

Teachers of Promise

1. Teachers of Promise

This survey picks up where the previous round of data collection left off. We are asking about what you have been doing, your career progression to date and future plans, and, if you have left the teaching profession in New Zealand, how you are finding your new circumstances.

The questions you are given to answer will depend on what you are doing now, some of you will find you reach the end far more quickly than is suggested at the top of this page.

2. About you

1. What is your gender?

- Female Male

2. Which ethnic group/s do you identify with (*select all that apply*)

- Pākehā /European
 Māori
 Pasifika
 Asian

Other (please specify)

3. How old are you?

- 25–29
 30–39
 40–49
 50–59

4. What are your main out-of-work/leisure commitments?

- Family
 Playing sport (own sport) or physical activity (e.g., tramping, swimming)
 Coaching sport
 Working with groups of young people (not sport)
 Church
 Political groups
 Cultural activities

Other (please specify)

Teachers of Promise

3. Career path

We are interested in the positions you have had since the study began in 2005.

1. How many schools have you taught in since you began teaching?

- None 1 2 3 4 5 6

2. How many jobs outside the teaching profession have you had?

- None 1 2 3 4 5 6

3. Have you changed schools since 2008?

- Yes
 No

4. Changing schools

1. What were your reasons for moving to a new job?

- Not satisfied with school's leadership and management
 Working conditions were unsatisfactory
 Greater opportunities for my career in new school
 Wanted position with less challenging students
 New school closer to my home
 New school position was a permanent appointment
 Personal reasons not connected with school

Other (please specify)

5. Current employment situation

1. What has been your employment status for most of this year?

- Teaching in a New Zealand school, kura or ECE centre (either full-time or part-time)
 Teaching overseas
 Parenting full-time (not teaching at all)
 Working in another career (either in NZ or overseas)

Other (please specify)

6. Your current school/ECE centre

1. In which region of the country is your school or ECE centre?

- | | |
|---|---|
| <input type="radio"/> Northland | <input type="radio"/> West Coast |
| <input type="radio"/> Auckland | <input type="radio"/> Canterbury |
| <input type="radio"/> Waikato | <input type="radio"/> Otago |
| <input type="radio"/> Bay of Plenty | <input type="radio"/> Southland |
| <input type="radio"/> Gisborne | <input type="radio"/> Tasman |
| <input type="radio"/> Hawkes Bay | <input type="radio"/> Nelson |
| <input type="radio"/> Taranaki | <input type="radio"/> Marlborough |
| <input type="radio"/> Manawatu-Wanganui | <input type="radio"/> Chatham Islands |
| <input type="radio"/> Wellington | <input type="radio"/> Correspondence School |

2. What year level/s have you taught this year?

- | | |
|--|-------------------------------------|
| <input type="checkbox"/> Early childhood | <input type="checkbox"/> Year 5/6 |
| <input type="checkbox"/> New entrants | <input type="checkbox"/> Year 7/8 |
| <input type="checkbox"/> Year 1/2 | <input type="checkbox"/> Year 9/10 |
| <input type="checkbox"/> Year 3/4 | <input type="checkbox"/> Year 11-13 |

3. In what type of school have you taught this year?

- | | |
|--|--|
| <input type="checkbox"/> ECE | <input type="checkbox"/> State Integrated school |
| <input type="checkbox"/> Full primary/contributing | <input type="checkbox"/> Independent school |
| <input type="checkbox"/> Intermediate | <input type="checkbox"/> Kura Kaupapa Māori |
| <input type="checkbox"/> Secondary | <input type="checkbox"/> Whānau rumaki |
| <input type="checkbox"/> Area school | |

4. What is your employment status?

- Full-time
- Full-time relieving
- Part-time (50–90% of full-time position)
- Part-time (less than 50% of full-time position)

7. Your current position

Teachers of Promise

1. Which of the following best describes your current position?

- Principal
- Assistant or Deputy Principal
- Head of Department
- Syndicate or team leader
- Curriculum leader (e.g., e-learning lead team, literacy leader)
- Senior teacher (primary or ECE)
- Classroom teacher

Other (please specify)

2. Which of the following best describes your current professional role?

- Full-time classroom teacher without additional in-school responsibilities
- Full-time classroom teacher who has contributed to educational roles outside of the school from time to time
- Full-time classroom teacher with additional in-school responsibilities that don't involve leading other teachers (i.e., Administration)
- Full-time classroom teacher with additional responsibilities that do involve leading other teachers in the school Classroom teacher with release time to lead other teachers in the school (e.g., senior teacher, tutor/mentor teacher, HOD)
- Fully released from classroom teaching to work alongside class teachers to provide curriculum or teaching support.(e.g., ICT support, literacy leader)
- Fully released from classroom teaching for senior school leadership (e.g., principal, deputy principal)
- Partly released from classroom teaching for senior school leadership (e.g., principal, deputy principal)

8. No additional role outside classroom

1. My reason(s) for not undertaking additional roles outside of my classroom are:

- No-one has encouraged me to take on additional roles
- I prefer to invest my energies in my classroom teaching
- Our school rotates leadership roles
- It isn't worth the extra effort

Other (please specify)

9. Recognition and support for role(s) outside the classroom

Teachers of Promise

1. Do you receive a management unit or release time for this leadership work?

- Yes
 No

2. What professional support have you had for these roles

- No support or guidance at all
- General advice when needed (not systematic)
- Significant mentoring
- Specific professional development by external provider (e.g., advisor or course)
- My own efforts (professional reading, talking to colleagues with similar responsibilities, ...)
- Part of a school inquiry team
- Senior management team inquiry work/professional learning community/quality learning circle
- Cluster team work
- Colleagues in other schools
- Post-graduate study related to my roles

Other (please specify)

10. Career development

1. Has your career developed the way that you envisaged five years ago?

- Yes To some extent No

2. Please describe any big surprises (or differences from expectations) in how your career has developed from what you expected when you started teaching

Teachers of Promise

3. Looking ahead five years, how do you envisage your career developing?

	Highly likely	Likely	Unlikely	Highly unlikely
Team or syndicate leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Head of Department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In-school coach (e.g., specialist classroom teacher)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In-school curriculum specialist (e.g., literacy leader)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Government educational work (e.g., advisor, lecturer, professional developer)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Private educational work (e.g. own educational company, coach, ...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-educational career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>			

11. Teaching practice and relationships

1. Please rate your level of agreement with each of the following statements about teaching:

	Strongly agree	Agree	Disagree	Strongly disagree
Teaching meets the expectations that I originally had	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching has turned out to be better than I thought it would be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am not as happy about teaching as I thought I would be.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I had my time over again I would still choose to be a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think my current salary is appropriate for my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Please rate your satisfaction with the following relationships between you and:

	Very satisfying	Somewhat satisfying	Somewhat unsatisfying	Very unsatisfying
The students in my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other teachers in my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of students in my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teachers of Promise

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

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

5. What keeps you in the job?

6. 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

- 1 Low status 2 3 Medium status 4 5 High status

12. Workload

1. In an average week of teaching how many hours do you spend outside the school day (Outside regular teaching hours, in the evenings, and/or in the weekend) on school-related activities such as

	None	Up to 3 hours	4 or 5 hours	6-10 hours	Over 10 hours
Coaching, field trips, transporting students, clubs, school productions, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation, assessment, documentation, meetings etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teachers of Promise

2. Please indicate your level of agreement with the following statements about your workload:

	Strongly agree	Agree	Disagree	Strongly disagree
Overall I think my workload is manageable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The level of work-related stress in my job is acceptable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to maintain a balance between my personal and professional life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My workload is so high that I am unable to do justice to the students that I teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Working conditions

Teachers of Promise

1. Please indicate the level of your agreement with the following statements about your working conditions:

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I spend my own money (not reimbursed) on classroom supplies and resources to support my teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School leaders try to keep disruptions to a minimum allowing teachers to focus on teaching students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our school has long term strategies for transforming teaching and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My principal consistently supports me when I need it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My HOD or syndicate leader consistently supports me when I need it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My principal is interested in and leads efforts to improve teaching and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The primary concern for everyone at this school is student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We tend to work as individuals rather than collectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a fair and reasonable process for performance management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We are experiencing "innovation overload"—too many changes that are not sustained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive feedback from performance management that helps and motivates me to improve my teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is scheduled time for teachers to work together on curriculum planning and evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a focus on achieving short term targets at the expense of meeting the wider expectations of the NZ curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I tend to be left alone to teach and sometimes feel isolated in my classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers are recognised for their professional accomplishments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are opportunities for me to develop my own leadership skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall the atmosphere in the school is collegial	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel part of an effective team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am encouraged to be innovative in my teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers are involved in decisions that affect us	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We spend a lot of time attending to expectations set from outside the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall the principal fosters an environment that allows me to be an effective teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall I am proud to work in this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school has a real focus on the on-going adult learning of teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teachers of Promise

2. Any comments about your working conditions?

14. Professional development

1. During the last 18 months, did you participate in any of the following kinds of professional development activities, and what was the impact on your development as a teacher of the activities you did do?

	Not done	Done, no impact	Done, small impact	Done, moderate impact	Done, large impact
Specific courses/workshops on developing leadership knowledge and skills <i>not</i> paid for personally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specific courses/workshops on developing leadership knowledge and skills paid for personally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courses/workshops (e.g., on subject matter or methods and/or other education-related topics)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Education conferences or seminars (where teachers and/or researchers present their research results and discuss educational problems)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Qualification programme (e.g., a degree programme)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Observation visits to other schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in a network of teachers formed specifically for the professional development of teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual or collaborative research on a topic of interest to you professionally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring and/or peer observation and coaching, as part of a formal school arrangement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teachers of Promise

2. Thinking about less formal PD in the last 18 months, which of the following activities did you participate in, and what was the impact of these activities on your development as a teacher?

	Not done	Done, no impact	Done, small impact	Done, moderate impact	Done, large impact
Reading professional literature (e.g., journals, evidence-based papers, thesis papers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging in informal dialogue with your colleagues on how to improve your teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging with subject or specialist associations, ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Observing and discussing other teachers' teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback from other teachers on my teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboratively examining student data and relating this to our future teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>				

3. In the past 18 months, did you want to participate in more professional learning than you did?

- Yes No

15. Additional professional learning

1. Which of the following reasons best explain what prevented you from participating in some of the professional learning that you wanted?

- I did not have the prerequisites (e.g., qualifications, experience, seniority)
- There was no suitable professional development offered
- I could not afford it
- There was a lack of employer support
- Professional development conflicted with my work schedule
- I didn't have time because of family responsibilities

Other (please specify)

Teachers of Promise

2. Are there any other experiences that have contributed to your learning as a teacher?

16. Final comments

1. Any other comments you would like to make?

2. Are you willing to take part in a 30-45 minute phone interview?

Yes

No

17. Contact phone number(s)

1. Please provide the phone number(s) we could use to reach you

18. No longer a classroom teacher in New Zealand

Teachers of Promise

1. What have you been doing this year?

- Working as an educator, but not in schools
- Studying
- Working in another occupation either in New Zealand or overseas
- Parenting
- Teaching overseas

Other (please specify)

2. Please give details about your work if you are employed, but not as a teacher

3. Initially, you chose teaching as a career because of particular reasons and expectations. Did teaching turn out to satisfy you in these regards?

- Yes No

4. In what ways were you disappointed with classroom teaching?

19. Current work compared with teaching: 1

1. Comparing aspects your current work to teaching, the following aspects at your current work are:

	Much better	Better	Same/similar	Not as good
Salary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collegial support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for professional recognition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No need to do extra work outside working hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Need to do extra work outside working hours with <i>no</i> extra pay or time in lieu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Need to do extra work outside working hours <i>with</i> extra pay or time in lieu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teachers of Promise

2. Overall, would you say that your current job is more or less professionally satisfying than classroom teaching?

- More About the same Less

Please explain why

20. Current work compared with teaching: 2

1. What would it have taken for you to remain in teaching?

2. Do you expect to return to teaching at any time?

- Yes Maybe No

3. Any other comments?

21. Parents

1. In which year/s have you taken time out from teaching for parenting?

- 2003 2004 2005 2006 2007 2008 2009 2010 2011

Teachers of Promise

2. My current employment status is:

- On maternity leave
- Resigned from teaching
- Leave without pay

3. While parenting, have you done any relief teaching?

- Yes
- No

4. Do you expect to return to teaching within the next two years?

- Yes
- Maybe
- No

22. Reasons for not returning to teaching from parenting

1. Please describe your reasons for considering not returning to teaching, and why you might return to teaching

2. Please describe your plans for when your children are older

23. Effects of being a parent

Teachers of Promise

1. Have your views about teaching and learning changed at all as a consequence of being a parent?

Yes

No

Please explain why

2. Any further comments?

24. Overseas teaching experience

1. In which year/s have you worked as a teacher overseas?

2003 2004 2005 2006 2007 2008 2009 2010 2011

2. In which country are you currently teaching?

3. In which sector is your current school?

State primary

State secondary

Independent primary

Independent secondary

Other (e.g., international; please specify)

25. Teaching overseas compared with teaching in New Zealand

Teachers of Promise

1. Comparing aspects your current teaching position to teaching in New Zealand, the following aspects at your current work are:

	Much better	Better	Same/similar	Not as good
Salary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collegial support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for professional recognition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No need to do extra work outside working hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Need to do extra work outside working hours with <i>no</i> extra pay or time in lieu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Need to do extra work outside working hours <i>with</i> extra pay or time in lieu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. If you return to New Zealand, do you plan to teach on your return?

- Yes
- Maybe
- No

Please explain why

3. Please describe your plans for your future career:

4. Any further comments?

26. Thanks

Thank you so much for taking the time to complete this survey.

We plan to email you a copy of the results before the end of the year.