Ako*: being a teacher, being a learner, being part of a learning profession

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*Ako is a Māori Language term for both teaching and learning

> What happens by way of selection and teacher development during this period and its immediate aftermath in schools will determine the success or failure of educational reform for the next half century. Teacher education is an opportunity and a crisis of enormous proportion. (Fullan, 1991, p. 290)

Introduction

Global economic, technological, and social changes have created imperatives for high-quality education provision, with the need for highly skilled teachers (OECD, 2005) who are able to contribute to raising the quality of learning for all students. In order for these expectations to be realised in practice we have to know more about how to organise educational systems so that they work well for students, teachers, and ultimately society. There is an abundance of research demonstrating that teachers play a critical role in student achievement (Darling-Hammond, 2000; Hattie, 2003) so it is clear to all that it matters who chooses teaching, and how teachers are prepared, mentored, and supported in their early careers. Schools and students are the beneficiaries when good teachers are prepared to stay in teaching, develop their skills and expertise over time, and share them with others.

This paper explores the learning opportunities of a group of 57 "Teachers of Promise" from their third year of teaching. These teachers were identified at two crucial points in their careers—when they graduated from their teacher preparation programmes and at the end of their two-year period of teacher induction—as teachers that their colleagues hope would stay in teaching because of

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what they had to offer students and schools. These teachers have the promise to become the "highly skilled teachers" the OECD and others say are crucial to educate the next generation of global citizens. We report on how these teachers are faring after four years of teaching, and consider questions such as: Why do some teachers stay in the profession while so many others leave? What is it about the culture of schools and the quality of the teachers' opportunities that bring out the best in the teachers? And what messages are there for those with responsibility for enabling public schooling systems to retain the teachers they need if their ambitious goals for schooling are to be realised?

Context "Same challenges, different approaches"

The work of teachers looks on the surface to be similar, regardless of country, but different systems have different approaches to the challenge of ensuring that all students get a "fair go" in relation to education. Countries all over the world are working to reform their educational systems, and many have tried a series of efforts to increase such factors as equity and student achievement. They are endeavouring to create schools that encourage the development of unprecedented levels of critical thinking and problem solving to help the next generation of students live in quite a different world from any previous generation. Both New Zealand and the US have attempted large reforms in the last 15 years, although these reforms have gone in profoundly different directions. Because teaching clearly matters, and because vast numbers of new teachers will be required to fill the gaps left by retiring teachers in the next decade (Darling-Hammond, 2003), one key component to improving schools is recruiting and supporting teachers of promise.[1]

This research has parallels with that of first- and second-year teachers from the Project of the Next Generation of Teachers (Johnson, Kardos, Kauffman, Liu, & Donaldson, 2004), a study of 50 new teachers in Massachusetts in the US. In the vastly different New Zealand context, we have found interesting similarities and differences between the teachers in this study and Johnson et al.'s.

There are significant differences in the ways that children are educated in the US and New Zealand, yet both countries struggle with how to provide a system that is fair and equitable, and ensures that all students enjoy and succeed as learners, and both have instituted a series of reforms over the past decades that have shaped—and are still shaping—the contexts of schools.

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[1] While teachers do have a significant impact on students' learning, they can't do everything without the support of other sectors in society. Many governments now emphasise the need for education provision that promotes both excellence and equity for all learners, although as Berliner (2006) cautions, focusing reform efforts solely on the classroom and schools, while neglecting low-income families and impoverished neighbourhoods where children spend most of their time, greatly restricts what can be achieved. In fact, Berliner, while applauding efforts to improve what goes on in classrooms and schools, notes that these efforts, particularly those associated with the federal No Child Left Behind law can be seen as "political spectacle… more theatre than substance" (p. 950).

The US has approached the need for school reform by talking about "risk" and "falling behind" and has responded by tightening standards and increasing the importance of standardised tests (Zhao, 2006). Many, like Hattie (2003), are highly critical of the US's response to lift student achievement:

> The typical response has been to devise so-called 'idiot-proof' solutions where the proofing has been to restrain the idiots to tight scripts—tighter curricular specification, prescribed textbooks, bounded structures of classrooms, scripts of the teaching act, and all this prescribed by a structure of accountability. The national testing movements have been introduced to ensure teachers teach the right stuff, concentrate on the right set of processes (those to pass pencil and paper tests), and then use the best set of teaching activities to maximise this narrow form of achievement (i.e., lots of worksheets of mock multiple choice exams). (p. 1)

The New Zealand draft national curriculum, on the other hand, proposes that schools will design and implement their own curricula, based on principles of excellence. It emphasises the importance of students becoming active, confident, creative, and innovative learners and thinkers; of supporting their diverse cultural heritage; and of highlighting equity, connectedness, and coherence. New Zealand teachers, particularly in elementary schools, have considerable discretion in curriculum design and approaches compared with their American counterparts, and New Zealand schools have so far resisted national testing and a focus on raising test scores on a narrow range of measures.

This is consistent with New Zealand's reform history which tends to focus on personalisation rather than standardisation. In the landmark Tomorrow's Schools reform, for example, the New Zealand Department of Education—and all of the duties of the department—was abolished and replaced by a much smaller, policy-focused Ministry of Education (MOE). Every school in the country became instantly self-governing, with hiring and firing control and curriculum decisions (within the framework of a national curriculum) all made at the school level by a parent-elected board of trustees (Fiske & Ladd, 2000). Since 1989 there has been tension between school self-management and trying to get traction on the large issues of disparities in student performance. As Wylie (2002, p. 3) notes: "Simply shifting administrative responsibility to schools and adding boards to schools does not seem to raise student achievement."

In addition to the focus on personalisation, there is also a historical focus on pedagogical innovation. Around the middle of last century there was a spirit of innovation among New Zealand educators, with teachers like Elwyn Richardson (Richardson, 1964) and Sylvia Ashton-Warner (Ashton-Warner, 1963) igniting the imagination of educators both within New Zealand and internationally with their advocacy of personalised, meaningful, and creative teaching methods. Many of the teachers retiring now still think back nostalgically to a "golden age" (McGee, 1997) when there was a child-centred liberal curriculum, and a high trust environment for teachers. According to McGee the "golden era" did not last, with New Zealand influenced by international demands for quality, excellence, and high standards exemplified by publications such as *A Nation at Risk* (National Commission on Excellence in Education, 1983). Currently,

with the publication of the new draft national curriculum, there is potential for greater teacher decision making. The differences between the US and New Zealand public school systems are shown in Table 1.

Table 1 **Comparison between US and NZ educational systems**

United States of America	New Zealand
Education is a state responsibility	Education is a shared responsibility of the central government, the community, the family, and the individual
Schools follow state policies	Education is the responsibility of locally elected boards of trustees (mostly parents)
Policy and funding support are created at the federal, state, and local levels	Central government provides policy and funding to support its priorities
Schools are managed in districts	Schools are "self-managing". No districts
Districts make most decisions about PD opportunities	Schools make decisions about PD opportunities, although they are likely to choose options that are MOE funded and/or developed
Teachers prepared in universities, four years minimum undergraduate, masters degrees increasingly necessary	Teachers are prepared in diverse ways, usually three-year teaching degrees or one-year for graduates
Emphasis on teacher content knowledge, less emphasis on pedagogy	Emphasis on teacher content knowledge and pedagogy
A lot of "emergency" certificates (these patterns are changing because of NCLB)	All teachers must be qualified and registered by the Teachers Council
Induction policies vary from state to state	Mandatory induction policies and funding (but variable compliance)
Twenty percent of new teachers leave the profession in first 3–5 years	Thirty-seven percent of new teachers leave the profession after three years (although about 40% of those who leave return within two years)
Ageing profession	Ageing profession
Teachers employed by districts	Teachers employed by schools
Emphasis on professional standards for the required "highly qualified" teachers	Developing emphasis on professional standards for teachers
Additional educational certification requirements for appointment to principal positions	Any teacher can be appointed to a principal position, no requirements
Flat career structure—teachers are either teachers or administrators, with little opportunity for cross-over	Less flat career structure (because teachers can take on various administrative duties and still be teachers). Also a high percentage of small schools with principals who have teaching responsibilities
Increasing emphasis on national testing	No national testing
State curricula, school districts implement	National curriculum sets the principles and direction for learning (not prescriptive)
Extensive use of textbooks	Minimal use of textbooks at elementary level. Curriculum responsive to local contexts

Funding approaches mean that schools in more affluent areas have more funding	Funding approaches mean that schools in less affluent areas have more government funding
Emphasis on accountability for results	Emphasis on accountability for results

Given these many differences, both systems face challenges in supporting teachers in ways that help them to develop professionally, develop enriched frameworks for understanding how students learn, and refine their practice to better support student learning.

This paper looks at the challenges that some of our teachers have encountered as well as the professional environments that have supported their learning. It draws out some lessons about what school systems need to address if students are going to have educational experiences that lead to their becoming flexible and confident learners.

Methodology

Sample selection

Our research began with a cohort of 57 teachers in their third year of teaching in elementary and high schools in six geographical areas in New Zealand. The teachers were selected because they showed early promise as educators. We approached teacher educators from seven different teacher preparation programmes in six cities and asked them to identify graduates in their third year of teaching, whom they judged as likely to make a significant contribution to teaching and to students' learning. They were therefore identified as having the potential to become excellent teachers. A few teachers were not contactable, were travelling overseas, or had not lived up to their initial promise. From an initial list of around 80 prospects, we contacted school principals until we had a group of teachers who were supported both by initial teacher education providers and principals or heads of subject departments in their schools. Their colleagues described them in glowing terms, such as "an absolute cracker", "amazing teaching presence", "stunning", and "outstanding". They were teaching in a wide range of school types, including urban schools of relative poverty, small rural schools, elite private schools, and middle-class suburban schools. We then contacted the teachers and invited them to participate in the study. Only two teachers declined.

Similar to New Zealand teaching demographics, our sample is 65 percent female, with an even greater percentage of women in primary schools. Like those teachers in Johnson et al.'s (2004) study, the teachers in this study tended to be older when they began teaching than previous generations of teachers, and two-thirds of them had worked in other occupations before becoming teachers. Unlike Johnson et al.'s study, few of our teachers considered teaching to be a short-term

occupation. Those who experienced frustrations in their first two years of teaching had changed schools rather than left teaching.[2]

Data collection

In the first year of the study, members of the research team interviewed each teacher in person on two separate occasions—May–June (Appendix A) and October–November (Appendix B)—and each teacher completed a short survey on their views concerning the teaching profession, workload and teaching conditions, and opportunities for professional learning (Appendix C).[3] All interviews were audiotaped and fully transcribed and returned to each participant for checking. Before the second interview, each teacher was sent his or her individual summary from the first interview and this was discussed at the start of the second interview. The research in 2005 is described in detail in Cameron, Baker, and Lovett (2006).[4]

In 2006 we sent teachers two newsletters summarising the project findings to date, and a second personal summary based on their second interview in 2005 and their survey responses. We discussed this summary and any changes in telephone interviews at the end of 2006 and the beginning of 2007 (Appendix D). A further workshop and focus groups are planned for May 2007.

Data analysis

Research team members summarised the interviews as soon as possible after each interview, and expanded these when the transcribed interviews became available. Analytic case summaries were constructed from the interviews based on the key themes that emerged from coding of the transcripts. Data have been collectively analysed across the 57 summaries. The analysis revealed the different reasons that teachers chose teaching, their views on their preparedness to teach, their beliefs about teaching, the impact of school culture on their opportunities to learn, and on their ongoing motivation and satisfaction as teachers. Like Donaldson et al. (2005), we found that the opportunities they had to work with and learn alongside their colleagues was a major theme in the data, and that these opportunities were strongly influenced by the learning culture in their schools. In this paper, we focus on whether the teachers left or stayed in New Zealand schools and what professional learning and school context had to do with that.

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[2] However, we did not select our sample until they were third year teachers, so they were not a representative sample of brand new teachers. Teachers who considered teaching to be a short-term occupation could have already left teaching.

[3] Items were included and modified from a number of surveys, including items from the National Foundation for Educational Research (Sturman et al., 2005) and a survey from the Carolina Teaching Standards Commission.

[4] This report is downloadable from the NZCER website at:
http://www.nzcer.org.nz/default.php?cPath=130_131&products_id=1763

Findings

These teachers of promise entered the teaching field, like their colleagues internationally (Malderez, Hobson, Tracey, & Pell, 2007), primarily because of altruistic reasons. They wanted to "make a difference in the world" and many of them had left other careers to make a difference by teaching. Like new teachers in other studies, these teachers cared deeply about the school environment; unlike most New Zealand teachers, they were quite willing to move from school to school until they found a place that suited them. The likelihood of a New Zealand teacher moving schools in their first year of teaching is 4 percent (Elvidge, 2002) but a fifth of the teachers in this study had voluntarily moved schools in their first year, sometimes more than once.

In a context that is quite distinct from the US, these teachers focused on many of the same issues of key importance as teachers internationally. We point to these similarities not to develop a typology or developmental trajectory of teaching practice, that has been done before (Hargreaves & Fullan, 1992); rather, the stories these teachers tell and their resonance with teachers around the globe suggests that we begin to put the years of research into what goes wrong for new teachers into practice to start making things go right.

Movers, leavers, travellers, and stayers

Our teachers were generally not prepared to stick around and put up with adverse conditions when they had other options. Teachers were looking for collegial support and collective work, and school cultures that supported their learning and that of their students. By the beginning of their fifth year of teaching, 30 percent of the teachers were no longer teaching in New Zealand schools. Apart from the two women on maternity leave, they can be identified as movers, leavers, travellers, or stayers.

Movers

By the beginning of their fifth year in the classroom, one-third of teachers had moved voluntarily from their first teaching positions, sometimes more than once. Almost all of those changes were to schools in a more economically advantaged area, which is consistent with the movements of new teachers in other countries (Johnson et al., 2004). Their reasons for leaving were not that their schools were less resourced (because funding schemes in New Zealand mean that schools with less advantaged populations have greater government resources); rather, most commented that at their new schools their work had a different, and more easily managed set of demands. Some of them, like Elisabeth, said that their new, higher decile schools were "much easier to work in than my last school, in terms that the kids are far better behaved" (Elisabeth, 27, high school).

Some teachers, like Kate, didn't focus on the classroom behaviour of the students so much as the personal costs that come with teaching students from difficult circumstances. Kate recounted how her students in her previous school had characteristics that took a greater toll on her, and that she had taken her concerns about their lives home with her. She explained that the change to a new school meant:

> I have a lot more relaxation time, I don't go home and fret about my children, and I go shopping for me and not for the children and all that sort of thing. Because I'm more relaxed and not worried about the children all the time, there is a lot more time for me and for me to progress teaching as well … so I am becoming a teacher that perhaps I didn't have time to become, because of all the other baggage. (Kate, 25, elementary)

While the teachers tended to move to schools in more economically advantaged areas, in a minority of cases the reasons they gave for moving, such as the proximity of a school to their home, had nothing to do with the population of students they had taught. More typically, teachers moved because they were seeking leadership or development opportunities and had been unable to get them at their current schools or because they were simply dissatisfied with aspects of school management or leadership, such as lack of guidance or support. And others, while irked with some aspects of school management, "just happened" to see another job advertised that appealed to them. For example, Barry, who was about to move to a new school, told us that, although he was not feeling cynical about teaching as a career, he was:

> disappointed with the way that some things are run around here. I think it's very badly organised in some areas, but being a fourth-year teacher, I still don't feel confident to step in and change it, because these guys have got 30 or 40 years of teaching experience behind them. But what they haven't got is management nouse … part of the problem is the top down management, we don't have the general staff meetings that other schools do, we don't have admin staff meetings, it is just all disseminated down, the information is all disseminated down through the school newsletter and that is it, that is the way it is going to be. (Barry, 27, elementary)

One key curiosity is why these moves were in the majority of cases into schools with more advantaged populations. The flight of new—and promising—teachers from disadvantaged schools is consistent throughout the world. In a place like the US, where schools are funded through property tax and thus schools with higher SES populations have larger budgets, this trend makes some sense, although it is extraordinarily bad for society. In a place like New Zealand, where schools in low-SES schools are better funded, it is harder to understand the flight from these schools. Clearly, funding such schools at a higher rate isn't the whole answer. There is evidence that lower decile schools have to grapple with a more complex set of challenges than other schools, and are four times more likely to require Educational Review Office[5] supplementary reviews on the quality of education provided to students, than are the highest decile schools (Springfield, 2006, reported in Wylie, 2007). For teachers like Kate and Elisabeth, above, who felt the SES of the students made teaching more difficult and draining, it makes sense to move to a school with a higher SES student body. The key discovery about "movers" is that despite unsatisfactory conditions in their schools, they have still retained their commitment to teaching.

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[5] The Education Review Office (ERO) reviews schools and early childhood education services every three years, and publishes national reports on current education practice.

These teachers of promise are still prepared to look for schools that will meet their needs and be more collegial or more supportive of their development or offer them the leadership opportunities they want.

Leavers

Three teachers had resigned from teaching in the school sector to teaching-related positions in other organisations. While two of them moved into positions with lower salaries and fewer holidays, they appreciated being able to leave work each day with all of their work completed and being able focus on fewer areas:

> I get my work done in work time. I don't have to work in the weekend; I don't have to think about it. Yeah, it's really good, not having to bring work home with you. (Bridget, 37, ex-elementary)

Claudia feels that nothing would tempt her back into teaching, recalling the constant pressure and demands for information that did not appear to serve any important purpose:

> I have different demands on my time now but to me they are really important things to do with my job. It's not just sorting out bits of paper that maybe aren't used for anything, which I felt some of the assessment was. What I do has to be done because my job needs that information, you know? It's not just collecting pieces of paper for [the purpose of] collecting pieces of paper. (Claudia, 48, ex-elementary)

The third teacher, who moved into initial teacher education, considered that despite some major teaching challenges such as inservice work with teachers in different school sectors, the reduction in juggling multiple tasks had resulted in a much less stressful life:

> I am not as tired at the end of the day, I have to say that, I am not as drained … it comes back to those same things of managing 30 plus children, their social issues, obviously the educational needs, thinking through all the material … continual thinking about the job, thinking through, how can I effectively do this, bouncing about a hundred other administrative tasks in your head and then of course, the odd times where you have confrontations with students, whether that is in the playground or the classroom, or if there is conflict among the staff, if it is collegial uneasiness, that is what stresses me. None of those things happen here, all of those things I just mentioned have been removed. (Gary, 29, ex-elementary)

All three leavers considered that their new positions offered more opportunities for professional learning; they had all been to relevant conferences, there were many opportunities to discuss their work with colleagues and one was about to embark on a six-week international trip. Compared with the majority of those who had stayed in teaching, they now had expanded opportunities and a reduced workload.

Travellers

Twelve teachers were on their "OE" ("overseas experience": a rite of passage for young New Zealanders where they usually head for the UK for about two years, and work and travel around

Europe). Most of these teachers were not dissatisfied with teaching, although an unsatisfactory work situation sometimes provided the impetus for travel. If they are like the many before them who have left teaching to travel overseas, it is likely that about half of them will return to the profession when they return to New Zealand (Murray & Galvin, 2006).

Stayers

Fifty percent of these teachers of promise have stayed in the same school where they began their teaching career four years ago. Just as there are many reasons for teachers to move from school to school, there are many reasons why they stay in the same place. Some stayers were previously dissatisfied with their work, but are now more optimistic about their teaching because of a range of personal and professional factors or because of their success at changing those things which were formerly difficult. There are others who do not appear to be growing but who are resigned or hanging in, and have not come to a workable life–work balance. Finally, there are those who have been fortunate to work from the beginning in a school that appears to have their interests at heart.

These new teachers are often in a transitional space in their personal lives as well as in their careers, and the difficulties from one domain in their lives spill into another. Many of them find their school lives more possible—not because of changes in their school lives but because of personal factors that have impact on teachers' overall optimism. In this study, advantageous personal issues like having had a short break away from teaching for travel, buying a house, amelioration of family crises, and establishing a stable relationship with a partner all made their current teaching situation feel better and more possible for them.

Teachers who fronted up to their principals about conditions that were creating unacceptable pressures, and impacting negatively on their teaching, usually found that their principals were responsive:

> I had a really good discussion with John the principal at the end of last year and he is actually going to get me some more clerical assistance to keep track of all of the out of school music kids and that sort of thing. The discussion really hinged on workload. And me just saying, 'Look I've got all this I can give, but this is what is bogging me down, and I just can't cope with what I am trying to do.' (Ksenya, 50, high school)

These interventions by the principals made all the difference for many of these teachers, who, like Ksenya, may have left the school—or even the profession—had their requests been denied:

> And I guess also my philosophy is really simple, if I am not going to get what I need as a teacher, and the backup that I need to be a good teacher, then I will go back to the corporate world. It is not like I have [no other options], I am not locked in.

Several teachers reduced their management or extra-curricular responsibilities in order to focus on their teaching and their lives outside school. There was guilt involved in "saying no", because of their belief that if a task needed doing then they "should" do it, despite the consequences for themselves.

Other teachers whom we classified as dissatisfied at the end of their third year of teaching are now feeling more positive about their work because they have had greater opportunities to get out of their schools to meet other teachers, and participate in external professional development, while others have embarked on higher qualifications in the area of management, which is not surprising given the context of self-managing schools. The decision to invest in their own careers provided a "legitimate" reason for cutting back on their additional responsibilities:

> I know that that is going to be a huge drain on time and that there are a lot of extra things that I want to drop, like I want less of the administration part of our sporting events and the administration of sports teams and that's a good thing because it is so hugely time-consuming, but I would still like to focus quite heavily on the PE and our professional development and the quality of teaching, those things. (Isabella, 27, primary)

Other teachers appear to have accommodated to their schools, and despite feeling dissatisfied or overwhelmed, are waiting until a better opportunity occurs. Ajay had a big disappointment in his career, as he had been encouraged by his school to apply for a Dean's job, after he had expressed his interest in getting a middle management position. He felt that the whole process had been poorly managed and the experience "took the wind out of my sails". While he is highly dissatisfied with the lack of professional learning opportunities provided by his school he believes he is "too busy" to seek out opportunities for himself. He has been unsettled since his first interview, and appears to be somewhat trapped in a work environment that is not contributing to his growth as a teacher. Often these disappointed or overwhelmed stayers are still committed to teaching, but this appears to be at considerable personal cost and, we would argue, costs to the learning of their students, because their energies are so fragmented.

The final group of stayers are enthusiastic about their schools and the opportunities that their schools continually generate. These schools appear to be able to mentor teachers in ways that anticipate the experiences that would benefit them professionally, sowing the seeds for different ways for the teacher to contribute to the school at an appropriate time. Steven makes this point clearly:

> …as a worker in the education field I find more than time, more than money, environment is probably the number one employment condition. What is the school like that I'm working in? That is more important to me than any money or time allowance that I get because that is what makes teaching worthwhile… (Steven, 32, high school)

If Steven is right that for most teachers it is the school environment that is most centrally important, than schools around the world have much to learn about how to support new teachers. Whether it is in a context of highly-centralised control like the US or highly decentralised control like New Zealand doesn't seem to matter as much as the particular characteristics of a new teacher's school.

So, what are the characteristics of a school a new teacher will thrive in? And what schools are most likely to send new teachers packing—either for a new profession or (in the New Zealand context) for an overseas experience? The following section identifies the sorts of school

environments that appear to retain teachers as well as allowing them to grow within the profession, as well as the traps that hold back teachers from developing their teaching expertise.

The schools that new teachers need

A school that keeps new teachers satisfied and growing has to walk several difficult lines. On the one hand, these schools need to be carefully invested in the learning of students; on the other, they need to be carefully invested in the learning of teachers. They have to provide enough challenge for teachers to feel that they are growing through new roles; but they have to be careful to not overburden the teachers and burn them out. They have to create organised, school-centred learning opportunities for teachers and they have to leave openings for teachers to come to their own learning opportunities.

Learning-supportive schools: where adults and children are all learning

As demonstrated in the international literature (Hallinger & Heck, 2002), schools that know what they are there for, and why, and prioritise student and teacher learning, greatly affect how and what teachers learn. They engage teachers in devising challenging and achievable goals, they build commitment, capacity, and resilience in teachers to develop the skills to achieve these goals (Leithwood, Day, Sammons, Harris, & Hopkins, 2006), and they are satisfying places in which to work. The major implication is that school leaders need to learn how to create these cultures, and they need the resources to support them.

In these vibrant cultures teachers are curious about their students and open to experimentation. They make space for ideas and discussion. They are courageous enough to take students outside the schools on trips to expand their horizons despite the health and safety requirements and form filling that lead other schools and teachers to give up and stay indoors. They are responsive to, rather than dictated by, the contexts in which they work (Leithwood et al., 2006).

School leaders in these schools prioritise finding resources to support teachers' work. They make choices that make learning relevant and exciting and open doors for teachers. And they think for themselves rather than conforming to other people's agendas for them. They make a point of seeking opportunities for teachers, and thinking about the learning of both students and teachers as they make their class assignment decisions.

One way to increase the odds of being in a school that promoted both teacher and student leadership in this group of teachers of promise was simply to be an elementary school teacher; elementary schools seemed to have created learning-supportive environments for teachers in a way that the high schools mostly did not.

We found that teachers in elementary schools were much more likely to report being part of supportive professional communities. In the best cases, these learning communities held high expectations for all learners and collectively worked towards improving teachers' practice and student learning. Elementary teachers also had more access to mentor teachers who provided emotional, practical, and pedagogical support to help them to "thrive" as well as "survive"

(Bartell, 2005). They got to see models of good teaching, and received feedback on their own teaching, as well as practical help with resources and planning. The challenge of helping students to learn well was shared with colleagues. Elementary teachers also had more access to the sorts of formal professional learning that enhanced teaching knowledge and expertise and strengthened learning communities, although typically this professional development was limited to current government priorities, including literacy, numeracy, assessment for learning, and Information Communication Technology (ICT).

Things were far less positive for the high school teachers. While half of the high school teachers were supported personally, they were less likely to see their colleagues teaching or to work collectively. They also were far less likely to receive feedback on their teaching from either colleagues or administrators. Although it is the principal's responsibility to recommend provisionally registered teachers for full registration, usually after two years of teaching, some high school teachers had not been observed teaching at all. Like many teachers in the US and elsewhere, half were left to "sink or swim" (Smith & Ingersoll, 2004).

Combining professional challenge with professional support

> In a situation of greater staff turnover we need to be very careful that we are not 'eating the seed corn', consuming our own future by frightening off the brightest and best from teaching and leadership of our schools. (Mulford, 2003)

As teachers leave the provisional first two years and enter into their long-term careers, they require a careful balance of challenge and support from their schools. It is the right mix that matters most; in this study, there are teachers who left their schools because they were not well supported and others who left their schools because they were not well challenged. This category is particularly difficult because different teachers experience the challenge and support in different ways and have their own unique needs. What we've found is that minimising the busy-work of teaching, and combining new administrative or leadership positions *with proper support* seemed to be the ingredients that helped teachers feel contented in their schools. Not having these opportunities tended to mean a teacher would move on.

The culture of busyness in most schools works against a careful approach to solving school problems with data collection and analysis. There is a clear message from our teachers that real or perceived accountability demands get pushed down the system to teachers, adding to their workload and producing resentment when they serve no obvious purpose. You can't innovate when you are so busy that you can't think:

> I am feeling a little bit annoyed because I am almost relying on what I know, I'm not getting time to be innovative or come up with new ideas and try new things… so I'm feeling a bit frustrated that I'm not getting the time to put into innovative, new things. (Vanessa, 38, high school)

A number of our teachers were given significant responsibilities outside teaching and only some were given the support they needed to carry out those responsibilities without clear processes for undertaking these roles. Olivia was appointed as a Year 9 Dean for 2007 ("it was the only way I

could advance in the school"). In late 2006 at the time of her interview she had just finished visiting feeder schools to administer entry tests, which left her current classes being looked after by a substitute teacher without her specialist curriculum skills:

> I've missed 10 days worth of kids, because I've been out testing. And they [the students] just thought I'd given up on them, and nothing they did was relevant, even though you'd spend hours thinking about how to make the material relevant, and how to make sure that someone who doesn't teach [my subject] can take it. It has been exhausting. (Olivia, 24, high school)

"Exhausting" is what challenge looks like when it's unaccompanied by support.

Contrast Olivia's exhaustion with Xanthe's experience of challenge. Her principal told her: "We like your work and we have recognised you as an emerging leader. We'd like to give you some opportunities to exercise that leadership, so we have created a role for you, in the year two leadership role." As a consequence, Xanthe has a strong commitment and loyalty to her school, noting that she has no need to look outside her school to grow in the profession: "It's the best school in the world."

Some of our teachers were propelled into additional responsibilities which, combined with a lack of opportunities to observe other teachers' practice and receive feedback on their own teaching, meant that they were caught in a spiral of never-ending panic to get things done. Frequently these responsibilities were on top of their teaching work with little recognition or support. Vanessa has noticed a tendency for high schools to overload new teachers, despite government policy for these teachers to have a reduced teaching load. As the newest employees, with personal dispositions to please, and sometimes uncertainty of continuing employment, they were open to exploitation:

> Because they're anxious to get a job, especially if they are not in a permanent position, there are lots of year one and two teachers that can be over allocated, for they just seem to have ridiculous workloads, or a bizarre thing is happening with timetables. And of course, when you're in the midst of just trying to get to your teaching week and plan your lessons and keep up-to-date with those sorts of things, often if they are like me, you don't even have time to check up, or investigate whether you're being treated correctly. (Vanessa, 38, high school)

Too early diversion from classroom roles means that teachers can be prevented from developing expertise. One of our teachers told us that "competence is a curse" because it meant that she was asked to take on more responsibility outside her classroom work. Generally there are no prizes for being a good teacher, despite rhetoric about "quality teaching". It is of concern that, as in the US, for these teachers to "advance" they needed to move out of the classroom, and that to gain visibility in their schools they needed to be seen to be doing the "extras" successfully.

Several high school teachers have been appointed as heads of their departments, a position which carries not only additional responsibility but also different kinds of responsibility. While teachers are frequently being asked to take leadership roles, they are rarely offered leadership development that helps them grow comfortably into those roles:

> Being a head of department in a school is not just about managing curricular and assessment, it's also about managing people. Now I never studied management when I was at university, I never studied anything like that at all. Heads of department don't really get human resource training. That's something that I am aware of and I will rectify because I think it's an important skill. It's not just an educational skill, it's a collegial skill, it's a skill that's important anywhere where you have responsibility for other people and I find it interesting that as a profession, teachers are taught how to manage students in a classroom but once you get into management, you don't get formal training on how to be a manager and I think that's something that is maybe unique to education, I don't know. (Steven, 32, high school)

On the whole, these nonteaching responsibilities could either make or break a teacher's sense of satisfaction with his or her school depending on whether he or she was offered the appropriate challenges hand –in hand with the appropriate supports.

Promote opportunities for teacher-generated and school-generated learning

Of course, teachers don't only learn on the job; they also learn from intentional learning experiences—either those they design themselves or those designed by others, which they attend.

On the whole, elementary school teachers appear to be very positive about the impact of Ministry of Education whole-school professional development on their teaching strategies and on student learning. Elementary teachers frequently identified how literacy and numeracy contracts had contributed to more opportunities for them to learn about and use quality teaching practices (Alton-Lee, 2003; Hattie, 2003) in their classroom programmes:

> Well, the literacy contract with reading over the last two years has changed the way I run a lot of my programme with grouping and how to group, and continually refining that practice, but also how to question in a different way, to draw more from the kids…Lifting my knowledge has lifted my children so much, and some of the writing that I'm getting from them now is—from children that I would have considered a really low writer, or a low student, looking at the work they're producing now, I just see them as students who were underachieving, they've got the ability, but it was me learning the new knowledge to be able to unlock that, to inform them of what they could be doing. (Robert, 29, intermediate)

However, some schools appear to have invested all of their professional development funding into school-based development, and teachers' learning has been restricted to those topics decided upon by their schools. While the pay-off from these initiatives appears to be worthwhile, several teachers noted that they had other curriculum needs that were not being addressed. High school teachers in particular have been critical that internal school professional development is unlikely to meet their learning needs. Instead, some teachers identified opportunities to get out of the school and reconnect with other teachers as a source of professional renewal:

> I think my involvement in the Literacy programme and going to the training sessions with literacy advisers, it's nice to get that kind of refresher, being outside of the school environment, being with some of your peers and having people actually talk to you and show you new ways is actually really refreshing. And I really enjoyed that. I enjoyed being off site. I enjoyed not having to be in a classroom. I enjoyed being with a small group of

other teachers at a College of Education and it was nice to get away for a morning with no distractions, focus and actually have things presented to us, 'hey look you could try this', and I found that really useful. (Steven, 32, high school)

Few teachers appeared to be seeking professional development that enhanced their own content knowledge. Teachers of the arts appeared to be more proactive than other teachers in this regard:

Probably at the moment, my focus is on developing me as a musician, and as I develop into new areas of musicianship for me, that develops more ideas and skills and things that I can use with the kids… The difficulty always is with music, what resources are out there, and as I get older and more cynical, I basically decide that there are none that really suit me as a music teacher and that I am better to go off and find my own and write my own stuff, so I do tend to write a fair amount of stuff for the kids. (Ksenya, 50, high school)

Ksenya was fortunate in that there was significant scope within the curriculum for her to devise a programme that was able to build on student interests, and that satisfied her own need to be a creative teacher. As Allan Bennett, playwright and author of *The History Boys*, says: "Teachers need to feel that they are trusted. They must be allowed some leeway to use their imaginations otherwise teaching loses all its sense of wonder and excitement."[6]

While some teachers felt that they had had inadequate professional learning opportunities, a few had so much professional development it was difficult for them to try new approaches in their classrooms before they moved onto the next experience. Isabella, a teacher in a small country school, appeared somewhat overwhelmed by all the professional development initiatives occurring in her school:

…we have got so much professional development happening next term, we have just won the contract to be the lead school for ICT. So that is going to be a huge professional development focus and I'm not sure that we will be able to integrate our PE professional development with that as well. I think we are quite lucky because we do get quite a lot but sometimes we get so much that we don't have a lot of opportunity to reflect on what you have learned and implement it. And that can be quite draining sometimes because you know in your head, in your thinking and in your philosophy what you want to do but it doesn't always come out in your practice, purely because of the time pressure situation. (Isabella, 27, elementary)

There is an irony in that while teachers are urged to promote self-directed learning in their own students, few teachers are working in environments that encourage them to identify and address their own learning needs, interests, and passions. In many primary schools the balance is in favour of whole-school-based initiatives, with little time or funding available to teachers seeking to advance their personal interests. Both school- and teacher-initiated learning appear to be important.

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[6] From an interview in *The Guardian*, Tuesday, 17 October 17 2006. Article by John Crace, at
http://film.guardian.co.uk/interview/interviewpages/0,,1924276,00.html

Conclusion and implications

> The task of recruiting and retaining strong teachers for all schools within this decade is indeed daunting, but to ignore it is to leave students in jeopardy and the future of public education in doubt. Schools of 2010 can be well-staffed and effective only if today's policymakers, school officials, and teachers recognize and respond to the challenge in a comprehensive, coordinated, and sustained way… Only if we embrace this challenge can we take seriously our nations' commitment to the future of all children. (Johnson et al., 2004, p. 271)

In the two years that we have been following these teachers of promise—these teachers that both teacher educators and administrators said we need to keep in teaching—30 percent of them have left New Zealand schools. In a global market with an ageing workforce, we cannot afford to have this many of our most promising teachers leave the classroom in the first four years of their careers. While these teachers of promise are dogged about seeking out working conditions that support their mission to make a difference in the world, they are too often disappointed and stymied by schools that lack supportive cultures to promote the learning and development of both children and adults. If New Zealand is to retain the sort of excellent teachers who will take part in transforming education into the information age (Gilbert, 2005) we will need a teaching force that is more than simply competent. We will need innovative, smart teachers—teachers of promise.

Given the conditions for teaching in New Zealand, with school-based management and high levels of school and teacher autonomy, we had an expectation that the professional learning opportunities might be more aligned to individual teachers' needs than might be possible in other educational systems. However, to date, the community of practice available to our teachers has largely been *only* school-based, with the notable exception of involvement in a small number of national professional development initiatives. The intensity of the teachers' work has limited their opportunities to actively pursue their own educational interests, and many have taken on new roles with little guidance or training. It appears to us that the New Zealand education system of self-managed schools has as yet given insufficient attention to creating the conditions needed for teachers to see legitimate ways for them to continue to develop their teaching expertise beyond the bounds of their current school.

This ad hoc system of teacher support is giving ad hoc results, and often teachers are finding greater levels of satisfaction in higher decile schools. We cannot afford to continue this ad hoc system if we are serious about transforming education for all children—from the most to the least advantaged. The proposed development of standards may assist the collective conversation by creating mandates around professional learning. The challenge of creating these mandates is twofold: on the one hand, teachers need to understand that any professional development mandates are in their individual best interest rather than yet another accountability. At the same time, the professional development landscape needs to be carefully managed so that teachers can readily have access to thoughtful professional development that helps them become better teachers and helps them be energised about their work. Policy makers, teacher educators, principals, experienced teachers and—in this system of self-governed schools—parents, and

community members must put teacher learning on the priority list. We have long known that for children to succeed, they need rich and varied educational opportunities. It is time we remembered that the same is true for teachers.

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Appendix A: First interview schedule

Teachers of Promise: Aspirations and realities

The first interview

Questions about deciding to be a teacher

1.   Please tell me the story of how you came to be a teacher.

- When was it that you decided to become a teacher?
- What were the reasons that led to this decision?
- What were your expectations of teaching as a career?
- What were the reactions of others to this decision?

For first careers:

- What other career options did you consider?
- Did you feel you had a lot of choices of career? Or few choices?
- Were there things you wanted to do but couldn't or didn't?
- Why?
- Did your parents influence you?
- Why did you decide to reject those other careers?

For career changers:

- What did you do before you decided to teach?
- Why did you make the career change?

Questions about the induction period

2.   Please tell me the story about your time as a provisionally registered teacher.

- What were your expectations of this period?
- Were these expectations realised in practice?
- What were the challenges and successes in this period?
- How did you resolve these challenges? Who helped you? How?
- What impact did the first two years have on your ideas about teaching?
- On your personal life?
- On your motivation to teach?
- Did you ever think about leaving your job?
- Why did you decide to stay?

Questions about the roles of teachers and students

3.   In your view, what is the role of a good teacher?

- How do you think your current teaching practice matches up with this picture of a "good teacher"?
- Ultimately, what do you think the key purposes of schooling are?
- What should teachers do to contribute to these "ends"?
- What, in your view, makes a good student?

What experiences, people, or ideas have led you to have these views on learning and teaching?

- Experiences
- People
- Ideas

If nothing comes out about ITE ask
- What influence did your initial teacher education programme have on your ideas about teaching and learning?

4.   How are things going for you right now? *Find out about current teaching situation, e.g. same level of class? Different responsibilities?*

- How do you feel about being a teacher at the moment?

5.   Next time we will be exploring more about your current life as a fully registered teacher and your view of belonging to the teaching profession and being a teacher. It would be helpful if you could help to direct this interview by suggesting areas that we should explore. Would you be agreeable to our keeping in touch by email between now and then? I will send you a summary of what we have talked about today for you to read and respond to. Would you be prepared to do this?

Appendix B: Second interview schedule

Teachers of Promise

Interview two: Term four 2005

Information for teachers

The first interview focused on your reasons for becoming a teacher, and your experiences as a student teacher and beginning teacher. This interview will look more deeply at how you see yourself as a teacher; changes in your work and home life, how you think you are developing as a teacher, the factors that help or hinder your development as a teacher, the challenges you are facing and how you go about resolving them. It will contribute to new understandings of what it means to be a teacher in Aotearoa New Zealand.

We would also like to check our understanding of the key issues arising from the first interview (as outlined in the interview summary) and for you to have a chance to raise any areas that are important to you that we haven't talked about.

The material is confidential to the research team, and you will not be identifiable in any papers from this work. You will receive copies of any papers, and have the opportunity to have input into the future directions of this project.

Part one

The summary of first interview

Do you think it is a fair/accurate summary of the important parts of the first interview? Is there anything you would change, or add?

We may also talk about gaps in our understanding from the first interview. For example, we may ask more about how you came to get your present job, and the quality of information you had about what the job would involve.

Part two

Changes in your personal and professional life

1. How are things going for you right now? Any changes or developments?

    _____

    _____

    _____

2. Is your motivation to teach more/less/about the same as when you began your teaching career?

    _____

    _____

    _____

3. Can you tell me why?

    _____

    _____

    _____

Your image of yourself as a teacher

4. What sort of teacher do you think other people think you are?

    -   other teachers?
    -   students?
    -   parents? ** all need to be asked separately

    _____

    _____

    _____

5. How do you know?

    _____

    _____

    _____

6. What is your personal image of yourself as a teacher?

    _____

    _____

    _____

7. Has this *changed* since you began teaching?

- In what ways?
- Why do you think this is?

_____

_____

_____

8. How does this connect to who you are as a person?

_____

_____

_____

9. Has the job of teaching had any effect on your image of yourself as a person?

- In what ways?

_____

_____

_____

10. What does it mean to you to be a professional?

_____

_____

_____

11. What are the things about *you* that make you the teacher you are?

- What qualities are really important to you?

_____

_____

_____

12. How is this reflected in the things you do as a teacher?

_____

_____

_____

13. What are the *purposes* of teaching that are at the heart of your work?

_____

_____

_____

Your confidence as a teacher

14. How well do you think you are doing your job as a teacher?

    • How do you know?

    _____

    _____

    _____

15. When do you feel really good about teaching?

    _____

    _____

    _____

    _____

16. What are the things about teaching that you worry about or keep you awake at night? What can you do about them?

    _____

    _____

    _____

Building teaching knowledge and expertise

17. What opportunities do you think would help to promote your learning as a teacher?

    _____

    _____

    _____

18. What can you do now that you couldn't do in your first couple of years as a teacher?

    _____

    _____

    _____

19. How did you learn to do it?

    _____

    _____

    _____

20. Have you been involved in professional development activities inside or outside of school this year that you think have made a positive difference to the quality of your teaching?

    • (If "yes", please describe.)

_____

_____

_____

21. What was it about this/these experience/experiences that had an impact on what you do?

_____

_____

_____

22. Do you know if this had any impact on the learning of students in your classroom? (If "yes", how do you know? If "no", explore further.)

_____

_____

_____

23. What are the things that help you to deepen your knowledge and expertise as a teacher?

_____

_____

_____

24. What are the things that don't help you in this development? (or make it harder for you to develop?)

_____

_____

_____

25. If the line below represents your growth as a teacher, where on the line would you put yourself?

novice	advanced beginner	competent	proficient	expert/accomplished

26. Why have you put yourself there?

_____

_____

_____

27. What do **you** think are the characteristics of an "expert" or accomplished teacher?

_____

_____

_____

28. Do you have any professional learning goals you want to pursue that will move you further towards becoming this sort of teacher?

    • If "yes", how will they be achieved?

    _____

    _____

    _____

29. Who will help you to achieve them?

    • If "no", why is this?

    _____

    _____

    _____

Part three: Any other areas

30. Is there anything else you think we should talk about?

    _____

    _____

    _____

31. How are you finding the experience of being in this research?

    _____

    _____

    _____

32. Do you have any ideas about where it should go next?

    _____

    _____

    _____

Interviewee code: **Date:**

Appendix C: Teacher survey

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Teachers of Promise

About the survey

This survey is being conducted across all participants in the NZCER Teachers of Promise study. The survey asks for your views concerning the teaching profession, your workload and working conditions, and your professional development as a teacher.

It will contribute to the larger study on the development of promising teachers, which seeks to understand the factors that impact on their satisfaction as a teacher, and the career choices they make, with a view to informing policy.

This questionnaire has been trialled and it takes about 15 minutes to complete. It would be most helpful if you could complete this questionnaire and give it to your interviewer at the interview in Term four.

Your answers are confidential to the research team, and you will not be identifiable in any papers from this work. You will receive copies of any papers, and have the opportunity to have input into the future directions of this project.

Protecting your privacy

The information you provide is strictly confidential, used only for the purposes of the study, and will be reported in summary form only. You will receive a copy of the findings from this survey.

Section A: You and the teaching profession

1. Which of the following best describes your current professional role? *(Tick one only)*

   ○ (1) Long-term relieving teacher

   ○ (2) Class or subject teacher

   ○ (3) Class teacher with special curricular or other responsibilities

   Please specify what these are: _____

   ○ (4) Head of department

   ○ (5) Syndicate leader

   ○ (6) Other

   Please specify: _____

2. How do you envisage your teaching career developing in the next **five** years? *(In each line, circle the number that applies best)*

I see myself…..	Highly likely	Likely	Undecided	Unlikely	Highly unlikely	Not applicable
(a) strengthening and developing my classroom practice	1	2	3	4	5	6
(b) developing my career by taking on management/leadership responsibility (excluding principalship)	1	2	3	4	5	6
(c) becoming a principal	1	2	3	4	5	6
(d) moving to a different school	1	2	3	4	5	6
(e) moving to a different part of the school	1	2	3	4	5	6
(f) moving into a different kind of educational work (e.g. adviser, researcher, lecturer…)	1	2	3	4	5	6
(g) leaving teaching	1	2	3	4	5	6
(h) moving into the independent school sector	1	2	3	4	5	6
(i) reducing my workload by reducing my responsibilities	1	2	3	4	5	6
(j) changing from full-time to part-time teaching or job sharing	1	2	3	4	5	6
(k) working as a relieving teacher	1	2	3	4	5	6
(l) going overseas for a period	1	2	3	4	5	6
(m) taking leave for parenting responsibilities	1	2	3	4	5	6

3. Please rate your satisfaction as a teacher with the following relationships: *(In each line, circle the number that applies best)*

	Very satisfying	Somewhat satisfying	Somewhat unsatisfying	Very unsatisfying
(a) The students in your school	1	2	3	4
(b) Other teachers in your school	1	2	3	4
(c) Your principal	1	2	3	4
(d) Parents of students in your school	1	2	3	4

4. How much do you agree or disagree with each of the following statements about teaching: *(In each line, circle the number that applies best)*

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
(a) Teaching meets the expectations that I originally had	1	2	3	4	5
(b) Teaching has turned out to be better than I thought it would be	1	2	3	4	5
(c) I think my current salary is appropriate for my work	1	2	3	4	5
(d) I am not as happy about teaching as I thought I would be	1	2	3	4	5

Section B: Workload

For teachers of Years 9–13

5. For each class period you are currently teaching, please give the subject, the number of students in the class, and the year level.

Subject	I have tertiary-level qualification in this subject area		Number of students	Year–level
_____	○ Yes ○ No		_____	_____
_____	○ Yes ○ No		_____	_____
_____	○ Yes ○ No		_____	_____
_____	○ Yes ○ No		_____	_____
_____	○ Yes ○ No		_____	_____
_____	○ Yes ○ No		_____	_____
_____	○ Yes ○ No		_____	_____
_____	○ Yes ○ No		_____	_____
_____	○ Yes ○ No		_____	_____

For teachers of Years 1–8

6. What is the number of students in your class? *(Tick one only)*

   ○   (1) Under 20   ○ (2) 30–35

   ○   (3) 20–24   ○ (4) Over 35

   ○   (5) 25–29

From now on the questions are for all teachers

7. In an average week of teaching, how many hours do you spend outside the regular work day (before/after school, in the evenings, and/or in the weekend) on each of the following activities?

(a) School-related activities involving student interaction (such as coaching, fieldtrips, transporting students, clubs, school productions, etc.). *(Tick one circle only)*

   ○ (1) None

   ○ (2) Less than 3 hours

   ○ (3) More than 3 hours but less than or equal to 5 hours

   ○ (4) More than 5 hours but less than or equal to 10 hours

   ○ (5) More than 10 hours

(b) Other school related activities such as preparation, assessment, meetings, etc. *(Tick one circle only)*

   ○ (1) None

   ○ (2) Less than 3 hours

   ○ (3) More than 3 hours but less than or equal to 5 hours

   ○ (4) More than 5 hours but less than or equal to 10 hours

   ○ (5) More than 10 hours

8. Please indicate the extent to which you agree or disagree with the following statements about your workload: *(In each line, circle the number that applies best)*

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
(a)	Overall, I think that my workload is manageable	1	2	3	4	5
(b)	The level of work-related stress in my job is acceptable	1	2	3	4	5
(c)	I am able to maintain a balance between my personal and professional life	1	2	3	4	5
(d)	My workload is so high that I am unable to do justice to the students I teach	1	2	3	4	5

Section C: Working conditions

9. Please indicate the extent to which you agree or disagree with the following statements about your working conditions: (*In each line, circle the number that applies best*)

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
(a)	I have sufficient access to resources that help me do my job (such as professional space, photocopiers, communications technology such as phones and email, teaching supplies, computers, and other current instructional technology)	1	2	3	4	5
(b)	I need to spend a lot of my own money (not reimbursed) on classroom supplies and resources to support my teaching	1	2	3	4	5
(c)	School leaders try to keep disruptions to a minimum allowing teachers to focus on teaching students	1	2	3	4	5
(d)	My principal consistently supports me when I need it	1	2	3	4	5
(e)	My HOD or syndicate leader consistently supports me when I need it	1	2	3	4	5
(f)	All teachers are expected to demonstrate high personal and professional standards	1	2	3	4	5
(g)	There is a fair and reasonable process for performance management	1	2	3	4	5
(h)	I receive feedback from performance management that helps and motivates me to improve my teaching	1	2	3	4	5
(i)	There is scheduled time for teachers to work together on curriculum planning and evaluation	1	2	3	4	5

(j)	I tend to be left alone to teach and sometimes feel isolated in my classroom	1	2	3	4	5
(k)	Teachers are recognised for their professional accomplishments	1	2	3	4	5
(l)	There are opportunities for me to develop my own leadership skills	1	2	3	4	5
(m)	Overall, the atmosphere in the school is collegial	1	2	3	4	5
(n)	I feel part of an effective team	1	2	3	4	5
(o)	I am encouraged to be innovative in my teaching	1	2	3	4	5
(p)	Teachers are involved in decisions that affect us	1	2	3	4	5
(q)	To be successful in this school teachers have to conform to the "way things are done around here" (i.e. conform to the culture of the school)	1	2	3	4	5
(r)	Overall, the principal fosters an environment that allows me to be an effective teacher	1	2	3	4	5
(s)	Overall, I am proud to work in this school	1	2	3	4	5

Section D: Professional development

10. Which of the following professional development activities have you experienced in the last 12 months? *(In each line, circle the number that applies best)*

I have experienced….	Frequently	Occasionally	Not in the last 12 months
(a) being an associate teacher	1	2	3
(b) being a tutor teacher	1	2	3
(c) collaborative learning with other colleagues in my school	1	2	3
(d) collaborative learning with teachers from other schools	1	2	3
(e) taking an active part in school development processes	1	2	3
(f) engaging with subject or specialist associations	1	2	3
(g) participating in external courses or workshops	1	2	3
(h) observing other teachers' teaching	1	2	3
(i) feedback from other teachers on my teaching	1	2	3
(j) collaboratively examining student data and relating this to future teaching	1	2	3

Other experiences that have contributed to my learning as a teacher

11. Rate your preparedness when you **began** teaching to do the following: *(In each line, circle the number that applies best)*

	Very poorly prepared	Poorly prepared	Prepared	Well prepared	Very well prepared
(a) Handle a range of classroom management or discipline situations	1	2	3	4	5
(b) Plan effective class programmes	1	2	3	4	5
(c) Use a range of teaching strategies	1	2	3	4	5
(d) Cater for a range of student achievement levels	1	2	3	4	5
(e) Use information about student learning to inform my teaching	1	2	3	4	5
(f) Work constructively with parents/caregivers to enhance student learning	1	2	3	4	5

12. Rate your **current level** of confidence in relation to the following: *(In each line, circle the number that applies best)*

	Very lacking in confidence	Not very confident	Confident	Very confident
(a) Handle a range of classroom management or discipline situations	1	2	3	4
(b) Plan effective class programmes	1	2	3	4
(c) Use a range of teaching strategies	1	2	3	4
(d) Cater for a range of student achievement levels	1	2	3	4
(e) Use information about student learning to inform my teaching	1	2	3	4
(f) Work constructively with parents/ caregivers to enhance student learning	1	2	3	4

13. What factors have led to improved confidence in the areas identified in question 12? *(Tick all circles that apply)*

○ (1) Guidance from school principal
○ (2) Guidance from HOD or syndicate leader
○ (3) Guidance from other management (e.g. DP, senior teacher)
○ (4) Guidance from other teachers with curriculum responsibilities
○ (5) Guidance from other teachers in my team
○ (6) Guidance from other teachers in the school
○ (7) Guidance from other support people (e.g. RTLB, RTLit, Special Needs Co-ordinator, Adviser…)
     Specify _____
○ (8) Guidance from teachers in other schools

○ (9) Professional development contract in school
    Specify _____

○ (10) Professional development outside school
    Specify _____

○ (11) Belonging to a professional association
    Specify _____

    (12) Professional reading
○   (i) Research
○   (ii) *set*: *Research information for Teachers*
○   (iii) Teachers' magazines
○   (iv) Ministry of Education publications

○ (13) Study for qualifications
    Specify _____

○ (14) Other activities
    Specify _____

Section E: The teaching profession

14. What is your **single** biggest reward in teaching?

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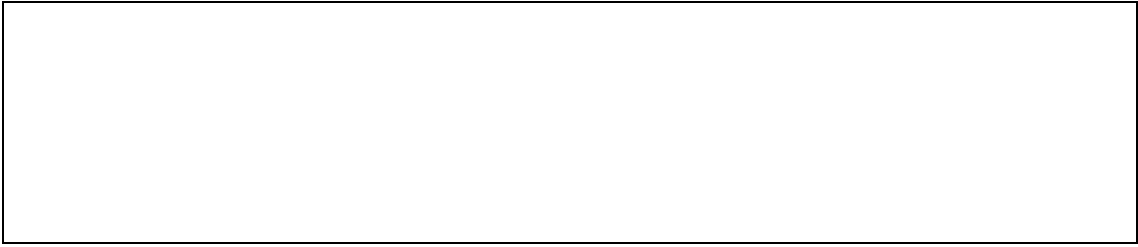
15. What is your **single** biggest frustration in teaching?

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16. How would you rate the current perception of the teaching profession (i.e. how do you think the general public/media etc. rate the status of teachers)? *(Circle one number)*

Low		Medium		High
1	2	3	4	5

Section F: Other comments

17. Please use this space for any other comments you wish to make.

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Thank you for taking the time to complete this questionnaire.

Appendix D

Teachers of Promise interview questions for November–December 2006

The questions this time will focus on how things have changed or developed since we last talked in 2005, and your development as a teacher. It would help if you could read the *Teachers of Promise: Getting started in teaching* report in this package to get a handle on the issues that were important for your group of teachers in 2005. It would be useful, too, if you could find the time to read your personal summaries to refresh your mind about how things were for you this time last year.

The following questions will be addressed in the phone interview.

Section One: CATCH-UP

1. Current school
2. If school has changed or is going to change for 2007 we will talk about this. [*e.g. reason for change, etc…..*]
3. Current position
4. Any changes in your role in the school since we last talked? [*e.g. new responsibilities, teaching subjects, levels….*]

   If "yes" do these extra responsibilities have:

   - o A time allowance (reduced teaching time)? How much?
   - o A management unit or extra salary?
5. Any training/support to help you to do this additional work? What?
6. If no changes, are you happy with this? Is there any change that you would like, but has not happened?
7. In what ways, apart from your in-class work with students, do you feel that are beginning to contribute to teaching as a profession?

Section Two: THE RESEARCH PROJECT

8. Have you had a chance to read the *Teachers of Promise: Getting started in teaching* report yet?

   If "yes", any reactions to it?

9. We enclosed the summaries of the 2005 interviews. Do you think they are a reasonably accurate analysis of how you were feeling about teaching at the time? Anything you would want to alter/reframe?

10. What stands out for you from the summaries about your overall experiences as a teacher in 2005? Do you think that these experiences have impacted on how you approached your work this year? Do you still feel the same? Has anything changed?

Section Three: CURRENT LIFE AS A TEACHER

11. What stands out for you at the moment in relation to teaching?

12. What are the challenges that you are facing in your daily work now?

13. Can you identify a challenge that you have faced recently, and how you have tried to resolve it? *[Is this different from the challenges you used to face and in what ways?]*

14. How are you using the Classroom release time that was introduced last year?

Section Four: TEACHER PROFESSIONAL LEARNING

We are really interested in how teachers, once they are fully registered, continue to learn to develop ideas and teaching approaches. This is the reason for the next set of questions.

15. Have any experiences this year:

- Challenged you to think about the ways you teach and why?
- Challenged you to think differently about teaching?
- Provided new and different ways of looking at teaching?
- Linked teaching to broader issues in society?
- Helped you to grow as a teacher?

- Enabled you to be empowered and in control of your own development?
- Provided ideas that you use in your teaching?
- Impacted negatively on your growth as a teacher?

16. How motivated are you to develop as a teacher? *[If not very motivated, why is this? What would encourage you?]*

17 What have you done personally to develop your understanding/skill in teaching? *[E.g. personal reading, observing other teachers, asking for feedback from other teachers, courses, study, subject associations, conferences...]*

18. Are there any areas where you would like to strengthen your teaching? *[If "yes", why have you chosen this area?]*

19. In what ways do other people in the school help you to become a more effective teacher? *(If not covered earlier)*

20. In what ways do other people/experiences outside the school help you to become a more effective teacher? *(If not covered earlier)*

Section Five: FUTURE PLANS

20. Any plans for next year?

21. Anything you want to add about yourself as a teacher, teaching in general, teaching as a career, your school, your life…?