerial responsibilities, or for being successful in the classroom. Further consideration of performance-based pay may be important, but only in a context of really good performance management systems and with increased funding to allow for refreshers, more training, breaks, etc., so that teachers do have as many chances as possible to improve their performance and therefore their pay.

There are two key themes related to teachers' performance evident in comments made predominantly by teachers, but also confirmed by principals, board/committee members, student teachers and senior students. First, there is reasonably widespread concern amongst teachers and others that colleagues within their ranks are lazy, incompetent and disinterested, and there is little confidence that current appraisal systems could adequately deal with poor performance. Appraisal of teachers is extremely variable in nature. In some schools appraisal seems to be done thoroughly, but the majority of evidence points to appraisal being of variable quality, of schools adopting ad hoc practices, and attention being limited predominantly to beginning teachers. It is clearly highly frustrating to good teachers to see those who are incompetent or getting tired not being challenged to 'shape up or ship out'. Yet, dealing with incompetence or poor performance cannot change without effective performance management systems that are widely and fairly applied and transparent in nature. The OECD recommends that attention should be given to ensuring "open, fair and transparent systems of teacher evaluation involving teaching peers, school leaders and external experts who are properly trained and resourced" (2005, p. 162). Provision needs to be made for teachers to have support and mentoring to improve their performance, but should this not work, "it should be possible to move these teachers into other roles or out of the school system" (2005, p. 163).

Second, there is evidence that teaching is a fractured workforce with a high level of negative opinion expressed about teachers by the participants. Teachers from different sectors appear to demonstrate minimal respect for each other's work, and the same is true of more experienced teachers' views of beginning teachers. Such views were also evident from board/committee members, though less apparent from principals. There is also a level of concern regarding the calibre of male teachers, who are perceived by some of their colleagues to experience a much easier, and in some cases undeserved, pathway through initial teacher education and thence promotion in the school sector. The widespread negative comment about colleagues is of concern, especially when coupled with an almost overwhelming concern for the degree of respect received from the wider public. It begs the question: how can teachers expect to command respect from those outside teaching, when they do not afford it to each other? Perhaps these comments are no less than what could be expected from a large and potentially diverse workforce, however, the fractures they represent contradict the general homogeneity revealed in the quantitative data where teachers of all levels are similar.

School and centre leadership emerged as a key factor in performance. Concerns were raised about where the next generation of leaders will come from as differential remuneration for taking on management duties was not perceived as sufficiently appealing, and many experienced teachers are clear that they would not take on a leadership role. This is an area that could be of significant concern, given that effective leadership has been identified as a key factor in influencing retention decisions.

Finally, in advice teachers would give to beginning teachers, teachers vocalise what they see as the main barriers to good performance and routes to survival. In providing such advice, teachers, principals and head teachers articulate clearly their ideal of the role of a teacher.

They describe the job they themselves would do, had they the chance to begin again with the wisdom of hindsight. Central to their advice is to seek work-life balance from the outset, to concentrate on teaching, not to take on all the social problems, to seek support, to take every opportunity for personal and professional development, and to keep the fun side of the job uppermost in their minds. The irony is that this is the very advice that experienced teachers themselves would benefit from, as, if enacted, it would mitigate against most of the concerns and frustrations of the job. It is highly likely that new teachers will indeed position themselves more in line with this advice as evidence suggests that they value work-life balance highly. Certainly, student teachers' express a preference for maintaining work-life balance. Teaching, like other professions, will need to consider seriously options for more flexible working conditions and greater support for work-life balance if it hopes to attract and retain good candidates (OECD, 2005).This being the case, the sense of overload may emerge as a very important issue very soon unless something is done to alleviate it.

In summary, the factors identified by key groups that affect decisions regarding performance of teachers include:

- Variable quality and ad hoc nature of professional development.
- Intrinsic motivation to engage in professional development opportunities.
- Work overload which mitigates against taking time out for professional development.
- Limited resources to support release time, sabbatical, visiting other schools and participation in professional development.
- Leadership that values and facilitates professional development opportunities.
- Lack of systems for rewarding teachers for outstanding performance.
- Appraisal of teachers is extremely variable in quality and ad hoc in nature, being limited mainly to provisionally registered teachers.
- Lack of an effective system for calling poor and incompetent teachers to account.
- Differential remuneration for leadership positions is inadequate and unappealing to experienced teachers.
- Lack of respect afforded colleagues in different sectors and of different levels of experience.

Perceptions of Teachers and Teaching and the Status of Teachers

The findings from this study illuminate the ways in which teachers are construed and how the work of teachers is understood by those already engaged in teaching (teachers, principals and head teachers), those responsible for school or centre governance (board of trustees/management committee members), those preparing for careers in teaching (student teachers), and those currently undertaking senior schooling and potentially making choices about their own future careers (Year 12 and 13 secondary school students). In most cases, the senior students' data serves to either magnify or raise questions regarding the more homogeneous findings from other groups.

There is no doubt from the evidence provided that the nature of teachers' work in contemporary New Zealand is complex, demanding, and may well be misunderstood by those outside of the immediate teaching environment. Teachers, principals, head teachers, board/committee members and student teachers reflect a certain homogeneity in how they understand the nature of teachers' work and in how they believe teachers and teaching are perceived by those outside of teaching.

In general, there is definite homogeneity evident in the ways in which teachers and teachers' work is understood by all key groups with the exception of senior students. Effective teachers are construed primarily in terms of affective personality attributes which enable them to build caring relationships with children and young people. Of limited importance are teachers' attributes concerning relationships and activities that reach outside of the immediate school environment to the wider community and society in general. There are implications in this for the respect and esteem in which teachers are held by members of the wider community (which will be discussed in detail in the following section). Through emphasising the 'caring role' of teachers above all else, and not prioritising partnerships and connections beyond school, teachers may be increasing their relative isolation and in so doing may well be preventing the wider community from opportunities to revise their view of teachers and teachers' work.

Teachers, principals, head teachers and student teachers appear to place less importance on teachers' pursuit of student academic achievement as a key focus of teachers' work than they do on relational and social priorities. The evidence from the *Hallmarks of an effective teacher* scale suggests that New Zealand teachers place relatively low priority on students' academic achievement. The goal of facilitating student learning, while ranked highly by board/committee members, is ranked only fifth in overall importance by all participants. This is of interest across a number of areas related to recruitment, retention, performance and capability. Recent research both within New Zealand and internationally confirms the critical importance of teachers as factors in the variance in students' achievement (Hattie, 2002). In New Zealand, Best Evidence Synthesis iterations have contributed to advancing knowledge about quality teaching for diverse learners (Alton-Lee, 2003), and about professional development linked to enhanced pedagogy and learning in early childhood settings (Mitchell & Cubey, 2003). The critical importance of teachers is supported strongly in a recent OECD report entitled *Teachers Matter*, which suggests that "the quality of teachers and their teaching are the most important factors in student outcomes that are open to policy influence" (2005, p. 12). The work of Bishop et al. (2003) clearly demonstrates the importance of establishing caring relationships in order to support student achievement.

Participants in this study prioritise relationships with students, integrity, trust and respect over supporting learning and academic achievement. This could be interpreted in different ways: that participants believe that relationships and trust are prerequisites of effective learning contexts, or, that the changing nature and scope of teachers' work has distracted teachers from student learning and achievement as 'core business'. Senior students identify support for learning and helping students pass as what they seek most from teachers. So while senior students are clear on the core role of teachers, what remains elusive is a clear consensus from teachers, principals and head teachers on the key focus of teachers' work. This is definitely an area that needs to be articulated better if we are to address issues related to recruitment and retention of quality teachers.

Findings confirm that teachers' work, much like other professions, has undergone changes due to changing government policy, prevailing social conditions and a rise in market-driven ways of operating. The complexity of teachers' work is clearly evident and not unexpected. The OECD provides a succinct but comprehensive description of the role of teachers in contemporary society:

> *Society now expects schools to deal effectively with different languages and student backgrounds, to be sensitive to culture and gender issues, to promote tolerance and social cohesion, to respond effectively to disadvantaged students and students with learning or behavioural problems, to use new technologies and to keep pace with*

> *rapidly developing fields of knowledge and approaches to student assessment. Teachers need to be capable of preparing students for a society and an economy in which they will be expected to be self-directed learners, able and motivated to keep learning over a lifetime* (2005, p. 7).

That teachers' workloads have increased is clear; what is less clear is the degree to which teachers are able to focus on goals of supporting student learning and achievement as readily as they may have done in the past. This complexity was a strong feature of the findings in this New Zealand study. The increasing workload of teachers is clearly problematic and is perceived to have diverted them from the core business of teaching. Workload is compounded by the pace of change to which teachers have had to adapt, and the limited resources to adapt and respond to required changes in curriculum and assessment. Teachers have been identified in the OECD Report (2005) as leaving teaching in Belgium, due to the high rate of change and the inability of teachers to feel able to prepare for constant change. In addition, there is an increasing trend for teachers to be called upon to resolve or to in someway respond effectively to increasing social problems. This is reported strongly through the findings in this study and is evident also in similar studies internationally (OECD, 2005). As evidenced in the Retention section of this report, teachers are destined to fail in promoting student achievement if they are to be judged on their success in resolving an increasing number of social problems.

There is some ambiguity evident in the nature of teachers' work and how it is understood first by those involved in teaching, and second by how they believe others beyond education perceive them. The findings of this study confirm findings of other international studies that show that teachers believe that other people think worse of them than they actually do (Waddell & Hallgarten, 2001; Scott et al., 2001; Rice, 2005). The participants in this study argue that teaching is generally misunderstood by the wider public and that they are unfairly judged to have too short working hours and too long holidays, yet they are reluctant to see reaching out and engaging with those beyond the school as an important attribute of effective teaching. There are some interesting conundrums in that teachers report that the wider public generally does not respect and value the work they do, yet it is difficult to reach a clear consensus from the data on the core goals of teachers and what exactly they want to be respected for.

This project confirms findings from other research that status is a messy and ill defined construct that is more often represented by those currently involved in teaching in terms of teachers' self image, the respect and esteem in which they are held by others, and by senior students as directly aligned to salary and potential for salary growth. Thus, when teachers and others talk of status, they typically do so either in direct relation to workload, salary (especially senior students), or more commonly they divert their language to talking about the way in which they perceive that teachers and the work that they do is misunderstood, not valued or respected by others.

When status is referred to by teachers, principals, head teachers and board/committee members, it is understood to have declined in recent decades. Generally, the status and respect afforded teachers is perceived to be related to the age of the children they teach (early childhood attracting the lowest status) and to teachers' gender (males are afforded higher status). The OECD reports that even though teachers from a range of participating countries report that their status has declined, evidence suggests that "the social standing of teachers seems quite high" (OECD, 2005, p. 81), and this is further demonstrated in other research which concludes that the degree to which the public value teachers is much higher than

teachers themselves perceive (e.g. Dinham & Scott, 1998; Rice, 2005). This anomaly has resulted in suggestions that it is the self-image of teachers that needs to be enhanced (OECD, 2005; Rice, 2005).

Status is a relative construct and understood in terms of the positioning of teaching relative to other high status professions. By its very nature, teaching struggles to be conceived of as a high status job – its work with young children, its largely feminised workforce, the perceived low academic rigour of its training and the relatively limited salary, are all interpreted as barriers to high status. These differentials in status and respect are also evident amongst the teachers themselves and in the aforementioned fractured nature of the workforce. The elusiveness of status as a concept makes it difficult to identify how perceptions of status impact on decisions related to recruitment, retention and performance. What can be discussed are key themes emerging from the findings which provide indicators of how teachers' self-image and perceptions of the respect afforded them by others influences such decisions.

What can be said with absolute confidence is that all key groups believe that teachers have responsibility for an important service within society. There is also almost unanimous agreement that, unlike most high status professions, teaching is not a profession for which there is strong competition to join, thus reinforcing already mentioned concerns about the quality of initial teacher education. Generally, boards of trustees and management committee members perceive the teaching profession in a more positive light and value the work of teachers more highly than do teachers themselves or student teachers. While senior students clearly value the work teachers do, they do not hold teaching to be a profession of high status due to the limited salary in relation to workload. For senior students it is unequivocal – status is represented by salary and potential for future salary growth, and in their judgement, teaching is just an ordinary job and one which they cannot understand someone choosing.

In terms of the levels of respect afforded teachers by different groups in society, all participants perceive higher levels of respect evident from those associated most closely with teachers and lowest levels of respect from those more removed from teaching in the wider society and, in particular, the media, who are perceived by many to offer teachers no respect. Thus people who work closely with or know teachers well, afford them greater respect and value their work more highly. This was also evident in the OECD study where recommendations include developing ways of increasing the awareness of those outside of teaching of the reality of teachers' work, "highlighting its importance for the nation as well as its sophistication and complexity, and the intellectual excitement it can generate" (2005, p. 87). Through reaching out to those beyond teaching, teachers will be able to counter their relative isolation and the perceived misunderstandings of their work.

Teachers perceive that amongst the wider community there are grudging levels of respect for teachers and the work they do as, in spite of perceptions of short contact hours and good holidays, few people would want their job. There is a sense that teachers are complicit in their own low self-image, which is not assisted by those within their midst who behave unprofessionally, who dress inappropriately and who perform less than effectively in their work with students and colleagues. In this we find further evidence of the somewhat fractured workforce where some are explicitly calling for colleagues to 'shape up' and present a more professional image through their behaviour and their dress, in order to attract the respect of the wider population. Teachers' self-image is also undermined by the lack of procedures to either support or remove non-performing teachers. Performance management

is a challenge in any workforce, but perhaps more so in one that is so large and whose work in many ways is ambiguous in focus and outcomes.

The most overwhelming and enduring perception related to status and respect is that teaching is misunderstood by those in the wider community and people are generally unaware and uninformed as to the workload of teachers. This, it is argued, leads to teaching being undervalued by the government and by the general public, a perception that is reinforced by the perceived lack of respect afforded teachers by the media. Teachers are rather ambiguous and unreasonably defensive about the 'thorny issue' of official working hours and holiday entitlements. On one hand, teachers claim that the attractive holiday entitlement and short contact hours are not of any importance with regard to recruitment decisions, however, they are significant when making decisions related to staying or leaving teaching as a career. Many teachers acknowledge that the holidays serve to reenergise and boost their commitment. The existence of holidays is not putting anyone off teaching, nor is it causing people to leave teaching, so there is no need to give it such prominence. This ongoing concern and defensiveness about working hours and holidays elevates these aspects of teachers' work to unreasonably important levels, in contradiction to other findings.

This focus on other people's perceptions of their hours of work and their holidays needs to be addressed as it is sapping teachers' energy more than it should be. Teachers need to acknowledge that they do indeed have a greater holiday entitlement (albeit that some time is spent on work related tasks) than most workers and that they have contact with their 'clients' and have to be in attendance at their place of work for less hours than most other workers. Teachers do not have a monopoly on having a heavy workload, this is symptomatic of many jobs and indeed seems to be a growing concern amongst professions. Perhaps the familiarity of teachers' work (we have all been to school) gives rise to some misconceptions by the wider community. Much of teachers' work is invisible, is taken home at night and completed after normal working hours, so the public may well be unaware of the reality of teachers' workload. Yet it is apparent that continued focus on this can only be damaging to teachers and can only be addressed in one of two ways: reduce the holidays and increase the length of the school day (which we imagine would be strongly opposed), or, alternatively, acknowledge the reality and move on.

The issue of workload is also a recurring and prominent problem identified by teachers and those key groups outside the teaching role involved in this study. Board/committee members and senior students confirm that teachers do indeed have heavy and increasing workloads. Teachers have been called on to accept additional roles related to the social welfare of their pupils largely without appropriate training for such roles. These tasks distract them from their core business of teaching and threaten in some cases to lead to teachers being ineffective in supporting learning and student achievement.

In summary, the impact of perceptions of teachers' work and the status of teachers and the teaching profession on the behaviours of key groups draws attention to a number of key issues that need to be addressed:

- The nature of teachers' work in contemporary New Zealand is complex, demanding, and workload has increased significantly in recent years.
- Workload is compounded by the pace of change to which teachers have had to adapt, and the limited resources to adapt and respond to required changes in curriculum and assessment.
- Effective teachers are construed primarily in terms of affective personality attributes which enable them to build caring relationships with children and young people.

- Relationships and activities that reach outside of the immediate school environment to the wider community and society in general are given less importance by teachers.
- There is not a clear consensus from teachers, principals and head teachers on the key focus of teachers' work, which has been distracted through increased attention to social issues.
- Teachers provide an important service to society, which is perceived to be afforded little respect, undervalued and largely misunderstood by those outside of the immediate school environment.
- The general public are perceived to afford teachers little respect largely due to their attractive holiday entitlements and short official work hours.
- The status and respect afforded teachers is perceived to be related to the age of children they teach (early childhood attracting the lowest status) and teachers' gender (males are afforded higher status).

Enhancing Recruitment, Retention and Performance

This project has provided some rich and comprehensive data from a range of key groups concerned with education and schooling in New Zealand. The data set is tremendously complex and it is difficult to capture all the nuances within one conclusion or set of suggestions. The conclusions presented below are the key ideas that shine through the findings as important to recruitment, retention and performance of teachers for New Zealand schools and centres.

The major factors that influence the decisions of those related to teaching and the recruitment and retention of quality teachers fall into six main categories, which are presented in brief below. Each category is followed by key suggestions that different agencies: Ministry of Education, New Zealand Teachers Council, teacher unions, professional associations and teachers themselves, may wish to consider as potential ways of enhancing recruitment, retention and performance.

Intrinsic Motivation to Make a Contribution to Children and Society

One of the strongest and enduring group of factors affecting recruitment and retention decisions is teachers' individual intrinsic motivation to working with children, to make a useful contribution to society and to gain personal fulfilment from a job well done. Working with children and young people and making a difference in their achievement, attitudes and behaviours is also the area of teaching that provides teachers with the highest levels of satisfaction. Effective teachers are construed primarily in terms of affective personality attributes which enable them to build caring relationships with children and young people.

While the intrinsic motivation of teachers has been an enduring and powerful factor in recruitment and retention decisions to date, the Ministry of Education can not be complacent that this is not at risk. Senior students have provided a clear message in this project that they are not attracted to teaching, in spite of their interest in working with young children. They are turned off teaching in the face of teachers' heavy workloads, low salaries, lack of potential for advancement, challenging classrooms and the attraction of more appealing and lucrative alternatives.

Increasing and Ambiguous Workload

There is little doubt that the workload of teachers (much like other professions) has increased and to some degree changed in scope over recent decades. Teachers face ever increasing reporting and compliance requirements resulting in an increase in paperwork and administration. There has been an inordinate pace of change in curriculum and assessment which is perceived to have been poorly supported and too rapidly imposed. Increasingly teachers have been called upon to address social issues that arise in society for which they are ill-prepared and which draw attention away from a focus on supporting learning. The behaviour of children and young people has become more challenging and teachers face increasing expectations from parents and the Ministry to meet the individual needs of all students. The increasing workload has drawn attention to the need for teachers to prioritise work-life balance to ensure they can do their jobs effectively. There is no clear consensus on the core nature of teachers' work, resulting in an ambiguous and potentially contradictory set of expectations and the possibility that teachers will always be seen as not quite effective.

Remuneration and Career Advancement

Teachers' salaries are unanimously considered to be low in relation to their workload, which is symptomatic of a career with a huge workforce, whose clients are children, whose workers are predominantly female and whose salaries are paid from public funds. Coupled with the relatively low salaries is the perception that teaching is a career within which advancement and remuneration for excellent performance is not possible. There are inadequate and ad hoc forms of teacher appraisal and limited systems for supporting teachers who are less than effective in their work. There is a widespread sense that ineffective and incompetent teachers are not called to account and performance management systems are not effective or evenly applied. For some this has resulted in teachers of low motivation and interest staying in teaching due primarily to the security of salary and a sense that they are not able to take on an alternative.

Professional Support and Resourcing

Linked to the changing nature and increased expectations on teachers' workload is the need for improved resources and support at all levels. Leadership within schools is a critical prerequisite to ensuring teachers are supported in the work they do. Of particular importance is support for meeting the needs of all children within classrooms in the form of teacher aides and preparation time. Primary teachers call for support in the form of specialist teachers to ensure children have access to sound subject knowledge. Limited teacher release for professional development, the absence of any form of sabbatical leave, and limited opportunities to work alongside colleagues in other schools and centres and to upgrade qualifications all contribute to teachers feeling unsupported and isolated in their work.

Acknowledgement and Respect

There is no doubt that teachers provide an important and critical service to society, however this is perceived by teachers to be afforded little respect, undervalued and largely misunderstood by those outside of the immediate school environment. Those concerned with school governance and senior students hold teachers in higher regard than teachers do themselves. The wider public are perceived to acknowledge that teachers do an important job but afford teachers limited respect due largely to their generous holiday entitlements and short official contact hours. The status and respect afforded teachers is perceived to be related to the age groups taught and decreases from secondary to early childhood. Within the

large teaching workforce there is a lack of respect for colleagues from different sectors and with varying levels of experience.

Teachers' own self-image, levels of satisfaction and conversely levels of frustration differ according to sector and decile. Medium decile schools are experiencing much lower levels of satisfaction than those from high or low decile schools. Secondary schools present more areas of frustration and dissatisfaction to teachers than their colleagues experience at other levels.

Preparation and Training

There is widespread concern regarding what is viewed as the variable quality of initial teacher education, which results in student teachers and beginning teachers who are considered ill-prepared to work effectively with children and young people in schools. Teaching is not a profession for which there is high competition to enter, and entry, selection and graduation criteria are perceived to be mediocre and lacking academic rigour. These perceptions leave principals, board/committee members and teachers discouraged as to the future of the teaching force.

Suggestions

Promotion of Teaching as a Positive, Challenging Career

Those responsible for the recruitment, retention and performance of teachers must reinforce the importance of teaching to the nation. This is not a task for the Ministry of Education and the New Zealand Teachers Council alone; teacher unions, professional associations and teachers themselves need to be enlisted. Making explicit how teachers are valued in our society has the potential to first enhance the intrinsic motivation, satisfaction and self-image of teachers and present a more positive and informed view of teaching to senior students, parents and the wider community.

1. Promote teaching as a job at the cutting edge of society's achievements and challenges. The idea of promoting teaching as making an important contribution to society is not solely an effort to recruit new teachers. An important outcome of such an endeavour would be to change the attitudes of teachers themselves and to demonstrate that the government and wider community do in fact value the contribution they make and the work they do in working with children and young people in our society.
2. Promote teaching as a complex, challenging job that requires candidates to have multiple skills and capabilities – this is not a job for just anyone, it requires intelligent, competent, confident, skilled, enthusiastic young people who enjoy the challenges of helping students learn.
3. Do not disguise the complexity and challenges teachers face daily in dealing with the many social issues of society. Acknowledge the ambiguity of working with children and young people from all facets of society and responding (with appropriate and informed support) to the challenges they bring to the classroom, whilst also endeavouring to support their learning and achievement – do not construe teaching as being just about fun.
4. Use current successful and motivated teachers to advertise teaching, and make explicit the motivation behind the dedicated teachers who do inspire young people – reveal what makes them stay teaching in the face of the daily challenges, the heavy

workload and the long hours. Get teachers to talk about what students and public cannot intuit – the core reasons and intrinsic satisfaction gained from working in a dynamic, demanding but rewarding career.

5. Don't be defensive about holidays and contact hours, embrace them and acknowledge that they are more generous than what is available in other professions – have teachers talk about how there is time with students and time away from them, where you can plan, mark and think. Emphasise that there is flexibility and regular planned breaks to engage in other interests, to spend time with family, to gather energy and plan for another term ahead.

Address the Ambiguity and Scope of Teachers' Work

Increasing workloads are a feature of modern society and there is a critical need for all professions to consider how they can ensure that their workforce is able to prioritise work-life balance so they can remain effective in their key tasks. In order to do this effectively the ambiguity of teachers' work needs to be scrutinised.

6. A good place to start is in debate about what really is the teacher's core role. If teachers are primarily expected to support student learning, development and achievement (both academic and social), then it is critical that other areas that currently detract teachers from this work are intercepted and withdrawn from the teacher's day to day responsibilities, or, alternatively, that teachers are given the strategies and support to divert such activities to more informed and appropriate people.
7. Since workload is the most serious issue identified by this study, it is important that teachers themselves engage in some critical discussion about what they view as central to their role in order that those activities outside of the main priority can be reconsidered. Teachers themselves need to consider whether they really are being expected to take on society's social issues without support or to take on parental roles, or are some teachers going too far with issues they should be referring on to others.
8. Identification of teachers' core role will assist also in providing explicit criteria against which teacher performance can be appraised.
9. Appointment of well-trained administrators to support teachers in their work would be an important step to alleviating some of the workload of teaching.

Enhanced Professional Support and Resourcing

Support and adequate resourcing is essential for effective implementation of teachers' work and these are matters that the Ministry of Education, boards of trustees and centre management committees, and principals in particular need to consider. While resourcing typically implies increased costs and expenditure, some areas of support both within schools and centres and on a community-wide level can be implemented through changes in attitudes and practices.

10. The Ministry of Education needs to take on board the strong message that the recent changes in curriculum and assessment have not been adequately resourced to a level where teachers can feel confident that changes are effectively implemented across all schools and centres. This has been a major factor impacting on teachers' levels of satisfaction and increasing frustrations with their current workload.
11. Teachers and their unions need to be more articulate in demanding better support and training to implement new innovations. If the aforementioned ambiguity of teachers' work is resolved through consensus of what teachers' core role is, then this can be

used to ensure that additional workload demands are focused on the core role of teachers and are well supported through resources and professional development.

12. Support is required to encourage and induct future leaders into management positions that are adequately rewarded and resourced. The Ministry, Teachers Council and other teacher agencies could consider the strategies through which potential leaders are identified and supported in professional training, achievement of appropriate higher degrees and mentoring to ensure ongoing leadership in schools and centres.
13. Specialist teachers are required for primary schools and increased teacher aide support is required across all sectors to adequately support teachers to meet the needs of all children.

Remuneration and Career Advancement

While salary alone is seldom identified as an independent factor affecting recruitment and retention (except in relation to senior students), it is recognised as a critical factor within the complex set of influences on both current teachers and those considering teaching as a career. Salary will always be one symbol of the degree to which professionals are valued in our society. It is also a key factor in the recognition of excellence in teaching.

14. The Ministry of Education should seriously consider an increase in teachers' salaries in line with the demands of their positions and the real contribution they make to society.
15. If pay can't be further raised (and indeed many recognise that it has improved markedly), then attention could be given to alleviating workload through extra duty allowances, scheduled career breaks for professional enhancement (sabbatical), more funding for non-contact time, more support in the form of teacher aides so teachers have less 'administrivia' work to do and can get on with job of teaching and learning, and increased funded opportunity to get out of school to update and meet with other teachers and learn from them, as is promoted in professional learning communities.
16. In promoting teaching, there is a need to highlight the opportunities for developing expertise in teaching, for advancing beyond classroom teacher, and for creating a viable and rewarding career pathway.
17. There is a real role for Ministry and teacher organisations in promoting a career in teaching, not as an end in and of itself, but to see their transferable skills so people don't stay in teaching unrefreshed, getting bitter and disenchanted, because they believe they have no choice.
18. Promote teaching as a springboard to other potential careers and other positions in a wide range of careers – you don't have to be a teacher for life.
19. Provision of professional development needs to be of a higher and more consistent quality and accessible to all teachers as appropriate to their needs.
20. Teachers themselves (with the support of the Teachers Council, teacher unions and professional associations) need to be much more consciously aware of and able to articulate what they know about pedagogy and work towards developing an increased sense of self esteem about their special pedagogical and professional knowledge required for effective teaching.
21. Related to the above, teachers also need to be prepared to make a change, to engage in professional development, to contribute to the professional learning community, and to take on new roles with appropriate support.
22. Improved career pathways and promotion possibilities must be based on a fair and well articulated system of performance management which is consistently applied across schools and sectors and provides confidence that non-performing teachers will be given appropriate support or alternatives to remaining in the classroom.

Enhancing the Respect and Status of Teachers

Perceptions of teachers overwhelmingly position teachers as misunderstood, undervalued and lacking respect. As noted, part of this is the self-image of teachers and their perceptions of others, which has been demonstrated by other studies to be incorrect. The concerted promotion of teaching as a positive and dynamic career may influence teachers to change these conceptions and enhance their self-image. Important also are things that teachers must do within their own ranks if they are to attract the respect and esteem that their work deserves.

23. To enhance the status of teachers, the Ministry, unions and Teachers Council should refocus on portraying an honest and positive account of teachers' work and the conditions of the work including the holidays through using young, dynamic teachers to articulate what it is that keeps them in the job.
24. There is a need to investigate further the differences between levels of satisfaction of teachers from low decile schools and, in particular, medium deciles schools. The tendency of participants from low decile schools to report consistently higher levels of satisfaction and perceptions of respect needs further examination. In so doing, it could be determined whether medium decile schools in particular have been overlooked in terms of funding and support.
25. Further research using some of the scales used in this project with people outside of the teaching profession (parents and the wider community) may well reveal that teachers are more highly respected and valued than they envisage. Regardless, such research would provide critical evidence of the ways teachers and teaching are understood.
26. Teachers need to give more attention to building and valuing relationships that extend beyond the school boundaries to enable the wider community to appreciate the complexity and importance of teachers' work as critical to society.
27. Teachers could also give attention to the apparent fractures within their own workforce and provide opportunities to understand and appreciate the special knowledge and skills and particular contributions that colleagues from other sectors make to the development and achievement of children. This could be supported also by the teacher unions and the development of a more conciliatory and collegial approach.
28. There is support for the suggestion that teachers need to present themselves in a more professional way and be less defensive about their holidays and official working hours to enhance the esteem in which they are held by those both within and outside of the workforce.

Initial Teacher Education

There are a number of research projects recently completed or currently underway which may assist the Ministry and Teachers Council with evidence to work with providers of initial teacher education, school trustees associations, teacher unions, principals, head teachers and teachers to consider ways to enhance the quality and consistency of initial teacher education across the number of providers within New Zealand.

29. Clearly there is widespread frustration with the variable quality of graduates of teacher education and this needs to be the focus of discussion and national research.
30. Reconsider the entry, selection and graduation requirements for initial teacher education to ensure confidence in beginning teachers and to ensure well-structured induction and provisional registration processes so that the most appropriate candidates secure available positions.

31. Consideration could be given to examining alternative forms of initial teacher education that focus less on recruitment of school-leavers and more on graduate entry programmes with high academic entry standards and extended practicum experiences, which would necessitate at least a two-year post degree programme being explored.
32. Research could be commissioned into the nature and content of initial teacher education (building on that recently completed by Kane et al., 2005) to critically examine the ways in which initial teacher education contributes to the preparedness of beginning teachers.

Recommended Instruments for Ongoing Evaluation

We recommend that the Ministry of Education and the New Zealand Teachers Council initiate an ongoing system for determining teachers' levels of satisfaction with their work, their conceptions of effective teachers and their intentions regarding career decisions, and that this system takes into account teachers' attributes such as gender, ethnicity, years of experience, positions and school decile ratings. Although teachers present a relatively homogeneous view of teachers and teachers' work in this study, there is evidence in this and other studies of differences, and teachers' priorities may change over the course of their careers.

To this end we recommend (with some amendments) the use of the following scales and questions from the teacher and principal questionnaire used in this study:

Question 11: Job satisfaction
Question 6: Hallmarks of an effective teacher
Question 3: Why teachers leave
Question 4: Intentions to leave
Question 5: Career aspirations

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