

Perceptions of Teachers and Teaching

Appendices

Professor R. G. Kane and Professor M. Mallon



New Zealand
Teachers Council

Te Pouherenga Kaiako o Aotearoa



MINISTRY OF EDUCATION

Te Tihuhu o te Mātauranga

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CONTENTS

APPENDIX A: LETTER OF ETHICAL APPROVAL	1
APPENDIX B: QUESTIONNAIRES	5
Teacher and Principal Questionnaire	7
Board of Trustees/Management Committee Member Questionnaire	17
Senior Student Questionnaire	22
Student Teacher Questionnaire	24
APPENDIX C: INTERVIEW SCHEDULES	33
Principal/Head Teacher Interview Schedule	35
Teacher Interview Schedule	45
Board of Trustees/Management Committee Member Interview Schedule	59
Senior Student Focus Group Interview Schedule	66
Student Teacher Focus Group Interview Schedule	75
APPENDIX D: INFORMATION SHEETS FOR INTERVIEW CLUSTER SCHOOLS AND CENTRES	89
APPENDIX E: CONSENT FORMS FOR INTERVIEW CLUSTER SCHOOLS AND CENTRES	97
APPENDIX F: LETTER TO TERTIARY INSTITUTIONS	101
APPENDIX G: LETTERS OF INVITATION TO NON-INTERVIEW CLUSTER SCHOOLS AND CENTRES	107
APPENDIX H: PARTICIPATION LETTERS AND INFORMATION SHEETS FOR NON-INTERVIEW CLUSTER SCHOOLS AND CENTRES	113
APPENDIX I: TEACHER AND PRINCIPAL QUESTIONNAIRE FREQUENCY DATA	123
APPENDIX J: BOARD OF TRUSTEES/MANAGEMENT COMMITTEE MEMBER QUESTIONNAIRE FREQUENCY DATA	137
APPENDIX K: SENIOR STUDENT QUESTIONNAIRE FREQUENCY DATA	147
APPENDIX L: STUDENT TEACHER QUESTIONNAIRE FREQUENCY DATA	151
APPENDIX M: HALLMARKS OF AN EFFECTIVE TEACHER CUMULATIVE SCORE DATA	161
APPENDIX N: MEDIA ANALYSIS REPORT	205

Appendix A

Letter of ethical approval

3 May 2004

Professor Ruth Kane
College of Education
PN900

Professor Mary Mallon
Human Resource Management
PN253

Dear Ruth and Mary

**Re: HEC: PN Application – 04/61
Teacher status**

Thank you for your letter dated 28 April 2004 and the amended application.

The amendments you have made now meet the requirements of the Massey University Human Ethics Committee: Palmerston North and the ethics of your application are approved. Approval is for three years. If this project has not been completed within three years from the date of this letter, a new application must be submitted at that time.

If the nature, content, location, procedures or personnel of your approved application change, please advise the Secretary of the Committee.

A reminder to include the following statement on all public documents “This project has been reviewed and approved by the Massey University Human Ethics Committee, Palmerston North Application 04/61. If you have any concerns about the conduct of this research, please contact Professor Sylvia V. Rumball, Chair, Massey University Campus Human Ethics Committee: Palmerston North, telephone 06 350 5249, email humanethicspn@massey.ac.nz”

Yours sincerely

Professor Sylvia V Rumball, Chair
Massey University Campus Human Ethics Committee: Palmerston North

Appendix B

Questionnaires



Massey University
COLLEGE OF EDUCATION
Te Kupenga o Te Mātauranga

PERCEPTIONS OF TEACHERS AND TEACHING IN AOTEAROA NEW ZEALAND

TEACHER AND PRINCIPAL QUESTIONNAIRE

PROFESSOR RUTH KANE
COLLEGE OF EDUCATION
MASSEY UNIVERSITY

PROFESSOR MARY MALLON
HUMAN RESOURCE MANAGEMENT
MASSEY UNIVERSITY



PERCEPTIONS OF TEACHERS AND TEACHING IN AOTEAROA NEW ZEALAND

This project is jointly funded by the Ministry of Education and the Teachers Council as one means of improving quality in the Early Childhood Education (ECE), primary and secondary school sectors. To understand better how people perceive teachers and teaching we must seek the insights of people most concerned with teaching and teachers. We appreciate that your time is valuable and thank you for agreeing to complete this questionnaire. The research is confidential, no school or individual will be named, and only aggregate results will be reported. The record of your personal details will be destroyed once the data collection phase is over.

ABOUT YOU

Your Current Position *(please tick as many as apply)*

<input type="checkbox"/> ₁ Early Childhood Teacher	<input type="checkbox"/> ₄ Head of Syndicate	<input type="checkbox"/> ₇ Principal
<input type="checkbox"/> ₂ Classroom Teacher	<input type="checkbox"/> ₅ Head of Department	<input type="checkbox"/> ₈ Head of Centre
<input type="checkbox"/> ₃ Teacher Aide	<input type="checkbox"/> ₆ Assistant/Deputy Principal	<input type="checkbox"/> ₉ Other _____

Your Age

<input type="checkbox"/> ₁ < 20yrs	<input type="checkbox"/> ₄ 30 – 34 yrs	<input type="checkbox"/> ₇ 45 – 49 yrs
<input type="checkbox"/> ₂ 20 – 24 yrs	<input type="checkbox"/> ₅ 35 – 39 yrs	<input type="checkbox"/> ₈ 50 – 54 yrs
<input type="checkbox"/> ₃ 25 – 29 yrs	<input type="checkbox"/> ₆ 40 – 44 yrs	<input type="checkbox"/> ₉ 55+ years

Your Ethnicity *(please tick as many as apply)*

<input type="checkbox"/> ₁ Pakeha	<input type="checkbox"/> ₃ Pacific Islander	<input type="checkbox"/> ₅ Other _____
<input type="checkbox"/> ₂ Maori	<input type="checkbox"/> ₄ Asian	

Your Gender

<input type="checkbox"/> ₁ Female	<input type="checkbox"/> ₂ Male
--	--

Your Highest Level of Qualification

<input type="checkbox"/> ₁ Diploma of Teaching	<input type="checkbox"/> ₄ Graduate Diploma of Teaching	<input type="checkbox"/> ₇ Doctorate
<input type="checkbox"/> ₂ Trained Teachers' Certificate	<input type="checkbox"/> ₅ Honours Degree	<input type="checkbox"/> ₈ Other _____
<input type="checkbox"/> ₃ Undergraduate Degree	<input type="checkbox"/> ₆ Masters Degree	

Years Teaching

Please enter the year you began teaching: _____

ABOUT YOUR SCHOOL/CENTRE

Type of School/Centre

<input type="checkbox"/> ₁ Early Childhood Centre	<input type="checkbox"/> ₄ Kura Kaupapa	<input type="checkbox"/> ₇ Wharekura
<input type="checkbox"/> ₂ Kohanga Reo	<input type="checkbox"/> ₅ Primary School	<input type="checkbox"/> ₈ Secondary School
<input type="checkbox"/> ₃ Pacific Language Nest	<input type="checkbox"/> ₆ Intermediate School	<input type="checkbox"/> ₉ Area School

School/Centre Size

<input type="checkbox"/> ₁ < 99 pupils (ECE)	<input type="checkbox"/> ₅ 151-300 pupils (U4)	<input type="checkbox"/> ₉ 1201-1600 pupils (U8)
<input type="checkbox"/> ₂ 7-50 pupils (U1)	<input type="checkbox"/> ₆ 301-500 pupils (U5)	<input type="checkbox"/> ₁₀ 1601-2000 pupils (U9)
<input type="checkbox"/> ₃ 51-100 pupils (U2)	<input type="checkbox"/> ₇ 501-850 pupils (U6)	<input type="checkbox"/> ₁₁ 2001+ pupils (U10)
<input type="checkbox"/> ₄ 101-150 pupils (U3)	<input type="checkbox"/> ₈ 851-1200 pupils (U7)	

School/Centre Location

<input type="checkbox"/> ₁ Rural/Isolated	<input type="checkbox"/> ₃ Provincial Town	<input type="checkbox"/> ₅ Urban City
<input type="checkbox"/> ₂ Rural town	<input type="checkbox"/> ₄ Provincial City	

School/Centre Decile Rating

<input type="checkbox"/> ₁ One	<input type="checkbox"/> ₅ Four	<input type="checkbox"/> ₉ Eight
<input type="checkbox"/> ₂ One A	<input type="checkbox"/> ₆ Five	<input type="checkbox"/> ₁₀ Nine
<input type="checkbox"/> ₃ Two	<input type="checkbox"/> ₇ Six	<input type="checkbox"/> ₁₁ Ten
<input type="checkbox"/> ₄ Three	<input type="checkbox"/> ₈ Seven	<input type="checkbox"/> ₁₂ Not applicable

TEACHER RECRUITMENT AND RETENTION

1. Reasons for becoming a teacher

Following is a list of reasons commonly given by teachers for taking up the profession. Please tick a box to show how *true each of these was of you when you started teaching*.

<i>When I began teaching, I...</i>	Not at all Important					Extremely Important
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1 Enjoyed working with children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2 Was inspired by teachers I know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3 Knew someone in my family or a friend who was a teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4 Liked the attractive holiday entitlement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5 Wanted to help children participate in their community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6 Liked the family friendly working patterns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7 Enjoyed teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8 Would be able to use leadership skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9 Wanted to make a contribution to society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10 Wanted to give children the best possible start in life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11 Wanted to do something meaningful with my life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12 Wanted a challenging job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13 Wanted opportunities to exercise creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14 Wanted to be part of a professional learning community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15 Wanted opportunities for lifelong learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16 Wanted to be respected by the general public	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17 Was attracted to the image of the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18 Wanted to share my love of my subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19 Wanted the opportunity to promote understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20 Wanted to help children to become members of society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21 Wanted the chance to further my own knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22 Wanted to do a job of which I can feel proud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
23 Wanted future earning potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
24 Wanted a lifelong career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
25 Wanted a high status occupation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
26 Wanted to feel fulfilled in my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
27 Wanted to help children to 'see the penny drop'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
28 Wanted strong job security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
29 Wanted a reliable income	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
30 Wanted a good salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
31 Liked the degree of variety in the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
32 Wanted a clear career path	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

2. Reasons for remaining a teacher

Following is a list of reasons commonly given by teachers for remaining a teacher. Please tick a box to show how true each of these is of you now.

<i>I still...</i>	Not at all Important					Extremely Important
	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	
1 Enjoy working with children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2 Am inspired by teachers I know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3 Like the attractive holiday entitlement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4 Enjoy helping children participate in their community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5 Like the family friendly working patterns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6 Enjoy teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7 Like being able to use leadership skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8 Want to make a contribution to society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9 Want to give children the best possible start in life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10 Want to do something meaningful with my life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11 Want a challenging job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12 Want support available when dealing with difficult situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13 Want opportunities to exercise creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14 Enjoy being part of a professional learning community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15 Want opportunities for lifelong learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16 Want supportive leadership in my workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17 Want to be respected by the general public	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18 Have an attractive image of the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19 Want to share my love of my subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20 Want the opportunity to promote understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21 Want to help children to become members of society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22 Want the chance to further my own knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
23 Want time available to reflect on lessons and share with colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
24 Do a job of which I can feel proud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
25 Receive regular feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
26 Feel adequately rewarded for taking on new duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
27 Want future earning potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
28 Want a lifelong career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
29 Want a high status occupation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
30 Want to feel fulfilled in my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
31 Enjoy helping children to 'see the penny drop'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
32 Want strong job security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
33 Want a reliable income	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
34 Want a good salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
35 Like the degree of variety in the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
36 Want a clear career path	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
37 Feel I have no other choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

3. Why teachers leave

Have you seriously considered leaving teaching during the last three years?

<input type="checkbox"/> ₁ Yes	<input type="checkbox"/> ₂ No
---	--

If yes, please indicate those reasons which caused you to think seriously about leaving (*please tick as many as apply*).

<input type="checkbox"/> ₁ Work-life balance issues (workload)	<input type="checkbox"/> ₁₁ New initiatives
<input type="checkbox"/> ₂ Desire for overseas travel	<input type="checkbox"/> ₁₂ More paperwork
<input type="checkbox"/> ₃ Family considerations	<input type="checkbox"/> ₁₃ Pay issues
<input type="checkbox"/> ₄ Retirement	<input type="checkbox"/> ₁₄ Sense of lack of respect for the profession
<input type="checkbox"/> ₅ Lack of support	<input type="checkbox"/> ₁₅ Frustrated by lack of opportunities
<input type="checkbox"/> ₆ Health reasons	<input type="checkbox"/> ₁₆ An excellent opportunity elsewhere
<input type="checkbox"/> ₇ Stress	<input type="checkbox"/> ₁₇ Opportunity to move with spouse
<input type="checkbox"/> ₈ Issues with school management	<input type="checkbox"/> ₁₈ Lack of job satisfaction
<input type="checkbox"/> ₉ Issues with parents	<input type="checkbox"/> ₁₉ Not suited for the profession
<input type="checkbox"/> ₁₀ Additional accountabilities	
<input type="checkbox"/> ₂₀ Other (please specify) _____	

Why did you end up staying?

--




4. Intentions to leave

Please tick the box which describes the degree to which you agree or disagree with the statements below.

		Strongly disagree				Strongly agree
1	I would prefer another job to the one I have now	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
2	If I have my way, I will not be <u>teaching</u> a year from now	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	If I have my way, I will not be at <u>this school</u> a year from now	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I have seriously thought about leaving <u>this school</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I have seriously thought about leaving <u>teaching</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Career aspirations

What are your career aspirations for the next five years? (*please tick as many as apply*)

Stay in teaching...		Have a career break for...		Leave teaching to pursue...	
In a teaching role	<input type="checkbox"/> ₁	Family commitments	<input type="checkbox"/> ₅	A career outside education	<input type="checkbox"/> ₈
In a role which involves teaching and management	<input type="checkbox"/> ₂	Travel	<input type="checkbox"/> ₆	Other opportunities within education	<input type="checkbox"/> ₉
In a management role	<input type="checkbox"/> ₃	Further study	<input type="checkbox"/> ₇	Retirement	<input type="checkbox"/> ₁₀
Pursue higher degree	<input type="checkbox"/> ₄				
Other ₁₁ 	_____	Other ₁₂ 	_____	Other ₁₃ 	_____

TEACHER PROFESSIONALISM

6. Hallmarks of an effective teacher

Please rank what you believe to be the *five most important* attributes of a good and effective teacher, and the *five least important* attributes, from the following list.

	Five most important (1-5, with 1 being the <i>most</i> important)	Five least important (1-5, with 1 being the <i>least</i> important)
1 High personal integrity	_____	_____
2 Credibility	_____	_____
3 Demonstrably loves their work	_____	_____
4 Trusted and respected by pupils and parents	_____	_____
5 Puts academic achievement first	_____	_____
6 Puts pastoral care first	_____	_____
7 Ability to establish caring relationships with students	_____	_____
8 Regular professional development and personal improvement	_____	_____
9 Seeks feedback	_____	_____
10 Has excellent relationships with the community	_____	_____
11 Is able to raise funding as required	_____	_____
12 Involvement in extra-curricula activities	_____	_____
13 Is able to make decisions about own teaching practice, content and process	_____	_____
14 Is skilled at handling difficult situations with pupils and parents	_____	_____
15 Advocates for better conditions for teachers in order to meet pupil needs	_____	_____
16 Manages workload and life balance	_____	_____
17 Demonstrates expertise in the process of facilitating learning	_____	_____
18 Excellent up-to-date subject knowledge	_____	_____
19 Competitive ethos; aims for high achievement for self, schools and pupils	_____	_____
20 Open to being held accountable	_____	_____
21 Enters into partnerships with range of others	_____	_____

7. The teaching profession

Below are some statements about professions. Please indicate how strongly you agree or disagree with how true they are of the teaching profession.

	Strongly Disagree				Strongly Agree
1 Has mutual respect between colleagues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
2 Enjoys a positive media image	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Has a powerful and independent professional body	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Enjoys high financial remuneration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Has members who are a recognised authority in their area of expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Is subject to external regulation and control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Is valued by the government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Has members who have lengthy professional training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Is one for which there is strong competition to join	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Is trusted by the wider community to perform a service for them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 Has the respect of pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 Has responsibility for an important service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 Enjoys high quality working conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 Has members who autonomously exercise their professional judgement in the best interests of their clientele	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 Enjoys substantial non-financial rewards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16 Is well-resourced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17 Is a democratic decision-making environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18 Is team oriented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19 Has a high performance ethos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20 Has members who are committed to life-long learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21 Has members who are engaged in leading-edge developments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Teacher responsibility

Teachers are responsible to several different groups but vary in their sense of to whom they feel most responsible. Please rank the following, from those you feel most responsible for (i.e. 1) to those you feel the least responsible for (i.e. 7), by placing a number from one to seven in the spaces provided.

The pupils/children I teach in my school/centre _____

My school/centre/my staff _____

Parents _____

Board of Trustees/Parent Committee _____

The Ministry of Education _____

Society as a whole _____

NZQA requirements _____

9. Perceptions of respect

Following is a list of groups who typically give teachers varying degrees of respect for the job they do. Please indicate how much respect you feel each named group gives you and your work.

Source of respect	How much respect do you feel you receive from this group?		
	None	A little	A lot
1 Teachers in your school/centre	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
2 Senior management at your school/centre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Board of Trustees/Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Local community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Your own family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Non-teaching friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 The media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Teachers at other schools/centres	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 The pupils/children you teach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 People in other professions (in general)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 The general public	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Perceptions of Student Teachers

Please tick the box which describes the degree to which you agree or disagree with the statements below.

	Strongly disagree				Strongly agree
1 The teaching profession only attracts candidates of high quality	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
2 Colleges of Education only accept high quality candidates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Student teachers are adequately prepared and trained by Colleges of Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 The student teachers who graduate from Colleges of Education are well suited for teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 College of Education graduates show a high level of commitment to teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 College of Education graduates show a high degree of competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Job Satisfaction

Below is a list of issues that teachers and principals have suggested can contribute to their satisfaction or dissatisfaction with teaching. Please indicate the degree to which each gives you satisfaction or dissatisfaction.

How satisfying do you find...		Highly Dissatisfying		Neutral			Highly Satisfying	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	Your capacity to influence student achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Your students achieving success in some way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Your capacity to contribute to whole school progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Changing student attitudes in a positive way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Changing student behaviour in a positive way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Working with students experiencing difficulties out of school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	The "official" working hours and holidays for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	The community's opinion of "official" working hours and holidays for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	The amount of recognition you receive for your efforts from parents and the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	The reputation of your school in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	The amount of time and effort you put into teaching activities, e.g. preparation, marking, planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Successfully organising teaching activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Your work relations with senior staff at your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Your dealings with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Your dealings with parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Your dealings with community members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	The way teacher unions represent the interests of their members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	The way teacher unions work for the betterment of education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	The way educational professional associations work for the betterment of education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	The range of professional in-service courses/programmes/consultancy/support offered to teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	Your degree of mastery of teaching content since you began teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	Your degree of development/acquisition of professional skills since you began teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	The degree to which you have achieved your professional goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	The quality of leadership in your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	The degree of feeling of belonging/collegiality/teamwork in your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	Formal or official communication methods in your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	The opportunities you have for exercising leadership in your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	Your current workload overall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	The effects of teaching on your personal/family life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	Recent changes to curricula	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	The amount of educational change in recent years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	The concept of promotion on merit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	Current criteria for promotion in teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34	Your opportunities to teach/be employed at other schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	Your school's financial resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36	Your school's material resources/equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37	Support structures for student welfare in education generally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38	Support structures for teacher physical and mental wellbeing in education generally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Any Other Comments?

Please feel free to include 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.

THANK YOU VERY MUCH FOR COMPLETING THIS QUESTIONNAIRE



Massey University
COLLEGE OF EDUCATION
Te Kupenga o Te Mātauranga

**PERCEPTIONS OF TEACHERS AND
TEACHING
IN AOTEAROA NEW ZEALAND**

**BOARD OF TRUSTEES/MANAGEMENT COMMITTEE
MEMBER QUESTIONNAIRE**

PROFESSOR RUTH KANE
COLLEGE OF EDUCATION
MASSEY UNIVERSITY

PROFESSOR MARY MALLON
HUMAN RESOURCE MANAGEMENT
MASSEY UNIVERSITY



PERCEPTIONS OF TEACHERS AND TEACHING IN AOTEAROA NEW ZEALAND

This project is jointly funded by the Ministry of Education and the Teachers Council as one means of improving quality in the Early Childhood Education (ECE), primary and secondary school sectors. To understand better how people perceive teachers and teaching we must seek the insights of people most concerned with teaching and teachers. We appreciate that your time is valuable and thank you for agreeing to complete this questionnaire. The research is confidential, no school or individual will be named, and only aggregate results will be reported. The record of your personal details will be destroyed once the data collection phase is over.

ABOUT YOU

Your Current Position on Board of Trustees/Management Committee

<input type="checkbox"/> ₁ Chairperson	<input type="checkbox"/> ₄ Treasurer	<input type="checkbox"/> ₇ Other _____
<input type="checkbox"/> ₂ Deputy Chairperson	<input type="checkbox"/> ₅ Teacher Representative	
<input type="checkbox"/> ₃ Secretary	<input type="checkbox"/> ₆ Member	

Number of Years Serving on this Board of Trustees/Management Committee: _____ years

Your Age

<input type="checkbox"/> ₁ < 20yrs	<input type="checkbox"/> ₄ 30 – 34 yrs	<input type="checkbox"/> ₇ 45 – 49 yrs
<input type="checkbox"/> ₂ 20 – 24 yrs	<input type="checkbox"/> ₅ 35 – 39 yrs	<input type="checkbox"/> ₈ 50 – 54 yrs
<input type="checkbox"/> ₃ 25 – 29 yrs	<input type="checkbox"/> ₆ 40 – 44 yrs	<input type="checkbox"/> ₉ 55+ years

Your Ethnicity (please tick as many as apply)

<input type="checkbox"/> ₁ Pakeha	<input type="checkbox"/> ₃ Pacific Islander	<input type="checkbox"/> ₅ Other _____
<input type="checkbox"/> ₂ Maori	<input type="checkbox"/> ₄ Asian	

Your Gender

<input type="checkbox"/> ₁ Female	<input type="checkbox"/> ₂ Male
--	--

Your Highest Level of Qualification

<input type="checkbox"/> ₁ School Qualification	<input type="checkbox"/> ₃ Undergraduate Degree	<input type="checkbox"/> ₅ Other Qualification _____
<input type="checkbox"/> ₂ Polytechnic Qualification	<input type="checkbox"/> ₄ Postgraduate Degree	

Your Usual Occupation

Please enter: _____

ABOUT YOUR SCHOOL/CENTRE

Type of School/Centre

<input type="checkbox"/> ₁ Early Childhood Centre	<input type="checkbox"/> ₄ Kura Kaupapa	<input type="checkbox"/> ₇ Wharekura
<input type="checkbox"/> ₂ Kohanga Reo	<input type="checkbox"/> ₅ Primary School	<input type="checkbox"/> ₈ Secondary School
<input type="checkbox"/> ₃ Pacific Language Nest	<input type="checkbox"/> ₆ Intermediate School	<input type="checkbox"/> ₉ Area School

School/Centre Size

<input type="checkbox"/> ₁ < 99 pupils (ECE)	<input type="checkbox"/> ₅ 151-300 pupils (U4)	<input type="checkbox"/> ₉ 1201-1600 pupils (U8)
<input type="checkbox"/> ₂ 7-50 pupils (U1)	<input type="checkbox"/> ₆ 301-500 pupils (U5)	<input type="checkbox"/> ₁₀ 1601-2000 pupils (U9)
<input type="checkbox"/> ₃ 51-100 pupils (U2)	<input type="checkbox"/> ₇ 501-850 pupils (U6)	<input type="checkbox"/> ₁₁ 2001+ pupils (U10)
<input type="checkbox"/> ₄ 101-150 pupils (U3)	<input type="checkbox"/> ₈ 851-1200 pupils (U7)	

School/Centre Location

<input type="checkbox"/> ₁ Rural/Isolated	<input type="checkbox"/> ₃ Provincial Town	<input type="checkbox"/> ₅ Urban City
<input type="checkbox"/> ₂ Rural town	<input type="checkbox"/> ₄ Provincial City	

School/Centre Decile Rating

<input type="checkbox"/> ₁ One	<input type="checkbox"/> ₅ Four	<input type="checkbox"/> ₉ Eight
<input type="checkbox"/> ₂ One A	<input type="checkbox"/> ₆ Five	<input type="checkbox"/> ₁₀ Nine
<input type="checkbox"/> ₃ Two	<input type="checkbox"/> ₇ Six	<input type="checkbox"/> ₁₁ Ten
<input type="checkbox"/> ₄ Three	<input type="checkbox"/> ₈ Seven	<input type="checkbox"/> ₁₂ Not applicable

TEACHER PROFESSIONALISM

1. Hallmarks of an effective teacher

Please rank what you believe to be the *five most important* attributes of a good and effective teacher, and the *five least important* attributes, from the following list.

	Five most important (1-5, with 1 being the most important)	Five least important (1-5, with 1 being the least important)
1 High personal integrity	_____	_____
2 Credibility	_____	_____
3 Demonstrably loves their work	_____	_____
4 Trusted and respected by pupils and parents	_____	_____
5 Puts academic achievement first	_____	_____
6 Puts pastoral care first	_____	_____
7 Ability to establish caring relationships with students	_____	_____
8 Regular professional development and personal improvement	_____	_____
9 Seeks feedback	_____	_____
10 Has excellent relationships with the community	_____	_____
11 Is able to raise funding as required	_____	_____
12 Involvement in extra-curricula activities	_____	_____
13 Is able to make decisions about own teaching practice, content and process	_____	_____
14 Is skilled at handling difficult situations with pupils and parents	_____	_____
15 Advocates for better conditions for teachers in order to meet pupil needs	_____	_____
16 Manages workload and life balance	_____	_____
17 Demonstrates expertise in the process of facilitating learning	_____	_____
18 Excellent up-to-date subject knowledge	_____	_____
19 Competitive ethos; aims for high achievement for self, schools and pupils	_____	_____
20 Open to being held accountable	_____	_____
21 Enters into partnerships with range of others	_____	_____

2. Teacher responsibility

Teachers are responsible to several different groups but vary in their sense of to whom they feel most responsible. Please rank the following, from those you believe teachers feel *most responsible for* (i.e. 1) to those you believe teachers feel the *least responsible for* (i.e. 7), by placing a number from one to seven in the spaces provided.

- The pupils/children they teach in the school/centre _____
- The school/centre/staff _____
- Parents _____
- Board of Trustees/Management Committee _____
- The Ministry of Education _____
- Society as a whole _____
- NZQA requirements _____

3. Perceptions of respect

Following is a list of groups who typically give teachers varying degrees of respect for the job they do. Please indicate how much respect you feel each named group gives *teachers and their work*.

Source of respect	How much respect do you feel teachers receive from this group?		
	None	A little	A lot
1 Teachers in the school/centre	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
2 Senior management at the school/centre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Board of Trustees/Management Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Local community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Teachers' families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Non-teaching friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 The media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Teachers at other schools/centres	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 The pupils/children they teach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 People in other professions (in general)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 The general public	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. The teaching profession

Below are some statements about professions. Please indicate how strongly you agree or disagree with how *true they are of the teaching profession*.

	Strongly Disagree				Strongly Agree
1 Has mutual respect between colleagues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
2 Enjoys a positive media image	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Has a powerful and independent professional body	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Enjoys high financial remuneration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Has members who are a recognised authority in their area of expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Is subject to external regulation and control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Is valued by the government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Has members who have lengthy professional training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Is one for which there is strong competition to join	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Is trusted by the wider community to perform a service for them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 Has the respect of pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 Has responsibility for an important service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 Enjoys high quality working conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 Has members who autonomously exercise their professional judgement in the best interests of their clientele	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 Enjoys substantial non-financial rewards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16 Is well-resourced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17 Is a democratic decision-making environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18 Is team oriented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19 Has a high performance ethos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20 Has members who are committed to life-long learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21 Has members who are engaged in leading-edge developments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Any Other Comments?

Please feel free to include 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.

THANK YOU VERY MUCH FOR COMPLETING THIS QUESTIONNAIRE



PERCEPTIONS OF TEACHERS AND TEACHING

SENIOR STUDENT QUESTIONNAIRE

This project is jointly funded by the Ministry of Education and the Teachers Council as one means of improving quality in the Early Childhood Education (ECE), primary and secondary school sectors.

To understand better how people perceive teachers and teaching we must seek the insights of people most concerned with teaching and teachers. We appreciate that your time is valuable and thank you for agreeing to complete this questionnaire. The research is confidential, no school or individual will be named, and only aggregate results will be reported. The record of your personal details will be destroyed once the data collection phase is over.

ABOUT YOU

1. Your year level at school
₁ Year 12 ₂ Year 13
2. Your ethnicity (*please tick as many as apply*)
₁ Pakeha/European New Zealander ₂ Maori
₃ Pacific Islander ₄ Asian
₅ Other _____
3. Your gender
₁ Female ₂ Male
4. Number of years at *this* school
Please enter _____

YOUR FUTURE CAREER DECISIONS

5. Have you decided what you are going to do after you leave school?
₁ Yes ₂ No
If so, what? _____
6. Have you ever considered becoming a teacher?
₁ Yes ₂ No

7. Please look at the following list of reasons and tick all those you feel would affect your decision for or against becoming a teacher.

	For	Not important	Against
1 Enjoy working with children	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₅
2 Experiences of the teachers who have taught me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Someone in my family or a friend is a teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Teachers have attractive holidays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Want to help children participate in their community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Teachers have attractive work hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Teaching is something I think I'll be good at	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Want to be able to use leadership skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Want to make a contribution to society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Want to give children the best possible start in life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 Want to do something meaningful with my life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 Want a challenging job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 Want opportunities to exercise creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 Want to be part of a professional learning community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 Want opportunities for lifelong learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16 Want to be respected by the general public	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17 Have an attractive image of the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18 Want to share my love of a particular subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19 Want the opportunity to promote understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20 Want to help children to become members of society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21 Want the chance to further my own knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22 Want to do a job of which I can feel proud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23 Want future earning potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24 Want a lifelong career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25 Want to have a job with high status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26 Want to feel fulfilled in my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27 Want to help children to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28 Want strong job security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29 Want a reliable income	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30 Want a good salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31 Like the degree of variety in the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32 Teaching offers a career path	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33 Want a "people" job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. What changes would need to occur to convince you to become a teacher?

THANK YOU VERY MUCH FOR COMPLETING THIS QUESTIONNAIRE



Massey University
COLLEGE OF EDUCATION
Te Kupenga o Te Mātauranga

PERCEPTIONS OF TEACHERS AND TEACHING IN AOTEAROA NEW ZEALAND

STUDENT TEACHER QUESTIONNAIRE

PROFESSOR RUTH KANE
COLLEGE OF EDUCATION
MASSEY UNIVERSITY

PROFESSOR MARY MALLON
HUMAN RESOURCE MANAGEMENT
MASSEY UNIVERSITY



PERCEPTIONS OF TEACHERS AND TEACHING IN AOTEAROA NEW ZEALAND

This project is jointly funded by the Ministry of Education and the Teachers Council as one means of improving quality in the Early Childhood Education (ECE), primary and secondary school sectors. To understand better how people perceive teachers and teaching we must seek the insights of people most concerned with teaching and teachers. We appreciate that your time is valuable and thank you for agreeing to complete this questionnaire. The research is confidential, no school or individual will be named, and only aggregate results will be reported. The record of your personal details will be destroyed once the data collection phase is over.

ABOUT YOU

Your Current Teaching Course

<input type="checkbox"/> ₁ Early Childhood 3 year	<input type="checkbox"/> ₄ Primary 3 year bachelor degree	<input type="checkbox"/> ₈ Secondary integrated 4 year
<input type="checkbox"/> ₂ Early Childhood 1 year graduate	<input type="checkbox"/> ₅ Primary 1 year graduate	<input type="checkbox"/> ₉ Secondary 1 year graduate
<input type="checkbox"/> ₃ Other early years programme _____	<input type="checkbox"/> ₆ Bilingual primary 3 year	<input type="checkbox"/> ₁₀ Other secondary programme _____
	<input type="checkbox"/> ₇ Maori Immersion primary 3 year	

Year that you expect to graduate from this course

<input type="checkbox"/> ₁ 2005	<input type="checkbox"/> ₃ 2007	<input type="checkbox"/> ₅ 2009
<input type="checkbox"/> ₂ 2006	<input type="checkbox"/> ₄ 2008	<input type="checkbox"/> ₆ Other _____

Your Age

<input type="checkbox"/> ₁ < 20yrs	<input type="checkbox"/> ₄ 30 – 34 yrs	<input type="checkbox"/> ₇ 45 – 49 yrs
<input type="checkbox"/> ₂ 20 – 24 yrs	<input type="checkbox"/> ₅ 35 – 39 yrs	<input type="checkbox"/> ₈ 50 – 54 yrs
<input type="checkbox"/> ₃ 25 – 29 yrs	<input type="checkbox"/> ₆ 40 – 44 yrs	<input type="checkbox"/> ₉ 55+ years

Your Ethnicity (please tick as many as apply)

<input type="checkbox"/> ₁ Pakeha	<input type="checkbox"/> ₃ Pacific Islander	<input type="checkbox"/> ₅ Other _____
<input type="checkbox"/> ₂ Maori	<input type="checkbox"/> ₄ Asian	

Your Gender

<input type="checkbox"/> ₁ Female	<input type="checkbox"/> ₂ Male
--	--

Did you enter university directly from secondary school?

<input type="checkbox"/> ₁ Yes	<input type="checkbox"/> ₂ No
---	--

Your Highest Previous Qualification

<input type="checkbox"/> ₁ School Qualification	<input type="checkbox"/> ₄ Undergraduate Degree	<input type="checkbox"/> ₇ Doctorate
<input type="checkbox"/> ₂ Polytechnic Qualification	<input type="checkbox"/> ₅ Honours Degree	<input type="checkbox"/> ₈ Other Qualification _____
<input type="checkbox"/> ₃ Other Teaching Diploma	<input type="checkbox"/> ₆ Masters Degree	

Your Previous Employment Experience

Previous work experience	Number of years

TEACHER RECRUITMENT AND RETENTION




1. Reasons for becoming a teacher

Following is a list of reasons commonly given by teachers for taking up the profession. Please tick a box to show how *true each of these was of you when you considered teaching as a career*.

	Not at all Important				Extremely Important
1 Enjoy working with children	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
2 Inspired by teachers I know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Someone in my family or a friend is a teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Attractive holiday entitlement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Want to help children participate in their community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Family friendly working patterns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Because I enjoy teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Able to use leadership skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Want to make a contribution to society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Want to give children the best possible start in life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 Want to do something meaningful with my life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 Want a challenging job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 Want opportunities to exercise creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 Want to be part of a professional learning community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 Want opportunities for lifelong learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16 Want to be respected by the general public	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17 Attractive image of the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18 Want to share my love of my subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19 Want the opportunity to promote understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20 Want to help children to become members of society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21 Want the chance to further my own knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22 Want to do a job of which I can feel proud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23 Want future earning potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24 Want a lifelong career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25 Want a high status occupation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26 Want to feel fulfilled in my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27 Want to help children to 'see the penny drop'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28 Want strong job security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29 Want a reliable income	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30 Want a good salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31 Like the degree of variety in the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32 Want a clear career path	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Career aspirations

What are your career aspirations for the next five years? (*please tick as many as apply*)

Stay in teaching...		Have a career break for...		Leave teaching to pursue...	
In a teaching role	<input type="checkbox"/> ₁	Family commitments	<input type="checkbox"/> ₅	A career outside education	<input type="checkbox"/> ₈
In a role which involves teaching and management	<input type="checkbox"/> ₂	Travel	<input type="checkbox"/> ₆	Other opportunities within education	<input type="checkbox"/> ₉
In a management role	<input type="checkbox"/> ₃	Further study	<input type="checkbox"/> ₇	Retirement	<input type="checkbox"/> ₁₀
Pursue higher degree	<input type="checkbox"/> ₄				
Other ₁₁ 	_____	Other ₁₂ 	_____	Other ₁₃ 	_____

TEACHER PROFESSIONALISM

3. Hallmarks of an effective teacher

Please rank what you believe to be the *five most important* attributes of a good and effective teacher, and the *five least important* attributes, from the following list.

	Five most important (1-5, with 1 being the <i>most</i> important)	Five least important (1-5, with 1 being the <i>least</i> important)
1 High personal integrity	_____	_____
2 Credibility	_____	_____
3 Demonstrably loves their work	_____	_____
4 Trusted and respected by pupils and parents	_____	_____
5 Puts academic achievement first	_____	_____
6 Puts pastoral care first	_____	_____
7 Ability to establish caring relationships with students	_____	_____
8 Regular professional development and personal improvement	_____	_____
9 Seeks feedback	_____	_____
10 Has excellent relationships with the community	_____	_____
11 Is able to raise funding as required	_____	_____
12 Involvement in extra-curricula activities	_____	_____
13 Is able to make decisions about own teaching practice, content and process	_____	_____
14 Is skilled at handling difficult situations with pupils and parents	_____	_____
15 Advocates for better conditions for teachers in order to meet pupil needs	_____	_____
16 Manages workload and life balance	_____	_____
17 Demonstrates expertise in the process of facilitating learning	_____	_____
18 Excellent up-to-date subject knowledge	_____	_____
19 Competitive ethos; aims for high achievement for self, schools and pupils	_____	_____
20 Open to being held accountable	_____	_____
21 Enters into partnerships with range of others	_____	_____

4. The teaching profession

Below are some statements about professions. Please indicate how strongly you agree or disagree with how true they are of the teaching profession.

	Strongly Disagree				Strongly Agree
1 Has mutual respect between colleagues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
2 Enjoys a positive media image	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Has a powerful and independent professional body	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Enjoys high financial remuneration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Has members who are a recognised authority in their area of expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Is subject to external regulation and control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Is valued by the government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Has members who have lengthy professional training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Is one for which there is strong competition to join	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Is trusted by the wider community to perform a service for them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 Has the respect of pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 Has responsibility for an important service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 Enjoys high quality working conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 Has members who autonomously exercise their professional judgement in the best interests of their clientele	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 Enjoys substantial non-financial rewards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16 Is well-resourced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17 Is a democratic decision-making environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18 Is team oriented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19 Has a high performance ethos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20 Has members who are committed to life-long learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21 Has members who are engaged in leading-edge developments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Teacher responsibility

Teachers are responsible to several different groups but vary in their sense of to whom they feel most responsible. Please rank the following, from those you believe teachers feel most responsible for (i.e. 1) to those you believe teachers feel the least responsible for (i.e. 7), by placing a number from one to seven in the spaces provided.

The pupils/children they teach in the school/centre _____

The school/centre/staff _____

Parents _____

Board of Trustees/Parent Committee _____

The Ministry of Education _____

Society as a whole _____

NZQA requirements _____

6. Perceptions of respect

Following is a list of groups who typically give teachers varying degrees of respect for the job they do. Please indicate how much respect you feel each named group gives teachers and their work.

Source of respect	How much respect do you feel teachers receive from this group?		
	None	A little	A lot
1 Teachers in the school/centre	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
2 Senior management at the school/centre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Board of Trustees/Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Local community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Teachers' families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Non-teaching friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 The media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Teachers at other schools/centres	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 The pupils/children they teach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 People in other professions (in general)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 The general public	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Perceptions of Pre-Service Training

Please tick the box which describes the degree to which you agree or disagree with the statements below.

	Strongly disagree				Strongly agree
1 The teaching profession only attracts candidates of high quality	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
2 Colleges of Education only accept high quality candidates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Student teachers are adequately prepared and trained by Colleges of Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 The student teachers who graduate from Colleges of Education are well suited for teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 College of Education graduates show a high level of commitment to teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 College of Education graduates show a high degree of competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Any Other Comments?

Please feel free to include 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.

THANK YOU VERY MUCH FOR COMPLETING THIS QUESTIONNAIRE

INVITATION TO PARTICIPATE IN FOCUS GROUP DISCUSSION

We appreciate that your time is valuable and thank you for taking the trouble to complete this questionnaire. The research is confidential, no institution or individual will be named, and only aggregate results will be reported.

We are interested in exploring further your reasons for selecting teaching as a career. We invite you to take part in a student teacher focus group discussion during which we could explore more carefully your perceptions of teachers and teaching and your experiences of teaching as a career.

If you are interested in being involved in a group discussion of approximately 45 minutes duration, please complete your contact details below. One of the research team will contact you by phone within the next two weeks to arrange a suitable time to meet.

<i>Name</i>	<i>College of Education</i>	<i>Contact phone and/or email</i>

Appendix C

Interview schedules



Massey University

COLLEGE OF EDUCATION

Te Kūperinga o Te Mātauranga

Principal/Head Teacher Interview Schedule

Preamble

The interview in this project is an opportunity for the researcher to pose questions that will provide the participating principals/head teachers with an opportunity to make explicit how they perceive the role of teachers and the status of teaching to have changed over time. The goal is to begin a conversation with the principal/head teacher that focuses on his/her own perceptions and experiences of teachers and teaching and the forces that have shaped and impacted their decisions over time both as a practicing teacher, and more recently as a member of the school/centre management team.

The interview will commence by asking the principal/head teacher to talk about their own perceptions and decisions related to teachers and teaching.

INTERVIEW SCHEDULE

LOCATION/TIME	
INTERVIEWEE	

<p>I CHOOSING TEACHING</p> <p>Tell me why you became a teacher in the first place.</p>	
<p><i>Influences (parents, school)?</i></p>	
<p>What are the most common reasons new teachers give you for choosing teaching as a career?</p>	
<p>Tell me why you think people leave teaching?</p>	

II REFLECTION ON YOUR TIME AS A TEACHER	
<p>Looking back over your time as a classroom teacher, can you tell me how, if at all, your commitment to teaching has changed and what triggered these changes?</p>	
<p><i>What things have influenced you positively as a teacher?</i></p>	
<p><i>What things have influenced you negatively as a teacher?</i></p>	

III REFLECTIONS ON YOUR ROLE AS PRINCIPAL/HEAD TEACHER	
<p>Thinking back over your period as a principal or in senior management, can you talk to me about your experiences of recent recruitment/promotion of teachers?</p>	
<p><i>What did you think of the candidates?</i></p>	

<p>What criteria do you use to judge a teacher to be effective?</p>	
<p><i>What influences your employment decisions?</i></p>	
<p><i>What attributes do you feel critical to being a teacher?</i></p>	

<p><i>Why did they leave?</i></p>	<p>Thinking of staff who have left your school/centre recently,</p>
<p><i>Would you have liked to retain them as staff?</i></p>	
<p><i>What might have helped you to retain them?</i></p>	

<p>If you had to name 2 things that would keep good teachers in teaching, what would they be?</p>	
<p>If you had to predict 2 triggers that would potentially convince good teachers to leave teaching, what would they be?</p>	
<p>How do you know who is performing well on your staff?</p>	

<p>If you could change two things to enhance the recruitment and retention of quality teachers what would they be?</p>	
<p>In what ways, do you think, that the status of teachers has changed over this time?</p>	
<p>In what ways do you think the status of teachers could be enhanced?</p>	

IV PEOPLE'S PERCEPTIONS OF TEACHERS AND TEACHING	
<p>How do you think teachers are perceived by their students and their colleagues?</p>	
<p>What do you think people outside of schools think of teaching as a career?</p>	

<p>Would you recommend teaching as a career to your children or to the children of close friends and family?</p>	
<p><i>Why?/why not?</i></p>	
<p>Research shows that other groups (parents, BoTs, students) have more positive views of the work of teachers than teachers think they do. What do you think about that?</p>	
<p>What career advice would you give to a new teacher?</p>	



Teacher Interview Schedule

Preamble

The interview in this project is an opportunity for the researcher to pose questions that will provide the participating teachers with an opportunity to identify and make explicit how they perceive and experience teaching as a career. The goal is to begin a conversation with the teacher that focuses on his/her own perceptions and experiences of teaching and the forces that have shaped and impacted on their decisions related to teaching.

The interview will commence by asking the teachers to talk generally about their entry into teaching as a career and their personal experiences of teaching. The interview will proceed through a spiral conversation where the interviewer is seeking to provide opportunities for the teacher to relate evidence of their own experiences of being a teacher.

INTERVIEW SCHEDULE

LOCATION/TIME	
INTERVIEWEE	

<p>I BECOMING A TEACHER</p> <p>Tell me why you became a teacher in the first place.</p>	
<p><i>Influences (parents, school)?</i></p>	

II REFLECTION ON YOUR TIME AS A TEACHER	
<p>Looking back over your time as a classroom teacher, can you tell me how, if at all, your commitment to teaching has changed and what triggered these changes?</p> <p><i>What things have influenced you positively as a teacher?</i></p>	
<p><i>What things have influenced you negatively as a teacher?</i></p>	
<p>In what ways, do you think, that the status of teachers has changed over this time?</p>	

<p>III PERSONAL SENSE OF SATISFACTION</p>	<p>How do you feel about being a teacher?</p>	
	<p><i>As an individual</i></p>	
<p><i>As part of the teaching profession</i></p>		

<p><i>What do you like about the job?</i></p>	
<p><i>What things frustrate you about being a teacher?</i></p>	
<p><i>Has this changed over time?</i></p>	

<p>How confident are you that you are making a difference in the lives/learning of your pupils?</p>	
<p><i>How do you measure this?</i></p>	
<p><i>What influences it?</i></p>	

<p>Over recent years, what steps have you taken to improve your own performance as a teacher?</p>	
<p>What help have you had to develop your teaching?</p>	
<p>What help would you have liked?</p>	

<p>If you had to name 2 things that would keep you in teaching, what would they be?</p>	
<p>If you had to predict 2 triggers that would potentially convince you to leave teaching, what would they be?</p>	

IV PEOPLE'S PERCEPTIONS OF TEACHERS AND TEACHING

How do you think you are perceived by your students and your colleagues?

How would you like to be perceived by students and other colleagues?

What do you think people outside of schools think of teaching as a career?

<p>Why do you think ex-colleagues leave teaching?</p>	
<p>Research shows that other groups (parents, BoTs, students) have more positive views of the work of teachers than teachers think they do. What do you think about that?</p>	

<p>Would you recommend teaching as a career to your children or to the children of close friends and family? <i>Why?/why not?</i></p>	
<p>What career advice would you give to a new teacher?</p>	

<p>V ALTERNATIVES TO TEACHING</p>	
<p>Have you applied for, or seriously considered applying for, another position outside of teaching in the last year?</p>	
<p><i>If not, why not?</i></p>	
<p><i>If so, what kind of positions did you apply for/consider applying for?</i></p>	
<p><i>Was there a particular trigger that prompted that decision?</i></p>	

<p><i>What attracted you to the other position in comparison to teaching?</i></p>	
<p><i>If you finally decided not to apply, what influenced this decision?</i></p>	
<p><i>If you did apply, can you tell us a little bit more about what happened thereafter?</i></p>	

<p>VI FUTURE ASPIRATIONS</p> <p>Where do you see yourself in five years time?</p>	
<p><i>If teaching, what would you like to be doing?</i></p>	
<p><i>If not, what would you envisage doing?</i></p>	
<p>In what ways, do you think that the status of teachers could be enhanced?</p>	



Board of Trustee/Management Committee Member Interview Schedule

Preamble

The interview in this project is an opportunity for the researcher to pose questions that will provide the participating members of school Boards of Trustees/centre Management Committees with an opportunity to make explicit how they perceive the role of teachers and the status of teaching to have changed over time. The goal is to begin a conversation with the board/committee member that focuses on his/her own perceptions and experiences of teachers and teaching and the forces that have shaped and impacted their decisions as Board of Trustee/Management Committee members.

The interview will commence by asking the Board/Committee Members to talk about their own perceptions and decisions related to teachers and teaching.

LOCATION/TIME	
SCHOOL/CENTRE	
INTERVIEWEE	

INTERVIEW SCHEDULE

I BOT/COMMITTEE MEMBER

Why did you decide to become a Board of Trustee/Committee member?

II CHOOSING TEACHERS	
What criteria do you use to judge a teacher to be effective?	
<i>What influences your employment decisions?</i>	
<i>What attributes do you feel critical to being a teacher?</i>	
If you could change two things to enhance the recruitment and retention of quality teachers what would they be?	

II REFLECTION ON YOUR TIME AS BOT/MANAGEMENT COMMITTEE MEMBER	
<p>Looking back over your experience with teachers, can you tell me how, if at all, teachers' commitment to teaching has changed and what triggers these changes?</p> <p><i>What things have influenced teachers positively over this time?</i></p> <p><i>What things have influenced teachers negatively over this time?</i></p>	

<p>In what ways, do you think, that the status of teachers has changed over this time?</p>	
<p><i>In what ways, if at all, do you think this has changed the recruitment and retention of teachers?</i></p>	
<p>In what ways, do you think that the status of teachers could be enhanced?</p>	

III PEOPLE'S PERCEPTIONS OF TEACHERS AND TEACHING	
<p>What do you think about teachers, in general, in New Zealand?</p>	
<p>How do you think teachers are perceived by their students and their colleagues?</p>	
<p>What do you think people outside of schools think of teaching as a career?</p>	

<p>Would you recommend teaching as a career to your children or to the children of close friends and family?</p>	
<p><i>Why?/why not?</i></p>	
<p>What career advice would you give to a new teacher?</p>	



Senior Student Focus group

Preamble

The focus group with senior students in this project is an opportunity for the researcher to pose questions that will provide the participating senior students with an opportunity to identify and make explicit how they perceive teaching as a potential career. The goal is to initiate a spiral conversation with the students that focuses on their perceptions and experiences of teachers and teaching and the forces that have shaped and impacted on their decisions related to considering/choosing or not choosing teaching as a future career.

The interview will commence by asking the students to talk generally about their personal perceptions and experiences of teachers and teaching.

INTERVIEW SCHEDULE

LOCATION/TIME	
FOCUS GROUP PARTICIPANTS	

<p>I ROLE OF TEACHERS</p> <p>Briefly describe what you see the role of teachers being. (What do they do?) If they find this difficult get them to brainstorm the qualities they would look for and the tasks they would expect to write in a job advertisement for a teacher.</p>	
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<p>II CHOOSING TEACHING</p> <p>Have you thought about becoming a teacher when you complete secondary school?</p>	
<p><i>What and who has influenced your thinking?</i></p>	
<p><i>Who talks to you about becoming a teacher?</i></p>	
<p><i>Who talks to you about NOT becoming a teacher?</i></p>	

<p>When you make a decision about becoming a teacher, who or what will be the most important factors that will influence that decision?</p>	
<p>If you have decided not to be a teacher – what could convince you to reconsider this as a career option?</p>	

III YOUR PERCEPTIONS OF TEACHERS	
What criteria do you use to judge a teacher to be effective?	
<i>What influences your perceptions of teachers?</i>	
<i>What attributes do you feel critical to being a good teacher?</i>	

IV PEOPLE'S PERCEPTIONS OF TEACHERS AND TEACHING

How do you think teachers are perceived by their students and their colleagues?

Do you think teachers are appreciated?

Why/why not?

<p>What do you think people outside of schools think of teaching as a career?</p>	
<p><i>What do you think influences people's opinions of teachers?</i></p>	

<p>When you think of all the different careers available to students like yourselves as they leave school, what ones would you rank as the most important?</p>	
<p><i>How does teaching compare to these?</i></p>	
<p><i>What do you think influences the status of teachers?</i></p>	

How do you think the status of teaching could be improved?



Massey University

COLLEGE OF EDUCATION

Te Kupenga o Te Mātauranga

Student Teacher Focus group

Preamble

The focus group with student teachers in this project will allow the researcher to pose questions that will provide the participating student teachers with an opportunity to identify and make explicit how they perceive teachers, teachers' work and their future career as teachers. The goal is to initiate a spiral conversation with the student teachers that focuses on their perceptions and experiences of teachers and teaching and the forces that have shaped and impacted on their decisions to choose teaching as a future career.

The interview will commence by asking the student teachers to talk generally about their personal perceptions and experiences of teachers and teaching.

INTERVIEW SCHEDULE

LOCATION/TIME	
FOCUS GROUP PARTICIPANTS	

<p>I CHOOSING TEACHING</p> <p>Tell me why you chose teaching as a career?</p>	
<p><i>What influenced your decision?</i></p>	
<p><i>When did you make the decision to become a teacher?</i></p>	

<p><i>What other careers were you considering?</i></p>	
<p><i>Who did you talk to about your decision?</i></p>	
<p><i>Who tried to persuade you to become a teacher?</i></p>	

<p><i>Who tried to dissuade you from becoming a teacher?</i></p>	
<p><i>What were some of the arguments they used?</i></p>	

<p>II PERSONAL SENSE OF SATISFACTION</p>	
<p>How do you feel about being a student teacher?</p>	
<p><i>As an individual?</i></p>	
<p><i>As part of the teaching profession?</i></p>	
<p><i>What do you like about the role?</i></p>	

<p>If you had to name 2 things that would keep you in teaching, what would they be?</p>	
<p>If you had to predict 2 triggers that would potentially convince you to leave teaching, what would they be?</p>	

<p>III YOUR PERCEPTIONS OF TEACHERS</p> <p>What criteria do you use to judge a teacher to be effective?</p>	
<p><i>What influences your perceptions of teachers?</i></p>	

<p><i>What attributes do you feel critical to being a good teacher?</i></p>	
<p><i>How would you describe the role teachers play in NZ?</i></p>	

<p>IV PEOPLE'S PERCEPTIONS OF TEACHERS AND TEACHING</p> <p>How do you think teachers are perceived by their students and their colleagues?</p>	
<p><i>Do you think teachers are appreciated?</i></p>	
<p><i>Why/why not?</i></p>	

<p>What do you think people outside of schools think of teaching as a career?</p>	
<p><i>What do you think influences people's opinions of teachers?</i></p>	

<p>When you think of all the different careers available to students like yourselves, what ones would you rank as the most important?</p>	
<p><i>Which other careers have you considered?</i></p>	
<p><i>How does teaching compare to these?</i></p>	
<p><i>What do you think influences the status of teachers?</i></p>	

In what ways, do you think that the status of teachers could be enhanced?

<p>V. FUTURE ASPIRATIONS</p> <p>Where do you see yourself in five years time?</p>	
<p><i>If teaching, what would you like to be doing?</i></p>	
<p><i>If not, what would you envisage doing?</i></p>	

Appendix D

Information sheets for interview cluster schools and centres



Massey University

COLLEGE OF EDUCATION
Te Kupenga o Te Mātauranga

PERCEPTIONS OF TEACHERS AND TEACHING

TEACHER, PRINCIPAL and BOARD MEMBER INFORMATION SHEET

Our names are Ruth Kane, Professor of Secondary Education and Mary Mallon, Professor of Research in the Department of Human Resource Management at Massey University, Palmerston North. We have been commissioned by the Ministry of Education and the New Zealand Teachers Council to investigate the ways in which key groups of people within our society perceive teachers and teaching and how these perceptions impact on the recruitment and retention of quality teachers in our New Zealand schools. We have assembled a team of researchers from Massey University to conduct this research. Each team member has a particular affiliation with an education sector and special research experience: Peter Lind (Primary and Secondary Education), Barbara Jordan (Early Childhood Education), Lesieli MacIntyre (Pacific Education), and Frances Goulton (Maori Education).

The research team can be contacted through the co-directors. If you have any questions about the project please feel free to contact:

Professor Ruth Kane, Phone: (06) 356 9099, Ext. 8766, r.kane@massey.ac.nz, or

Professor Mary Mallon, Phone: (06) 356 9099, Ext. 2220, m.mallon@massey.ac.nz

This project will investigate how a number of key groups within our society perceive the work of teachers within New Zealand and how their perceptions influence decisions related to choosing teaching as a career, staying in teaching and/or choosing to leave the teaching profession. We believe that in order to understand what influences people's decisions to become teachers and/or to leave teaching, we need to ask the very people involved in making these decisions.

Recruitment of participants

The key groups to be consulted include:

- Those currently in education – teachers, early childhood education leaders, principals and board members;
- Those making career decisions – year 12 & 13 students; and
- Those preparing to be teachers – student teachers.

Participants will be invited from clusters of schools within three regions, Auckland, Taranaki and Canterbury. This information sheet is provided to explain key details of the project so that you are able to make an informed decision regarding your participation.

What you will be asked to do

Participation in the project will involve completion of a questionnaire that has been adapted for the specific group involved. The questionnaire asks questions about your experiences of teachers and teaching. The questionnaire will be distributed to all teachers and BOT/management committee members in the target schools/centres. A modified

questionnaire will be distributed to students in two year 12 and two year 13 classes at the target secondary school. All questionnaires will be confidential and no individual will be named in any report or publication emerging from this project. It is expected that the questionnaires will take approximately 30 minutes to complete.

The school principal will be asked to invite teachers and BOT/committee members to participate in individual interviews with the researchers. The intention is to interview the principal, at least three teachers and one BOT member from each participating school. Principals of secondary schools will also be asked to arrange at least two groups (4 – 5 participants) of year 13 students to participate in focus group interviews with the researchers. Interviews will be an opportunity for participants to provide more in-depth explanations of their perceptions of teachers and teaching, why people do or do not choose teaching, their experience of teaching and why they stay or plan to leave. It is anticipated that interviews will be of approximately 40 minutes duration.

Procedures for storage of data

The research project is interested in identifying indicators that influence people's decisions about choosing teaching as a career and/or choosing to stay or leave teaching. As such we are not seeking to make claims about individual's personal experiences. The questionnaire and interview data is confidential, no school or individual will be named, and only aggregate results will be reported. Data in the form of completed questionnaires will not be identifiable to a specific individual. They will be stored in locked file cabinets within the researcher's office at Massey University. The record of all personal contact details provided for purpose of arranging interviews will be destroyed once the data collection phase is over.

The outcome of the project

The findings of the project will contribute to understanding better that ways in which teachers and teaching are perceived within New Zealand and the influences and forces that impact on and shape people's decisions to embark on teaching as a career choice. The analysis of questionnaire and interview data will be prepared in a final report to the Ministry of Education and the Teachers Council to enable them to explore future initiatives and services to support the development and maintenance of teaching as a strong profession.

Participant's rights

You are under no obligation to accept this invitation. If you decided to participate, you have the right to:

- Decline to answer any particular question;
- Withdraw from the study *at any time*;
- Ask any questions about the study at any time during participation;
- Provide information on the understanding that your name will not be used unless you give permission to the researcher;
- Ask for the audio tape to be turned off at any time during the interview; and
- Be given access to a summary of the project findings when it is concluded.

This project has been reviewed and approved by the Massey University Human Ethics Committee, PN Application 04/61. If you have any concerns about the conduct of this research, please contact Professor Sylvia V Rumball, Chair, Massey University Human Ethics Committee: Palmerston North, telephone 06 350 5249, email humanethicspn@massey.ac.nz.



Massey University

COLLEGE OF EDUCATION

Te Kupenga o Te Mātauranga

PERCEPTIONS OF TEACHERS AND TEACHING

SENIOR STUDENT INFORMATION SHEET

Our names are Ruth Kane, Professor of Secondary Education and Mary Mallon, Professor of Research in the Department of Human Resource Management at Massey University, Palmerston North. We have been commissioned by the Ministry of Education and the New Zealand Teachers Council to investigate the ways in which key groups of people within our society perceive teachers and teaching and how these perceptions impact on the recruitment and retention of quality teachers in our New Zealand schools. We have assembled a team of researchers from Massey University to conduct this research. Each team member has a particular affiliation with an education sector and special research experience: Peter Lind (Primary and Secondary Education), Barbara Jordan (Early Childhood Education), Lesieli MacIntyre (Pacific Education), and Frances Goulton (Maori Education).

The research team can be contacted through the co-directors. If you have any questions about the project please feel free to contact:

Professor Ruth Kane, Phone: (06) 356 9099, Ext. 8766, r.kane@massey.ac.nz, or

Professor Mary Mallon, Phone: (06) 356 9099, Ext. 2220, m.mallon@massey.ac.nz

This project will investigate how a number of key groups within our society perceive the work of teachers within New Zealand and how their perceptions influence decisions related to choosing teaching as a career, staying in teaching and/or choosing to leave the teaching profession. We believe that in order to understand what influences people's decisions to become teachers and/or to leave teaching, we need to ask the very people involved in making these decisions.

As senior secondary school students you probably spend some time thinking about your future careers. You may well have thought about, or talked to people about teaching as a possible career. We are interested in finding out how you view teachers and teaching and what you see as key things and people that might influence your decision to become teachers in the future. We are interested in how you make these decisions and what turns you off or turns you on to teaching as a potential career.

Recruitment of participants

The key groups to be consulted include:

- Those currently in education – teachers, early childhood education leaders, principals and board members;
- Those making career decisions – year 12 & 13 students; and
- Those preparing to be teachers – student teachers.

Participants will be invited from clusters of schools within three regions, Auckland, Taranaki and Canterbury. This information sheet is provided to explain key details of the project so that you are able to make an informed decision regarding your own participation in the project.

What you will be asked to do

Participation in the project will involve completion of the attached questionnaire that has been adapted for senior secondary students. This very brief questionnaire asks questions about your future career intentions and what would influence you to consider teaching as a possible career choice.

The questionnaire has been distributed to all senior students (years 12 and 13) in the target secondary school. All questionnaires will be confidential and no individual will be named in any report or publication emerging from this project. It is expected that the questionnaires will take approximately 10 minutes to complete.

Your principal will also ask if anyone would like to participate in a focus group interview with the researchers. Focus groups will be an opportunity for you to provide more in-depth explanations of what you think about teachers and teaching as a career and why you think people do or do not choose teaching. Focus groups will be audio-taped to ensure the accuracy of the research analysis. It is anticipated that interviews will be of approximately 45 minutes duration.

Procedures for storage of data

The research project is interested in identifying indicators that influence people's decisions about choosing teaching as a career and/or choosing to stay or leave teaching. As such we are not seeking to make claims about individual's personal experiences. The questionnaire and interview data is confidential, no school or individual will be named, and only aggregate results will be reported. Data in the form of completed questionnaires will not be identifiable to a specific individual. They will be stored in locked file cabinets within the researcher's office at Massey University. The record of all personal contact details provided for purpose of arranging focus groups will be destroyed once the data collection phase is over.

The outcome of the project

The findings of the project will contribute to understanding better the ways in which teachers and teaching are perceived within New Zealand and the influences and forces that impact on and shape young people's decisions to embark on teaching as a career choice. The analysis of questionnaire and interview data will be prepared in a final report to the Ministry of Education and the Teachers Council to enable them to explore future initiatives and services to support the development and maintenance of teaching as a strong profession.

Participant's rights

You are under no obligation to accept this invitation. If you decided to participate, you have the right to:

- Decline to answer any particular question;
- Withdraw from the study *at any time*;
- Ask any questions about the study at any time during participation;
- Provide information on the understanding that your name will not be used unless you give permission to the researcher;
- Ask for the audio tape to be turned off at any time during the interview; and
- Be given access to a summary of the project findings when it is concluded.

This project has been reviewed and approved by the Massey University Human Ethics Committee, PN Application 04/61. If you have any concerns about the conduct of this research, please contact Professor Sylvia V Rumball, Chair, Massey University Human Ethics Committee: Palmerston North, telephone 06 350 5249, email humanethicspn@massey.ac.nz

PERCEPTIONS OF TEACHERS AND TEACHING

STUDENT TEACHER INFORMATION SHEET

Our names are Ruth Kane, Professor of Secondary Education and Mary Mallon, Professor of Research in the Department of Human Resource Management at Massey University, Palmerston North. We have been commissioned by the Ministry of Education and the New Zealand Teachers Council to investigate the ways in which key groups of people within our society perceive teachers and teaching and how these perceptions impact on the recruitment and retention of quality teachers in our New Zealand schools. We have assembled a team of researchers from Massey University to conduct this research. Each team member has a particular affiliation with an education sector and special research experience: Peter Lind (Primary and Secondary Education), Barbara Jordan (Early Childhood Education), Lesieli MacIntyre (Pacific Education), and Frances Goulton (Maori Education).

The research team can be contacted through the co-directors. If you have any questions about the project please feel free to contact:

Professor Ruth Kane, Phone: (06) 356 9099, Ext. 8766, r.kane@massey.ac.nz, or
Professor Mary Mallon, Phone: (06) 356 9099, Ext. 2220, m.mallon@massey.ac.nz

This project will investigate how a number of key groups within our society perceive the work of teachers within New Zealand and how their perceptions influence decisions related to choosing teaching as a career, staying in teaching and/or choosing to leave the teaching profession. We believe that in order to understand what influences people's decisions to become teachers and/or to leave teaching, we need to ask the very people involved in making these decisions.

As student teachers preparing for careers in the teaching profession, you are very important to this research project. You have recently made the decisions that are at the very focus of this investigation and we are interested in finding out what were the key things and people that influenced your decision to become teachers. We are interested in how you made these decisions and what is it about teaching that attracts, excites, frustrates, and continues to puzzle you. We are also interested in your perspectives on the status of teaching in relation to other career choices available to you.

Recruitment of participants

The key groups to be consulted in this project include:

- Those currently in education – teachers, early childhood education leaders, principals and board members;
- Those making career decisions – year 12 & 13 students; and
- Those preparing to be teachers – student teachers.

Student teachers will be invited from a range of pre-service courses within the teacher education institution closest to the cluster of schools involved in this research. The project will draw schools from three regions, Auckland, Taranaki and Canterbury. This information sheet is provided to explain key details of the project so that you are able to make an informed decision regarding your own participation in the project.

What you will be asked to do

Participation in the project will involve completion of the attached questionnaire. The questionnaire asks questions about your experiences of teachers and teaching and what you identify as the key people and ideas that turn you off or turn you on to teaching as a career.

The questionnaire is being distributed to all first year teaching students at your institution. All questionnaires will be confidential and no individual will be named in any report or publication emerging from this project. It is expected that the questionnaires will take approximately 30 minutes to complete.

The questionnaires include an invitation to participate in subsequent focus group interviews. Focus group participants will be selected from those who respond positively to the invitation to interview. If there are more volunteers than are needed we will select a cross section of the volunteers. Focus groups will be an opportunity for you to provide more in-depth explanations of what you think about the status of teachers and teaching and why you think people do or do not choose teaching. Focus groups will be audio-taped to ensure the accuracy of the research analysis. It is anticipated that interviews will be of approximately 45 minutes duration.

Procedures for storage of data

The research project is interested in identifying indicators that influence people's decisions about choosing teaching as a career and/or choosing to stay or leave teaching. As such we are not seeking to make claims about individual's personal experiences. The questionnaire and interview data is confidential, no institute or individual will be named, and only aggregate results will be reported. Data in the form of completed questionnaires will not be identifiable to a specific individual. They will be stored in locked file cabinets within the researcher's office at Massey University. The record of all personal contact details provided for the purpose of arranging focus groups will be destroyed once the data collection phase is over.

The outcome of the project

The findings of the project will contribute to understanding better that ways in which teachers and teaching are perceived within New Zealand and the influences and forces that impact on and shape people's decisions to embark on teaching as a career choice. The analysis of questionnaire and interview data will be prepared in a final report to the Ministry of Education and the Teachers Council to enable them to explore future initiatives and services to support the development and maintenance of teaching as a strong profession.

Participant's rights

You are under no obligation to accept this invitation. If you decided to participate, you have the right to:

- Decline to answer any particular question;
- Withdraw from the study *at any time*;
- Ask any questions about the study at any time during participation;
- Provide information on the understanding that your name will not be used unless you give permission to the researcher;
- Ask for the audio tape to be turned off at any time during the interview; and
- Be given access to a summary of the project findings when it is concluded.

This project has been reviewed and approved by the Massey University Human Ethics Committee, PN Application 04/61. If you have any concerns about the conduct of this research, please contact Professor Sylvia V Rumball, Chair, Massey University Human Ethics Committee: Palmerston North, telephone 06 350 5249, email humanethicspn@massey.ac.nz.

Appendix E

Consent forms for interview cluster schools and centres



Massey University
COLLEGE OF EDUCATION
Te Kupenga o Te Mātauranga

PERCEPTIONS OF TEACHERS AND TEACHING

CONSENT FORM

Teachers, Principals/Head Teachers, BOT/Management Committee Members

THIS CONSENT FORM WILL BE HELD FOR A PERIOD OF FIVE (5) YEARS

I have read the Information Sheet and have had the details of the study explained to me.
My questions have been answered to my satisfaction, and I understand that I may ask further questions at any time.

I agree/do not agree to the interview being audio taped.

I agree to participate in this study under the conditions set out in the Information Sheet.

Signature:

Date:

Full Name (printed):



Massey University
COLLEGE OF EDUCATION
Te Kupenga o Te Mātauranga

PERCEPTIONS OF TEACHERS AND TEACHING

CONSENT FORM

Students and Student Teachers

THIS CONSENT FORM WILL BE HELD FOR A PERIOD OF FIVE (5) YEARS

I have read the Information Sheet and have had the details of the study explained to me. My questions have been answered to my satisfaction, and I understand that I may ask further questions at any time.

I agree/do not agree to the interview being audio taped.

I agree to participate in this study under the conditions set out in the Information Sheet.

I agree to not disclose anything discussed in the Focus Group.

Signature:

Date:

Full Name (printed):

Appendix F

Letter to tertiary institutions

Interview Cluster
Letter to Tertiary Institutions

04 February 2005

«First_Name» «Last_Name»
«Position»
«Institution»
«Address1»
«Address2»
«City»

Dear «First_Name»,

Re: Participation of Student Teachers in the Perceptions of Teachers and Teaching research project

Happy New Year and best wished for 2005.

Many thanks for agreeing to facilitate the participation of student teachers from «Institution» in a survey and subsequent focus groups to explore perceptions of teachers and teaching. This Ministry of Education funded research project seeks to examine the ways in which key groups perceive teachers and teaching and how, if at all, these perceptions impact on recruitment and retention of quality teachers. Student teachers, as people who have recently decided to become teachers, are an important key group in this study.

There are two steps involved in the student teachers' participation: a questionnaire (enclosed) and focus group discussions.

Questionnaires

Please find enclosed «Number» copies of the project Information Sheet and Questionnaire for student teachers within «Institution». We would ask that these be distributed to all first year students across the different programmes to ensure that we get as representative sample of student teachers from each of the sectors (early childhood, primary and secondary) and programmes (degree and graduate diploma). It would be much appreciated if you could arrange for questionnaires to be completed on-campus and collected by colleagues by Wednesday 16th February. Completion in class time would ensure a high return rate, although I appreciate this may not be possible in all cases.

Focus Groups

I understand that the best time for the conduct of focus group discussions would be the week beginning Monday 21st February. We would be interested in conducting six focus groups of up to five members each. It is important that these groups include students from across a range of programmes. Nicola Maw or Liette Godin will be contacting you next week to discuss the most appropriate day/s for them to visit to conduct the focus groups.

Please find enclosed a schedule for focus groups. It would be appreciated if you could, when an appropriate day/s has been agreed to, arrange time and venue for the focus groups and record these on the schedule to assist the researchers in their work.

Your assistance in this project is very much appreciated and we look forward to working with you in the coming year.

Kind regards

Ruth G Kane



Student Teacher Focus group

Preamble

The focus group with student teachers in this project will allow the researcher to pose questions that will provide the participating student teachers with an opportunity to identify and make explicit how they perceive teachers, teachers' work and their future career as teachers. The goal is to initiate a spiral conversation with the student teachers that focuses on their perceptions and experiences of teachers and teaching and the forces that have shaped and impacted on their decisions to choose teaching as a future career.

The interview will commence by asking the student teachers to talk generally about their personal perceptions and experiences of teachers and teaching.

INTERVIEW SCHEDULE

I CHOOSING TEACHING

Tell me why you chose teaching as a career?

What influenced your decision?

When did you make the decision to become a teacher?

What other careers were you considering?

Who did you talk to about your decision?

Who tried to persuade you to become a teacher?

Who tried to dissuade you from becoming a teacher?

What were some of the arguments they used?

II PERSONAL SENSE OF SATISFACTION

How do you feel about being a student teacher?

As an individual?

As part of the teaching profession?

What do you like about the role?

Thinking of your recent experiences on practicum, what things excite you about being a teacher?

What things frustrate you about being a teacher?

Have these changed over time during your training?

How confident are you that you are making a difference in the lives/learning of your pupils?

How will you measure this?

What influences it?

If you had to name 2 things that would keep you in teaching, what would they be?

Have you considered leaving teaching during your teacher education course?
What sort of things caused you to think this way?

If you had to predict 2 triggers that would potentially convince you to leave teaching, what would they be?

III YOUR PERCEPTIONS OF TEACHERS

What criteria do you use to judge a teacher to be effective?

What influences your perceptions of teachers?

What attributes do you feel critical to being a good teacher?

How would you describe the role teachers play in NZ?

IV PEOPLE'S PERCEPTIONS OF TEACHERS AND TEACHING

How do you think teachers are perceived by their students and their colleagues?

Do you think teachers are appreciated?

Why/why not?

What do you think people outside of schools think of teaching as a career?

What do you think influences people's opinions of teachers?

When you think of all the different careers available to students like yourselves, what ones would you rank as the most important?

Which other careers have you considered?

How does teaching compare to these?

What do you think influences the status of teachers?

In what ways, do you think that the status of teachers could be enhanced?

V. FUTURE ASPIRATIONS

Where do you see yourself in five years time?

If teaching, what would you like to be doing?

If not, what would you envisage doing?

Appendix G

Letters of invitation to non-interview cluster schools and centres

Non-Interview Cluster
Early Childhood Centre Letter of Invitation

5 April 2005

«Title»
«Centre»
«Address1»
«Address2»
«Address3»
«City»

PERCEPTIONS OF TEACHERS AND TEACHING

The Ministry of Education and the New Zealand Teachers Council are interested in determining the ways in which teachers, early childhood education leaders and management committee members perceive teachers and teaching in an effort to improve recruitment and retention of quality teachers for early childhood centres within New Zealand. Please find enclosed an information sheet detailing the goals and parameters of this study.

As the research team commissioned to undertake this research, we are currently inviting all early childhood centres in your region to participate through completion of a questionnaire that includes questions on such aspects of teaching as: reasons for choosing teaching as a career; perceptions of the status of teachers; triggers that would cause teachers to leave the profession; indicators of professionalism; and hallmarks of an effective teacher.

We would greatly appreciate it if you could see your way clear to assist with this research project so that the voices of teachers, early childhood education leaders and committee members are included in this important study.

If you are able to participate in this research project we would ask that you complete the enclosed fax form, recording information on the number of teachers in your centre and the number of management committee members, and fax it back to us by **Tuesday 10th May**.

We will send you the appropriate number of questionnaires for yourself, your staff and management board members with stamped addressed envelopes for their return.

We appreciate that your time is valuable and your participation in this project comes in addition to an already full and demanding workload. We are committed to gathering the views of people closely involved in teaching young children within centres and we cannot do this without the assistance of supervising teachers and colleagues such as yourselves. We look forward to your response.

Yours sincerely,



Ruth Kane (Project Co-director)
Professor of Secondary Education
Massey University

Non-Interview Cluster
Primary School Letter of Invitation

5 April 2005

«Title»
«School»
«Address1»
«Address2»
«Address3»
«City»

PERCEPTIONS OF TEACHERS AND TEACHING

The Ministry of Education and the New Zealand Teachers Council are interested in determining the ways in which teachers, principals and Board of Trustees members perceive teachers and teaching in an effort to improve recruitment and retention of quality teachers for schools and centres within New Zealand. Please find enclosed an information sheet detailing the goals and parameters of this study.

As the research team commissioned to undertake this research, we are currently inviting all schools in your region to participate through completion of a questionnaire that includes questions on such aspects of teaching as: reasons for choosing teaching as a career; perceptions of the status of teachers; triggers that would cause teachers to leave the profession; indicators of professionalism; and hallmarks of an effective teacher.

We would greatly appreciate it if you could see your way clear to assist with this research project so that the voices of teachers, principals and board members are included in this important study.

If you are able to participate in this research project we would ask that you complete the enclosed fax form, recording information on the number of teachers in your school and the number of board members, and fax it back to us by **Tuesday 10th May**.

We will send you the appropriate number of questionnaires for your staff and Board of Trustees members with stamped addressed envelopes for their return.

We appreciate that your time is valuable and your participation in this project comes in addition to an already full and demanding workload. We are committed to gathering the views of people closely involved in teaching and we cannot do this without the assistance of principals and teachers such as yourselves. We look forward to your response.

Yours sincerely,



Ruth Kane (Project Co-director)
Professor of Secondary Education
Massey University

Non-Interview Cluster
Secondary School Letter of Invitation

5 April 2005

«Title»

«School»

«Address1»

«Address2»

«Address3»

«City»

PERCEPTIONS OF TEACHERS AND TEACHING

The Ministry of Education and the New Zealand Teachers Council are interested in determining the ways in which teachers, principals and Board of Trustees members perceive teachers and teaching in an effort to improve recruitment and retention of quality teachers for schools and centres within New Zealand. Please find enclosed an information sheet detailing the goals and parameters of this study.

As the research team commissioned to undertake this research, we are currently inviting all schools in your region to participate through completion of a questionnaire that includes questions on such aspects of teaching as: reasons for choosing teaching as a career; perceptions of the status of teachers; triggers that would cause teachers to leave the profession; indicators of professionalism; and hallmarks of an effective teacher.

We would greatly appreciate it if you could see your way clear to assist with this research project so that the voices of teachers, principals, senior secondary students and board members are included in this important study.

If you are able to participate in this research project we would ask that you complete the enclosed fax form recording information on the number of teachers in your school and the number of board members, and fax it back to us by **Tuesday 10th May**.

We will send you the appropriate number of questionnaires for your staff, board members, and students in two year 12 and two year 13 classes, with stamped addressed envelopes or courier packs for their return.

We appreciate that your time is valuable and your participation in this project comes in addition to an already full and demanding workload. We are committed to gathering the views of people closely involved in teaching young people within our secondary schools and also the views of those young people currently making decisions about their career options. We cannot do this without the assistance of principals, teachers and senior students such as those at your school. We look forward to your response.

Yours sincerely,



Ruth Kane (Project Co-director)
Professor of Secondary Education
Massey University



Massey University
COLLEGE OF EDUCATION
Te Kupenga o Te Mātauranga

PERCEPTIONS OF TEACHERS AND TEACHING

Participation in the *Perceptions of Teachers and Teaching* research project involves the principal, teaching staff and Board of Trustees members completing a questionnaire about the teaching profession in New Zealand. If your school decides to participate, questionnaires and return postage will be sent to you early in Term 2, 2005.

Yes, our school is willing to participate

No, our school does not wish to participate

Number of **teachers** in the school

Number of **Board of Trustees** members in the school

Signed:

Name:

Position:

<NameSchool>
<Address1>
<Address2>
<Address3>
<City>

**Please fax this form to IPDER, Massey University, on 0-6-350 9299,
before 10 May 2005.**

Appendix H

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

Non-Interview Cluster
Early Childhood Centre Letter to Accompany Questionnaires

12 May 2005

«FirstName» «LastName»
«Position»
«Centre»
«Address1»
«Address2»
«Address3»
«City»

Dear «FirstName» «LastName»,

Re: Participation in the Perceptions of Teachers and Teaching research project

Many thanks for agreeing to participate in the *Perceptions of Teachers and Teaching* research project. This Ministry of Education funded research project seeks to examine the ways in which key groups perceive teachers and teaching and how, if at all, these perceptions impact on recruitment and retention of quality teachers.

Heads of centres and teachers, as people engaged daily in the work of teaching in early childhood centers, are an important key group in this study, as are members of their management committees.

Please find enclosed **Principal & Teacher Questionnaires** for yourself and each of your staff and **Management Committee Member Questionnaires** for committee members as indicated on your fax-back form. Information Sheets for each participant explain the project, participants' rights and assure confidentiality.

It would be much appreciated if you could arrange for questionnaires to be completed by staff (and yourself), and for the Committee Member questionnaires to be given to members of your management committee or equivalent for completion. We request that completed questionnaires be returned in the stamped addressed envelopes by **Tuesday 17th May, 2005**.

We appreciate that your time is valuable and your participation in this project comes in addition to an already full and demanding workload. We are committed to gathering the views of people closely involved in teaching and your contribution to this study is very much appreciated. We look forward to working with you in the coming year.

Kind regards,



Ruth G Kane
Project Co-director
Professor of Secondary Education
Massey University

Non-Interview Cluster
Primary School Letter to Accompany Questionnaires

13 May 2005

«FirstName» «LastName»
«Position»
«School»
«Address1»
«Address2»
«Address3»
«City»

Dear «FirstName» «LastName»,

Re: Participation in the Perceptions of Teachers and Teaching research project

Many thanks for agreeing to participate in the *Perceptions of Teachers and Teaching* research project. This Ministry of Education funded research project seeks to examine the ways in which key groups perceive teachers and teaching and how, if at all, these perceptions impact on recruitment and retention of quality teachers.

Principals and teachers, as people engaged daily in the work of teaching, are an important key group in this study, as are Board of Trustees members.

Please find enclosed **Principal & Teacher Questionnaires** for yourself and each of your staff and **BOT Questionnaires** for board members as indicated on your fax-back form. Information Sheets for each participant explain the project, participants' rights and assure confidentiality.

It would be much appreciated if you could arrange for questionnaires to be completed by staff (and yourself), and for the BOT questionnaires to be given to BOT members for completion. We request that completed questionnaires be returned in the stamped addressed envelopes by **Tuesday 17th May, 2005**.

We appreciate that your time is valuable and your participation in this project comes in addition to an already full and demanding workload. We are committed to gathering the views of people closely involved in teaching and your contribution to this study is very much appreciated. We look forward to working with you in the coming year.

Kind regards,



Ruth G Kane
Project Co-director
Professor of Secondary Education
Massey University

Non-Interview Cluster
Secondary School Letter to Accompany Questionnaires

9 May 2005

«FirstName» «LastName»
«Position»
«School»
«Address1»
«Address2»
«Address3»
«City»

Dear «FirstName» «LastName»,

Re: Participation in the Perceptions of Teachers and Teaching research project

Many thanks for agreeing to participate in the *Perceptions of Teachers and Teaching* research project. This Ministry of Education funded research project seeks to examine the ways in which key groups perceive teachers and teaching and how, if at all, these perceptions impact on recruitment and retention of quality teachers.


Principals and teachers, as people engaged daily in the work of teaching, are an important key group in this study, as are Board of Trustees members. Senior secondary students, as young people who engage daily with teachers and who may themselves be making decisions about teaching as a potential career, are also key participants in this project.

Please find enclosed **Principal & Teacher Questionnaires** for yourself and each of your staff, **BOT Questionnaires** for board members as indicated on your fax-back form, and **120 Senior Student Questionnaires** for two year 12 and two year 13 classes. Information Sheets for each participant explain the project, participants' rights and assure confidentiality.

It would be much appreciated if you could arrange for questionnaires to be completed by staff (and yourself), and for the BOT questionnaires to be given to BOT members for completion. Completion of the senior student questionnaire in class time would ensure a high return rate and would be appreciated if at all possible. We request that completed questionnaires be returned in the stamped addressed envelopes by **Tuesday 17th May, 2005**.

We appreciate that your time is valuable and your participation in this project comes in addition to an already full and demanding workload. We are committed to gathering the views of people closely involved in teaching and your contribution to this study is very much appreciated. We look forward to working with you in the coming year.

Kind regards,



Ruth G Kane
Project Co-director
Professor of Secondary Education
Massey University



Massey University

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PERCEPTIONS OF TEACHERS AND TEACHING

TEACHER, PRINCIPAL and BOARD MEMBER INFORMATION SHEET

Our names are Ruth Kane, Professor of Secondary Education, and Mary Mallon, Professor of Research in the Department of Human Resource Management, at Massey University, Palmerston North. We have been commissioned by the Ministry of Education and the New Zealand Teachers Council to investigate the ways in which key groups of people within our society perceive teachers and teaching and how these perceptions impact on the recruitment and retention of quality teachers in our New Zealand schools. We have assembled a team of researchers from Massey University to conduct this research. Each team member has a particular affiliation with an education sector and special research experience: Peter Lind (Primary and Secondary Education), Barbara Jordan (Early Childhood Education), Lesieli MacIntyre (Pacific Education), and Frances Goulton (Maori Education).

The research team can be contacted through the co-directors. If you have any questions about the project please feel free to contact:

Professor Ruth Kane, Phone: (06) 356 9099, Ext. 8766, r.kane@massey.ac.nz, or

Professor Mary Mallon, Phone: (06) 356 9099, Ext. 2220, m.mallon@massey.ac.nz

This project will investigate how a number of key groups within our society perceive the work of teachers within New Zealand and how their perceptions influence decisions related to choosing teaching as a career, staying in teaching and/or choosing to leave the teaching profession. We believe that in order to understand what influences people's decisions to become teachers and/or to leave teaching, we need to ask the very people involved in making these decisions.

Recruitment of participants

The key groups to be consulted include:

- Those currently in education – teachers, early childhood education leaders, principals and board or management committee members;
- Those making career decisions – year 12 & 13 students; and
- Those preparing to be teachers – student teachers.

Participants will be invited from clusters of schools within three regions, Auckland, Taranaki and Canterbury. This information sheet is provided to explain key details of the project so that you are able to make an informed decision regarding your participation.

What you will be asked to do

Participation in the project will involve completion of a questionnaire that has been adapted for the specific group involved. The questionnaire asks questions about your experiences of teachers and teaching. The questionnaire will be distributed to all teachers and BOT/management committee members in the schools and centres within the region who agree to participate. A modified questionnaire will be distributed to students in two year 12 and two year 13 classes at the participating secondary schools. All questionnaires will be confidential and no individual will be named in any report or publication emerging from this project. It is expected that the questionnaires will take approximately 30 minutes to complete.

Procedures for storage of data

The research project is interested in identifying indicators that influence people's decisions about choosing teaching as a career and/or choosing to stay or leave teaching. As such we are not seeking to make claims about individuals' personal experiences. The questionnaire data is confidential, no school or individual will be named, and only aggregate results will be reported. Data in the form of completed questionnaires will not be identifiable to a specific individual. They will be stored in locked file cabinets within the researcher's office at Massey University. The record of participating schools will be destroyed once the data collection phase is completed.

The outcome of the project

The findings of the project will contribute to understanding better the ways in which teachers and teaching are perceived within New Zealand and the influences and forces that impact on and shape people's decisions to embark on teaching as a career choice. The analysis of questionnaire data will be prepared in a final report to the Ministry of Education and the Teachers Council to enable them to explore future initiatives and services to support the development and maintenance of teaching as a strong profession.

Participant's rights

You are under no obligation to accept this invitation. If you decided to participate, you have the right to:

- Decline to answer any particular question;
- Withdraw from the study *at any time*;
- Ask any questions about the study at any time during participation;
- Provide information on the understanding that your name will not be used unless you give permission to the researcher; and
- Be given access to a summary of the project findings when it is concluded.

This project has been reviewed and approved by the Massey University Human Ethics Committee, PN Application 04/61. If you have any concerns about the conduct of this research, please contact Professor Sylvia V Rumball, Chair, Massey University Human Ethics Committee: Palmerston North, telephone 06 350 5249, email humanethicspn@massey.ac.nz.



Massey University

COLLEGE OF EDUCATION

Te Kupenga o Te Mātauranga

PERCEPTIONS OF TEACHERS AND TEACHING

SENIOR STUDENT INFORMATION SHEET

Our names are Ruth Kane, Professor of Secondary Education and Mary Mallon, Professor of Research in the Department of Human Resource Management at Massey University, Palmerston North. We have been commissioned by the Ministry of Education and the New Zealand Teachers Council to investigate the ways in which key groups of people within our society perceive teachers and teaching and how these perceptions impact on the recruitment and retention of quality teachers in our New Zealand schools. We have assembled a team of researchers from Massey University to conduct this research. Each team member has a particular affiliation with an education sector and special research experience: Peter Lind (Primary and Secondary Education), Barbara Jordan (Early Childhood Education), Lesieli MacIntyre (Pacific Education), and Frances Goulton (Maori Education).

The research team can be contacted through the co-directors. If you have any questions about the project please feel free to contact:

Professor Ruth Kane, Phone: (06) 356 9099, Ext. 8766, r.kane@massey.ac.nz, or

Professor Mary Mallon, Phone: (06) 356 9099, Ext. 2220, m.mallon@massey.ac.nz

This project will investigate how a number of key groups within our society perceive the work of teachers within New Zealand and how their perceptions influence decisions related to choosing teaching as a career, staying in teaching and/or choosing to leave the teaching profession. We believe that in order to understand what influences people's decisions to become teachers and/or to leave teaching, we need to ask the very people involved in making these decisions.

As senior secondary school students you probably spend some time thinking about your future careers. You may well have thought about, or talked to people about teaching as a possible career. We are interested in finding out how you view teachers and teaching and what you see as key things and people that might influence your decision to become teachers in the future. We are interested in how you make these decisions and what turns you off or turns you on to teaching as a potential career.

Recruitment of participants

The key groups to be consulted include:

- Those currently in education – teachers, early childhood education leaders, principals and board members;
- Those making career decisions – year 12 & 13 students; and
- Those preparing to be teachers – student teachers.

Participants will be invited from clusters of schools within three regions, Auckland, Taranaki and Canterbury. This information sheet is provided to explain key details of the project so that you are able to make an informed decision regarding your own participation in the project.

What you will be asked to do

Participation in the project will involve completion of the attached questionnaire that has been adapted for senior secondary students. This very brief questionnaire asks questions about your future career intentions and what would influence you to consider teaching as a possible career choice.

The questionnaire has been distributed to two year 12 classes and two year 13 classes at your school. All questionnaires will be confidential and no individual will be named in any report or publication emerging from this project. It is expected that the questionnaires will take approximately 10 minutes to complete.

Procedures for storage of data

The research project is interested in identifying indicators that influence people's decisions about choosing teaching as a career and/or choosing to stay or leave teaching. As such we are not seeking to make claims about individual's personal experiences. The questionnaire data is confidential, no school or individual will be named, and only aggregate results will be reported. Data in the form of completed questionnaires will not be identifiable to a specific individual. They will be stored in locked file cabinets within the researcher's office at Massey University. The record of participating schools will be destroyed once the data collection phase is completed.

The outcome of the project

The findings of the project will contribute to understanding better the ways in which teachers and teaching are perceived within New Zealand and the influences and forces that impact on and shape young people's decisions to embark on teaching as a career choice. The analysis of questionnaire data will be prepared in a final report to the Ministry of Education and the Teachers Council to enable them to explore future initiatives and services to support the development and maintenance of teaching as a strong profession.

Participant's rights

You are under no obligation to accept this invitation. If you decided to participate, you have the right to:

- Decline to answer any particular question;
- Withdraw from the study *at any time*;
- Ask any questions about the study at any time during participation;
- Provide information on the understanding that your name will not be used unless you give permission to the researcher; and
- Be given access to a summary of the project findings when it is concluded.

This project has been reviewed and approved by the Massey University Human Ethics Committee, PN Application 04/61. If you have any concerns about the conduct of this research, please contact Professor Sylvia V Rumball, Chair, Massey University Human Ethics Committee: Palmerston North, telephone 06 350 5249, email humanethicspn@massey.ac.nz

Appendix I

Teacher and Principal Questionnaire Frequency Data

Teacher and Principal Questionnaire – Frequencies (n = 790)

DEMOGRAPHICS

Your current position

	Frequency	Percent
EC teacher	109	13.8
Classroom teacher	383	48.5
Teacher aide	4	0.5
Head of syndicate	41	5.2
Head of department	91	11.5
AP/DP	63	8.0
Principal	38	4.8
Head of centre	27	3.4
Other	29	3.7
Missing	5	0.6
Total	790	100.0

Your 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

Your ethnicity

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

Your gender

	Frequency	Percent
Female	605	76.6
Male	163	20.6
Missing	22	2.8
Total	790	100.0

Your highest level of 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

Year you began teaching

	Frequency	Percent
Prior to 1960	3	0.4
1960-1964	13	1.6
1965-1969	53	6.7
1970-1974	72	9.1
1975-1979	75	9.5
1980-1984	65	8.2
1985-1989	58	7.3
1990-1994	60	7.6
1995-1999	103	13.0
2000-2005	212	26.8
Missing	76	9.6
Total	790	100.0

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

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

School/centre location

	Frequency	Percent
Rural/isolated	2	0.3
Rural town	68	8.6
Provincial town	103	13.0
Provincial city	147	18.6
Urban city	470	59.5
Total	790	100.0

School/centre decile rating

	Frequency	Percent
One	41	5.2
One A	27	3.4
Three	94	11.9
Four	31	3.9
Five	114	14.4
Six	41	5.2
Seven	91	11.5
Eight	50	6.3
Nine	44	5.6
Ten	111	14.1
Not applicable	146	18.5
Total	790	100.0

TEACHER RECRUITMENT AND RETENTION

Question 1: Reasons for becoming a teacher

	Not at all important		Slightly important		Moderately important		Important		Extremely important		Missing	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Enjoyed working with children	9	1.1	20	2.5	87	11.0	217	27.5	442	55.9	15	1.9
Was inspired by teachers I know	78	9.9	137	17.3	221	28.0	201	25.4	131	16.6	22	2.8
Knew someone in my family or a friend who was a teacher	321	40.6	114	14.4	122	15.4	124	15.7	74	9.4	35	4.4
Liked the attractive holiday entitlement	238	30.1	166	21.0	179	22.7	124	15.7	49	6.2	34	4.3
Wanted to help children participate in their community	57	7.2	121	15.3	239	30.3	230	29.1	109	13.8	34	4.3
Liked the family friendly working patterns	179	22.7	140	17.7	178	22.5	158	20.0	92	11.6	43	5.4
Enjoyed teaching	13	1.6	23	2.9	72	9.1	242	30.6	424	53.7	16	2.0
Would be able to use leadership skills	62	7.8	111	14.1	248	31.4	220	27.8	129	16.3	20	2.5
Wanted to make a contribution to society	39	4.9	70	8.9	191	24.2	269	34.1	193	24.4	28	3.5
Wanted to give children the best possible start in life	21	2.7	46	5.8	129	16.3	235	29.7	341	43.2	18	2.3
Wanted to do something meaningful with my life	20	2.5	32	4.1	120	15.2	252	31.9	344	43.5	22	2.8
Wanted a challenging job	34	4.3	47	5.9	192	24.3	257	32.5	241	30.5	19	2.4
Wanted opportunities to exercise creativity	57	7.2	82	10.4	215	27.2	235	29.7	177	22.4	24	3.0
Wanted to be part of a professional learning community	47	5.9	112	14.2	236	29.9	227	28.7	142	18.0	26	3.3
Wanted opportunities for lifelong learning	55	7.0	110	13.9	207	26.2	255	32.3	143	18.1	20	2.5
Wanted to be respected by the general public	159	20.1	171	21.6	237	30.0	139	17.6	59	7.5	25	3.2
Was attracted to the image of the job	238	30.1	207	26.2	200	25.3	82	10.4	33	4.2	30	3.8
Wanted to share my love of my subject	73	9.2	112	14.2	181	22.9	225	28.5	177	22.4	22	2.8
Wanted the opportunity to promote understanding	43	5.4	99	12.5	238	30.1	254	32.2	134	17.0	22	2.8
Wanted to help children to become members of society	33	4.2	83	10.5	180	22.8	302	38.2	172	21.8	20	2.5
Wanted the chance to further my own knowledge	40	5.1	83	10.5	184	23.3	304	38.5	155	19.6	24	3.0
Wanted to do a job of which I can feel proud	23	2.9	23	2.9	135	17.1	302	38.2	289	36.6	18	2.3
Wanted future earning potential	83	10.5	140	17.7	222	28.1	212	26.8	111	14.1	22	2.8
Wanted a lifelong career	58	7.3	81	10.3	189	23.9	259	32.8	176	22.3	27	3.4
Wanted a high status occupation	190	24.1	204	25.8	221	28.0	103	13.0	44	5.6	28	3.5
Wanted to feel fulfilled in my work	9	1.1	25	3.2	124	15.7	289	36.6	319	40.4	24	3.0
Wanted to help children to 'see the penny drop'	36	4.6	60	7.6	192	24.3	274	34.7	200	25.3	28	3.5
Wanted strong job security	48	6.1	99	12.5	211	26.7	262	33.2	152	19.2	18	2.3
Wanted a reliable income	34	4.3	58	7.3	217	27.5	288	36.5	176	22.3	17	2.2
Wanted a good salary	69	8.7	129	16.3	284	35.9	187	23.7	101	12.8	20	2.5
Liked the degree of variety in the job	18	2.3	37	4.7	163	20.6	306	38.7	245	31.0	21	2.7
Wanted a clear career path	73	9.2	118	14.9	241	30.5	229	29.0	107	13.5	22	2.8

Question 2: Reasons for remaining a teacher

	Not at all important		Slightly important		Moderately important		Important		Extremely important		Missing	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Enjoy working with children	5	0.6	7	0.9	46	5.8	211	26.7	511	64.7	10	1.3
Am inspired by teachers I know	46	5.8	73	9.2	177	22.4	286	36.2	191	24.2	17	2.2
Like the attractive holiday entitlement	102	12.9	105	13.3	187	23.7	200	25.3	168	21.3	28	3.5
Enjoy helping children participate in their community	21	2.7	38	4.8	184	23.3	291	36.8	233	29.5	23	2.9
Like the family friendly working patterns	75	9.5	85	10.8	181	22.9	235	29.7	185	23.4	29	3.7
Enjoy teaching	3	0.4	17	2.2	75	9.5	227	28.7	456	57.7	12	1.5
Like being able to use leadership skills	21	2.7	66	8.4	178	22.5	263	33.3	247	31.3	15	1.9
Want to make a contribution to society	17	2.2	40	5.1	179	22.7	275	34.8	263	33.3	16	2.0
Want to give children the best possible start in life	6	0.8	26	3.3	103	13.0	226	28.6	417	52.8	12	1.5
Want to do something meaningful with my life	21	2.7	30	3.8	129	16.3	258	32.7	340	43.0	12	1.5
Want a challenging job	33	4.2	57	7.2	180	22.8	247	31.3	260	32.9	13	1.6
Want support available when dealing with difficult situations	36	4.6	55	7.0	159	20.1	234	29.6	277	35.1	29	3.7
Want opportunities to exercise creativity	28	3.5	73	9.2	184	23.3	275	34.8	215	27.2	15	1.9
Enjoy being part of a professional learning community	17	2.2	43	5.4	164	20.8	305	38.6	249	31.5	12	1.5
Want opportunities for lifelong learning	26	3.3	58	7.3	202	25.6	286	36.2	206	26.1	12	1.5
Want supportive leadership in my workplace	20	2.5	37	4.7	117	14.8	246	31.1	348	44.1	22	2.8
Want to be respected by the general public	71	9.0	111	14.1	222	28.1	218	27.6	147	18.6	21	2.7
Have an attractive image of the job	116	14.7	189	23.9	249	31.5	139	17.6	69	8.7	28	3.5
Want to share my love of my subject	21	2.7	70	8.9	168	21.3	236	29.9	269	34.1	26	3.3
Want the opportunity to promote understanding	10	1.3	36	4.6	146	18.5	316	40.0	267	33.8	15	1.9
Want to help children to become members of society	8	1.0	25	3.2	137	17.3	268	33.9	337	42.7	15	1.9
Want the chance to further my own knowledge	23	2.9	30	3.8	177	22.4	308	39.0	237	30.0	15	1.9
Want time available to reflect on lessons and share with colleagues	27	3.4	41	5.2	140	17.7	263	33.3	305	38.6	14	1.8
Do a job of which I can feel proud	9	1.1	9	1.1	85	10.8	260	32.9	413	52.3	14	1.8
Receive regular feedback	22	2.8	65	8.2	215	27.2	272	34.4	199	25.2	17	2.2
Feel adequately rewarded for taking on new duties	52	6.6	91	11.5	195	24.7	220	27.8	213	27.0	19	2.4
Want future earning potential	50	6.3	76	9.6	181	22.9	256	32.4	209	26.5	18	2.3
Want a lifelong career	50	6.3	87	11.0	195	24.7	216	27.3	222	28.1	20	2.5
Want a high status occupation	136	17.2	161	20.4	259	32.8	127	16.1	85	10.8	22	2.8
Want to feel fulfilled in my work	9	1.1	11	1.4	77	9.7	236	29.9	439	55.6	18	2.3
Enjoy helping children to 'see the penny drop'	8	1.0	23	2.9	115	14.6	268	33.9	351	44.4	25	3.2
Want strong job security	35	4.4	49	6.2	174	22.0	266	33.7	247	31.3	19	2.4
Want a reliable income	22	2.8	40	5.1	145	18.4	301	38.1	269	34.1	13	1.6
Want a good salary	39	4.9	44	5.6	170	21.5	265	33.5	260	32.9	12	1.5
Like the degree of variety in the job	9	1.1	21	2.7	111	14.1	285	36.1	350	44.3	14	1.8
Want a clear career path	72	9.1	93	11.8	232	29.4	218	27.6	153	19.4	22	2.8
Feel I have no other choice	401	50.8	96	12.2	134	17.0	78	9.9	52	6.6	29	3.7

Question 3a: Have you seriously considered leaving teaching during the last three years?

	Frequency	Percent
Yes	366	46.3
No	413	52.3
Missing	11	1.4
Total	790	100.0

Question 3b: If yes, please indicate those reasons which caused you to think seriously about leaving

	Frequency out of 790	Percent of 790
Work-life balance issues (workload)	254	32.2
Desire for overseas travel	79	10.0
Family considerations	99	12.5
Retirement	31	3.9
Lack of support	105	13.3
Health reasons	49	6.2
Stress	218	27.6
Issues with school management	93	11.8
Issues with parents	36	4.6
Additional accountabilities	62	7.8
New initiatives	63	8.0
More paperwork	216	27.3
Pay issues	97	12.3
Sense of lack of respect for the profession	130	16.5
Frustrated by lack of opportunities	52	6.6
An excellent opportunity elsewhere	32	4.1
Opportunity to move with spouse	11	1.4
Lack of job satisfaction	97	12.3
Not suited for the profession	8	1.0
Other	94	11.9

Question 3c: Why did you end up staying?

	Frequency	Percent
Response	396	50.1
No response	394	49.9
Total	790	100.0

Question 4: Intentions to leave

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Missing	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
I would prefer another job to the one I have now	298	37.7	203	25.7	129	16.3	75	9.5	41	5.2	44	5.6
If I have my way, I will not be teaching a year from now	390	49.4	180	22.8	72	9.1	48	6.1	53	6.7	47	5.9
If I have my way, I will not be at this school a year from now	394	49.9	155	19.6	91	11.5	51	6.5	51	6.5	48	6.1
I have seriously thought about leaving this school	366	46.3	118	14.9	80	10.1	84	10.6	98	12.4	44	5.6
I have seriously thought about leaving teaching	305	38.6	136	17.2	103	13.0	101	12.8	102	12.9	43	5.4

Question 5: What are your career aspirations for the next five years?

	Frequency out of 790	Percent of 790
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
Family commitments	180	22.8
Travel	246	31.1
Further study	153	19.4
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

TEACHER PROFESSIONALISM

Question 6a: Please rank what you believe to be the five MOST important attributes of a good and effective teacher

	Most important		Second most important		Third most important		Fourth most important		Fifth most important	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
High personal integrity	124	15.7	77	9.7	38	4.8	50	6.3	32	4.1
Credibility	14	1.8	16	2.0	18	2.3	17	2.2	17	2.2
Demonstrably loves their work	122	15.4	82	10.4	54	6.8	56	7.1	48	6.1
Trusted and respected by pupils and parents	79	10.0	100	12.7	79	10.0	54	6.8	59	7.5
Puts academic achievement first	11	1.4	11	1.4	10	1.3	10	1.3	14	1.8
Puts pastoral care first	7	0.9	9	1.1	15	1.9	11	1.4	14	1.8
Ability to establish caring relationships with students	110	13.9	122	15.4	96	12.2	64	8.1	42	5.3
Regular professional development and personal improvement	9	1.1	35	4.4	55	7.0	74	9.4	91	11.5
Seeks feedback	2	0.3	3	0.4	9	1.1	15	1.9	22	2.8
Has excellent relationships with the community	1	0.1	0	0.0	7	0.9	12	1.5	7	0.9
Is able to raise funding as required	0	0.0	0	0.0	0	0.0	0	0.0	1	0.1
Involvement in extra-curricula activities	1	0.1	3	0.4	4	0.5	7	0.9	16	2.0
Is able to make decisions about own teaching practice, content and process	19	2.4	44	5.6	81	10.3	80	10.1	56	7.1
Is skilled at handling difficult situations with pupils and parents	2	0.3	12	1.5	23	2.9	29	3.7	21	2.7
Advocates for better conditions for teachers in order to meet pupil needs	4	0.5	0	0.0	6	0.8	10	1.3	15	1.9
Manages workload and life balance	52	6.6	49	6.2	56	7.1	69	8.7	95	12.0
Demonstrates expertise in the process of facilitating learning	104	13.2	72	9.1	65	8.2	60	7.6	35	4.4
Excellent up-to-date subject knowledge	12	1.5	40	5.1	39	4.9	38	4.8	45	5.7
Competitive ethos; aims for high achievement for self, schools and pupils	17	2.2	12	1.5	30	3.8	22	2.8	30	3.8
Open to being held accountable	1	0.1	2	0.3	5	0.6	11	1.4	18	2.3
Enters into partnerships with range of others	4	0.5	7	0.9	7	0.9	5	0.6	10	1.3

Responses to Question 6a ranked in order of importance

	Score
Ability to establish caring relationships with students	1496
Demonstrably loves their work	1260
Trusted and respected by pupils and parents	1199
High personal integrity	1174
Demonstrates expertise in the process of facilitating learning	1158
Manages workload and life balance	857
Is able to make decisions about own teaching practice, content and process	730
Regular professional development and personal improvement	589
Excellent up-to-date subject knowledge	458
Competitive ethos; aims for high achievement for self, schools and pupils	297
Credibility	239
Is skilled at handling difficult situations with pupils and parents	206
Puts pastoral care first	152
Puts academic achievement first	136
Seeks feedback	101
Enters into partnerships with range of others	89
Advocates for better conditions for teachers in order to meet pupil needs	88
Open to being held accountable	68
Involvement in extra-curricula activities	59
Has excellent relationships with the community	57
Is able to raise funding as required	1

Question 6b: Please rank what you believe to be the five LEAST important attributes of a good and effective teacher

	Least important		Second least important		Third least important		Fourth least important		Fifth least important	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
High personal integrity	1	0.1	0	0.0	5	0.6	3	0.4	12	1.5
Credibility	2	0.3	6	0.8	11	1.4	9	1.1	17	2.2
Demonstrably loves their work	4	0.5	9	1.1	16	2.0	20	2.5	18	2.3
Trusted and respected by pupils and parents	2	0.3	2	0.3	1	0.1	3	0.4	4	0.5
Puts academic achievement first	40	5.1	65	8.2	51	6.5	44	5.6	58	7.3
Puts pastoral care first	30	3.8	26	3.3	31	3.9	36	4.6	34	4.3
Ability to establish caring relationships with students	0	0.0	2	0.3	1	0.1	3	0.4	3	0.4
Regular professional development and personal improvement	3	0.4	1	0.1	3	0.4	7	0.9	9	1.1
Seeks feedback	11	1.4	28	3.5	21	2.7	43	5.4	26	3.3
Has excellent relationships with the community	14	1.8	41	5.2	51	6.5	64	8.1	55	7.0
Is able to raise funding as required	461	58.4	80	10.1	48	6.1	20	2.5	29	3.7
Involvement in extra-curricula activities	25	3.2	141	17.8	98	12.4	71	9.0	68	8.6
Is able to make decisions about own teaching practice, content and process	1	0.1	3	0.4	3	0.4	5	0.6	7	0.9
Is skilled at handling difficult situations with pupils and parents	1	0.1	7	0.9	13	1.6	18	2.3	11	1.4
Advocates for better conditions for teachers in order to meet pupil needs	12	1.5	79	10.0	71	9.0	67	8.5	60	7.6
Manages workload and life balance	4	0.5	6	0.8	12	1.5	12	1.5	19	2.4
Demonstrates expertise in the process of facilitating learning	2	0.3	5	0.6	4	0.5	5	0.6	10	1.3
Excellent up-to-date subject knowledge	2	0.3	6	0.8	13	1.6	20	2.5	15	1.9
Competitive ethos; aims for high achievement for self, schools and pupils	17	2.2	37	4.7	46	5.8	39	4.9	38	4.8
Open to being held accountable	8	1.0	28	3.5	30	3.8	40	5.1	27	3.4
Enters into partnerships with range of others	32	4.1	84	10.6	93	11.8	76	9.6	55	7.0

Responses to Question 6b ranked in order of least importance

	Score
Is able to raise funding as required	2838
Involvement in extra-curricula activities	1193
Enters into partnerships with range of others	982
Advocates for better conditions for teachers in order to meet pupil needs	783
Puts academic achievement first	759
Has excellent relationships with the community	570
Competitive ethos; aims for high achievement for self, schools and pupils	487
Puts pastoral care first	453
Open to being held accountable	349
Seeks feedback	342
Demonstrably loves their work	162
Excellent up-to-date subject knowledge	128
Manages workload and life balance	123
Is skilled at handling difficult situations with pupils and parents	119
Credibility	102
Demonstrates expertise in the process of facilitating learning	62
Regular professional development and personal improvement	51
Is able to make decisions about own teaching practice, content and process	43
High personal integrity	38
Trusted and respected by pupils and parents	31
Ability to establish caring relationships with students	20

Question 7: The teaching profession

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Missing	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Has mutual respect between colleagues	14	1.8	62	7.8	253	32.0	272	34.4	173	21.9	16	2.0
Enjoys a positive media image	135	17.1	281	35.6	263	33.3	69	8.7	26	3.3	16	2.0
Has a powerful and independent professional body	43	5.4	164	20.8	322	40.8	176	22.3	62	7.8	23	2.9
Enjoys high financial remuneration	196	24.8	252	31.9	242	30.6	59	7.5	24	3.0	17	2.2
Has members who are a recognised authority in their area of expertise	25	3.2	126	15.9	270	34.2	258	32.7	90	11.4	21	2.7
Is subject to external regulation and control	15	1.9	53	6.7	188	23.8	302	38.2	206	26.1	26	3.3
Is valued by the government	117	14.8	237	30.0	256	32.4	108	13.7	54	6.8	18	2.3
Has members who have lengthy professional training	13	1.6	71	9.0	216	27.3	308	39.0	164	20.8	18	2.3
Is one for which there is strong competition to join	237	30.0	275	34.8	171	21.6	66	8.4	20	2.5	21	2.7
Is trusted by the wider community to perform a service for them	28	3.5	133	16.8	276	34.9	217	27.5	118	14.9	18	2.3
Has the respect of pupils	24	3.0	95	12.0	305	38.6	226	28.6	121	15.3	19	2.4
Has responsibility for an important service	6	0.8	18	2.3	80	10.1	215	27.2	451	57.1	20	2.5
Enjoys high quality working conditions	91	11.5	198	25.1	293	37.1	118	14.9	68	8.6	22	2.8
Has members who autonomously exercise their professional judgement in the best interests of their clientele	15	1.9	74	9.4	250	31.6	295	37.3	130	16.5	26	3.3
Enjoys substantial non-financial rewards	118	14.9	141	17.8	210	26.6	187	23.7	112	14.2	22	2.8
Is well-resourced	107	13.5	221	28.0	255	32.3	122	15.4	69	8.7	16	2.0
Is a democratic decision-making environment	63	8.0	173	21.9	307	38.9	176	22.3	47	5.9	24	3.0
Is team oriented	16	2.0	73	9.2	218	27.6	290	36.7	176	22.3	17	2.2
Has a high performance ethos	11	1.4	57	7.2	223	28.2	317	40.1	161	20.4	21	2.7
Has members who are committed to life-long learning	6	0.8	31	3.9	189	23.9	326	41.3	221	28.0	17	2.2
Has members who are engaged in leading-edge developments	21	2.7	97	12.3	259	32.8	277	35.1	116	14.7	20	2.5

Question 8: Teacher responsibility

	Most responsible		Second most responsible		Third most responsible		Fourth most responsible		Fifth most responsible		Sixth most responsible		Least responsible	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Children	643	81.4	49	6.2	10	1.3	2	0.3	2	0.3	3	0.4	9	1.1
Staff	36	4.6	435	55.1	184	23.3	38	4.8	18	2.3	5	0.6	1	0.1
Parents	16	2.0	174	22.0	362	45.8	116	14.7	36	4.6	12	1.5	2	0.3
Board/Committee	4	0.5	14	1.8	76	9.6	396	50.1	149	18.9	50	6.3	23	2.9
Ministry of Education	6	0.8	13	1.6	14	1.8	57	7.2	249	31.5	274	34.7	101	12.8
Society as a whole	5	0.6	19	2.4	38	4.8	73	9.2	184	23.3	241	30.5	153	19.4
NZQA requirements	8	1.0	15	1.9	34	4.3	36	4.6	79	10.0	123	15.6	418	52.9

Responses to Question 8 ranked in order of responsibility

	Score
Children	4874
Staff	3999
Parents	3564
Board/Committee	2646
Society as a whole	1818
Ministry of Education	1814
NZQA requirements	1361

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

Question 10: Perceptions of student teachers

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Missing	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
The teaching profession only attracts candidates of high quality	209	26.5	302	38.2	214	27.1	43	5.4	13	1.6	9	1.1
Colleges of Education only accept high quality candidates	280	35.4	277	35.1	166	21.0	45	5.7	10	1.3	12	1.5
Student teachers are adequately prepared and trained by Colleges of Education	126	15.9	254	32.2	286	36.2	93	11.8	19	2.4	12	1.5
The student teachers who graduate from Colleges of Education are well suited for teaching	66	8.4	233	29.5	357	45.2	101	12.8	16	2.0	17	2.2
College of Education graduates show a high level of commitment to teaching	36	4.6	170	21.5	364	46.1	168	21.3	39	4.9	13	1.6
College of Education graduates show a high degree of competence	44	5.6	197	24.9	394	49.9	120	15.2	19	2.4	16	2.0

Question 12: Any other comments?

	Frequency	Percent
Response	183	23.2
No response	607	76.8
Total	790	100.0

Question 11: Job Satisfaction

	Highly dissatisfying		Dissatisfying		Moderately dissatisfying		Neutral		Moderately satisfying		Satisfying		Highly satisfying		Missing	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Your capacity to influence student achievement	3	0.4	2	0.3	10	1.3	33	4.2	127	16.1	274	34.7	325	41.1	16	2.0
Your students achieving success in some way	0	0.0	3	0.4	5	0.6	7	0.9	66	8.4	232	29.4	464	58.7	13	1.6
Your capacity to contribute to whole school progress	4	0.5	6	0.8	13	1.6	79	10.0	181	22.9	277	35.1	217	27.5	13	1.6
Changing student attitudes in a positive way	1	0.1	1	0.1	3	0.4	22	2.8	96	12.2	250	31.6	404	51.1	13	1.6
Changing student behaviour in a positive way	0	0.0	2	0.3	3	0.4	24	3.0	95	12.0	241	30.5	407	51.5	18	2.3
Working with students experiencing difficulties out of school	10	1.3	8	1.0	31	3.9	219	27.7	146	18.5	203	25.7	137	17.3	36	4.6
The "official" working hours and holidays for teachers	49	6.2	60	7.6	66	8.4	220	27.8	128	16.2	153	19.4	84	10.6	30	3.8
The community's opinion of "official" working hours and holidays for teachers	234	29.6	213	27.0	116	14.7	135	17.1	29	3.7	24	3.0	6	0.8	33	4.2
The amount of recognition you receive for your efforts from parents and the community	38	4.8	91	11.5	145	18.4	195	24.7	172	21.8	104	13.2	29	3.7	16	2.0
The reputation of your school in the community	8	1.0	15	1.9	69	8.7	137	17.3	164	20.8	244	30.9	135	17.1	18	2.3
The amount of time and effort you put into teaching activities, e.g. preparation, marking, planning	58	7.3	103	13.0	112	14.2	143	18.1	168	21.3	127	16.1	59	7.5	20	2.5
Successfully organising teaching activities	1	0.1	13	1.6	25	3.2	95	12.0	172	21.8	264	33.4	199	25.2	21	2.7
Your work relations with senior staff at your school	7	0.9	23	2.9	22	2.8	89	11.3	166	21.0	296	37.5	172	21.8	15	1.9
Your dealings with students	1	0.1	5	0.6	16	2.0	50	6.3	139	17.6	334	42.3	228	28.9	17	2.2
Your dealings with parents	3	0.4	11	1.4	33	4.2	137	17.3	215	27.2	256	32.4	119	15.1	16	2.0
Your dealings with community members	6	0.8	13	1.6	40	5.1	319	40.4	182	23.0	141	17.8	65	8.2	24	3.0
The way teacher unions represent the interests of their members	48	6.1	59	7.5	69	8.7	256	32.4	161	20.4	132	16.7	41	5.2	24	3.0
The way teacher unions work for the betterment of education	43	5.4	47	5.9	87	11.0	243	30.8	158	20.0	147	18.6	43	5.4	22	2.8
The way educational professional associations work for the betterment of education	26	3.3	48	6.1	62	7.8	289	36.6	189	23.9	117	14.8	38	4.8	21	2.7
The range of professional in-service courses/programmes/consultancy/support offered to teachers	20	2.5	31	3.9	95	12.0	172	21.8	223	28.2	165	20.9	64	8.1	20	2.5
Your degree of mastery of teaching content since you began teaching	0	0.0	4	0.5	17	2.2	68	8.6	198	25.1	319	40.4	163	20.6	21	2.7
Your degree of development/acquisition of professional skills since you began teaching	1	0.1	3	0.4	14	1.8	48	6.1	179	22.7	317	40.1	204	25.8	24	3.0
The degree to which you have achieved your professional goals	1	0.1	4	0.5	21	2.7	84	10.6	212	26.8	301	38.1	149	18.9	18	2.3
The quality of leadership in your school	18	2.3	30	3.8	36	4.6	86	10.9	128	16.2	253	32.0	214	27.1	25	3.2
The degree of feeling of belonging/collegiality/teamwork in your school	5	0.6	26	3.3	29	3.7	69	8.7	160	20.3	269	34.1	210	26.6	22	2.8
Formal or official communication methods in your school	13	1.6	39	4.9	59	7.5	129	16.3	172	21.8	252	31.9	107	13.5	19	2.4
The opportunities you have for exercising leadership in your school	11	1.4	28	3.5	43	5.4	158	20.0	151	19.1	236	29.9	142	18.0	21	2.7
Your current workload overall	113	14.3	117	14.8	154	19.5	114	14.4	127	16.1	107	13.5	35	4.4	23	2.9
The effects of teaching on your personal/family life	83	10.5	137	17.3	156	19.7	156	19.7	112	14.2	96	12.2	29	3.7	21	2.7
Recent changes to curricula	56	7.1	102	12.9	117	14.8	249	31.5	123	15.6	95	12.0	23	2.9	25	3.2
The amount of educational change in recent years	101	12.8	129	16.3	126	15.9	208	26.3	93	11.8	83	10.5	27	3.4	23	2.9
The concept of promotion on merit	37	4.7	42	5.3	66	8.4	227	28.7	153	19.4	149	18.9	86	10.9	30	3.8
Current criteria for promotion in teaching	42	5.3	54	6.8	87	11.0	321	40.6	138	17.5	81	10.3	31	3.9	36	4.6
Your opportunities to teach/be employed at other schools	21	2.7	35	4.4	72	9.1	282	35.7	153	19.4	141	17.8	54	6.8	32	4.1
Your school's financial resources	64	8.1	105	13.3	112	14.2	165	20.9	129	16.3	135	17.1	54	6.8	26	3.3
Your school's material resources/equipment	57	7.2	66	8.4	121	15.3	118	14.9	163	20.6	159	20.1	77	9.7	29	3.7
Support structures for student welfare in education generally	57	7.2	89	11.3	92	11.6	211	26.7	175	22.2	103	13.0	35	4.4	28	3.5
Support structures for teacher physical and mental wellbeing in education generally	112	14.2	131	16.6	141	17.8	198	25.1	108	13.7	54	6.8	22	2.8	24	3.0

Appendix J

Board of Trustees/Management Committee Member Questionnaire Frequency Data

Board-Committee Questionnaire – Frequencies (n = 182)

DEMOGRAPHICS

Your current position on Board of Trustees/Management Committee

	Frequency	Percent
Chairperson	28	15.4
Deputy Chairperson	8	4.4
Secretary	10	5.5
Treasurer	15	8.2
Teacher Representative	8	4.4
Member	86	47.3
Other	19	10.4
Missing	8	4.4
Total	182	100.0

Number of years serving on this Board/Committee

	Frequency	Percent
One year	37	20.3
Two years	10	5.5
Three years	5	2.7
Four years	10	5.5
Five years	10	5.5
Seven years	2	1.1
Eight years	2	1.1
Ten years	3	1.6
Fourteen years	1	0.5
Nineteen years	1	0.5
Missing	101	55.5
Total	182	100.0

Your age

	Frequency	Percent
< 20 years	1	0.5
25-29 years	13	7.1
30-34 years	27	14.8
35-39 years	31	17.0
40-44 years	50	27.5
45-49 years	30	16.5
50-54 years	17	9.3
55+ years	12	6.6
Missing	1	0.5
Total	182	100.0

Your ethnicity

	Frequency	Percent
Pakeha	150	82.4
Maori	17	9.3
Pacific Islander	4	2.2
Asian	3	1.6
Other	7	3.8
Missing	1	0.5
Total	182	100.0

Your gender

	Frequency	Percent
Female	120	65.9
Male	60	33.0
Missing	2	1.1
Total	182	100.0

Your highest level of qualification

	Frequency	Percent
School qualification	47	25.8
Polytechnic qualification	24	13.2
Undergraduate degree	48	26.4
Postgraduate degree	27	14.8
Other qualification	28	15.4
Total	174	95.6
Missing	8	4.4
Total	182	100.0

Your usual occupation

	Frequency	Percent
Response	151	83.0
No response	31	17.0
Total	182	100.0

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

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

School/centre location

	Frequency	Percent
Rural/isolated	3	1.6
Rural town	15	8.2
Provincial town	17	9.3
Provincial city	45	24.7
Urban city	102	56.0
Total	182	100.0

School/centre decile rating

	Frequency	Percent
One	6	3.3
One A	3	1.6
Three	25	13.7
Four	7	3.8
Five	10	5.5
Six	9	4.9
Seven	10	5.5
Eight	10	5.5
Nine	12	6.6
Ten	24	13.2
Not applicable	66	36.3
Total	182	100.0

TEACHER PROFESSIONALISM

Question 1a: Please rank what you believe to be the five MOST important attributes of a good and effective teacher

	Most important		Second most important		Third most important		Fourth most important		Fifth most important	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
High personal integrity	29	15.9	13	7.1	12	6.6	10	5.5	9	4.9
Credibility	4	2.2	6	3.3	7	3.8	3	1.6	2	1.1
Demonstrably loves their work	19	10.4	21	11.5	16	8.8	10	5.5	9	4.9
Trusted and respected by pupils and parents	38	20.9	23	12.6	21	11.5	19	10.4	13	7.1
Puts academic achievement first	7	3.8	5	2.7	3	1.6	3	1.6	3	1.6
Puts pastoral care first	1	0.5	1	0.5	5	2.7	1	0.5	1	0.5
Ability to establish caring relationships with students	18	9.9	21	11.5	23	12.6	11	6.0	6	3.3
Regular professional development and personal improvement	4	2.2	8	4.4	13	7.1	26	14.3	21	11.5
Seeks feedback	0	0.0	3	1.6	2	1.1	2	1.1	4	2.2
Has excellent relationships with the community	1	0.5	2	1.1	3	1.6	1	0.5	1	0.5
Is able to raise funding as required	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Involvement in extra-curricula activities	0	0.0	0	0.0	0	0.0	0	0.0	2	1.1
Is able to make decisions about own teaching practice, content and process	1	0.5	13	7.1	8	4.4	18	9.9	13	7.1
Is skilled at handling difficult situations with pupils and parents	2	1.1	3	1.6	9	4.9	9	4.9	15	8.2
Advocates for better conditions for teachers in order to meet pupil needs	0	0.0	1	0.5	1	0.5	2	1.1	2	1.1
Manages workload and life balance	2	1.1	1	0.5	5	2.7	12	6.6	15	8.2
Demonstrates expertise in the process of facilitating learning	29	15.9	28	15.4	8	4.4	12	6.6	11	6.0
Excellent up-to-date subject knowledge	1	0.5	4	2.2	15	8.2	13	7.1	7	3.8
Competitive ethos; aims for high achievement for self, schools and pupils	5	2.7	8	4.4	6	3.3	7	3.8	17	9.3
Open to being held accountable	0	0.0	2	1.1	5	2.7	3	1.6	8	4.4
Enters into partnerships with range of others	1	0.5	0	0.0	0	0.0	3	1.6	3	1.6

Responses to Question 1a ranked in order of importance

	Score
Trusted and respected by pupils and parents	396
Demonstrates expertise in the process of facilitating learning	316
Ability to establish caring relationships with students	271
High personal integrity	262
Demonstrably loves their work	256
Regular professional development and personal improvement	164
Is able to make decisions about own teaching practice, content and process	130
Competitive ethos; aims for high achievement for self, schools and pupils	106
Excellent up-to-date subject knowledge	99
Is skilled at handling difficult situations with pupils and parents	82
Credibility	73
Puts academic achievement first	73
Manages workload and life balance	68
Open to being held accountable	37
Puts pastoral care first	27
Seeks feedback	26
Has excellent relationships with the community	25
Enters into partnerships with range of others	14
Advocates for better conditions for teachers in order to meet pupil needs	13
Involvement in extra-curricula activities	2
Is able to raise funding as required	0

Question 1b: Please rank what you believe to be the five LEAST important attributes of a good and effective teacher

	Least important		Second least important		Third least important		Fourth least important		Fifth least important	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
High personal integrity	0	0.0	0	0.0	1	0.5	0	0.0	1	0.5
Credibility	1	0.5	1	0.5	0	0.0	0	0.0	0	0.0
Demonstrably loves their work	0	0.0	4	2.2	1	0.5	5	2.7	4	2.2
Trusted and respected by pupils and parents	0	0.0	0	0.0	1	0.5	0	0.0	0	0.0
Puts academic achievement first	7	3.8	11	6.0	14	7.7	10	5.5	13	7.1
Puts pastoral care first	14	7.7	12	6.6	8	4.4	7	3.8	7	3.8
Ability to establish caring relationships with students	0	0.0	1	0.5	1	0.5	2	1.1	2	1.1
Regular professional development and personal improvement	0	0.0	0	0.0	2	1.1	1	0.5	2	1.1
Seeks feedback	0	0.0	8	4.4	2	1.1	6	3.3	12	6.6
Has excellent relationships with the community	6	3.3	4	2.2	9	4.9	17	9.3	17	9.3
Is able to raise funding as required	95	52.2	21	11.5	9	4.9	12	6.6	7	3.8
Involvement in extra-curricula activities	12	6.6	20	11.0	27	14.8	24	13.2	18	9.9
Is able to make decisions about own teaching practice, content and process	1	0.5	2	1.1	0	0.0	0	0.0	3	1.6
Is skilled at handling difficult situations with pupils and parents	0	0.0	2	1.1	2	1.1	0	0.0	5	2.7
Advocates for better conditions for teachers in order to meet pupil needs	7	3.8	13	7.1	28	15.4	12	6.6	13	7.1
Manages workload and life balance	0	0.0	4	2.2	7	3.8	9	4.9	7	3.8
Demonstrates expertise in the process of facilitating learning	0	0.0	1	0.5	3	1.6	0	0.0	3	1.6
Excellent up-to-date subject knowledge	1	0.5	5	2.7	2	1.1	3	1.6	1	0.5
Competitive ethos; aims for high achievement for self, schools and pupils	3	1.6	11	6.0	11	6.0	9	4.9	7	3.8
Open to being held accountable	0	0.0	5	2.7	7	3.8	10	5.5	6	3.3
Enters into partnerships with range of others	11	6.0	27	14.8	19	10.4	23	12.6	19	10.4

Responses to Question 1b ranked in order of least importance

	Score
Is able to raise funding as required	617
Involvement in extra-curricula activities	287
Enters into partnerships with range of others	285
Advocates for better conditions for teachers in order to meet pupil needs	208
Puts pastoral care first	163
Puts academic achievement first	154
Has excellent relationships with the community	124
Competitive ethos; aims for high achievement for self, schools and pupils	117
Open to being held accountable	67
Seeks feedback	62
Manages workload and life balance	62
Excellent up-to-date subject knowledge	38
Demonstrably loves their work	33
Is skilled at handling difficult situations with pupils and parents	19
Is able to make decisions about own teaching practice, content and process	16
Demonstrates expertise in the process of facilitating learning	16
Ability to establish caring relationships with students	13
Regular professional development and personal improvement	10
Credibility	9
High personal integrity	4
Trusted and respected by pupils and parents	3

Question 2: Teacher responsibility

	Most responsible		Second most responsible		Third most responsible		Fourth most responsible		Fifth most responsible		Sixth most responsible		Least responsible	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Children	139	76.4	13	7.1	4	2.2	2	1.1	3	1.6	1	0.5	2	1.1
Staff	8	4.4	90	49.5	47	25.8	13	7.1	5	2.7	0	0.0	0	0.0
Parents	3	1.6	45	24.7	61	33.5	23	12.6	19	10.4	12	6.6	1	0.5
Board/Committee	4	2.2	3	1.6	33	18.1	82	45.1	25	13.7	13	7.1	3	1.6
Ministry of Education	6	3.3	5	2.7	5	2.7	15	8.2	63	34.6	43	23.6	26	14.3
Society as a whole	4	2.2	0	0.0	4	2.2	12	6.6	31	17.0	48	26.4	63	34.6
NZQA requirements	1	0.5	8	4.4	8	4.4	16	8.8	17	9.3	45	24.7	67	36.8

Responses to Question 2 ranked in order of responsibility

	Score
Children	1092
Staff	898
Parents	770
Board/Committee	643
Ministry of Education	458
NZQA requirements	367
Society as a whole	348

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

Question 4: The teaching profession

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Missing	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Has mutual respect between colleagues	1	0.5	1	0.5	37	20.3	93	51.1	47	25.8	3	1.6
Enjoys a positive media image	13	7.1	55	30.2	73	40.1	29	15.9	8	4.4	4	2.2
Has a powerful and independent professional body	6	3.3	22	12.1	69	37.9	56	30.8	25	13.7	4	2.2
Enjoys high financial remuneration	27	14.8	47	25.8	64	35.2	32	17.6	9	4.9	3	1.6
Has members who are a recognised authority in their area of expertise	1	0.5	10	5.5	57	31.3	67	36.8	41	22.5	6	3.3
Is subject to external regulation and control	1	0.5	7	3.8	47	25.8	66	36.3	57	31.3	4	2.2
Is valued by the government	17	9.3	58	31.9	62	34.1	34	18.7	8	4.4	3	1.6
Has members who have lengthy professional training	0	0.0	7	3.8	49	26.9	65	35.7	56	30.8	5	2.7
Is one for which there is strong competition to join	29	15.9	68	37.4	55	30.2	20	11.0	4	2.2	6	3.3
Is trusted by the wider community to perform a service for them	2	1.1	12	6.6	56	30.8	78	42.9	31	17.0	3	1.6
Has the respect of pupils	2	1.1	11	6.0	53	29.1	78	42.9	36	19.8	2	1.1
Has responsibility for an important service	1	0.5	1	0.5	10	5.5	38	20.9	129	70.9	3	1.6
Enjoys high quality working conditions	9	4.9	26	14.3	82	45.1	37	20.3	24	13.2	4	2.2
Has members who autonomously exercise their professional judgement in the best interests of their clientele	3	1.6	6	3.3	52	28.6	77	42.3	42	23.1	2	1.1
Enjoys substantial non-financial rewards	26	14.3	31	17.0	54	29.7	46	25.3	23	12.6	2	1.1
Is well-resourced	21	11.5	37	20.3	70	38.5	36	19.8	14	7.7	4	2.2
Is a democratic decision-making environment	6	3.3	32	17.6	75	41.2	52	28.6	13	7.1	4	2.2
Is team oriented	0	0.0	11	6.0	39	21.4	78	42.9	51	28.0	3	1.6
Has a high performance ethos	0	0.0	8	4.4	39	21.4	84	46.2	47	25.8	4	2.2
Has members who are committed to life-long learning	0	0.0	11	6.0	40	22.0	63	34.6	66	36.3	2	1.1
Has members who are engaged in leading-edge developments	0	0.0	23	12.6	60	33.0	57	31.3	39	21.4	3	1.6

Question 5: Any other comments?

	Frequency	Percent
Response	57	31.3
No response	125	68.7
Total	182	100.0

Appendix K

Senior Student Questionnaire Frequency Data

Senior Student Questionnaire – Frequencies (n = 598)

Question 1: Your year level at school

	Frequency	Percent
Year 12	298	49.8
Year 13	299	50.0
Missing	1	0.2
Total	598	100.0

Question 2: Your ethnicity

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

Question 3: Your gender

	Frequency	Percent
Female	403	67.4
Male	192	32.1
Missing	3	0.5
Total	598	100.0

Question 4: Number of years at this school

	Frequency	Percent
First	36	6.0
Second	40	6.7
Third	57	9.5
Fourth	229	38.3
Fifth	196	32.8
Sixth	25	4.2
Seventh	4	0.7
Missing	11	1.8
Total	598	100.0

Question 5a: Have you decided what you are going to do after you leave school?

	Frequency	Percent
Yes	390	65.2
No	207	34.6
Missing	1	0.2
Total	598	100.0

Question 5b: If so, what?

	Frequency	Percent
Response	384	64.2
No response	214	35.8
Total	598	100.0

Question 6: Have you ever considered becoming a teacher?

	Frequency	Percent
Yes	248	41.5
No	346	57.9
Missing	4	0.7
Total	598	100.0

Question 7: Please look at the following list of reasons and tick all those you feel would affect your decision for or against becoming a teacher.

	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

Question 8: What changes would need to occur to convince you to become a teacher?

	Frequency	Percent
Response	446	74.6
No response	152	25.4
Total	598	100.0

Appendix L

Student Teacher Questionnaire Frequency Data

Student Teacher Questionnaire – Frequencies (n = 410)

DEMOGRAPHICS

Your current teaching course

	Frequency	Percent
EC 3 year	74	18.0
Other early years	1	0.2
Primary 3 year	100	24.4
Primary 1 year grad	66	16.1
Bilingual primary 3 year	2	0.5
Secondary 4 year	47	11.5
Secondary 1 year grad	112	27.3
Missing	8	2.0
Total	410	100.0

Year that you expect to graduate from this course

	Frequency	Percent
2005	110	26.8
2006	67	16.3
2007	148	36.1
2008	66	16.1
2009	15	3.7
Other	1	0.2
Missing	3	0.7
Total	410	100.0

Your 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

Your ethnicity

	Frequency	Percent
Pakeha	307	74.9
Maori	29	7.1
Pacific Islander	8	2.0
Asian	21	5.1
Other	41	10.0
Missing	4	1.0
Total	410	100.0

Your gender

	Frequency	Percent
Female	311	75.9
Male	95	23.2
Missing	4	1.0
Total	410	100.0

Did you enter university directly from secondary school?

	Frequency	Percent
Yes	188	45.9
No	221	53.9
Missing	1	0.2
Total	410	100.0

Your highest previous qualification

	Frequency	Percent
School qualification	146	35.6
Polytechnic qualification	44	10.7
Other teaching diploma	4	1.0
Undergraduate degree	120	29.3
Honours degree	35	8.5
Masters degree	10	2.4
Doctorate	3	0.7
Other qualification	41	10.0
Missing	7	1.7
Total	410	100.0

TEACHER RECRUITMENT AND RETENTION

Question 1: Reasons for becoming a teacher

	Not at all important		Slightly important		Moderately important		Important		Extremely important		Missing	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Enjoy working with children	1	0.2	10	2.4	33	8.0	85	20.7	280	68.3	1	0.2
Inspired by teachers I know	18	4.4	44	10.7	105	25.6	137	33.4	96	23.4	10	2.4
Someone in my family or a friend is a teacher	142	34.6	56	13.7	93	22.7	70	17.1	43	10.5	6	1.5
Attractive holiday entitlement	79	19.3	95	23.2	96	23.4	80	19.5	52	12.7	8	2.0
Want to help children participate in their community	4	1.0	25	6.1	98	23.9	153	37.3	126	30.7	4	1.0
Family friendly working patterns	52	12.7	55	13.4	114	27.8	106	25.9	73	17.8	10	2.4
Because I enjoy teaching	1	0.2	4	1.0	37	9.0	158	38.5	208	50.7	2	0.5
Able to use leadership skills	5	1.2	22	5.4	89	21.7	176	42.9	115	28.0	3	0.7
Want to make a contribution to society	6	1.5	15	3.7	80	19.5	136	33.2	171	41.7	2	0.5
Want to give children the best possible start in life	1	0.2	8	2.0	31	7.6	104	25.4	264	64.4	2	0.5
Want to do something meaningful with my life	4	1.0	15	3.7	45	11.0	102	24.9	239	58.3	5	1.2
Want a challenging job	3	0.7	26	6.3	78	19.0	145	35.4	155	37.8	3	0.7
Want opportunities to exercise creativity	7	1.7	27	6.6	91	22.2	141	34.4	141	34.4	3	0.7
Want to be part of a professional learning community	12	2.9	46	11.2	121	29.5	131	32.0	95	23.2	5	1.2
Want opportunities for lifelong learning	10	2.4	30	7.3	102	24.9	131	32.0	129	31.5	8	2.0
Want to be respected by the general public	69	16.8	91	22.2	121	29.5	77	18.8	48	11.7	4	1.0
Attractive image of the job	95	23.2	104	25.4	112	27.3	63	15.4	30	7.3	6	1.5
Want to share my love of my subject	17	4.1	29	7.1	102	24.9	124	30.2	135	32.9	3	0.7
Want the opportunity to promote understanding	2	0.5	16	3.9	116	28.3	144	35.1	126	30.7	6	1.5
Want to help children to become members of society	5	1.2	17	4.1	79	19.3	153	37.3	154	37.6	2	0.5
Want the chance to further my own knowledge	7	1.7	21	5.1	80	19.5	168	41.0	132	32.2	2	0.5
Want to do a job of which I can feel proud	10	2.4	17	4.1	53	12.9	132	32.2	194	47.3	4	1.0
Want future earning potential	28	6.8	54	13.2	104	25.4	137	33.4	84	20.5	3	0.7
Want a lifelong career	24	5.9	40	9.8	76	18.5	125	30.5	141	34.4	4	1.0
Want a high status occupation	88	21.5	90	22.0	121	29.5	69	16.8	35	8.5	7	1.7
Want to feel fulfilled in my work	3	0.7	5	1.2	44	10.7	114	27.8	236	57.6	8	2.0
Want to help children to 'see the penny drop'	12	2.9	25	6.1	82	20.0	129	31.5	144	35.1	18	4.4
Want strong job security	17	4.1	47	11.5	113	27.6	128	31.2	97	23.7	8	2.0
Want a reliable income	15	3.7	25	6.1	105	25.6	137	33.4	123	30.0	5	1.2
Want a good salary	25	6.1	41	10.0	123	30.0	121	29.5	94	22.9	6	1.5
Like the degree of variety in the job	3	0.7	12	2.9	54	13.2	170	41.5	167	40.7	4	1.0
Want a clear career path	23	5.6	35	8.5	106	25.9	128	31.2	113	27.6	5	1.2

Question 2: What are your career aspirations for the next five years?

	Frequency out of 410	Percent of 410
In a teaching role	335	81.7
In a role which involves teaching and management	132	32.2
In a management role	24	5.9
Pursue higher degree	59	14.4
Family commitments	102	24.9
Travel	206	50.2
Further study	80	19.5
A career outside education	28	6.8
Other opportunities within education	107	26.1
Retirement	1	0.2
Other	6	1.5

TEACHER PROFESSIONALISM

Question 3a: Please rank what you believe to be the five MOST important attributes of a good and effective teacher

	Most important		Second most important		Third most important		Fourth most important		Fifth most important	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
High personal integrity	34	8.3	26	6.3	23	5.6	18	4.4	12	2.9
Credibility	7	1.7	11	2.7	16	3.9	10	2.4	10	2.4
Demonstrably loves their work	83	20.2	43	10.5	27	6.6	29	7.1	21	5.1
Trusted and respected by pupils and parents	79	19.3	68	16.6	34	8.3	36	8.8	22	5.4
Puts academic achievement first	7	1.7	6	1.5	7	1.7	8	2.0	6	1.5
Puts pastoral care first	1	0.2	0	0.0	6	1.5	5	1.2	3	0.7
Ability to establish caring relationships with students	37	9.0	44	10.7	40	9.8	29	7.1	24	5.9
Regular professional development and personal improvement	7	1.7	14	3.4	25	6.1	30	7.3	27	6.6
Seeks feedback	1	0.2	7	1.7	11	2.7	11	2.7	19	4.6
Has excellent relationships with the community	2	0.5	7	1.7	7	1.7	12	2.9	12	2.9
Is able to raise funding as required	0	0.0	1	0.2	2	0.5	0	0.0	1	0.2
Involvement in extra-curricula activities	2	0.5	3	0.7	12	2.9	16	3.9	13	3.2
Is able to make decisions about own teaching practice, content and process	11	2.7	14	3.4	22	5.4	25	6.1	28	6.8
Is skilled at handling difficult situations with pupils and parents	6	1.5	22	5.4	23	5.6	33	8.0	24	5.9
Advocates for better conditions for teachers in order to meet pupil needs	2	0.5	6	1.5	9	2.2	8	2.0	10	2.4
Manages workload and life balance	20	4.9	18	4.4	20	4.9	28	6.8	40	9.8
Demonstrates expertise in the process of facilitating learning	30	7.3	20	4.9	14	3.4	20	4.9	15	3.7
Excellent up-to-date subject knowledge	7	1.7	13	3.2	23	5.6	14	3.4	25	6.1
Competitive ethos; aims for high achievement for self, schools and pupils	8	2.0	17	4.1	15	3.7	13	3.2	12	2.9
Open to being held accountable	1	0.2	4	1.0	7	1.7	2	0.5	14	3.4
Enters into partnerships with range of others	1	0.2	2	0.5	3	0.7	1	0.2	7	1.7

Responses to Question 3a ranked in order of importance

	Score
Trusted and respected by pupils and parents	863
Demonstrably loves their work	747
Ability to establish caring relationships with students	563
High personal integrity	391
Manages workload and life balance	328
Demonstrates expertise in the process of facilitating learning	327
Is skilled at handling difficult situations with pupils and parents	277
Is able to make decisions about own teaching practice, content and process	255
Regular professional development and personal improvement	253
Excellent up-to-date subject knowledge	209
Competitive ethos; aims for high achievement for self, schools and pupils	191
Credibility	157
Seeks feedback	107
Involvement in extra-curricula activities	103
Puts academic achievement first	102
Has excellent relationships with the community	95
Advocates for better conditions for teachers in order to meet pupil needs	87
Open to being held accountable	60
Puts pastoral care first	36
Enters into partnerships with range of others	31
Is able to raise funding as required	11

Question 3b: Please rank what you believe to be the five LEAST important attributes of a good and effective teacher

	Least important		Second least important		Third least important		Fourth least important		Fifth least important	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
High personal integrity	8	2.0	3	0.7	5	1.2	10	2.4	10	2.4
Credibility	13	3.2	9	2.2	5	1.2	12	2.9	10	2.4
Demonstrably loves their work	2	0.5	2	0.5	5	1.2	2	0.5	6	1.5
Trusted and respected by pupils and parents	1	0.2	3	0.7	3	0.7	5	1.2	1	0.2
Puts academic achievement first	32	7.8	29	7.1	32	7.8	17	4.1	21	5.1
Puts pastoral care first	30	7.3	24	5.9	27	6.6	22	5.4	22	5.4
Ability to establish caring relationships with students	3	0.7	2	0.5	4	1.0	7	1.7	5	1.2
Regular professional development and personal improvement	3	0.7	7	1.7	6	1.5	4	1.0	7	1.7
Seeks feedback	8	2.0	12	2.9	10	2.4	14	3.4	14	3.4
Has excellent relationships with the community	11	2.7	10	2.4	17	4.1	15	3.7	20	4.9
Is able to raise funding as required	113	27.6	51	12.4	45	11.0	32	7.8	21	5.1
Involvement in extra-curricula activities	8	2.0	30	7.3	37	9.0	24	5.9	25	6.1
Is able to make decisions about own teaching practice, content and process	1	0.2	5	1.2	5	1.2	7	1.7	7	1.7
Is skilled at handling difficult situations with pupils and parents	1	0.2	4	1.0	2	0.5	7	1.7	6	1.5
Advocates for better conditions for teachers in order to meet pupil needs	14	3.4	19	4.6	17	4.1	35	8.5	19	4.6
Manages workload and life balance	7	1.7	12	2.9	6	1.5	13	3.2	9	2.2
Demonstrates expertise in the process of facilitating learning	1	0.2	10	2.4	3	0.7	6	1.5	5	1.2
Excellent up-to-date subject knowledge	5	1.2	6	1.5	8	2.0	14	3.4	17	4.1
Competitive ethos; aims for high achievement for self, schools and pupils	12	2.9	16	3.9	18	4.4	18	4.4	13	3.2
Open to being held accountable	13	3.2	25	6.1	14	3.4	22	5.4	28	6.8
Enters into partnerships with range of others	30	7.3	34	8.3	44	10.7	21	5.1	38	9.3

Responses to Question 3b ranked in order of least importance

	Score
Is able to raise funding as required	989
Enters into partnerships with range of others	498
Puts academic achievement first	427
Puts pastoral care first	393
Involvement in extra-curricula activities	344
Advocates for better conditions for teachers in order to meet pupil needs	286
Open to being held accountable	279
Competitive ethos; aims for high achievement for self, schools and pupils	227
Has excellent relationships with the community	196
Seeks feedback	160
Credibility	150
Manages workload and life balance	136
Excellent up-to-date subject knowledge	118
High personal integrity	97
Regular professional development and personal improvement	76
Demonstrates expertise in the process of facilitating learning	71
Is able to make decisions about own teaching practice, content and process	61
Ability to establish caring relationships with students	54
Is skilled at handling difficult situations with pupils and parents	47
Demonstrably loves their work	43
Trusted and respected by pupils and parents	37

Question 4: The teaching profession

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Missing	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Has mutual respect between colleagues	6	1.5	13	3.2	111	27.1	156	38.0	114	27.8	10	2.4
Enjoys a positive media image	35	8.5	97	23.7	165	40.2	80	19.5	22	5.4	11	2.7
Has a powerful and independent professional body	13	3.2	38	9.3	198	48.3	114	27.8	31	7.6	16	3.9
Enjoys high financial remuneration	53	12.9	135	32.9	142	34.6	57	13.9	12	2.9	11	2.7
Has members who are a recognised authority in their area of expertise	9	2.2	52	12.7	140	34.1	156	38.0	41	10.0	12	2.9
Is subject to external regulation and control	6	1.5	35	8.5	146	35.6	145	35.4	64	15.6	14	3.4
Is valued by the government	19	4.6	63	15.4	115	28.0	135	32.9	69	16.8	9	2.2
Has members who have lengthy professional training	4	1.0	39	9.5	120	29.3	152	37.1	82	20.0	13	3.2
Is one for which there is strong competition to join	38	9.3	97	23.7	169	41.2	74	18.0	20	4.9	12	2.9
Is trusted by the wider community to perform a service for them	3	0.7	20	4.9	83	20.2	165	40.2	129	31.5	10	2.4
Has the respect of pupils	6	1.5	32	7.8	103	25.1	122	29.8	140	34.1	7	1.7
Has responsibility for an important service	2	0.5	13	3.2	52	12.7	117	28.5	219	53.4	7	1.7
Enjoys high quality working conditions	8	2.0	53	12.9	154	37.6	110	26.8	74	18.0	11	2.7
Has members who autonomously exercise their professional judgement in the best interests of their clientele	9	2.2	38	9.3	144	35.1	140	34.1	62	15.1	17	4.1
Enjoys substantial non-financial rewards	9	2.2	39	9.5	105	25.6	140	34.1	108	26.3	9	2.2
Is well-resourced	10	2.4	50	12.2	126	30.7	138	33.7	78	19.0	8	2.0
Is a democratic decision-making environment	5	1.2	52	12.7	182	44.4	113	27.6	44	10.7	14	3.4
Is team oriented	4	1.0	16	3.9	94	22.9	162	39.5	124	30.2	10	2.4
Has a high performance ethos	1	0.2	20	4.9	119	29.0	160	39.0	98	23.9	12	2.9
Has members who are committed to life-long learning	4	1.0	16	3.9	84	20.5	156	38.0	142	34.6	8	2.0
Has members who are engaged in leading-edge developments	6	1.5	40	9.8	138	33.7	149	36.3	68	16.6	9	2.2

Question 5: Teacher responsibility

	Most responsible		Second most responsible		Third most responsible		Fourth most responsible		Fifth most responsible		Sixth most responsible		Least responsible	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Children	338	82.4	13	3.2	6	1.5	5	1.2	2	0.5	1	0.2	8	2.0
Staff	4	1.0	167	40.7	122	29.8	44	10.7	18	4.4	13	3.2	4	1.0
Parents	6	1.5	109	26.6	112	27.3	58	14.1	41	10.0	27	6.6	19	4.6
Board/Committee	2	0.5	12	2.9	35	8.5	126	30.7	119	29.0	55	13.4	23	5.6
Ministry of Education	6	1.5	14	3.4	26	6.3	37	9.0	85	20.7	108	26.3	94	22.9
Society as a whole	9	2.2	22	5.4	39	9.5	54	13.2	55	13.4	79	19.3	114	27.8
NZQA requirements	8	2.0	35	8.5	32	7.8	48	11.7	52	12.7	87	21.2	108	26.3

Responses to Question 5 ranked in order of responsibility

	Score
Children	2510
Staff	1900
Parents	1684
Board/Committee	1255
NZQA requirements	1056
Society as a whole	1043
Ministry of Education	969

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

Question 7: Perceptions of pre-service training

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Missing	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
The teaching profession only attracts candidates of high quality	61	14.9	110	26.8	162	39.5	55	13.4	9	2.2	13	3.2
Colleges of Education only accept high quality candidates	32	7.8	101	24.6	129	31.5	105	25.6	25	6.1	18	4.4
Student teachers are adequately prepared and trained by Colleges of Education	3	0.7	24	5.9	121	29.5	161	39.3	82	20.0	19	4.6
The student teachers who graduate from Colleges of Education are well suited for teaching	1	0.2	27	6.6	123	30.0	145	35.4	97	23.7	17	4.1
College of Education graduates show a high level of commitment to teaching	3	0.7	19	4.6	107	26.1	150	36.6	114	27.8	17	4.1
College of Education graduates show a high degree of competence	3	0.7	15	3.7	116	28.3	159	38.8	100	24.4	17	4.1

Question 8: Any other comments?

	Frequency	Percent
Response	28	6.8
No response	382	93.2
Total	410	100.0

Appendix M

Hallmarks of an Effective Teacher Cumulative Score Data

MOST IMPORTANT

TOTAL SAMPLE – ALL QUESTIONNAIRES

Teacher and Principal – TOTAL SAMPLE (n = 790)

Responses to Question 6a ranked in order of importance

	Score
Ability to establish caring relationships with students	1496
Demonstrably loves their work	1260
Trusted and respected by pupils and parents	1199
High personal integrity	1174
Demonstrates expertise in the process of facilitating learning	1158
Manages workload and life balance	857
Is able to make decisions about own teaching practice, content and process	730
Regular professional development and personal improvement	589
Excellent up-to-date subject knowledge	458
Competitive ethos; aims for high achievement for self, schools and pupils	297
Credibility	239
Is skilled at handling difficult situations with pupils and parents	206
Puts pastoral care first	152
Puts academic achievement first	136
Seeks feedback	101
Enters into partnerships with range of others	89
Advocates for better conditions for teachers in order to meet pupil needs	88
Open to being held accountable	68
Involvement in extra-curricula activities	59
Has excellent relationships with the community	57
Is able to raise funding as required	1

Board-Committee – TOTAL SAMPLE (n = 182)

Responses to Question 1a ranked in order of importance

	Score
Trusted and respected by pupils and parents	396
Demonstrates expertise in the process of facilitating learning	316
Ability to establish caring relationships with students	271
High personal integrity	262
Demonstrably loves their work	256
Regular professional development and personal improvement	164
Is able to make decisions about own teaching practice, content and process	130
Competitive ethos; aims for high achievement for self, schools and pupils	106
Excellent up-to-date subject knowledge	99
Is skilled at handling difficult situations with pupils and parents	82
Credibility	73
Puts academic achievement first	73
Manages workload and life balance	68
Open to being held accountable	37
Puts pastoral care first	27
Seeks feedback	26
Has excellent relationships with the community	25
Enters into partnerships with range of others	14
Advocates for better conditions for teachers in order to meet pupil needs	13
Involvement in extra-curricula activities	2
Is able to raise funding as required	0

Student Teacher – TOTAL SAMPLE (n = 410)

Responses to Question 3a ranked in order of importance

	Score
Trusted and respected by pupils and parents	863
Demonstrably loves their work	747
Ability to establish caring relationships with students	563
High personal integrity	391
Manages workload and life balance	328
Demonstrates expertise in the process of facilitating learning	327
Is skilled at handling difficult situations with pupils and parents	277
Is able to make decisions about own teaching practice, content and process	255
Regular professional development and personal improvement	253
Excellent up-to-date subject knowledge	209
Competitive ethos; aims for high achievement for self, schools and pupils	191
Credibility	157
Seeks feedback	107
Involvement in extra-curricula activities	103
Puts academic achievement first	102
Has excellent relationships with the community	95
Advocates for better conditions for teachers in order to meet pupil needs	87
Open to being held accountable	60
Puts pastoral care first	36
Enters into partnerships with range of others	31
Is able to raise funding as required	11

SECTOR – TEACHER AND PRINCIPAL QUESTIONNAIRE

Teacher and Principal – EARLY CHILDHOOD CENTRES (n = 146)

Responses to Question 6a ranked in order of importance

	Score
Ability to establish caring relationships with students	315
Demonstrably loves their work	275
Trusted and respected by pupils and parents	240
High personal integrity	193
Regular professional development and personal improvement	146
Demonstrates expertise in the process of facilitating learning	143
Is able to make decisions about own teaching practice, content and process	98
Manages workload and life balance	80
Is skilled at handling difficult situations with pupils and parents	50
Credibility	45
Enters into partnerships with range of others	40
Competitive ethos; aims for high achievement for self, schools and pupils	34
Excellent up-to-date subject knowledge	33
Has excellent relationships with the community	30
Seeks feedback	21
Puts pastoral care first	20
Advocates for better conditions for teachers in order to meet pupil needs	18
Open to being held accountable	13
Puts academic achievement first	4
Is able to raise funding as required	1
Involvement in extra-curricula activities	1

Teacher and Principal – PRIMARY SCHOOLS (n = 290)

Responses to Question 6a ranked in order of importance

	Score
Ability to establish caring relationships with students	542
Demonstrates expertise in the process of facilitating learning	442
Trusted and respected by pupils and parents	428
High personal integrity	424
Demonstrably loves their work	383
Manages workload and life balance	377
Is able to make decisions about own teaching practice, content and process	317
Regular professional development and personal improvement	217
Competitive ethos; aims for high achievement for self, schools and pupils	138
Credibility	90
Excellent up-to-date subject knowledge	86
Puts academic achievement first	82
Puts pastoral care first	60
Is skilled at handling difficult situations with pupils and parents	56
Seeks feedback	34
Advocates for better conditions for teachers in order to meet pupil needs	34
Open to being held accountable	27
Enters into partnerships with range of others	22
Has excellent relationships with the community	19
Involvement in extra-curricula activities	16
Is able to raise funding as required	0

Teacher and Principal – INTERMEDIATE SCHOOLS (n = 108)

Responses to Question 6a ranked in order of importance

	Score
Demonstrates expertise in the process of facilitating learning	203
Ability to establish caring relationships with students	199
Trusted and respected by pupils and parents	167
High personal integrity	155
Manages workload and life balance	129
Demonstrably loves their work	108
Regular professional development and personal improvement	102
Is able to make decisions about own teaching practice, content and process	98
Excellent up-to-date subject knowledge	66
Puts pastoral care first	29
Competitive ethos; aims for high achievement for self, schools and pupils	28
Puts academic achievement first	26
Is skilled at handling difficult situations with pupils and parents	25
Seeks feedback	22
Credibility	19
Open to being held accountable	18
Enters into partnerships with range of others	10
Involvement in extra-curricula activities	9
Advocates for better conditions for teachers in order to meet pupil needs	8
Has excellent relationships with the community	3
Is able to raise funding as required	0

Teacher and Principal – SECONDARY SCHOOLS (n = 243)

Responses to Question 6a ranked in order of importance

	Score
Demonstrably loves their work	480
Ability to establish caring relationships with students	435
High personal integrity	394
Demonstrates expertise in the process of facilitating learning	367
Trusted and respected by pupils and parents	361
Excellent up-to-date subject knowledge	273
Manages workload and life balance	266
Is able to make decisions about own teaching practice, content and process	217
Regular professional development and personal improvement	122
Competitive ethos; aims for high achievement for self, schools and pupils	97
Credibility	81
Is skilled at handling difficult situations with pupils and parents	75
Puts academic achievement first	51
Puts pastoral care first	43
Involvement in extra-curricula activities	33
Seeks feedback	24
Enters into partnerships with range of others	17
Advocates for better conditions for teachers in order to meet pupil needs	13
Open to being held accountable	9
Has excellent relationships with the community	5
Is able to raise funding as required	0

DECILE – TEACHER AND PRINCIPAL QUESTIONNAIRE

Teacher and Principal – LOW DECILE (n = 162)

Responses to Question 6a ranked in order of importance

	Score
Ability to establish caring relationships with students	256
Manages workload and life balance	223
Demonstrates expertise in the process of facilitating learning	217
Trusted and respected by pupils and parents	192
High personal integrity	185
Demonstrably loves their work	173
Is able to make decisions about own teaching practice, content and process	156
Regular professional development and personal improvement	138
Competitive ethos; aims for high achievement for self, schools and pupils	111
Excellent up-to-date subject knowledge	65
Credibility	56
Puts academic achievement first	56
Is skilled at handling difficult situations with pupils and parents	47
Puts pastoral care first	33
Open to being held accountable	31
Seeks feedback	30
Advocates for better conditions for teachers in order to meet pupil needs	21
Enters into partnerships with range of others	15
Involvement in extra-curricula activities	12
Has excellent relationships with the community	7
Is able to raise funding as required	0

Teacher and Principal – MEDIUM DECILE (n = 277)

Responses to Question 6a ranked in order of importance

	Score
Ability to establish caring relationships with students	541
Demonstrably loves their work	467
High personal integrity	464
Demonstrates expertise in the process of facilitating learning	464
Trusted and respected by pupils and parents	405
Manages workload and life balance	339
Is able to make decisions about own teaching practice, content and process	288
Excellent up-to-date subject knowledge	200
Regular professional development and personal improvement	176
Competitive ethos; aims for high achievement for self, schools and pupils	103
Credibility	89
Is skilled at handling difficult situations with pupils and parents	88
Puts academic achievement first	62
Puts pastoral care first	54
Seeks feedback	30
Open to being held accountable	23
Enters into partnerships with range of others	20
Advocates for better conditions for teachers in order to meet pupil needs	16
Involvement in extra-curricula activities	11
Has excellent relationships with the community	5
Is able to raise funding as required	0

Teacher and Principal – HIGH DECILE (n = 205)

Responses to Question 6a ranked in order of importance

	Score
Ability to establish caring relationships with students	384
Trusted and respected by pupils and parents	362
Demonstrably loves their work	345
Demonstrates expertise in the process of facilitating learning	334
High personal integrity	332
Manages workload and life balance	215
Is able to make decisions about own teaching practice, content and process	188
Excellent up-to-date subject knowledge	160
Regular professional development and personal improvement	129
Credibility	49
Competitive ethos; aims for high achievement for self, schools and pupils	49
Puts pastoral care first	47
Puts academic achievement first	41
Involvement in extra-curricula activities	25
Is skilled at handling difficult situations with pupils and parents	21
Seeks feedback	20
Advocates for better conditions for teachers in order to meet pupil needs	18
Has excellent relationships with the community	15
Enters into partnerships with range of others	14
Open to being held accountable	1
Is able to raise funding as required	0

Teacher and Principal – DECILE NOT APPLICABLE (n = 146)

Responses to Question 6a ranked in order of importance

	Score
Ability to establish caring relationships with students	315
Demonstrably loves their work	275
Trusted and respected by pupils and parents	240
High personal integrity	193
Regular professional development and personal improvement	146
Demonstrates expertise in the process of facilitating learning	143
Is able to make decisions about own teaching practice, content and process	98
Manages workload and life balance	80
Is skilled at handling difficult situations with pupils and parents	50
Credibility	45
Enters into partnerships with range of others	40
Competitive ethos; aims for high achievement for self, schools and pupils	34
Excellent up-to-date subject knowledge	33
Has excellent relationships with the community	30
Seeks feedback	21
Puts pastoral care first	20
Advocates for better conditions for teachers in order to meet pupil needs	18
Open to being held accountable	13
Puts academic achievement first	4
Is able to raise funding as required	1
Involvement in extra-curricula activities	1

POSITION – TEACHER AND PRINCIPAL QUESTIONNAIRE

Teacher and Principal – PRINCIPAL/HEAD TEACHER (n = 65)

Responses to Question 6a ranked in order of importance

	Score
Ability to establish caring relationships with students	131
High personal integrity	119
Demonstrably loves their work	116
Demonstrates expertise in the process of facilitating learning	109
Trusted and respected by pupils and parents	86
Manages workload and life balance	64
Regular professional development and personal improvement	61
Is able to make decisions about own teaching practice, content and process	54
Competitive ethos; aims for high achievement for self, schools and pupils	26
Credibility	20
Excellent up-to-date subject knowledge	19
Puts academic achievement first	17
Puts pastoral care first	15
Is skilled at handling difficult situations with pupils and parents	11
Open to being held accountable	9
Has excellent relationships with the community	8
Enters into partnerships with range of others	8
Seeks feedback	6
Advocates for better conditions for teachers in order to meet pupil needs	5
Is able to raise funding as required	1
Involvement in extra-curricula activities	0

Teacher and Principal – TEACHER (n = 720)

Responses to Question 6a ranked in order of importance

	Score
Ability to establish caring relationships with students	1356
Demonstrably loves their work	1139
Trusted and respected by pupils and parents	1113
High personal integrity	1048
Demonstrates expertise in the process of facilitating learning	1040
Manages workload and life balance	791
Is able to make decisions about own teaching practice, content and process	670
Regular professional development and personal improvement	525
Excellent up-to-date subject knowledge	439
Competitive ethos; aims for high achievement for self, schools and pupils	271
Credibility	216
Is skilled at handling difficult situations with pupils and parents	195
Puts academic achievement first	146
Puts pastoral care first	137
Seeks feedback	95
Enters into partnerships with range of others	81
Advocates for better conditions for teachers in order to meet pupil needs	68
Involvement in extra-curricula activities	59
Open to being held accountable	59
Has excellent relationships with the community	48
Is able to raise funding as required	0

EXPERIENCE – TEACHER AND PRINCIPAL QUESTIONNAIRE

Teacher and Principal – TEACHER 0-5 YEARS (n = 212)

Responses to Question 6a ranked in order of importance

	Score
Ability to establish caring relationships with students	420
Trusted and respected by pupils and parents	338
Demonstrably loves their work	293
Manages workload and life balance	243
Demonstrates expertise in the process of facilitating learning	239
High personal integrity	236
Regular professional development and personal improvement	189
Is able to make decisions about own teaching practice, content and process	187
Excellent up-to-date subject knowledge	115
Competitive ethos; aims for high achievement for self, schools and pupils	91
Credibility	65
Is skilled at handling difficult situations with pupils and parents	65
Seeks feedback	46
Puts academic achievement first	42
Puts pastoral care first	41
Enters into partnerships with range of others	38
Advocates for better conditions for teachers in order to meet pupil needs	32
Involvement in extra-curricula activities	31
Open to being held accountable	18
Has excellent relationships with the community	13
Is able to raise funding as required	0

Teacher and Principal – TEACHER 6-20 YEARS (n = 221)

Responses to Question 6a ranked in order of importance

	Score
Ability to establish caring relationships with students	404
Trusted and respected by pupils and parents	343
Demonstrably loves their work	340
Demonstrates expertise in the process of facilitating learning	316
High personal integrity	291
Manages workload and life balance	251
Is able to make decisions about own teaching practice, content and process	216
Regular professional development and personal improvement	152
Excellent up-to-date subject knowledge	133
Is skilled at handling difficult situations with pupils and parents	69
Competitive ethos; aims for high achievement for self, schools and pupils	63
Credibility	60
Puts academic achievement first	44
Puts pastoral care first	39
Seeks feedback	29
Has excellent relationships with the community	27
Open to being held accountable	24
Enters into partnerships with range of others	23
Advocates for better conditions for teachers in order to meet pupil needs	21
Involvement in extra-curricula activities	12
Is able to raise funding as required	0

Teacher and Principal – TEACHER 21+ YEARS (n = 281)

Responses to Question 6a ranked in order of importance

	Score
High personal integrity	540
Ability to establish caring relationships with students	536
Demonstrates expertise in the process of facilitating learning	504
Demonstrably loves their work	472
Trusted and respected by pupils and parents	407
Is able to make decisions about own teaching practice, content and process	271
Manages workload and life balance	270
Regular professional development and personal improvement	201
Excellent up-to-date subject knowledge	157
Competitive ethos; aims for high achievement for self, schools and pupils	107
Credibility	93
Puts pastoral care first	60
Is skilled at handling difficult situations with pupils and parents	57
Puts academic achievement first	51
Enters into partnerships with range of others	27
Open to being held accountable	23
Seeks feedback	14
Advocates for better conditions for teachers in order to meet pupil needs	13
Has excellent relationships with the community	10
Involvement in extra-curricula activities	10
Is able to raise funding as required	0

GENDER – TEACHER AND PRINCIPAL QUESTIONNAIRE

Teacher and Principal – FEMALE (n = 605)

Responses to Question 6a ranked in order of importance

	Score
Ability to establish caring relationships with students	1130
Demonstrably loves their work	993
Demonstrates expertise in the process of facilitating learning	889
Trusted and respected by pupils and parents	887
High personal integrity	844
Manages workload and life balance	657
Is able to make decisions about own teaching practice, content and process	567
Regular professional development and personal improvement	476
Excellent up-to-date subject knowledge	344
Competitive ethos; aims for high achievement for self, schools and pupils	216
Credibility	167
Is skilled at handling difficult situations with pupils and parents	125
Puts academic achievement first	111
Puts pastoral care first	101
Seeks feedback	75
Enters into partnerships with range of others	62
Open to being held accountable	58
Advocates for better conditions for teachers in order to meet pupil needs	55
Has excellent relationships with the community	48
Involvement in extra-curricula activities	28
Is able to raise funding as required	1

Teacher and Principal – MALE (n = 163)

Responses to Question 6a ranked in order of importance

	Score
Ability to establish caring relationships with students	311
High personal integrity	296
Trusted and respected by pupils and parents	285
Demonstrates expertise in the process of facilitating learning	237
Demonstrably loves their work	228
Manages workload and life balance	172
Is able to make decisions about own teaching practice, content and process	150
Excellent up-to-date subject knowledge	113
Regular professional development and personal improvement	84
Competitive ethos; aims for high achievement for self, schools and pupils	68
Credibility	66
Is skilled at handling difficult situations with pupils and parents	61
Puts pastoral care first	46
Puts academic achievement first	44
Involvement in extra-curricula activities	30
Seeks feedback	24
Advocates for better conditions for teachers in order to meet pupil needs	15
Enters into partnerships with range of others	13
Open to being held accountable	10
Has excellent relationships with the community	9
Is able to raise funding as required	0

ETHNICITY – TEACHER AND PRINCIPAL QUESTIONNAIRE

Teacher and Principal – PAKEHA (n = 640)

Responses to Question 6a ranked in order of importance

	Score
Ability to establish caring relationships with students	1232
Demonstrably loves their work	1070
High personal integrity	1007
Trusted and respected by pupils and parents	1003
Demonstrates expertise in the process of facilitating learning	996
Manages workload and life balance	670
Is able to make decisions about own teaching practice, content and process	633
Regular professional development and personal improvement	462
Excellent up-to-date subject knowledge	373
Competitive ethos; aims for high achievement for self, schools and pupils	216
Credibility	214
Is skilled at handling difficult situations with pupils and parents	168
Puts pastoral care first	124
Puts academic achievement first	117
Enters into partnerships with range of others	80
Seeks feedback	72
Open to being held accountable	58
Has excellent relationships with the community	47
Involvement in extra-curricula activities	45
Advocates for better conditions for teachers in order to meet pupil needs	40
Is able to raise funding as required	1

Teacher and Principal – MAORI (n = 62)

Responses to Question 6a ranked in order of importance

	Score
Ability to establish caring relationships with students	101
Manages workload and life balance	86
Trusted and respected by pupils and parents	79
Demonstrates expertise in the process of facilitating learning	72
Regular professional development and personal improvement	65
Demonstrably loves their work	58
High personal integrity	48
Competitive ethos; aims for high achievement for self, schools and pupils	42
Is able to make decisions about own teaching practice, content and process	32
Excellent up-to-date subject knowledge	30
Is skilled at handling difficult situations with pupils and parents	23
Advocates for better conditions for teachers in order to meet pupil needs	19
Puts academic achievement first	15
Involvement in extra-curricula activities	11
Credibility	10
Seeks feedback	10
Has excellent relationships with the community	7
Open to being held accountable	7
Puts pastoral care first	6
Enters into partnerships with range of others	5
Is able to raise funding as required	0

Teacher and Principal – PACIFIC ISLANDER (n = 25)

Responses to Question 6a ranked in order of importance

	Score
Ability to establish caring relationships with students	39
Demonstrably loves their work	28
Trusted and respected by pupils and parents	27
Demonstrates expertise in the process of facilitating learning	26
High personal integrity	25
Manages workload and life balance	25
Puts academic achievement first	21
Competitive ethos; aims for high achievement for self, schools and pupils	17
Is able to make decisions about own teaching practice, content and process	16
Regular professional development and personal improvement	14
Seeks feedback	13
Puts pastoral care first	6
Excellent up-to-date subject knowledge	5
Advocates for better conditions for teachers in order to meet pupil needs	4
Enters into partnerships with range of others	3
Has excellent relationships with the community	1
Open to being held accountable	1
Credibility	0
Is able to raise funding as required	0
Involvement in extra-curricula activities	0
Is skilled at handling difficult situations with pupils and parents	0

Teacher and Principal – ASIAN (n = 16)

Responses to Question 6a ranked in order of importance

	Score
Trusted and respected by pupils and parents	30
High personal integrity	26
Ability to establish caring relationships with students	23
Demonstrably loves their work	22
Regular professional development and personal improvement	18
Manages workload and life balance	14
Is able to make decisions about own teaching practice, content and process	10
Advocates for better conditions for teachers in order to meet pupil needs	10
Excellent up-to-date subject knowledge	10
Demonstrates expertise in the process of facilitating learning	8
Competitive ethos; aims for high achievement for self, schools and pupils	8
Is skilled at handling difficult situations with pupils and parents	5
Puts pastoral care first	4
Puts academic achievement first	3
Involvement in extra-curricula activities	2
Seeks feedback	1
Enters into partnerships with range of others	1
Credibility	0
Has excellent relationships with the community	0
Is able to raise funding as required	0
Open to being held accountable	0

Teacher and Principal – OTHER (n = 43)

Responses to Question 6a ranked in order of importance

	Score
Ability to establish caring relationships with students	87
Demonstrably loves their work	75
High personal integrity	65
Trusted and respected by pupils and parents	60
Manages workload and life balance	53
Demonstrates expertise in the process of facilitating learning	48
Is able to make decisions about own teaching practice, content and process	36
Excellent up-to-date subject knowledge	34
Regular professional development and personal improvement	26
Competitive ethos; aims for high achievement for self, schools and pupils	14
Credibility	12
Puts pastoral care first	12
Is skilled at handling difficult situations with pupils and parents	10
Puts academic achievement first	7
Seeks feedback	5
Has excellent relationships with the community	2
Open to being held accountable	2
Involvement in extra-curricula activities	1
Is able to raise funding as required	0
Advocates for better conditions for teachers in order to meet pupil needs	0
Enters into partnerships with range of others	0

QUALIFICATION – TEACHER AND PRINCIPAL QUESTIONNAIRE

Teacher and Principal – UNDERGRADUATE QUALIFICATION (n = 274)

Responses to Question 6a ranked in order of importance

	Score
Ability to establish caring relationships with students	534
Trusted and respected by pupils and parents	459
Demonstrably loves their work	456
High personal integrity	415
Demonstrates expertise in the process of facilitating learning	353
Manages workload and life balance	280
Regular professional development and personal improvement	197
Is able to make decisions about own teaching practice, content and process	188
Excellent up-to-date subject knowledge	112
Competitive ethos; aims for high achievement for self, schools and pupils	92
Credibility	76
Is skilled at handling difficult situations with pupils and parents	74
Puts pastoral care first	52
Puts academic achievement first	45
Enters into partnerships with range of others	29
Has excellent relationships with the community	27
Advocates for better conditions for teachers in order to meet pupil needs	25
Open to being held accountable	25
Seeks feedback	21
Involvement in extra-curricula activities	14
Is able to raise funding as required	1

Teacher and Principal – GRADUATE QUALIFICATION (n = 386)

Responses to Question 6a ranked in order of importance

	Score
Ability to establish caring relationships with students	697
Demonstrates expertise in the process of facilitating learning	599
Demonstrably loves their work	580
Trusted and respected by pupils and parents	558
High personal integrity	531
Manages workload and life balance	471
Is able to make decisions about own teaching practice, content and process	420
Regular professional development and personal improvement	308
Excellent up-to-date subject knowledge	240
Competitive ethos; aims for high achievement for self, schools and pupils	135
Credibility	112
Is skilled at handling difficult situations with pupils and parents	88
Puts academic achievement first	81
Puts pastoral care first	77
Seeks feedback	59
Enters into partnerships with range of others	48
Advocates for better conditions for teachers in order to meet pupil needs	41
Involvement in extra-curricula activities	35
Open to being held accountable	29
Has excellent relationships with the community	23
Is able to raise funding as required	0

Teacher and Principal – POSTGRADUATE QUALIFICATION (n = 104)

Responses to Question 6a ranked in order of importance

	Score
Ability to establish caring relationships with students	214
Demonstrably loves their work	206
High personal integrity	184
Demonstrates expertise in the process of facilitating learning	163
Trusted and respected by pupils and parents	142
Excellent up-to-date subject knowledge	100
Is able to make decisions about own teaching practice, content and process	99
Manages workload and life balance	91
Regular professional development and personal improvement	59
Competitive ethos; aims for high achievement for self, schools and pupils	59
Credibility	42
Is skilled at handling difficult situations with pupils and parents	39
Puts academic achievement first	29
Puts pastoral care first	17
Seeks feedback	11
Involvement in extra-curricula activities	10
Open to being held accountable	10
Enters into partnerships with range of others	8
Has excellent relationships with the community	5
Advocates for better conditions for teachers in order to meet pupil needs	1
Is able to raise funding as required	0

MOST IMPORTANT

TOTAL SAMPLE – ALL QUESTIONNAIRES

	Teacher/Principal TOTAL	Board/Committee TOTAL	Student Teacher TOTAL
Ability to establish caring relationships with students	1	3	3
Demonstrably loves their work	2	5	2
Trusted and respected by pupils and parents	3	1	1
High personal integrity	4	4	4
Demonstrates expertise in the process of facilitating learning	5	2	6
Manages workload and life balance	6	13	5
Is able to make decisions about own teaching practice, content and process	7	7	8
Regular professional development and personal improvement	8	6	9
Excellent up-to-date subject knowledge	9	9	10
Competitive ethos; aims for high achievement for self, schools and pupils	10	8	11
Credibility	11	11=	12
Is skilled at handling difficult situations with pupils and parents	12	10	7
Puts pastoral care first	13	15	19
Puts academic achievement first	14	11=	15
Seeks feedback	15	16	13
Enters into partnerships with range of others	16	18	20
Advocates for better conditions for teachers in order to meet pupil needs	17	19	17
Open to being held accountable	18	14	18
Involvement in extra-curricula activities	19	20	14
Has excellent relationships with the community	20	17	16
Is able to raise funding as required	21	21	21

SECTOR – TEACHER AND PRINCIPAL QUESTIONNAIRE

	Teacher/Principal TOTAL	Teacher/Principal ECC	Teacher/Principal PRIMARY	Teacher/Principal INTERMEDIATE	Teacher/Principal SECONDARY
Ability to establish caring relationships with students	1	1	1	2	2
Demonstrably loves their work	2	2	5	6	1
Trusted and respected by pupils and parents	3	3	3	3	5
High personal integrity	4	4	4	4	3
Demonstrates expertise in the process of facilitating learning	5	6	2	1	4
Manages workload and life balance	6	8	6	5	7
Is able to make decisions about own teaching practice, content and process	7	7	7	8	8
Regular professional development and personal improvement	8	5	8	7	9
Excellent up-to-date subject knowledge	9	13	11	9	6
Competitive ethos; aims for high achievement for self, schools and pupils	10	12	9	11	10
Credibility	11	10	10	15	11
Is skilled at handling difficult situations with pupils and parents	12	9	14	13	12
Puts pastoral care first	13	16	13	10	14
Puts academic achievement first	14	19	12	12	13
Seeks feedback	15	15	15=	14	16
Enters into partnerships with range of others	16	11	18	17	17
Advocates for better conditions for teachers in order to meet pupil needs	17	17	15=	19	18
Open to being held accountable	18	18	17	16	19
Involvement in extra-curricula activities	19	20=	20	18	15
Has excellent relationships with the community	20	14	19	20	20
Is able to raise funding as required	21	20=	21	21	21

DECILE – TEACHER AND PRINCIPAL QUESTIONNAIRE

	Teacher/Principal TOTAL	Teacher/Principal LOW DECILE	Teacher/Principal MEDIUM DECILE	Teacher/Principal HIGH DECILE	Teacher/Principal NOT APPLICABLE
Ability to establish caring relationships with students	1	1	1	1	1
Demonstrably loves their work	2	6	2	3	2
Trusted and respected by pupils and parents	3	4	5	2	3
High personal integrity	4	5	3=	5	4
Demonstrates expertise in the process of facilitating learning	5	3	3=	4	6
Manages workload and life balance	6	2	6	6	8
Is able to make decisions about own teaching practice, content and process	7	7	7	7	7
Regular professional development and personal improvement	8	8	9	9	5
Excellent up-to-date subject knowledge	9	10	8	8	13
Competitive ethos; aims for high achievement for self, schools and pupils	10	9	10	10=	12
Credibility	11	11=	11	10=	10
Is skilled at handling difficult situations with pupils and parents	12	13	12	15	9
Puts pastoral care first	13	14	14	12	16
Puts academic achievement first	14	11=	13	13	19
Seeks feedback	15	16	15	16	15
Enters into partnerships with range of others	16	18	17	19	11
Advocates for better conditions for teachers in order to meet pupil needs	17	17	18	17	17
Open to being held accountable	18	15	16	20	18
Involvement in extra-curricula activities	19	19	19	14	20=
Has excellent relationships with the community	20	20	20	18	14
Is able to raise funding as required	21	21	21	21	20=

POSITION – TEACHER AND PRINCIPAL QUESTIONNAIRE

	Teacher/Principal TOTAL	Teacher/Principal PRINCIPAL/ HEAD TEACHER	Teacher/Principal TEACHER
Ability to establish caring relationships with students	1	1	1
Demonstrably loves their work	2	3	2
Trusted and respected by pupils and parents	3	5	3
High personal integrity	4	2	4
Demonstrates expertise in the process of facilitating learning	5	4	5
Manages workload and life balance	6	6	6
Is able to make decisions about own teaching practice, content and process	7	8	7
Regular professional development and personal improvement	8	7	8
Excellent up-to-date subject knowledge	9	11	9
Competitive ethos; aims for high achievement for self, schools and pupils	10	9	10
Credibility	11	10	11
Is skilled at handling difficult situations with pupils and parents	12	14	12
Puts pastoral care first	13	13	14
Puts academic achievement first	14	12	13
Seeks feedback	15	18	15
Enters into partnerships with range of others	16	16=	16
Advocates for better conditions for teachers in order to meet pupil needs	17	19	17
Open to being held accountable	18	15	18=
Involvement in extra-curricula activities	19	21	18=
Has excellent relationships with the community	20	16=	20
Is able to raise funding as required	21	20	21

EXPERIENCE – TEACHER AND PRINCIPAL QUESTIONNAIRE

	Teacher/Principal TOTAL	Teacher/Principal TEACHER 0-5 YEARS	Teacher/Principal TEACHER 6-20 YEARS	Teacher/Principal TEACHER 21+ YEARS
Ability to establish caring relationships with students	1	1	1	2
Demonstrably loves their work	2	3	3	4
Trusted and respected by pupils and parents	3	2	2	5
High personal integrity	4	6	5	1
Demonstrates expertise in the process of facilitating learning	5	5	4	3
Manages workload and life balance	6	4	6	7
Is able to make decisions about own teaching practice, content and process	7	8	7	6
Regular professional development and personal improvement	8	7	8	8
Excellent up-to-date subject knowledge	9	9	9	9
Competitive ethos; aims for high achievement for self, schools and pupils	10	10	11	10
Credibility	11	11=	12	11
Is skilled at handling difficult situations with pupils and parents	12	11=	10	13
Puts pastoral care first	13	15	14	12
Puts academic achievement first	14	14	13	14
Seeks feedback	15	13	15	17
Enters into partnerships with range of others	16	16	18	15
Advocates for better conditions for teachers in order to meet pupil needs	17	17	19	18
Open to being held accountable	18	19	17	16
Involvement in extra-curricula activities	19	18	20	19=
Has excellent relationships with the community	20	20	16	19=
Is able to raise funding as required	21	21	21	21

GENDER – TEACHER AND PRINCIPAL QUESTIONNAIRE

	Teacher/Principal TOTAL	Teacher/Principal FEMALE	Teacher/Principal MALE
Ability to establish caring relationships with students	1	1	1
Demonstrably loves their work	2	2	5
Trusted and respected by pupils and parents	3	4	3
High personal integrity	4	5	2
Demonstrates expertise in the process of facilitating learning	5	3	4
Manages workload and life balance	6	6	6
Is able to make decisions about own teaching practice, content and process	7	7	7
Regular professional development and personal improvement	8	8	9
Excellent up-to-date subject knowledge	9	9	8
Competitive ethos; aims for high achievement for self, schools and pupils	10	10	10
Credibility	11	11	11
Is skilled at handling difficult situations with pupils and parents	12	12	12
Puts pastoral care first	13	14	13
Puts academic achievement first	14	13	14
Seeks feedback	15	15	16
Enters into partnerships with range of others	16	16	18
Advocates for better conditions for teachers in order to meet pupil needs	17	18	17
Open to being held accountable	18	17	19
Involvement in extra-curricula activities	19	20	15
Has excellent relationships with the community	20	19	20
Is able to raise funding as required	21	21	21

ETHNICITY – TEACHER AND PRINCIPAL QUESTIONNAIRE

	Teacher/ Principal TOTAL	Teacher/ Principal PAKEHA	Teacher/ Principal MAORI	Teacher/ Principal PACIFIC ISLANDER	Teacher/ Principal ASIAN	Teacher/ Principal OTHER
Ability to establish caring relationships with students	1	1	1	1	3	1
Demonstrably loves their work	2	2	6	2	4	2
Trusted and respected by pupils and parents	3	4	3	3	1	4
High personal integrity	4	3	7	5=	2	3
Demonstrates expertise in the process of facilitating learning	5	5	4	4	10=	6
Manages workload and life balance	6	6	2	5=	6	5
Is able to make decisions about own teaching practice, content and process	7	7	9	9	7=	7
Regular professional development and personal improvement	8	8	5	10	5	9
Excellent up-to-date subject knowledge	9	9	10	13	7=	8
Competitive ethos; aims for high achievement for self, schools and pupils	10	10	8	8	10=	10
Credibility	11	11	15=	18=	18=	11=
Is skilled at handling difficult situations with pupils and parents	12	12	11	18=	12	13
Puts pastoral care first	13	13	19	12	13	11=
Puts academic achievement first	14	14	13	7	14	14
Seeks feedback	15	16	15=	11	16=	15
Enters into partnerships with range of others	16	15	20	15	16=	19=
Advocates for better conditions for teachers in order to meet pupil needs	17	20	12	14	7=	19=
Open to being held accountable	18	17	17=	16=	18=	16=
Involvement in extra-curricula activities	19	19	14	18=	15	18
Has excellent relationships with the community	20	18	17=	16=	18=	16=
Is able to raise funding as required	21	21	21	18=	18=	19=

QUALIFICATION – TEACHER AND PRINCIPAL QUESTIONNAIRE

	Teacher/Principal TOTAL	Teacher/Principal UNDERGRADUATE QUALIFICATION	Teacher/Principal GRADUATE QUALIFICATION	Teacher/Principal POSTGRADUATE QUALIFICATION
Ability to establish caring relationships with students	1	1	1	1
Demonstrably loves their work	2	3	3	2
Trusted and respected by pupils and parents	3	2	4	5
High personal integrity	4	4	5	3
Demonstrates expertise in the process of facilitating learning	5	5	2	4
Manages workload and life balance	6	6	6	8
Is able to make decisions about own teaching practice, content and process	7	8	7	7
Regular professional development and personal improvement	8	7	8	9=
Excellent up-to-date subject knowledge	9	9	9	6
Competitive ethos; aims for high achievement for self, schools and pupils	10	10	10	9=
Credibility	11	11	11	11
Is skilled at handling difficult situations with pupils and parents	12	12	12	12
Puts pastoral care first	13	13	14	14
Puts academic achievement first	14	14	13	13
Seeks feedback	15	19	15	15
Enters into partnerships with range of others	16	15	16	18
Advocates for better conditions for teachers in order to meet pupil needs	17	17=	17	20
Open to being held accountable	18	17=	19	16=
Involvement in extra-curricula activities	19	20	18	16=
Has excellent relationships with the community	20	16	20	19
Is able to raise funding as required	21	21	21	21

LEAST IMPORTANT

TOTAL SAMPLE – ALL QUESTIONNAIRES

Teacher and Principal – TOTAL SAMPLE (n = 790)

Responses to Question 6b ranked in order of least importance

	Score
Is able to raise funding as required	2838
Involvement in extra-curricula activities	1193
Enters into partnerships with range of others	982
Advocates for better conditions for teachers in order to meet pupil needs	783
Puts academic achievement first	759
Has excellent relationships with the community	570
Competitive ethos; aims for high achievement for self, schools and pupils	487
Puts pastoral care first	453
Open to being held accountable	349
Seeks feedback	342
Demonstrably loves their work	162
Excellent up-to-date subject knowledge	128
Manages workload and life balance	123
Is skilled at handling difficult situations with pupils and parents	119
Credibility	102
Demonstrates expertise in the process of facilitating learning	62
Regular professional development and personal improvement	51
Is able to make decisions about own teaching practice, content and process	43
High personal integrity	38
Trusted and respected by pupils and parents	31
Ability to establish caring relationships with students	20

Board-Committee – TOTAL SAMPLE (n = 182)

Responses to Question 1b ranked in order of least importance

	Score
Is able to raise funding as required	617
Involvement in extra-curricula activities	287
Enters into partnerships with range of others	285
Advocates for better conditions for teachers in order to meet pupil needs	208
Puts pastoral care first	163
Puts academic achievement first	154
Has excellent relationships with the community	124
Competitive ethos; aims for high achievement for self, schools and pupils	117
Open to being held accountable	67
Seeks feedback	62
Manages workload and life balance	62
Excellent up-to-date subject knowledge	38
Demonstrably loves their work	33
Is skilled at handling difficult situations with pupils and parents	19
Is able to make decisions about own teaching practice, content and process	16
Demonstrates expertise in the process of facilitating learning	16
Ability to establish caring relationships with students	13
Regular professional development and personal improvement	10
Credibility	9
High personal integrity	4
Trusted and respected by pupils and parents	3

Student Teacher – TOTAL SAMPLE (n = 410)

Responses to Question 3b ranked in order of least importance

	Score
Is able to raise funding as required	989
Enters into partnerships with range of others	498
Puts academic achievement first	427
Puts pastoral care first	393
Involvement in extra-curricula activities	344
Advocates for better conditions for teachers in order to meet pupil needs	286
Open to being held accountable	279
Competitive ethos; aims for high achievement for self, schools and pupils	227
Has excellent relationships with the community	196
Seeks feedback	160
Credibility	150
Manages workload and life balance	136
Excellent up-to-date subject knowledge	118
High personal integrity	97
Regular professional development and personal improvement	76
Demonstrates expertise in the process of facilitating learning	71
Is able to make decisions about own teaching practice, content and process	61
Ability to establish caring relationships with students	54
Is skilled at handling difficult situations with pupils and parents	47
Demonstrably loves their work	43
Trusted and respected by pupils and parents	37

SECTOR – TEACHER AND PRINCIPAL QUESTIONNAIRE

Teacher and Principal – EARLY CHILDHOOD CENTRES (n = 146)

Responses to Question 6b ranked in order of least importance

	Score
Is able to raise funding as required	384
Puts academic achievement first	258
Involvement in extra-curricula activities	253
Puts pastoral care first	162
Competitive ethos; aims for high achievement for self, schools and pupils	108
Enters into partnerships with range of others	88
Advocates for better conditions for teachers in order to meet pupil needs	65
Has excellent relationships with the community	63
Open to being held accountable	54
Seeks feedback	43
Excellent up-to-date subject knowledge	42
Manages workload and life balance	39
Demonstrably loves their work	27
Credibility	15
Demonstrates expertise in the process of facilitating learning	10
High personal integrity	8
Is able to make decisions about own teaching practice, content and process	8
Regular professional development and personal improvement	6
Trusted and respected by pupils and parents	5
Ability to establish caring relationships with students	4
Is skilled at handling difficult situations with pupils and parents	4

Teacher and Principal – PRIMARY SCHOOLS (n = 290)

Responses to Question 6b ranked in order of least importance

	Score
Is able to raise funding as required	1033
Involvement in extra-curricula activities	495
Enters into partnerships with range of others	345
Advocates for better conditions for teachers in order to meet pupil needs	258
Puts academic achievement first	248
Has excellent relationships with the community	157
Puts pastoral care first	156
Seeks feedback	141
Competitive ethos; aims for high achievement for self, schools and pupils	136
Open to being held accountable	129
Demonstrably loves their work	74
Is skilled at handling difficult situations with pupils and parents	57
Credibility	36
Excellent up-to-date subject knowledge	32
Manages workload and life balance	27
High personal integrity	22
Demonstrates expertise in the process of facilitating learning	20
Is able to make decisions about own teaching practice, content and process	12
Regular professional development and personal improvement	10
Trusted and respected by pupils and parents	8
Ability to establish caring relationships with students	1

Teacher and Principal – INTERMEDIATE SCHOOLS (n = 108)

Responses to Question 6b ranked in order of least importance

	Score
Is able to raise funding as required	424
Advocates for better conditions for teachers in order to meet pupil needs	149
Enters into partnerships with range of others	145
Involvement in extra-curricula activities	118
Puts academic achievement first	97
Has excellent relationships with the community	89
Competitive ethos; aims for high achievement for self, schools and pupils	69
Seeks feedback	55
Demonstrably loves their work	41
Puts pastoral care first	33
Open to being held accountable	31
Excellent up-to-date subject knowledge	30
Is skilled at handling difficult situations with pupils and parents	25
Credibility	23
Manages workload and life balance	11
Is able to make decisions about own teaching practice, content and process	8
Trusted and respected by pupils and parents	5
Regular professional development and personal improvement	5
High personal integrity	3
Demonstrates expertise in the process of facilitating learning	3
Ability to establish caring relationships with students	0

Teacher and Principal – SECONDARY SCHOOLS (n = 243)

Responses to Question 6b ranked in order of least importance

	Score
Is able to raise funding as required	982
Enters into partnerships with range of others	400
Advocates for better conditions for teachers in order to meet pupil needs	305
Involvement in extra-curricula activities	295
Has excellent relationships with the community	254
Competitive ethos; aims for high achievement for self, schools and pupils	171
Puts academic achievement first	156
Open to being held accountable	132
Seeks feedback	103
Puts pastoral care first	102
Manages workload and life balance	46
Is skilled at handling difficult situations with pupils and parents	33
Regular professional development and personal improvement	30
Demonstrates expertise in the process of facilitating learning	29
Credibility	28
Excellent up-to-date subject knowledge	22
Demonstrably loves their work	20
Ability to establish caring relationships with students	15
Is able to make decisions about own teaching practice, content and process	15
Trusted and respected by pupils and parents	13
High personal integrity	5

DECILE – TEACHER AND PRINCIPAL QUESTIONNAIRE

Teacher and Principal – LOW DECILE (n = 162)

Responses to Question 6b ranked in order of least importance

	Score
Is able to raise funding as required	524
Involvement in extra-curricula activities	239
Enters into partnerships with range of others	181
Puts academic achievement first	163
Advocates for better conditions for teachers in order to meet pupil needs	157
Puts pastoral care first	103
Has excellent relationships with the community	95
Seeks feedback	81
Open to being held accountable	56
Competitive ethos; aims for high achievement for self, schools and pupils	50
Demonstrably loves their work	48
Is skilled at handling difficult situations with pupils and parents	33
Credibility	26
Excellent up-to-date subject knowledge	22
Manages workload and life balance	19
High personal integrity	18
Demonstrates expertise in the process of facilitating learning	16
Regular professional development and personal improvement	7
Is able to make decisions about own teaching practice, content and process	3
Trusted and respected by pupils and parents	1
Ability to establish caring relationships with students	1

Teacher and Principal – MEDIUM DECILE (n = 277)

Responses to Question 6b ranked in order of least importance

	Score
Is able to raise funding as required	1130
Enters into partnerships with range of others	439
Involvement in extra-curricula activities	423
Advocates for better conditions for teachers in order to meet pupil needs	329
Has excellent relationships with the community	234
Puts academic achievement first	187
Competitive ethos; aims for high achievement for self, schools and pupils	180
Open to being held accountable	144
Seeks feedback	128
Puts pastoral care first	116
Is skilled at handling difficult situations with pupils and parents	54
Demonstrably loves their work	40
Excellent up-to-date subject knowledge	39
Credibility	37
Manages workload and life balance	37
Demonstrates expertise in the process of facilitating learning	25
Regular professional development and personal improvement	22
Is able to make decisions about own teaching practice, content and process	17
Trusted and respected by pupils and parents	11
Ability to establish caring relationships with students	10
High personal integrity	8

Teacher and Principal – HIGH DECILE (n = 205)

Responses to Question 6b ranked in order of least importance

	Score
Is able to raise funding as required	800
Involvement in extra-curricula activities	278
Enters into partnerships with range of others	274
Advocates for better conditions for teachers in order to meet pupil needs	232
Has excellent relationships with the community	178
Puts academic achievement first	151
Competitive ethos; aims for high achievement for self, schools and pupils	149
Open to being held accountable	95
Seeks feedback	90
Puts pastoral care first	72
Demonstrably loves their work	47
Is skilled at handling difficult situations with pupils and parents	28
Manages workload and life balance	28
Excellent up-to-date subject knowledge	25
Credibility	24
Regular professional development and personal improvement	16
Is able to make decisions about own teaching practice, content and process	15
Trusted and respected by pupils and parents	14
Demonstrates expertise in the process of facilitating learning	11
Ability to establish caring relationships with students	5
High personal integrity	4

Teacher and Principal – DECILE NOT APPLICABLE (n = 146)

Responses to Question 6b ranked in order of least importance

	Score
Is able to raise funding as required	384
Puts academic achievement first	258
Involvement in extra-curricula activities	253
Puts pastoral care first	162
Competitive ethos; aims for high achievement for self, schools and pupils	108
Enters into partnerships with range of others	88
Advocates for better conditions for teachers in order to meet pupil needs	65
Has excellent relationships with the community	63
Open to being held accountable	54
Seeks feedback	43
Excellent up-to-date subject knowledge	42
Manages workload and life balance	39
Demonstrably loves their work	27
Credibility	15
Demonstrates expertise in the process of facilitating learning	10
High personal integrity	8
Is able to make decisions about own teaching practice, content and process	8
Regular professional development and personal improvement	6
Trusted and respected by pupils and parents	5
Ability to establish caring relationships with students	4
Is skilled at handling difficult situations with pupils and parents	4

POSITION – TEACHER AND PRINCIPAL QUESTIONNAIRE

Teacher and Principal – PRINCIPAL/HEAD TEACHER (n = 65)

Responses to Question 6b ranked in order of least importance

	Score
Is able to raise funding as required	228
Involvement in extra-curricula activities	93
Advocates for better conditions for teachers in order to meet pupil needs	91
Enters into partnerships with range of others	82
Puts academic achievement first	54
Competitive ethos; aims for high achievement for self, schools and pupils	42
Puts pastoral care first	35
Open to being held accountable	28
Has excellent relationships with the community	27
Excellent up-to-date subject knowledge	15
Demonstrably loves their work	14
Seeks feedback	14
Is skilled at handling difficult situations with pupils and parents	11
Manages workload and life balance	5
Credibility	4
High personal integrity	3
Regular professional development and personal improvement	3
Demonstrates expertise in the process of facilitating learning	3
Trusted and respected by pupils and parents	2
Is able to make decisions about own teaching practice, content and process	2
Ability to establish caring relationships with students	0

Teacher and Principal – TEACHER (n = 720)

Responses to Question 6b ranked in order of least importance

	Score
Is able to raise funding as required	2597
Involvement in extra-curricula activities	1097
Enters into partnerships with range of others	895
Puts academic achievement first	704
Advocates for better conditions for teachers in order to meet pupil needs	685
Has excellent relationships with the community	543
Competitive ethos; aims for high achievement for self, schools and pupils	445
Puts pastoral care first	415
Seeks feedback	327
Open to being held accountable	317
Demonstrably loves their work	144
Manages workload and life balance	114
Excellent up-to-date subject knowledge	113
Is skilled at handling difficult situations with pupils and parents	108
Credibility	98
Demonstrates expertise in the process of facilitating learning	59
Regular professional development and personal improvement	48
Is able to make decisions about own teaching practice, content and process	41
High personal integrity	35
Trusted and respected by pupils and parents	29
Ability to establish caring relationships with students	20

EXPERIENCE – TEACHER AND PRINCIPAL QUESTIONNAIRE

Teacher and Principal – TEACHER 0-5 YEARS (n = 212)

Responses to Question 6b ranked in order of least importance

	Score
Is able to raise funding as required	679
Involvement in extra-curricula activities	316
Enters into partnerships with range of others	249
Puts academic achievement first	234
Puts pastoral care first	164
Advocates for better conditions for teachers in order to meet pupil needs	148
Has excellent relationships with the community	140
Open to being held accountable	111
Competitive ethos; aims for high achievement for self, schools and pupils	106
Seeks feedback	93
Excellent up-to-date subject knowledge	55
Manages workload and life balance	51
Credibility	40
Demonstrably loves their work	38
Is skilled at handling difficult situations with pupils and parents	38
High personal integrity	23
Trusted and respected by pupils and parents	17
Regular professional development and personal improvement	15
Demonstrates expertise in the process of facilitating learning	14
Is able to make decisions about own teaching practice, content and process	9
Ability to establish caring relationships with students	8

Teacher and Principal – TEACHER 6-20 YEARS (n = 221)

Responses to Question 6b ranked in order of least importance

	Score
Is able to raise funding as required	734
Involvement in extra-curricula activities	327
Puts academic achievement first	241
Enters into partnerships with range of others	238
Advocates for better conditions for teachers in order to meet pupil needs	182
Has excellent relationships with the community	174
Puts pastoral care first	146
Competitive ethos; aims for high achievement for self, schools and pupils	144
Open to being held accountable	106
Seeks feedback	91
Demonstrably loves their work	44
Credibility	39
Excellent up-to-date subject knowledge	39
Manages workload and life balance	26
Demonstrates expertise in the process of facilitating learning	24
Regular professional development and personal improvement	22
Is skilled at handling difficult situations with pupils and parents	20
Is able to make decisions about own teaching practice, content and process	12
High personal integrity	11
Trusted and respected by pupils and parents	5
Ability to establish caring relationships with students	5

Teacher and Principal – TEACHER 21+ YEARS (n = 281)

Responses to Question 6b ranked in order of least importance

	Score
Is able to raise funding as required	1158
Involvement in extra-curricula activities	437
Enters into partnerships with range of others	389
Advocates for better conditions for teachers in order to meet pupil needs	381
Puts academic achievement first	230
Competitive ethos; aims for high achievement for self, schools and pupils	196
Has excellent relationships with the community	194
Seeks feedback	137
Open to being held accountable	104
Puts pastoral care first	90
Demonstrably loves their work	53
Is skilled at handling difficult situations with pupils and parents	44
Excellent up-to-date subject knowledge	31
Manages workload and life balance	29
Is able to make decisions about own teaching practice, content and process	18
Credibility	15
Demonstrates expertise in the process of facilitating learning	11
Trusted and respected by pupils and parents	9
Regular professional development and personal improvement	9
Ability to establish caring relationships with students	5
High personal integrity	3

GENDER – TEACHER AND PRINCIPAL QUESTIONNAIRE

Teacher and Principal – FEMALE (n = 605)

Responses to Question 6b ranked in order of least importance

	Score
Is able to raise funding as required	2139
Involvement in extra-curricula activities	982
Enters into partnerships with range of others	710
Puts academic achievement first	608
Advocates for better conditions for teachers in order to meet pupil needs	550
Has excellent relationships with the community	413
Puts pastoral care first	388
Competitive ethos; aims for high achievement for self, schools and pupils	329
Seeks feedback	272
Open to being held accountable	236
Demonstrably loves their work	107
Manages workload and life balance	95
Excellent up-to-date subject knowledge	87
Is skilled at handling difficult situations with pupils and parents	83
Credibility	73
Demonstrates expertise in the process of facilitating learning	36
High personal integrity	34
Trusted and respected by pupils and parents	30
Regular professional development and personal improvement	29
Is able to make decisions about own teaching practice, content and process	23
Ability to establish caring relationships with students	15

Teacher and Principal – MALE (n = 163)

Responses to Question 6b ranked in order of least importance

	Score
Is able to raise funding as required	627
Enters into partnerships with range of others	248
Advocates for better conditions for teachers in order to meet pupil needs	207
Involvement in extra-curricula activities	180
Has excellent relationships with the community	145
Competitive ethos; aims for high achievement for self, schools and pupils	129
Puts academic achievement first	120
Open to being held accountable	104
Seeks feedback	62
Puts pastoral care first	56
Demonstrably loves their work	47
Excellent up-to-date subject knowledge	32
Credibility	25
Is skilled at handling difficult situations with pupils and parents	25
Demonstrates expertise in the process of facilitating learning	22
Regular professional development and personal improvement	19
Is able to make decisions about own teaching practice, content and process	19
Manages workload and life balance	18
Ability to establish caring relationships with students	5
High personal integrity	2
Trusted and respected by pupils and parents	1

ETHNICITY – TEACHER AND PRINCIPAL QUESTIONNAIRE

Teacher and Principal – PAKEHA (n = 640)

Responses to Question 6b ranked in order of least importance

	Score
Is able to raise funding as required	2398
Involvement in extra-curricula activities	1017
Enters into partnerships with range of others	799
Advocates for better conditions for teachers in order to meet pupil needs	659
Puts academic achievement first	630
Has excellent relationships with the community	479
Competitive ethos; aims for high achievement for self, schools and pupils	415
Puts pastoral care first	370
Open to being held accountable	292
Seeks feedback	270
Demonstrably loves their work	128
Excellent up-to-date subject knowledge	117
Is skilled at handling difficult situations with pupils and parents	91
Manages workload and life balance	83
Credibility	75
Regular professional development and personal improvement	47
Demonstrates expertise in the process of facilitating learning	44
Is able to make decisions about own teaching practice, content and process	30
Trusted and respected by pupils and parents	28
High personal integrity	22
Ability to establish caring relationships with students	19

Teacher and Principal – MAORI (n = 62)

Responses to Question 6b ranked in order of least importance

	Score
Is able to raise funding as required	169
Puts academic achievement first	64
Involvement in extra-curricula activities	63
Enters into partnerships with range of others	52
Puts pastoral care first	51
Seeks feedback	45
Advocates for better conditions for teachers in order to meet pupil needs	38
Has excellent relationships with the community	27
Competitive ethos; aims for high achievement for self, schools and pupils	20
Credibility	17
Open to being held accountable	17
Is skilled at handling difficult situations with pupils and parents	16
Demonstrably loves their work	15
Manages workload and life balance	9
High personal integrity	8
Is able to make decisions about own teaching practice, content and process	8
Demonstrates expertise in the process of facilitating learning	6
Excellent up-to-date subject knowledge	4
Regular professional development and personal improvement	2
Ability to establish caring relationships with students	1
Trusted and respected by pupils and parents	0

Teacher and Principal – PACIFIC ISLANDER (n = 25)

Responses to Question 6b ranked in order of least importance

	Score
Is able to raise funding as required	67
Enters into partnerships with range of others	39
Involvement in extra-curricula activities	27
Puts academic achievement first	20
Has excellent relationships with the community	15
Demonstrably loves their work	14
Advocates for better conditions for teachers in order to meet pupil needs	14
Competitive ethos; aims for high achievement for self, schools and pupils	12
Seeks feedback	9
Is skilled at handling difficult situations with pupils and parents	7
Open to being held accountable	7
Puts pastoral care first	5
Manages workload and life balance	5
Excellent up-to-date subject knowledge	5
Demonstrates expertise in the process of facilitating learning	4
High personal integrity	3
Credibility	3
Trusted and respected by pupils and parents	1
Is able to make decisions about own teaching practice, content and process	1
Ability to establish caring relationships with students	0
Regular professional development and personal improvement	0

Teacher and Principal – ASIAN (n = 16)

Responses to Question 6b ranked in order of least importance

	Score
Is able to raise funding as required	46
Involvement in extra-curricula activities	25
Enters into partnerships with range of others	25
Advocates for better conditions for teachers in order to meet pupil needs	19
Puts pastoral care first	16
Puts academic achievement first	15
Has excellent relationships with the community	10
Manages workload and life balance	7
Competitive ethos; aims for high achievement for self, schools and pupils	7
Seeks feedback	6
Demonstrably loves their work	5
Credibility	3
Regular professional development and personal improvement	2
Is skilled at handling difficult situations with pupils and parents	2
Demonstrates expertise in the process of facilitating learning	2
Open to being held accountable	2
High personal integrity	0
Trusted and respected by pupils and parents	0
Ability to establish caring relationships with students	0
Is able to make decisions about own teaching practice, content and process	0
Excellent up-to-date subject knowledge	0

Teacher and Principal – OTHER (n = 43)

Responses to Question 6b ranked in order of least importance

	Score
Is able to raise funding as required	145
Enters into partnerships with range of others	60
Involvement in extra-curricula activities	59
Advocates for better conditions for teachers in order to meet pupil needs	45
Has excellent relationships with the community	39
Puts academic achievement first	29
Competitive ethos; aims for high achievement for self, schools and pupils	29
Open to being held accountable	26
Manages workload and life balance	15
Puts pastoral care first	11
Seeks feedback	11
Demonstrates expertise in the process of facilitating learning	6
High personal integrity	5
Credibility	4
Is able to make decisions about own teaching practice, content and process	4
Is skilled at handling difficult situations with pupils and parents	3
Trusted and respected by pupils and parents	2
Excellent up-to-date subject knowledge	2
Demonstrably loves their work	0
Ability to establish caring relationships with students	0
Regular professional development and personal improvement	0

QUALIFICATION – TEACHER AND PRINCIPAL QUESTIONNAIRE

Teacher and Principal – UNDERGRADUATE QUALIFICATION (n = 274)

Responses to Question 6b ranked in order of least importance

	Score
Is able to raise funding as required	892
Involvement in extra-curricula activities	412
Puts academic achievement first	299
Enters into partnerships with range of others	299
Advocates for better conditions for teachers in order to meet pupil needs	211
Puts pastoral care first	175
Competitive ethos; aims for high achievement for self, schools and pupils	160
Seeks feedback	145
Has excellent relationships with the community	134
Open to being held accountable	95
Demonstrably loves their work	51
Is skilled at handling difficult situations with pupils and parents	47
Excellent up-to-date subject knowledge	47
Manages workload and life balance	46
Credibility	39
Demonstrates expertise in the process of facilitating learning	21
Regular professional development and personal improvement	16
High personal integrity	12
Is able to make decisions about own teaching practice, content and process	12
Ability to establish caring relationships with students	7
Trusted and respected by pupils and parents	5

Teacher and Principal – GRADUATE QUALIFICATION (n = 21)

Responses to Question 6b ranked in order of least importance

	Score
Is able to raise funding as required	1421
Involvement in extra-curricula activities	579
Enters into partnerships with range of others	497
Advocates for better conditions for teachers in order to meet pupil needs	383
Puts academic achievement first	367
Has excellent relationships with the community	310
Competitive ethos; aims for high achievement for self, schools and pupils	249
Puts pastoral care first	218
Open to being held accountable	178
Seeks feedback	148
Demonstrably loves their work	102
Is skilled at handling difficult situations with pupils and parents	60
Excellent up-to-date subject knowledge	57
Manages workload and life balance	53
Credibility	47
Demonstrates expertise in the process of facilitating learning	32
Is able to make decisions about own teaching practice, content and process	25
High personal integrity	21
Trusted and respected by pupils and parents	20
Regular professional development and personal improvement	17
Ability to establish caring relationships with students	13

Teacher and Principal – POSTGRADUATE QUALIFICATION (n = 104)

Responses to Question 6b ranked in order of least importance

	Score
Is able to raise funding as required	446
Enters into partnerships with range of others	162
Advocates for better conditions for teachers in order to meet pupil needs	158
Involvement in extra-curricula activities	154
Has excellent relationships with the community	107
Puts academic achievement first	69
Open to being held accountable	68
Competitive ethos; aims for high achievement for self, schools and pupils	67
Puts pastoral care first	44
Seeks feedback	36
Regular professional development and personal improvement	18
Credibility	16
Is skilled at handling difficult situations with pupils and parents	12
Manages workload and life balance	12
Excellent up-to-date subject knowledge	11
Demonstrates expertise in the process of facilitating learning	9
Demonstrably loves their work	8
Trusted and respected by pupils and parents	6
Is able to make decisions about own teaching practice, content and process	6
High personal integrity	3
Ability to establish caring relationships with students	0

LEAST IMPORTANT

TOTAL SAMPLE – ALL QUESTIONNAIRES

	Teacher/Principal TOTAL	Board/Committee TOTAL	Student Teacher TOTAL
Is able to raise funding as required	1	1	1
Involvement in extra-curricula activities	2	2	5
Enters into partnerships with range of others	3	3	2
Advocates for better conditions for teachers in order to meet pupil needs	4	4	6
Puts academic achievement first	5	6	3
Has excellent relationships with the community	6	7	9
Competitive ethos; aims for high achievement for self, schools and pupils	7	8	8
Puts pastoral care first	8	5	4
Open to being held accountable	9	9	7
Seeks feedback	10	10=	10
Demonstrably loves their work	11	13	20
Excellent up-to-date subject knowledge	12	12	13
Manages workload and life balance	13	10=	12
Is skilled at handling difficult situations with pupils and parents	14	14	19
Credibility	15	19	11
Demonstrates expertise in the process of facilitating learning	16	15=	16
Regular professional development and personal improvement	17	18	15
Is able to make decisions about own teaching practice, content and process	18	15=	17
High personal integrity	19	20	14
Trusted and respected by pupils and parents	20	21	21
Ability to establish caring relationships with students	21	17	18

SECTOR – TEACHER AND PRINCIPAL QUESTIONNAIRE

	Teacher/Principal TOTAL	Teacher/Principal ECC	Teacher/Principal PRIMARY	Teacher/Principal INTERMEDIATE	Teacher/Principal SECONDARY
Is able to raise funding as required	1	1	1	1	1
Involvement in extra-curricula activities	2	3	2	4	4
Enters into partnerships with range of others	3	6	3	3	2
Advocates for better conditions for teachers in order to meet pupil needs	4	7	4	2	3
Puts academic achievement first	5	2	5	5	7
Has excellent relationships with the community	6	8	6	6	5
Competitive ethos; aims for high achievement for self, schools and pupils	7	5	9	7	6
Puts pastoral care first	8	4	7	10	10
Open to being held accountable	9	9	10	11	8
Seeks feedback	10	10	8	8	9
Demonstrably loves their work	11	13	11	9	17
Excellent up-to-date subject knowledge	12	11	14	12	16
Manages workload and life balance	13	12	15	15	11
Is skilled at handling difficult situations with pupils and parents	14	20=	12	13	12
Credibility	15	14	13	14	15
Demonstrates expertise in the process of facilitating learning	16	15	17	19=	14
Regular professional development and personal improvement	17	18	19	17=	13
Is able to make decisions about own teaching practice, content and process	18	16=	18	16	18=
High personal integrity	19	16=	16	19=	21
Trusted and respected by pupils and parents	20	19	20	17=	20
Ability to establish caring relationships with students	21	20=	21	21	18=

DECILE – TEACHER AND PRINCIPAL QUESTIONNAIRE

	Teacher/Principal TOTAL	Teacher/Principal LOW DECILE	Teacher/Principal MEDIUM DECILE	Teacher/Principal HIGH DECILE	Teacher/Principal NOT APPLICABLE
Is able to raise funding as required	1	1	1	1	1
Involvement in extra-curricula activities	2	2	3	2	3
Enters into partnerships with range of others	3	3	2	3	6
Advocates for better conditions for teachers in order to meet pupil needs	4	5	4	4	7
Puts academic achievement first	5	4	6	6	2
Has excellent relationships with the community	6	7	5	5	8
Competitive ethos; aims for high achievement for self, schools and pupils	7	10	7	7	5
Puts pastoral care first	8	6	10	10	4
Open to being held accountable	9	9	8	8	9
Seeks feedback	10	8	9	9	10
Demonstrably loves their work	11	11	12	11	13
Excellent up-to-date subject knowledge	12	14	13	14	11
Manages workload and life balance	13	15	14=	12=	12
Is skilled at handling difficult situations with pupils and parents	14	12	11	12=	20=
Credibility	15	13	14=	15	14
Demonstrates expertise in the process of facilitating learning	16	17	16	19	15
Regular professional development and personal improvement	17	18	17	16	18
Is able to make decisions about own teaching practice, content and process	18	19	18	17	16=
High personal integrity	19	16	21	21	16=
Trusted and respected by pupils and parents	20	20=	19	18	19
Ability to establish caring relationships with students	21	20=	20	20	20=

POSITION – TEACHER AND PRINCIPAL QUESTIONNAIRE

	Teacher/Principal TOTAL	Teacher/Principal PRINCIPAL/ HEAD TEACHER	Teacher/Principal TEACHER
Is able to raise funding as required	1	1	1
Involvement in extra-curricula activities	2	2	2
Enters into partnerships with range of others	3	4	3
Advocates for better conditions for teachers in order to meet pupil needs	4	3	5
Puts academic achievement first	5	5	4
Has excellent relationships with the community	6	9	6
Competitive ethos; aims for high achievement for self, schools and pupils	7	6	7
Puts pastoral care first	8	7	8
Open to being held accountable	9	8	10
Seeks feedback	10	11=	9
Demonstrably loves their work	11	11=	11
Excellent up-to-date subject knowledge	12	10	13
Manages workload and life balance	13	14	12
Is skilled at handling difficult situations with pupils and parents	14	13	14
Credibility	15	15	15
Demonstrates expertise in the process of facilitating learning	16	16=	16
Regular professional development and personal improvement	17	16=	17
Is able to make decisions about own teaching practice, content and process	18	19=	18
High personal integrity	19	16=	19
Trusted and respected by pupils and parents	20	19=	20
Ability to establish caring relationships with students	21	21	21

EXPERIENCE – TEACHER AND PRINCIPAL QUESTIONNAIRE

	Teacher/Principal TOTAL	Teacher/Principal TEACHER 0-5 YEARS	Teacher/Principal TEACHER 6-20 YEARS	Teacher/Principal TEACHER 21+ YEARS
Is able to raise funding as required	1	1	1	1
Involvement in extra-curricula activities	2	2	2	2
Enters into partnerships with range of others	3	3	4	3
Advocates for better conditions for teachers in order to meet pupil needs	4	6	5	4
Puts academic achievement first	5	4	3	5
Has excellent relationships with the community	6	7	6	7
Competitive ethos; aims for high achievement for self, schools and pupils	7	9	8	6
Puts pastoral care first	8	5	7	10
Open to being held accountable	9	8	9	9
Seeks feedback	10	10	10	8
Demonstrably loves their work	11	14=	11	11
Excellent up-to-date subject knowledge	12	11	12=	13
Manages workload and life balance	13	12	14	14
Is skilled at handling difficult situations with pupils and parents	14	14=	17	12
Credibility	15	13	12=	16
Demonstrates expertise in the process of facilitating learning	16	19	15	17
Regular professional development and personal improvement	17	18	16	18=
Is able to make decisions about own teaching practice, content and process	18	20	18	15
High personal integrity	19	16	17	21
Trusted and respected by pupils and parents	20	17	20=	18=
Ability to establish caring relationships with students	21	21	20=	20

GENDER – TEACHER AND PRINCIPAL QUESTIONNAIRE

	Teacher/Principal TOTAL	Teacher/Principal FEMALE	Teacher/Principal MALE
Is able to raise funding as required	1	1	1
Involvement in extra-curricula activities	2	2	4
Enters into partnerships with range of others	3	3	2
Advocates for better conditions for teachers in order to meet pupil needs	4	5	3
Puts academic achievement first	5	4	7
Has excellent relationships with the community	6	6	5
Competitive ethos; aims for high achievement for self, schools and pupils	7	8	6
Puts pastoral care first	8	7	10
Open to being held accountable	9	10	8
Seeks feedback	10	9	9
Demonstrably loves their work	11	11	11
Excellent up-to-date subject knowledge	12	13	12
Manages workload and life balance	13	12	18
Is skilled at handling difficult situations with pupils and parents	14	14	13=
Credibility	15	15	13=
Demonstrates expertise in the process of facilitating learning	16	16	15
Regular professional development and personal improvement	17	19	16=
Is able to make decisions about own teaching practice, content and process	18	20	16=
High personal integrity	19	17	20
Trusted and respected by pupils and parents	20	18	21
Ability to establish caring relationships with students	21	21	19

ETHNICITY – TEACHER AND PRINCIPAL QUESTIONNAIRE

	Teacher/ Principal TOTAL	Teacher/ Principal PAKEHA	Teacher/ Principal MAORI	Teacher/ Principal PACIFIC ISLANDER	Teacher/ Principal ASIAN	Teacher/ Principal OTHER
Is able to raise funding as required	1	1	1	1	1	1
Involvement in extra-curricula activities	2	2	3	3	2=	3
Enters into partnerships with range of others	3	3	4	2	2=	2
Advocates for better conditions for teachers in order to meet pupil needs	4	4	7	6=	4	4
Puts academic achievement first	5	5	2	4	6	6=
Has excellent relationships with the community	6	6	8	5	7	5
Competitive ethos; aims for high achievement for self, schools and pupils	7	7	9	8	8=	6=
Puts pastoral care first	8	8	5	12=	5	10=
Open to being held accountable	9	9	10=	10=	13=	8
Seeks feedback	10	10	6	9	10	10=
Demonstrably loves their work	11	11	13	6=	11	19=
Excellent up-to-date subject knowledge	12	12	18	12=	17=	17=
Manages workload and life balance	13	14	14	12=	8=	9
Is skilled at handling difficult situations with pupils and parents	14	13	12	10=	13=	16
Credibility	15	15	10=	16=	12	14=
Demonstrates expertise in the process of facilitating learning	16	17	17	15	13=	12
Regular professional development and personal improvement	17	16	19	20=	13=	19=
Is able to make decisions about own teaching practice, content and process	18	18	15=	18=	17=	14=
High personal integrity	19	20	15=	16=	17=	13
Trusted and respected by pupils and parents	20	19	21	18=	17=	17=
Ability to establish caring relationships with students	21	21	20	20=	17=	19=

QUALIFICATION – TEACHER AND PRINCIPAL QUESTIONNAIRE

	Teacher/Principal TOTAL	Teacher/Principal UNDERGRADUATE QUALIFICATION	Teacher/Principal GRADUATE QUALIFICATION	Teacher/Principal POSTGRADUATE QUALIFICATION
Is able to raise funding as required	1	1	1	1
Involvement in extra-curricula activities	2	2	2	4
Enters into partnerships with range of others	3	3=	3	2
Advocates for better conditions for teachers in order to meet pupil needs	4	5	6	3
Puts academic achievement first	5	3=	5	6
Has excellent relationships with the community	6	9	6	5
Competitive ethos; aims for high achievement for self, schools and pupils	7	7	7	8
Puts pastoral care first	8	6	8	9
Open to being held accountable	9	10	9	7
Seeks feedback	10	8	10	10
Demonstrably loves their work	11	11	11	17
Excellent up-to-date subject knowledge	12	12=	13	15
Manages workload and life balance	13	14	14	13=
Is skilled at handling difficult situations with pupils and parents	14	12=	12	13=
Credibility	15	15	15	12
Demonstrates expertise in the process of facilitating learning	16	16	16	16
Regular professional development and personal improvement	17	17	20	11
Is able to make decisions about own teaching practice, content and process	18	18=	17	18=
High personal integrity	19	18=	18	20
Trusted and respected by pupils and parents	20	21	19	18=
Ability to establish caring relationships with students	21	20	21	21

Appendix N

Media Analysis Report

Media Coverage of Education: The Impact on Teacher Status

MEDIA ANALYSIS

January to June 2004

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and Educational Research
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TABLE OF CONTENTS

EXECUTIVE SUMMARY	211
INTRODUCTION	215
Parameters of the search.....	215
Sources of information	215
Organisation of data	217
Limits to the search	219
Short-comings of the media search	219
Presentation of the results	219
EARLY CHILDHOOD EDUCATION	221
Media breakdown	221
Major themes	222
Portrayal of teachers.....	224
Impact on teacher status.....	225
PRIMARY AND SECONDARY EDUCATION (SCHOOLS)	227
Media breakdown	227
Major themes	229
Portrayal of teachers.....	232
Impact on teacher status.....	234
CAMBRIDGE HIGH SCHOOL – A CASE STUDY	237
Media breakdown	237
Timeline	238
Major themes	239
Portrayal of teachers.....	239
Annan	239
Other teachers	240
Impact on teacher status.....	241
CONCLUSIONS	243
REFERENCES	245

EXECUTIVE SUMMARY

Introduction

In order to inform thinking about the perceptions of teachers and teaching in New Zealand, a six-month national media analysis was conducted. By examining representations of teachers, an image of how the community as a whole sees the teaching profession, as filtered through the media, can be built.

A search was conducted through the internet-based Newztext databases to find newspaper or radio reports on teaching over a six-month period from 1 January 2004 to 30 June 2004. The search generated 2,540 reports that were deemed relevant and would constitute a comprehensive picture of media reporting in New Zealand. The articles were predominantly concerned with the school sector, that is primary or secondary schools, though a few reported issues concerning the early childhood education sector.

Initial analyses suggested that the major issues identified for early childhood education and schools were quite different. As such they were reported separately. The major themes emerging from the analysis were described, as well as how teachers and teaching were portrayed, and the consequent impact on teacher reputation or status. One major news story was identified to examine in depth. The events surrounding Cambridge High School were chosen as there was considerable and sustained coverage of the story, and teachers featured prominently in the reporting.

Early childhood education

Financial issues featured prominently in the media coverage of early childhood education. Only a small number of articles focused on teachers and teaching. The major reporting themes found in the examination of early childhood education articles are as follows, in order of decreasing frequency:

- Finance – Government
- Finance – Private
- Role of early childhood education
- Qualifications/professional development
- Community involvement
- Crime
- Education Review Office (ERO)
- Student activities
- Teacher achievements
- Other

When the early childhood articles were examined with a specific focus on teachers and teaching, the following themes emerged:

- Qualifications/professional development
- Role of early childhood education
- Crime
- Teacher achievements
- Education Review Office
- Finance – Government

Media coverage of early childhood education has little impact on teacher status. With only seventeen media items focusing on teachers and teaching in a six-month period, the extent of coverage is extremely limited. It could be that the lack of coverage reflects the existing status of early childhood teachers.

There is certainly some positive impact on teacher reputation and status. Teachers' response to the new qualification requirements was generally good, acknowledging the need to ensure quality. The mere fact that this new requirement was introduced has positive implications for status, where status is associated with level of qualification. Reports of teaching success being recognised also have a positive impact on teacher status. Critical ERO reports have a potentially negative impact on teacher status. Items on crime also have a negative impact on reputation.

Primary and secondary school education

School reviews featured prominently in the media coverage of primary and secondary education. Other emerging themes were, in order of decreasing frequency:

- School reviews
- Student activities
- School qualifications
- Finance – Government
- Finance – Private
- Student behaviour
- Crime
- Curriculum
- New schools/extensions
- Community involvement
- Conflict
- Student performance
- Start of school issues
- School transport issues
- School rolls
- Teacher appointments/retirements
- Employment relations issues
- Technology
- Boards of trustees
- Education Review Office
- Role of schools/education/teachers
- Teacher shortage
- Teacher achievements
- School terms
- Qualifications/professional development
- Fee-paying students
- Uniform issues
- Other

The proportion of media reporting regarding schools that focuses on teachers is small, however the following themes dominated:

- Crime
- School reviews
- Employment relations issues
- Teacher appointments/retirements
- Conflict
- Teacher shortage
- Teacher achievements
- Qualifications/professional development
- Start of school issues
- Finance – Government
- School qualifications
- Student activities
- Other

Teachers do not constitute a large area of interest when considering education, which is potentially a reflection of a low professional status. As with early childhood education, there are a number of items that will have had a positive impact on teacher reputation and status. Teachers' responses to the school review closures were seen as positive, and the reporting of teacher achievements highlighted incidences of teacher success. Professional development items and teachers being involved in student activities were also positive. There are also a large proportion of items that seem to have little impact on status issues, such as the articles surrounding teacher appointments, teacher shortage items and start of school issues.

It is of some concern that the most commonly reported theme with a teacher focus was crime. Crimes of a sexual nature against students are likely to have a significant negative impact on teacher reputation and status, and the extent of the coverage reflects a perception that these stories are of particular interest to media audiences. Some of the items relating to teacher pay and workload issues are also likely to have a negative impact on the attractiveness of teaching as a career, with issues such as these reflecting a low status profession.

Cambridge High School – A case study

During the six months included in the media analysis, a story about Cambridge High School and its principal, Alison Annan, broke. Issues including staff bullying, questionable expenditure and manipulation of NCEA results emerged. This story had the potential to impact strongly on public perceptions of teacher status with its focus on teachers and principals.

The following describe the predominant themes within the media coverage of Cambridge High School:

- NCEA
- Bullying
- Conflict of interest

There is certainly some impact on the reputation of teachers and teaching. However, much of the interest generated was also to do with the reputation and integrity of the National Certificate of Educational Achievement (NCEA) qualification as much as anything else.

Principal Alison Annan received a lot of negative publicity, both with regard to the bullying and NCEA results, and an alleged conflict of interest. The overall picture painted of Annan was of an autocratic, self-serving principal with a focus on success at all costs. However, Annan seems to have been portrayed more as a manager than as a teacher in many of these articles. That is, although she is named as a principal, the emphasis was always on her leadership role, rather than a teaching role. Perhaps in this way, the impact on teacher status is somewhat different than might be expected. If Annan is not seen as a teacher by the public, then the negative publicity surrounding her may have less impact on the status of teachers overall.

The other teachers from Cambridge High School in the case are represented as being bullied, manipulated, and caring for their students. Overall the picture painted of these teachers is of being at the mercy of their leader, and finally fighting back against policies with which they did not agree. They are also portrayed as having the students' best interests at heart. In these ways, there is likely to be something of a positive impact on teacher reputation and status. On balance, the publicity is likely to leave the audience with the impression that, although this one teacher appears to be high-handed and money-oriented, the majority can still be trusted.

Conclusions

In summing up the impact of media coverage on teacher status, it is at best mixed, and at worst negative. In the case of both early childhood and school education, only a small percentage of articles focused on teachers and teaching. Those with a positive impact on teacher status or reputation included teachers' responses to the school review, teacher achievements and articles reporting professional development or new qualification requirements. Critical ERO reports and items on crime had a negative impact on status and reputation. Some of the items relating to teacher pay and workload issues were also likely to have a negative impact on the attractiveness of teaching as a career. The media coverage surrounding the Cambridge High School allegations was likely to have a mixed impact on public perceptions of teachers and teaching.

INTRODUCTION

There is a strong belief, as emphasised by the literature on perceptions of teachers and teaching, that teachers are portrayed negatively by the media (Cameron, 2003). In her literature review to provide the groundwork for the present study, Cameron highlights a recurring theme that “the media plays a major role in decreasing the status of teachers” (2003, p. 16). In this view, the media is actively portraying teachers in negative and stereotypical ways.

Simpson (1997) agrees that the media has an important role to play in conveying an image of teachers and teaching to the wider public. He argues, however, that his data, from an analysis of articles from one Australian newspaper over a five-year period, show that teachers are portrayed more realistically. Newspapers detail the complexities of teachers’ day-to-day work, but do so in a fragmented way that does not relate the parts of the teaching job to the whole of what it means to be a teacher.

In order to inform thinking about the perceptions of teachers and teaching in New Zealand, a six-month national media analysis was conducted. By examining representations of teachers, an image of how the community as a whole sees the teaching profession, as filtered through the media, can be built.

Parameters of the search

A search was conducted through the internet-based Newztext databases to find newspaper or radio reports on teaching over a six-month period from 1 January 2004 to 30 June 2004. Initially the keyword “teach*” was used to generate articles on teachers and teaching, but this was subsequently expanded to include the keyword “educ*” so as to find articles about schools or education in general that made no specific mention of teachers. The assumption driving this decision was that articles about a school or early childhood centre would have embedded in them opinions about the teachers at that school or centre.

Sources of information

The search of the Newztext databases generated 2,540 reports that were deemed relevant, once duplications and extraneous articles, such as ‘teaching children to swim’, ‘community education programmes’ and so on, were excluded. Media items referring to tertiary education were also excluded. The articles came from a range of national and regional newspapers and from the news reporting of one radio station, *Radio New Zealand* (see Table 1). There were also a small number of articles from five magazines and special interest publications, including the *Rural News* and the *National Business Review*. It was decided that 2,540 articles on teachers or teaching would constitute a comprehensive picture of media reporting in New Zealand, making the inclusion of other forms of reporting, for example television broadcasts or current events magazines, unnecessary.

Table 1: Breakdown of media coverage of education by source

	Frequency	Percent
Southland Times	411	16.2
Dominion Post	355	14.0
Timaru Herald	301	11.9
The Press	294	11.6
Radio NZ	212	8.3
NZ Herald	157	6.2
Daily News	151	5.9
Waikato Times	136	5.4
Nelson Mail	129	5.1
Evening Standard	116	4.6
Marlborough Express	52	2.0
Sunday Star Times	51	2.0
The Listener	23	0.9
East and Bays Courier	16	0.6
Manakau Courier	16	0.6
Whangarei Leader	14	0.6
Central Leader	13	0.5
Western Leader	12	0.5
North Shore Times	9	0.4
Rotorua Review	8	0.3
Dargaville News	7	0.3
Ruapehu Press	7	0.3
Taupo Times	7	0.3
North and South Magazine	6	0.2
Hauraki Herald	5	0.2
Auckland City Harbour News	4	0.2
Kaikoura Star	4	0.2
Eastern Courier	4	0.2
Northern News	4	0.2
Management Magazine	3	0.1
Metro	3	0.1
Bay Chronicle	2	0.1
Truth	1	0.0
Auckland	1	0.0
Rangitikei Mail	1	0.0
Norwest Newsbrief	1	0.0
Tribune	1	0.0
Feilding Herald	1	0.0
NBR	1	0.0
Rural News	1	0.0
Total	2540	100.0

Not surprisingly, the major regional newspapers carried the bulk of the reporting on education in New Zealand. The local, weekly newspapers indexed on the databases did however carry some articles on teachers and schools.

Organisation of data

Once retrieved, the articles were organised thematically (see Table 2), and the educational sector being reported, the type of item and the focus of the article were recorded (see Tables 3-5). In addition, the month in which the article was published or broadcast was noted (see Table 6), in order to give a sense of the spread of reporting over the six-month period.

Table 2: Breakdown of media coverage of education by major theme

	Frequency	Percent
School reviews	606	23.9
Student activities	335	13.2
Finance – Government	170	6.7
School qualifications	140	5.5
Finance – Private	125	4.9
Crime	110	4.3
Student behaviour	102	4.0
Curriculum	100	3.9
New schools/extensions	77	3.0
Community involvement	72	2.8
Conflict	61	2.4
Student performance	61	2.4
Role of schools/education/teachers	44	1.7
Start of school issues	44	1.7
School transport issues	43	1.7
Education Review Office	40	1.6
School rolls	40	1.6
Teacher appointments/retirements	39	1.5
Employment relations issues	38	1.5
Technology	37	1.5
Boards of trustees	37	1.5
Qualifications/professional development	27	1.1
Teacher achievements	24	0.9
Teacher shortage	23	0.9
School terms	21	0.8
Fee-paying students	17	0.7
Uniform issues	16	0.6
Other	91	3.6
Total	2540	100.0

The themes are described in the following sections on early childhood education (ECE) and schools.

Table 3: Breakdown of media coverage of education by sector

	Frequency	Percent
School	2400	94.5
Early childhood	140	5.5
Total	2540	100.0

The articles were predominantly concerned with the school sector, that is primary or secondary schools.

Table 4: Breakdown of media coverage of education by type of item

	Frequency	Percent
News	1983	78.1
Letters to the editor	267	10.5
Feature	171	6.7
Sport	72	2.8
Editorial	47	1.9
Total	2540	100.0

Table 4 shows that the large majority of items were news items. Although a relatively small proportion, there are a large number of letters to the editor, indicating public interest in education issues.

Table 5: Breakdown of media coverage of education by focus

	Frequency	Percent
School	812	32.0
Pupil	498	19.6
Teaching	416	16.4
Government	410	16.1
Community	301	11.9
Other	59	2.3
NCEA	44	1.7
Total	2540	100.0

In terms of the population of focus in each item, schools dominated the education coverage. Table 5 shows that teaching received a relatively small amount of attention proportionally, although again this still amounts to a large number of items.

Table 6: Breakdown of media coverage of education by month of publication

	Frequency	Percent
January 2004	287	11.3
February 2004	430	16.9
March 2004	531	20.9
April 2004	310	12.2
May 2004	477	18.8
June 2004	505	19.9
Total	2540	100.0

Table 6 shows a fairly even spread in reporting across the first six months of 2004. Frequency of reporting is slightly lower in those months when schools are on holiday, namely January and April.

Limits to the search

Wherever possible, articles with a specific teacher or teaching focus were retrieved from the databases. With this in mind, no 'school sports results' reports were kept, except when they related to teaching or to the reputation of a school. No articles about 'export education' or English language schools were retrieved unless specifically about teaching or overseas students at a mainstream school. Likewise, stories about teachers following their own leisure pursuits were also excluded from the search.

Short-comings of the media search

Using the Newztext databases to find the radio or newspaper stories did have some inherent limitations. The search was dependent on the keywords used, therefore if an article did not mention the words 'teacher', 'teaching' or 'education', it would not have been found. The databases themselves did not necessarily contain every article from each daily newspaper, or every radio story broadcast on a given day. Again, the databases did not hold articles from every newspaper or radio station in New Zealand. Notable omissions are the *Otago Daily Times* and *Hawkes Bay Today*.

Presentation of the results

The findings are presented in the following three sections: Early Childhood Education (ECE), School Education and one case study.

Initial analyses suggested that the major issues identified for ECE and schools were quite different, leading us to report them separately. In each of these sections the major themes emerging are described briefly before focusing on the portrayal of teachers and teaching, and the impact on teacher status.

One major story was identified to examine in depth. The events surrounding Cambridge High School were chosen as there was considerable and sustained coverage of the story, and teachers featured prominently in the reporting.

In each case, the implications of reporting are related to their potential impact on teacher reputation, how others see teachers, or teacher status, how the teaching profession compares to other professions.

EARLY CHILDHOOD EDUCATION

Media breakdown

The distribution of early childhood education media coverage echoes that of the full sample, with the major national and regional newspapers carrying the bulk of the reporting. The *Southland Times* no longer carries the most frequent reporting, due to its heavy reporting of the school review which included little regarding ECE.

Table 7: Breakdown of media coverage of early childhood education by source

	Frequency	Percent
Dominion Post	28	20.0
NZ Herald	19	13.6
Southland Times	15	10.7
The Press	14	10.0
Nelson Mail	14	10.0
Radio NZ	9	6.4
Timaru Herald	8	5.7
Waikato Times	7	5.0
Daily News	7	5.0
Evening Standard	4	2.9
Whangarei Leader	4	2.9
Sunday Star Times	3	2.1
Marlborough Express	1	0.7
Rotorua Review	1	0.7
Hauraki Herald	1	0.7
Ruapehu Press	1	0.7
East and Bays Courier	1	0.7
Central Leader	1	0.7
Tribune	1	0.7
North and South Magazine	1	0.7
Total	140	100.0

Table 8 shows that the predominant form of reporting was news reporting, with the second most frequent type being letters to the editor. Again, this is reflective of the overall sample, with the omission of sporting news.

Table 8: Breakdown of media coverage of early childhood education by type of item

	Frequency	Percent
News	123	87.9
Letters to the editor	12	8.6
Feature	4	2.9
Editorial	1	0.7
Total	140	100.0

The frequency with which ECE was reported by month shows a quite different distribution to that of the full sample. Whereas as coverage of education overall dips during school holidays, Table 9 shows the pattern for ECE with an increasing frequency of reporting over May and June. Upon closer examination of the focus of the media pieces and the major themes, this appears due to the timing of the Labour Government's 2004 Budget release: 27 May 2004.

Table 9: Breakdown of media coverage of early childhood education by month of publication

	Frequency	Percent
January 2004	9	6.4
February 2004	16	11.4
March 2004	15	10.7
April 2004	17	12.1
May 2004	30	21.4
June 2004	53	37.9
Total	140	100.0

Table 10 shows that one of the most significant findings is that teachers and teaching are the focus of only 12.1% of the media coverage pertaining to ECE. The government, centres and the community all receive more attention than teachers. As will be explored, this coincides with a focus on financial issues surrounding ECE. This finding shows that, before even exploring the content of the articles, teachers in early childhood are not receiving wide media coverage.

Table 10: Breakdown of media coverage of early childhood education by focus

	Frequency	Percent
Government	48	34.3
Centre	33	23.6
Community	27	19.3
Teaching	17	12.1
Pupils	14	10.0
Other	1	0.7
Total	140	100.0

Major themes

As has already been alluded to, financial issues featured prominently in the media coverage of early childhood education. A brief description of each of the themes is provided here to illustrate the kinds of issues included in each category. Categories were included where at least five media items had the topic as their major focus – these are displayed in Table 11. As can be expected, some items had more than one focus. Articles were classified according to the dominant theme. One category – teaching awards – was retained that contained less than five items. This was because the items had teachers as their population focus. Given the small number of articles focusing on teachers and teaching, this category was deemed important for later analysis.

Table 11: Breakdown of media coverage of early childhood education by major theme

	Frequency	Percent
Finance – Government	55	39.3
Finance – Private	19	13.6
Role of ECE	14	10.0
Qualifications/PD	10	7.1
Community involvement	10	7.1
Crime	9	6.4
Education Review Office	8	5.7
Student activities	6	4.3
Teacher achievements	2	1.4
Other	7	5.0
Total	138	100.0

- **Finance – Government:** These articles cover government funding for areas related to early childhood – including the 2004 Budget proposals – as well as tax issues.
- **Finance – Private:** These articles cover topics such as fundraising and community donations.
- **Role of early childhood education:** Items debating the role of ECE were included here. This included topics such as the role of ECE in children’s socialisation and behavioural issues.
- **Qualifications/professional development:** The new requirement for qualified staff in early childhood centres is included along with other items covering professional development issues.
- **Community involvement:** Items in this category refer to community involvement with early childhood education – this includes individuals giving their time and organisations providing services such as special health education.
- **Crime:** The majority of these articles report vandalism to early childhood centres. Two of these items report stories regarding crimes committed by teachers.
- **ERO:** The reports from the Educational Review Office are reported here. Only especially good or bad results are reported (four of each were identified).
- **Student activities:** Any stories focusing on student activities, such as cultural competitions and special outings, were included in this category.
- **Teacher achievements:** These two items report early childhood teachers receiving awards for their teaching.
- **Other:** Topics covered by these items included curriculum issues, special character of early childhood centres, traffic issues, and so on.

Portrayal of teachers

When compared to media coverage of school level education, ECE receives little attention – only 5.5% of the total sample. Table 12 shows that of this small sample, the representation of teachers is even smaller. Only seventeen of the items regarding ECE focused on teachers and teaching.

Table 12: Breakdown of media coverage of teaching in early childhood education by major theme

	Frequency	Percent
Qualifications/PD	8	47.1
Role of ECE	3	17.6
Crime	2	11.8
Teacher achievements	2	11.8
Education Review Office	1	5.9
Finance – Government	1	5.9
Total	17	100.0

Looking at the major themes emerging in the coverage of early childhood teaching, the two predominant themes of early childhood education, Finance – Government and Finance – Private, are not represented. Teaching is the focus of only one item of financial coverage, despite the obvious ramifications for teachers of government funding, and their likely involvement in any fundraising efforts. Other media breakdowns are not included here, as they do not differ significantly from overall ECE reporting.

- **Qualifications/professional development:** The majority of these articles appeared following the Ministry of Education announcement of a January 2005 deadline requiring all early childhood supervising teachers to have a teaching diploma. This highlighted the limited number of teachers currently holding qualifications and the trouble meeting these new regulations (the January 2005 deadline was subsequently extended). Teachers expressed concern that their many years of experience would not be recognised, although there was support by teachers for this initiative for ensuring quality in teaching. In addition, there were two articles reporting new graduates, and one covering teachers attending training covering new areas of curriculum.
- **Role of early childhood education:** These articles represent a debate on the role of early childhood education and teachers in modifying student behaviour – in this case, violent behaviour. Two of these items are letters to the editor, suggesting that teachers need to take more of a role in teaching children right from wrong. The other piece highlights violence displayed by children in ECE, and posits that with children spending more hours in childcare parents are increasingly expecting teachers to do the parenting. A representative of the Childcare Association suggests that there is already an emphasis on teaching children “to understand and get along with others”.
- **Crime:** The first of these articles refers to the Peter Ellis case from the early 90s. The item reports a repeated call by an opposition MP for a Commission of Inquiry into the case. The second item is a letter to the editor complaining about the release of the name of a male child caregiver involved in a complaint, given that the complaint was unproven.
- **Teacher achievements:** Both of these items report teachers reaching the final of and receiving National Excellence in Teaching Awards. These items highlight teacher success and dedication to teaching.

- **ERO:** This item details a negative report about a childcare centre from the Education Review Office. “Teachers...have been told off for unnecessarily touching and growling children”. This kind of information and the language used (i.e. ‘unnecessarily touching’) is likely to have a very negative impact on the reputation of teachers.
- **Finance – Government:** This item covers teachers’ fears of a drop in standards due to a lack of government funding. Claims that government funding barely cover wages are aired, leaving little non-contact time for preparing lessons and other general work. Trevor Mallard, then Minister for Education, refutes claims that funding is inadequate.

Impact on teacher status

The initial, and most important, conclusion about media coverage of ECE is that it has little impact on teacher status. With only seventeen media items focusing on teachers and teaching in a six-month period, the extent of coverage is extremely limited.

Looking at this from the other direction, it could be that the lack of coverage reflects the existing status of early childhood teachers. Given that the media covers stories likely to interest their audience, perhaps non-reporting reflects a perception that early childhood teaching or teachers are not important to the majority of the population.

If we consider the articles that do focus on teachers, there is certainly some positive impact on teacher reputation and status. Teachers’ response to the new qualification requirements was generally good, acknowledging the need to ensure quality. The mere fact that this new requirement was introduced has positive implications for status, where status is associated with level of qualification. Reports of teaching success being recognised also have a positive impact on teacher status.

The ERO report criticising early childhood teachers in one specific centre has a potentially negative impact on teacher status. This seems particularly so by the language used in the media item, e.g. ‘unnecessary touching’, which may have sexual implications for some readers. Whether or not this is indeed the case is not clear, as this is all that is reported. The two items on crime also have a potentially negative impact on reputation, although in one case the incidence is described as ‘unproven’, and in the other a new inquiry is called for. The negative impact may in fact be moderated by this slant on the reporting.

Overall the coverage of early childhood teachers seems mixed in its impact on teacher status. As has already been emphasised, the impact of media coverage on teacher status can only be minor given the dearth of reporting.

PRIMARY AND SECONDARY EDUCATION (SCHOOLS)

Media breakdown

Unsurprisingly, the media breakdown for schools closely follows that of the main sample – given that school coverage constituted close to 95 percent of all media items, we would expect most of the distributions to be similar to the overall sample. Worth mentioning is the high amount of reporting by South Island newspapers. This is due to the extensive coverage of the Ministry of Education’s school reviews, which greatly affected the lower South Island.

Table 13: Breakdown of media coverage of school education by source

	Frequency	Percent
Southland Times	396	16.5
Dominion Post	327	13.6
Timaru Herald	293	12.2
The Press	280	11.7
Radio NZ	203	8.5
Daily News	144	6.0
NZ Herald	138	5.8
Waikato Times	129	5.4
Nelson Mail	115	4.8
Evening Standard	112	4.7
Marlborough Express	51	2.1
Sunday Star Times	48	2.0
The Listener	23	1.0
Manakau Courier	16	0.7
East and Bays Courier	15	0.6
Western Leader	12	0.5
Central Leader	12	0.5
Whangarei Leader	10	0.4
North Shore Times	9	0.4
Rotorua Review	7	0.3
Dargaville News	7	0.3
Taupo Times	7	0.3
Ruapehu Press	6	0.3
North and South Magazine	6	0.3
Hauraki Herald	4	0.2
Auckland City Harbour News	4	0.2
Kaikoura Star	4	0.2
Eastern Courier	4	0.2
Northern News	4	0.2
Metro	3	0.1
Bay Chronicle	2	0.1
Management Magazine	2	0.1
Truth	1	0.0
Auckland	1	0.0
Rangitikei Mail	1	0.0
Norwest Newsbrief	1	0.0
Feilding Herald	1	0.0
NBR	1	0.0
Rural News	1	0.0
Total	2400	100.0

Tables 14 and 15 show the media coverage by type of article and month of publication. These are again almost identical to the main sample.

Table 14: Breakdown of media coverage of school education by type of item

	Frequency	Percent
News	1860	77.5
Letters to the editor	255	10.6
Feature	167	7.0
Sport	72	3.0
Editorial	46	1.9
Total	2400	100.0

Table 15: Breakdown of media coverage of school education by month

	Frequency	Percent
January 2004	278	11.6
February 2004	414	17.3
March 2004	516	21.5
April 2004	293	12.2
May 2004	447	18.6
June 2004	452	18.8
Total	2400	100.0

Table 16 illustrates the limited media coverage of teachers and teaching within education. We see quite a different pattern to the distribution in ECE, although the percentage of coverage is not very different – 12.1% in ECE, and 16.6% in schools. However, due to the much larger sample size, the actual number of articles portraying teachers is large.

Table 16: Breakdown of media coverage of school education by focus

	Frequency	Percent
School	779	32.5
Pupil	484	20.2
Teaching	399	16.6
Government	362	15.1
Community	274	11.4
Other	58	2.4
NCEA	44	1.8
Total	2400	100.0

Major themes

The categories used here include those already described in ECE, but also a large number more. As has already been alluded to, school reviews featured prominently in the media coverage of primary and secondary education. A brief description of each of the themes is provided here to illustrate the kinds of issues included in each category. Categories were included where at least ten media items had the topic as their major focus. This increased number reflects the much larger sample size for schools. As can be expected, some items had more than one focus. Articles were classified according to the dominant theme.

Table 17: Breakdown of media coverage of school education by major theme

	Frequency	Percent
School reviews	606	25.3
Student activities	329	13.7
School qualifications	140	5.8
Finance – Government	115	4.8
Finance – Private	106	4.4
Student behaviour	102	4.3
Crime	101	4.2
Curriculum	100	4.2
New schools/extensions	77	3.2
Community involvement	62	2.6
Conflict	61	2.5
Student performance	61	2.5
Start of school issues	44	1.8
School transport issues	43	1.8
School rolls	40	1.7
Teacher appointments/retirements	39	1.6
Employment relations issues	38	1.6
Technology	37	1.5
Boards of trustees	37	1.5
Education Review Office	32	1.3
Role of schools/education/teachers	30	1.3
Teacher shortage	23	1.0
Teacher achievements	22	0.9
School terms	21	0.9
Qualifications/professional development	17	0.7
Fee-paying students	17	0.7
Uniform issues	16	0.7
Other	84	3.5
Total	2400	100.0

- **School reviews:** There was extensive media coverage of the Ministry of Education’s school reviews. This is a topic that generated a lot of interest, as school closures and mergers affected many populations – parents, children, teachers, communities and so on. Most of the reporting was negative regarding the Ministry.
- **Student activities:** This covered a large number of articles relating to student sporting activities, class trips and so on.

- **School qualifications:** Most of the items in this category surround the National Certificate of Educational Achievement (NCEA), including debates over its usefulness and integrity. Some articles refer to schools choosing to use different, external qualifications for their students, e.g. Cambridge University scholarship exams.
- **Finance – Government:** These articles cover government funding for education, including special programmes and the physical school environment.
- **Finance – Private:** These articles cover topics such as fundraising (both for schools and by schools) and community donations.
- **Student behaviour:** Included here are items relating to violence by students, suspensions, expulsions and so on, as well as issues such as truancy.
- **Crime:** This category contains both reports of criminal acts by teachers and criminal acts against schools, i.e. vandalism.
- **Curriculum:** Any items relating to what is taught in schools were included here.
- **New schools/extensions:** Reporting covering new schools, new buildings in existing schools, etc. is included here. Some related articles are included under the Finance – Government heading, as their main focus was the government’s contribution.
- **Community involvement:** These articles relate to community involvement with schools, e.g. people giving their time and expertise, as well as school or student involvement in their communities.
- **Conflict:** Conflict in schools is covered in this category. This includes issues such as staff bullying, and votes of no confidence in school management.
- **Student performance:** These issues particularly focused on student achievement in particular groups, such as boys, Māori students and gifted students.
- **Start of school issues:** A number of issues are included under this heading, united by their focus on the start of the school year. A number of articles were special features about children starting primary school, or transitioning from intermediate to secondary school, and so on. Cost of uniforms was also a widely reported issue.
- **School transport issues:** The majority of these articles covered school buses, including eligibility and safety concerns. There were also a small number on ‘walking buses’ and parent driver behaviour.
- **School rolls:** These articles reported both declines and increases in school rolls. Interestingly, the majority of the schools reporting significant increases were single sex secondary schools.

- **Teacher appointments/retirements:** New teacher appointments, retirements and deaths were all included here. Most of these pieces were simple descriptive pieces.
- **Employment relations issues:** Any issues surrounding employment relations for teachers were included here. This includes pay issues, employment conditions and so on.
- **Technology:** The use of technology in schools was covered in this category. This included both teaching resources and administrative technology.
- **BOT:** These items covered board of trustees elections, urging parents both to stand for election and ensure that they voted.
- **ERO:** Items dealing with reports from the Educational Review Office were covered here. Again, as for early childhood centres, the extremes tended to be reported – although perhaps with more emphasis on negative reports here.
- **Role of schools/education/teachers:** These items covered the continuing debate about the role of teachers and education, such as the extent of teachers’ pastoral obligations and so on.
- **Teacher shortage:** The high numbers of teaching vacancies in various areas of the country are reported here. There is a small number of articles where particular regions report that there is no shortage.
- **Teacher achievements:** Teachers having their work recognised by awards, and significant achievements by teachers are reported here.
- **School terms:** These items cover the debate around changing school terms. The main focus seems to be the winter sport tournaments in which many secondary schools participate, and whether these should fall in school term time or holiday time.
- **Qualifications/professional development:** All items relating to teacher qualifications and professional development were included here.
- **Fee-paying students:** Issues surrounding fee-paying students were included in this category. This includes increasing numbers, and the revenue generated by these students.
- **Uniform issues:** In most cases these items reported breaches of uniform policy, and the subsequent debate about those instances.
- **Other:** A wide range of issues that had only minor coverage were included here. This ranged from Māori prayers in schools to celebration of support staff.

Portrayal of teachers

Information regarding the breakdown of media coverage of teachers by source is displayed in Table 18. It has been included as it differs from the distribution of the overall sample for schools. Table 18 shows that the source most frequently covering teachers specifically is *Radio New Zealand*, followed then by the regional newspapers. This is particularly salient as *Radio New Zealand* is a national station, potentially giving the stories greater dissemination. Distribution of type of article and month of publication follows similar patterns to the overall school sample.

Table 18: Breakdown of media coverage of school teachers by source

	Frequency	Percent
Radio NZ	65	16.3
Dominion Post	55	13.8
Southland Times	55	13.8
The Press	47	11.8
Waikato Times	31	7.8
Nelson Mail	26	6.5
NZ Herald	22	5.5
Timaru Herald	20	5.0
Evening Standard	19	4.8
Daily News	13	3.3
Marlborough Express	11	2.8
Sunday Star Times	9	2.3
Manakau Courier	4	1.0
North and South Magazine	3	0.8
North Shore Times	2	0.5
Hauraki Herald	2	0.5
Management Magazine	2	0.5
The Listener	2	0.5
Rotorua Review	1	0.3
Truth	1	0.3
Dargaville News	1	0.3
East and Bays Courier	1	0.3
Central Leader	1	0.3
Taupo Times	1	0.3
Kaikoura Star	1	0.3
Northern News	1	0.3
Metro	1	0.3
NBR	1	0.3
Rural News	1	0.3
Total	399	100.0

The proportion of media reporting regarding schools that focuses on teachers is small, only 16.6%. As has already been highlighted, this small proportion does in fact compute to a relatively large number of articles, 399 in total. Table 19 gives the breakdown of this coverage by major theme. In order to concentrate on the most relevant issues, those themes containing less than 10 articles were collapsed into the ‘Other’ category.

Table 19: Breakdown of media coverage of school teachers by major theme

	Frequency	Percent
Crime	77	19.3
School reviews	55	13.8
Employment relations issues	38	9.5
Teacher appointments/retirements	36	9.0
Conflict	28	7.0
Teacher shortage	23	5.8
Teacher achievements	22	5.5
Qualifications/PD	16	4.0
Start of school issues	14	3.5
Finance – Government	12	3.0
School qualifications	11	2.8
Student activities	10	2.5
Other	57	14.3
Total	399	100.0

- Crime:** Disappointingly for the profession, the most frequently reported issue focusing on teachers was crime. Most of these articles surrounded sexual crimes by teachers against students. Others included stories where a teacher had committed a crime not related their role as a teacher (e.g. burning the New Zealand flag), pornography on teachers’ computers, and supplying students with drugs. All of the items where teachers were named related to male teachers. All of these items portray teachers in a negative way, and are damaging to teacher reputation and status, particularly for male teachers.
- School reviews:** Where teachers were the focus of articles in the school review theme, it was generally in a positive way. They were portrayed as fighting to keep schools open and doing what was best for their students. Some of the items also related to the possibility of teachers losing their jobs. For the most part these articles would have had a positive impact on teacher reputation and status. However, threats of job losses could potentially deter people from the profession.
- Employment relations issues:** The majority of these articles related to teachers pushing for better pay and working conditions. Although the teachers themselves are not portrayed negatively, the media coverage could have the effect of portraying to the audience that teaching is not a valued profession, with a low status. This is perhaps the media reflecting the current status rather than shaping it.
- Teacher appointments/retirements:** These articles were fairly descriptive of new teachers being appointed to positions, or teachers retiring or dying. Descriptions of appointments generally contained little that would impact on status. The retirement or obituary pieces generally contained very positive messages about the teachers they were describing, positively impacting on teacher reputation.
- Conflict:** The majority of these articles related to the Cambridge High School story, which is described in depth in the next section. Other articles refer to other incidences of teachers being bullied by school management and a no confidence vote in a principal. The impact on teacher reputation and status is not clear – as will be described later, teachers in management roles are portrayed negatively, while other teachers are portrayed in a neutral manner.

- **Teacher shortage:** These articles speak little to the reputation or status of teachers, with the majority being straight reporting of vacancies. However, it may mitigate any negative impact of job loss reporting described in the school review theme.
- **Teacher achievements:** These articles all report very positive images of teachers, noting significant achievements and receipt of teaching awards. These articles would all have a positive impact on teacher reputation and status.
- **Qualifications/professional development:** As well as local teachers, these articles highlight teachers coming to New Zealand from overseas for professional development – with a positive reflection on the standard of education in this country. Other articles report teachers engaging in development and ‘upskilling’ themselves. This potentially has a positive impact on teacher status, with teachers portrayed in a professional manner by regarding development as important.
- **Start of school issues:** The articles in this theme that focus on teachers relate mostly to teachers joining schools at the beginning of the year. This has a large overlap with the teacher appointments theme, but the items were included here due to their emphasis on start of school issues. These items portray teachers as looking forward to starting at new schools, potentially having a positive impact on the attractiveness of teaching as a career option.
- **Finance – Government:** Items regarding government financing teaching resources as well as items bemoaning a lack of funding are reported here. The impact on teacher status is likely to be mixed, with the opposing reports of government resourcing or lack thereof.
- **School qualifications:** On the whole teachers defend the NCEA here, but there are some items highlighting the workload issues it has introduced. Teachers are portrayed here as hard working, to make sure the new qualification works for students. This is likely to be positive for teacher reputation, although detrimental to the attractiveness of the profession with high workloads being highlighted.
- **Student activities:** These articles are a mixture of teachers being involved in student activities (such as a dance group) and reporting regarding principals’ reluctance to hold school camps in the wake of liability issues. The former has positive implications for teacher reputation, but the impact of the latter is unclear.
- **Other:** Themes where there was very minor focus on teaching included Technology, Student behaviour, School terms, Curriculum, Finance – Private, Community involvement, Fee-paying students, Uniform issues, Student performance, Role of schools/education/ teachers and ERO. Although teachers were the focus of these articles they were peripheral to the issues being discussed, as reflected by the low numbers of media items.

Impact on teacher status

In contrast to early childhood education, the number of items focusing on teachers in the six month period covered is large. It is still a small proportion of the media coverage of school education, but it will have a bigger impact due to the number of items involved.

We can still say that teachers do not constitute a large area of interest when considering education, which is potentially a reflection of a low professional status. However, it is also likely that other populations were involved in stories where more people had a vested interest – for example when government funding for schools is involved, then schools, teachers, students, parents and communities are all interested in the story. This stands in opposition to something such as employment relations issues, which tend to be of most interest to the teachers themselves.

As with ECE, there are a number of items that will have had a positive impact on teacher reputation and status. Teachers' responses to the school review closures were seen as positive, and the reporting of teacher achievements highlighted incidences of teacher success. Professional development items and teachers being involved in student activities were also positive. There are also a large proportion of items that seem to have little impact on status issues, such as the articles surrounding teacher appointments, teacher shortage items and start of school issues.

It is of some concern that the most commonly reported theme with a teacher focus was crime. Crimes of a sexual nature against students are likely to have a significant negative impact on teacher reputation and status, and the extent of the coverage reflects a perception that these stories are of particular interest to media audiences. Some of the items relating to teacher pay and workload issues are also likely to have a negative impact on the attractiveness of teaching as a career, with issues such as these reflecting a low status profession.

On balance, although there is a lot of positive reporting about teachers and teaching, the negatively weighted items do seem to receive more extensive coverage. These stories tend to be more sensational, and likely to 'sell more papers'.

CAMBRIDGE HIGH SCHOOL – A CASE STUDY

During the six months included in the media analysis, a story about Cambridge High School and its principal, Alison Annan, broke. Issues including staff bullying, questionable expenditure and manipulation of NCEA results emerged – a “scandal” at the school. This story was chosen for in-depth analysis for its substantial and sustained coverage, and its focus on teachers. As will be illustrated, this story had the potential to impact strongly on public perceptions of teacher status with its focus on teachers and principals.

Media breakdown

Not surprisingly, the major source of media items relating to the Cambridge High School case was the *Waikato Times*, the local paper covering the area. Table 20 shows that coverage at a national level was more limited, although the feature article in *North & South* magazine which appears to have initiated further media investigation has a nationwide audience. Criterion for inclusion was reference to Cambridge High School and/or Alison Annan.

Table 20: Breakdown of media coverage of Cambridge High School by source

	Pre-scandal	Post-scandal	Total
Waikato Times		23	23
Radio New Zealand		6	6
New Zealand Herald		4	4
Nelson Mail		1	1
North & South		1	1
Listener	1	2	3
Management	1		1
Total	2	37	39

The pattern of focus of the articles (Table 21) in this case study is quite different to that of the main sample. This case was chosen particularly for its focus on teachers, and they are the main focus in just over half of the articles. Cambridge High School was the second most frequent focus, again not surprising due to the nature of this sample. In complete contrast to the main sample of media items, the government is the focus of only a small percentage of the articles.

Table 21: Breakdown of media coverage of Cambridge High School by focus

	Frequency	Percent
Teaching	20	51.3
School	14	35.9
NCEA	3	7.7
Government	2	5.1
Total	39	100.0

Again, the breakdown of media coverage by type of article is very different to that of the main sample. Table 22 shows that features, editorials and letters to the editor occur with much more frequency in this case than in the overall media coverage of education. However, news items still dominate as the main type of article.

Table 22: Breakdown of media coverage of Cambridge High School by type of article

	Frequency	Percent
News	29	74.3
Letters to the editor	4	10.3
Feature	3	7.7
Editorial	3	7.7
Total	39	100.0

Timeline

To give a better picture of the way that the Cambridge High School story unfolded, a brief timeline is provided.

Table 23: Breakdown of media coverage of Cambridge High School by month of publication

	Frequency	Percent
February 2004	1	2.6
April 2004	2	5.1
May 2004	3	7.7
June 2004	33	84.6
Total	39	100.0

14 February 2004

Listener: Feature story on the NCEA – Cambridge High School highlighted for 100 percent pass rate, comments from Annan included.

April 2004

Management magazine: Letter to the editor from Annan – noting her disappointment at the negative approach to reporting school management in a previous issue.

27 April 2004

Waikato Times: Accusations of bullying at Cambridge High School emerge.

Mid-May 2004

North & South, June 2004 issue: Cover story – ‘Amazing Alison Annan and the Dubious Rise of Cambridge High School’.

19 May 2004

Waikato Times: News story in response to the *North & South* article – Annan denies claims.

27 May 2004

Waikato Times: Bullying story set to air on television programme ‘60 Minutes’.

1 June 2004 – 28 June 2004

Various Media: Steady coverage of the breaking story of Cambridge High School and Annan.

3 June 2004

Waikato Times: Story hits front page for the first time.

Major themes

In the overall analysis of school-based articles, the large majority of Cambridge High School articles were included in the theme 'Conflict'. To enable further analysis, the following describe the predominant themes within this coverage. Criterion for inclusion was representation in more than five media pieces.

- **NCEA – 32 (31 post-scandal)**: The most common theme in the Cambridge High School media coverage was the NCEA qualifications, and allegations of manipulation of results. This theme has heavy representation, particularly as other agencies (e.g. the Ministry of Education, New Zealand Qualifications Authority) and teachers (particularly other principals) had vested interests in the reputation of the NCEA. Cambridge High School's 100 percent pass rate was called into question, and other interested parties rushed to defend the validity and integrity of the qualification.
- **Bullying – 23**: Bullying of staff at Cambridge High School was also a major theme. These allegations were highlighted in North & South's feature article, and also received television coverage (particularly on '60 Minutes', not included in this analysis).
- **Conflict of interest – 13**: The final major theme was the possible conflict of interest for Alison Annan as principal of Cambridge High School and shareholder in Cambridge International College, a private school for international students. Suggestion that trips funded by Cambridge High School to promote the school overseas may have also benefited the private college led the Minister of Education, Trevor Mallard, to ask the Auditor-General to investigate the school.

Portrayal of teachers

Annan

Pre-scandal

Only two media pieces were found before the emergence of the bullying at Cambridge High School. The first of these (*Listener*, 14 February 2004) portrayed Annan as successful with regard to Cambridge High School's 100 percent pass rate in NCEA. However, the article's focus was the integrity of the qualification, so the overall tone of the article was questioning of these success rates. The second was a letter to the editor from Annan herself in *Management* magazine (April 2004). In her letter Annan noted her disappointment at the negative approach to reporting school management in a previous issue, and refuted some of the claims.

Post-scandal

Of the 37 items including and subsequent to the first allegations of bullying, 27 mention Annan by name. In those items not referring to Annan, two do refer to Cambridge High School's "principal" or "senior management", denoting Annan.

The items not referring to Annan focused on bullying and NCEA with a fairly even split between the two. Those mentioning Annan fall into the three main categories already described above.

NCEA and Bullying

These two categories have been combined, as Annan is treated in a similar way in both. Annan consistently denies the allegations of bullying and manipulation of results. Although mentioning Annan as principal – and thus perhaps instigator of these events – it often becomes the school, in a more abstract sense, that is the major focus rather than Annan herself.

Conflict of interest

Although interest in Annan was borne of the bullying and NCEA allegations, many of the articles concentrated on the emerging conflict of interest (described above), and in fact it was one of the dominant themes. Annan is portrayed here as self-serving and underhanded.

Annan overseas

In six of the articles there was reference to Annan and her husband currently being overseas at the Education New Zealand fair in Bangkok. Although this was not a major focus in any of the pieces, it is worth mentioning because of the conflict of interest allegations. Running these comments parallel to these allegations likely had an additive effect, ‘adding fuel to the fire’.

Other teachers

Fifteen of the 39 media pieces focusing on Cambridge High School made specific reference to teachers other than Annan, including teachers or principals from other schools. There were no pieces from the period preceding the release of the story about bullying. The foci of these fifteen articles fall into two main areas:

Bullying and Manipulation of results

Bullying of staff and manipulation of NCEA results were the focus of eleven of the media items referring to other teachers.

Official complaint

Three of these articles refer to the fact that the teachers had never made an official complaint to the Board or the school. Two of these are news stories, and one an editorial. The editorial seemed to aim to provoke thought regarding the motives of these teachers with regard to speaking with the media. It suggests to readers that there must have been “other reasons for their complaints” (*Waikato Times*, 2 June 2004). In this case the suggestion is of some malice from the teachers toward the school, or Annan. Although the news items report this information in a relatively neutral, factual way, the combined impact on teacher reputation is potentially negative.

Review

The last three media items referring to other teachers in the period under review refer to the appointment of a retired judge – Dame Augusta Wallace – to review staff complaints procedures at the school. The Board is reported as pointing out that the review pertains to current staff only, as to date they had received no official complaints. The reporting is factual, but could perhaps be construed in one of two ways: as the school management wanting to ‘cover themselves’; or giving some credence to staff claims of bullying.

North & South feature article

The *North & South* article was an emotive piece, presenting teachers as the ‘goodies’ to Annan’s ‘baddie’. The teachers are portrayed as hard working and caring about their students, while illustrating bullying by management. It speaks of teachers concerned about the “dumbing down” of students by not allowing them to sit particular NCEA subjects, and for the integrity of results: “teachers at Cambridge High work hard to extract maximum potential from their students” (June 2004).

Principals and NCEA

Following the potentially damaging publicity for NCEA as a result of the Cambridge High School allegations, four items focus on Waikato/Central North Island principals defending the qualification. The principals are reported to have asked for a review of the NCEA, citing that “we wanted to reassure our school communities that the NCEA qualification is credible and robust” (*New Zealand Herald*, 23 June 2004). The principals here are portrayed as proactively seeking reassurance for concerned parties in the wake of the confusion resulting from allegations of result manipulation.

Impact on teacher status

In the case involving Cambridge High School, there is certainly some impact on the reputation of teachers and teaching. However, much of the interest generated was also to do with the reputation and integrity of the NCEA qualification as much as anything else. Another point to consider is that the large majority of pieces were in a local newspaper – so although it received a lot of coverage in some ways, dissemination was somewhat limited. Having said that, this analysis does not include television coverage.

Principal Alison Annan received a lot of negative publicity, both with regard to the bullying and NCEA results, and an alleged conflict of interest. The overall picture painted of Annan was of an autocratic, self-serving principal with a focus on success at all costs. However, Annan seems to have been portrayed more as a manager than as a teacher in many of these articles. That is, although she is named as a principal, and therefore a teacher, the emphasis was always on her leadership role, rather than a teaching role. Perhaps in this way, the impact on teacher status is somewhat different than might be expected. If Annan is not seen as a teacher by the public, then the negative publicity surrounding her may have less impact on the status of teachers overall.

The other teachers from Cambridge High School in the case are represented as being bullied, manipulated, and caring for their students. Where they are implicated in the manipulation of NCEA results, it is at the behest of the senior management at Cambridge High School. Overall the picture painted of these teachers is of being at the mercy of their leader, and finally fighting back against policies with which they did not agree. They are also portrayed as having the students’ best interests at heart. In these ways, there is likely to be something of a positive impact on teacher reputation and status. Principals from other schools are also represented in this story, defending the reputation and integrity of NCEA. The reporting suggests that they are doing this for the students and the community, seeking reassurance for them. In this way the principals are portrayed as proactive and professional, which is likely to have a positive impact on teacher status.

The Cambridge High School case generated both positive and negative publicity for teachers. As suggested, some of this negative publicity may have been moderated by the media’s portrayal of Annan as a manager, rather than a teacher. On balance, the publicity is likely to leave the audience with the impression that, although this one teacher appears to be high-handed and money-oriented, the majority can still be trusted. It is important to keep in mind that this story continued beyond the time frame of this analysis, so these conclusions pertain only to the items covered up until the end of June.

CONCLUSIONS

In summing up the impact of media coverage on teacher status from each of the three preceding sections, it is at best mixed, and at worst negative.

The review of early childhood education coverage found that so few articles focused on teachers or teaching that they had little impact on teacher status. Of the items found, those reporting new qualification requirements and teaching success being recognised had a positive impact on status. Critical ERO reports and items on crime had a negative impact on status and reputation.

Again, only a small percentage of articles on primary and secondary school education focused on teachers and teaching. Those with a positive impact on teacher status or reputation included teachers' responses to the school review, teacher achievements and articles reporting professional development. Coverage of crimes of a sexual nature against students was likely to have a significant negative impact on teacher reputation and status. Some of the items relating to teacher pay and workload issues were also likely to have a negative impact on the attractiveness of teaching as a career.

The media coverage surrounding the Cambridge High School allegations was also likely to have a mixed impact on public perceptions of teachers and teaching. Principal Alison Annan was depicted as autocratic, self-serving and focused on success at all costs, though reporting did focus on her leadership and management role, rather than her educative role. Other teachers from the school are represented as being bullied and manipulated, yet caring for their students. Overall, these teachers were portrayed as being at the mercy of their leader, and as having the best interests of their students at heart.

Considering the articles portraying teachers or teaching as a whole, a fairly even balance between those having a negative impact on teacher reputation and status, and those with a positive outlook was found. What is of concern is that those articles with a negative focus, particularly ones reporting on teachers and crime or teachers and conflict (107 in total), have a disproportionate impact on the perceptions of the media's audience, given their sensational or titillating nature. These types of articles, unfortunately, are more likely to be remembered.

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