

Teaching, School, and Principal Leadership Practices Survey 2019

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1. Introduction

2019 was the third year that the Teaching, School, and Principal Leadership Practices Survey (TSP) was available for free use by schools. The questions in this survey draw on a strong body of evidence about effective practices. The TSP asks teachers and principals to rate how often a practice occurs or how well the practice is done.

For more detail about the development and robustness of the TSP, please see the earlier reports and summaries on www.tspsurveys.org.nz/reports.

The TSP has been funded by the Ministry of Education to give individual schools useful information for their own work. The annual aggregated data for the schools that take part also gives a useful look at the strengths and needs of Aotearoa New Zealand schools. This year we had responses from 249 principals and 3,198 teachers at 236 schools.

NZCER developed and hosts the TSP. Ministry of Education funding for 2019 did not cover the production of a full aggregate report, promotion of the TSP, or a planned study to find out more about how schools were using it (54 schools have used the TSP in all 3 years it has been available).

We are providing this aggregate report because feedback has been positive about its value for practitioners and those who support their work through professional learning, advice, and policy.

This 2019 aggregate report provides graphs of the frequencies for the items in each of the domains in the Teaching Practices, School Practices and Principal Leadership sections of the TSP. It also provides frequencies for the items that focus on Māori learners, and the items that focus on Kāhui Ako (Communities of Learning), along with teacher views of their gains from their Kāhui Ako participation. Teacher and principal workload and morale are also shown.

For more in-depth information, please see the summary of the 2018 TSP aggregate report on tspsurveys.org.nz. This includes the results of the wider analysis done, such as charting the difference in ratings between schools, and identifying the items with the least variation across schools, and the lowest proportion of teachers rating them highly. These provide important pointers to good evidence-based practices that are the most challenging for Aotearoa New Zealand schools, and indicate where they need better system support.

The summary of the 2018 aggregate report also includes the results of analysis showing how higher teacher morale was related to higher ratings on the domains, and that team-teaching was associated with slightly higher ratings on some teacher practice items.

Each year of TSP use has had a somewhat different profile in terms of the school characteristics of respondents, and previously we have found some differences in responses between primary and secondary schools particularly. There has been more consistency in the demographic characteristics of teachers and principals, in terms of their length of experience in teaching and in their school.

Overall, the aggregate picture of teaching, school and leadership practices over the years 2017, 2018, and 2019 is largely consistent: we do not see marked changes at this level in teacher and principal ratings of practices.

The 2019 aggregate picture does show some differences from the two previous years in two aspects.

- Ratings related to Kāhui Ako participation for 2019 TSP participants were somewhat higher than they were for the 2018 and 2017 TSP participants, which may reflect Kāhui Ako developing past their initial formation stage, or may reflect differences in Kāhui Ako experience among the three years' participants.
- 2017 TSP principal participants were most positive, and 2019 TSP participants the least positive, about being able to schedule enough time for their educational leadership, having a sustainable workload, and being supported by the regional Ministry of Education to do their job effectively.

This report

Section 1 provides the graphs from teachers' ratings of their teaching practices, and teacher morale and views of their workload.

Section 2 gives graphs of teacher and principal ratings of their school practices, and teacher views of what they were gaining from their school's Kāhui Ako membership.

Section 3 gives graphs of teacher and principal ratings of their school's principal leadership practices, and principal reports of their workload, and support.

Section 4 gives demographic information about teachers' roles, and about their and principals' length of experience in their role, as well as at their current school. It also provides a table of the school characteristics of the 2019 respondents, compares these with the national school statistics, and notes some differences in these between the three TSP rounds.

2. Teaching practices | He mahinga kaiako

There are five domains in the Teaching Practices section. The graphs for these five domains that follow show the responses from the 3,198 teachers, and 52 teaching principals taking part in TSP in 2019.

At the end of this section is a graph showing levels of teacher morale and views of their workload, using the teacher responses.

Figure 1 **Optimising opportunities to learn | Te whakamana i te ako o ngā ākonga**

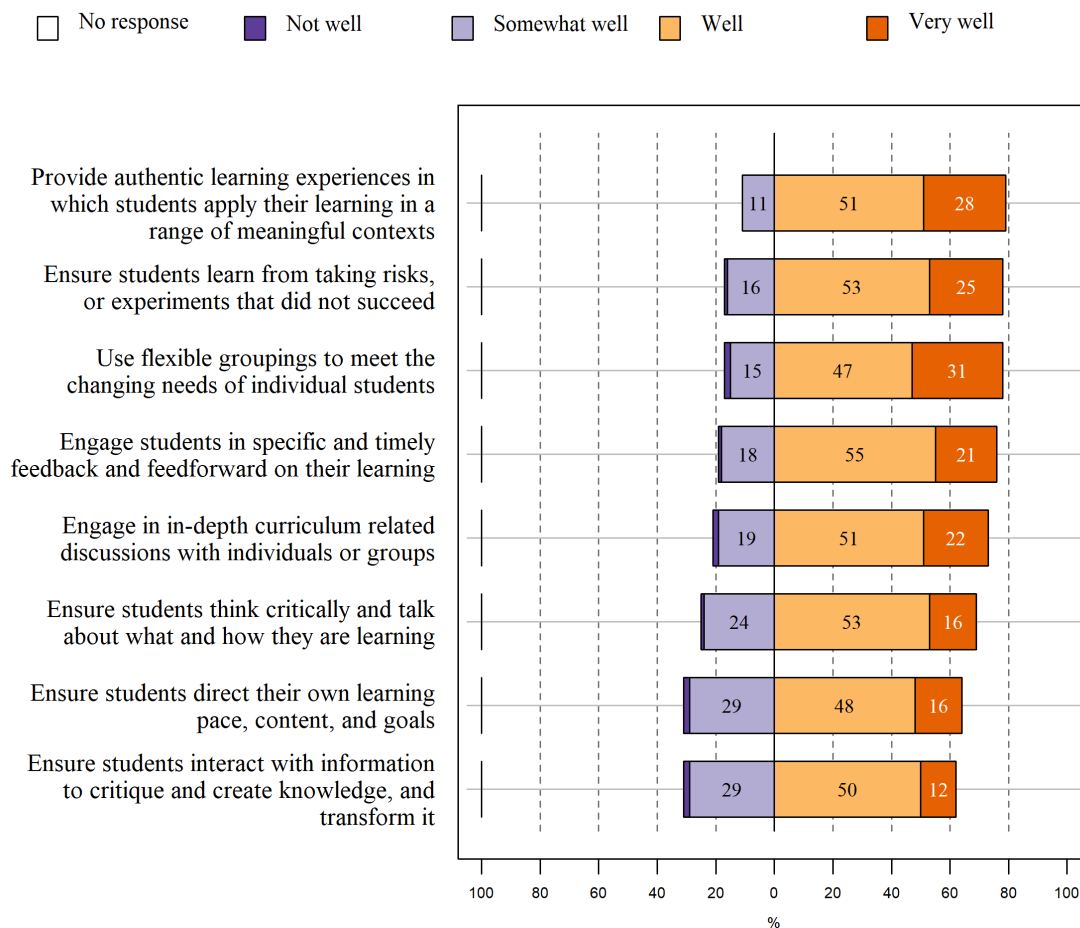


Figure 2 Diversity, equity, and inclusion | He mana kanorau, he tōkeke, he whakawhāiti hoki

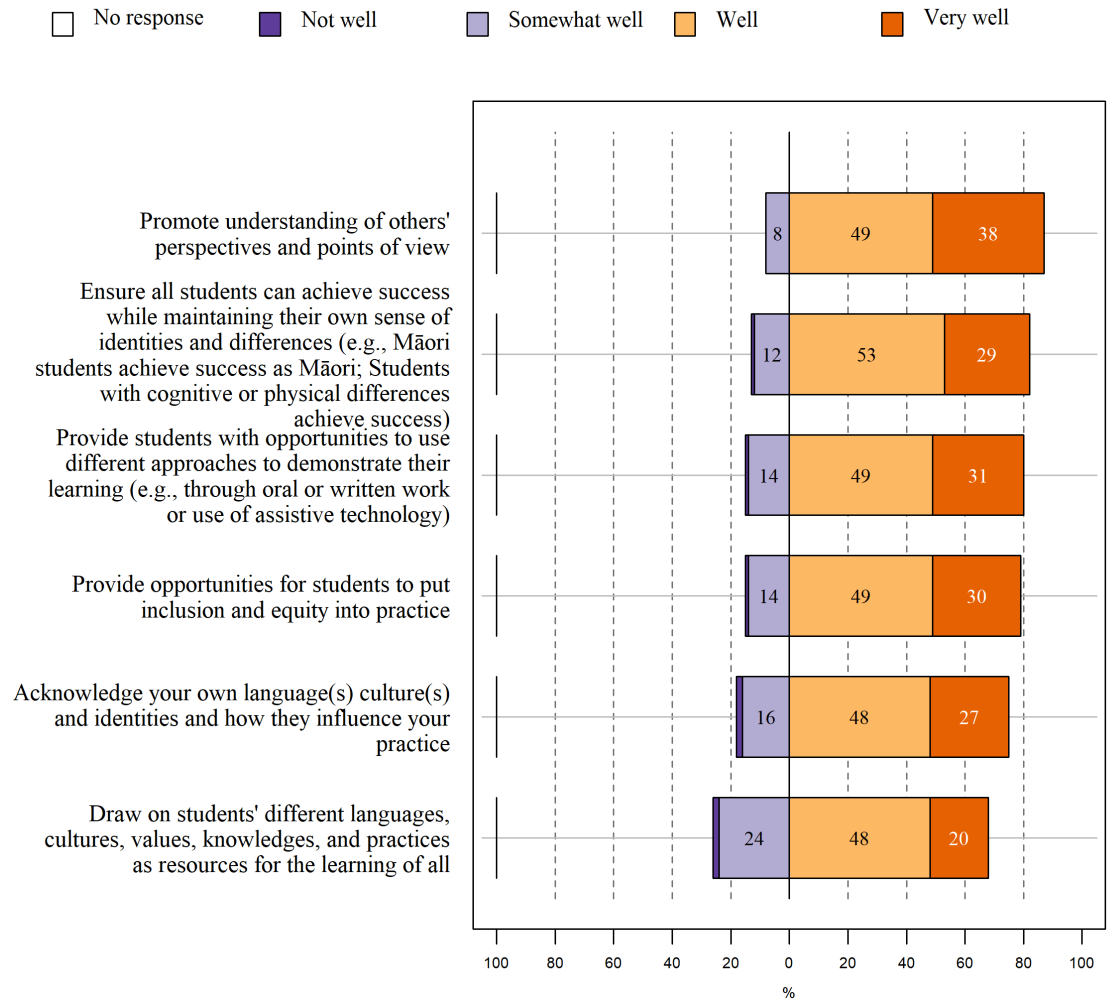


Figure 3 Learning-focused partnerships | He mahi tahi, he ako te hua

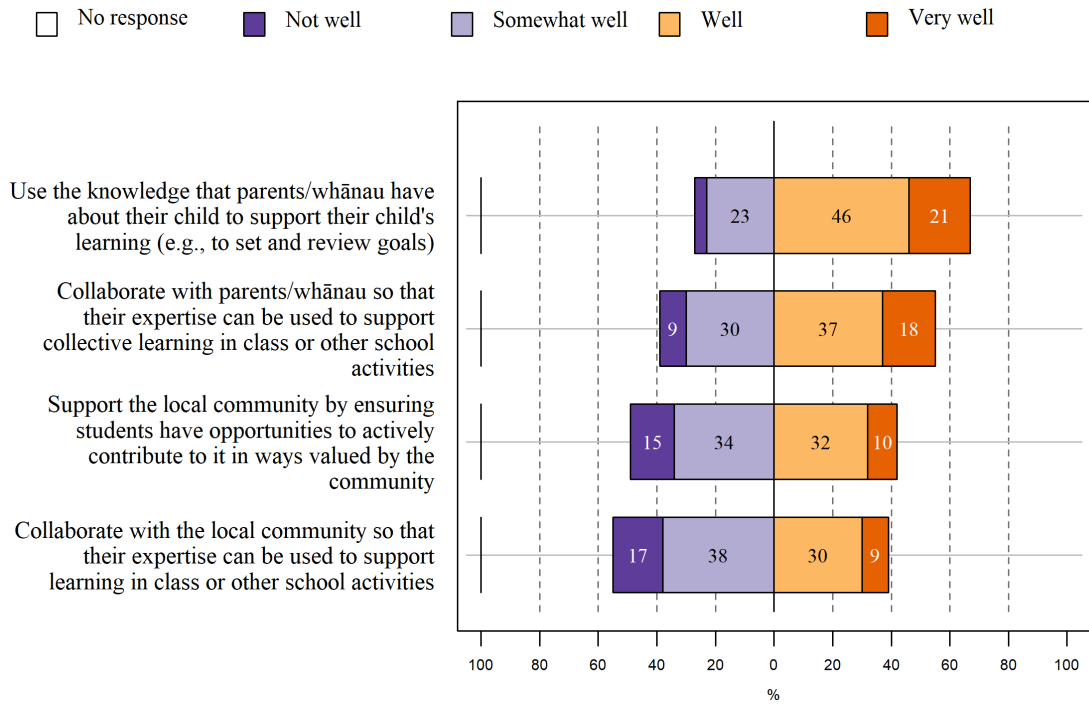


Figure 4 Teaching as inquiry | He whakaako pakirehua

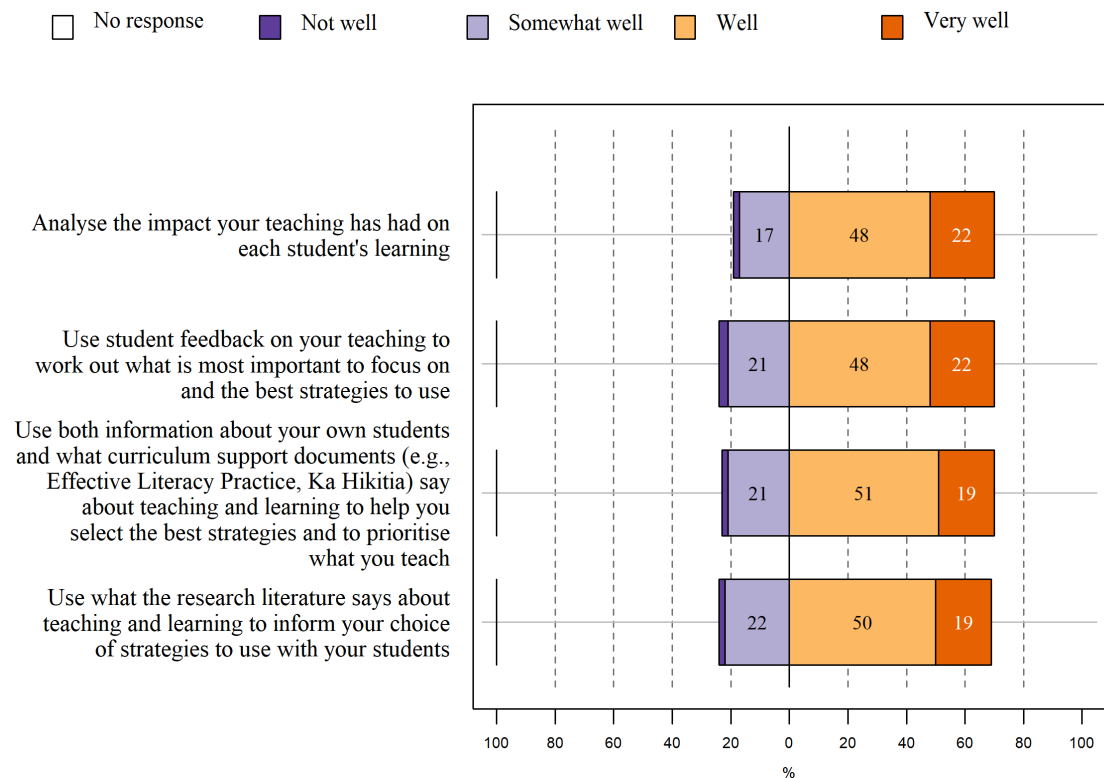


Figure 5 Being professional | He ngaio tanga

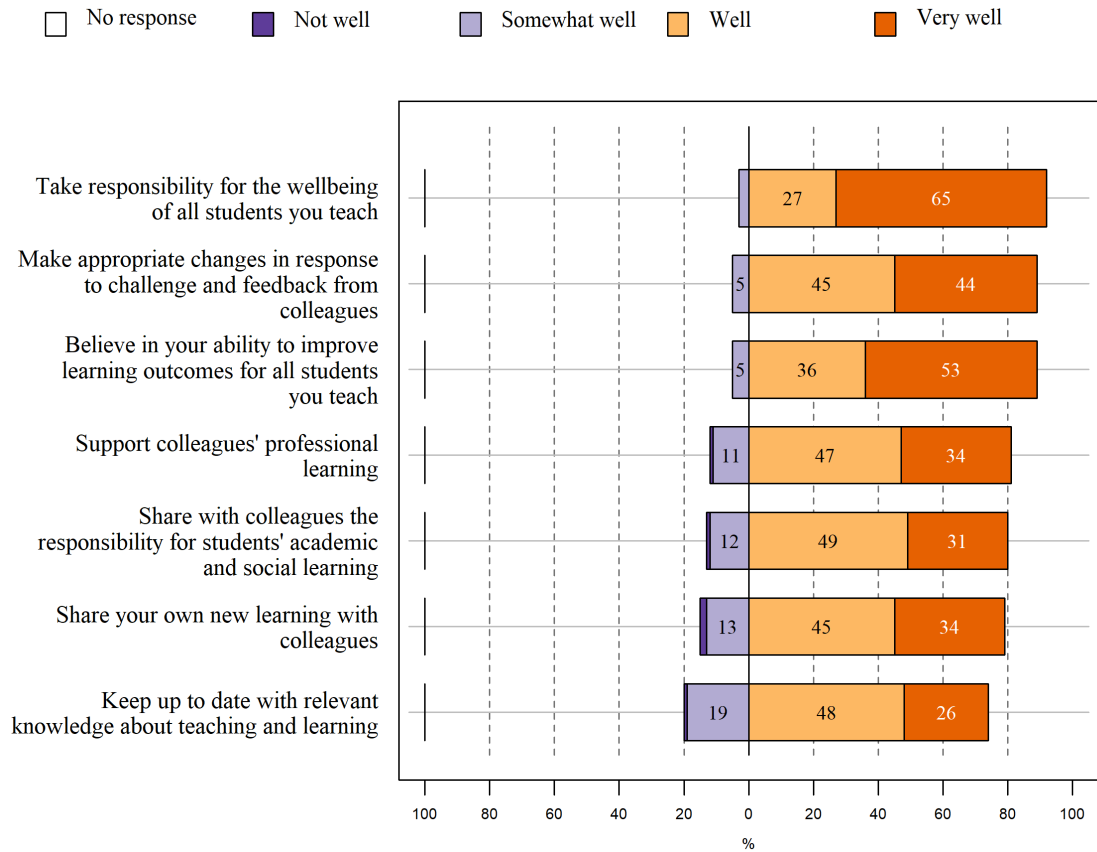
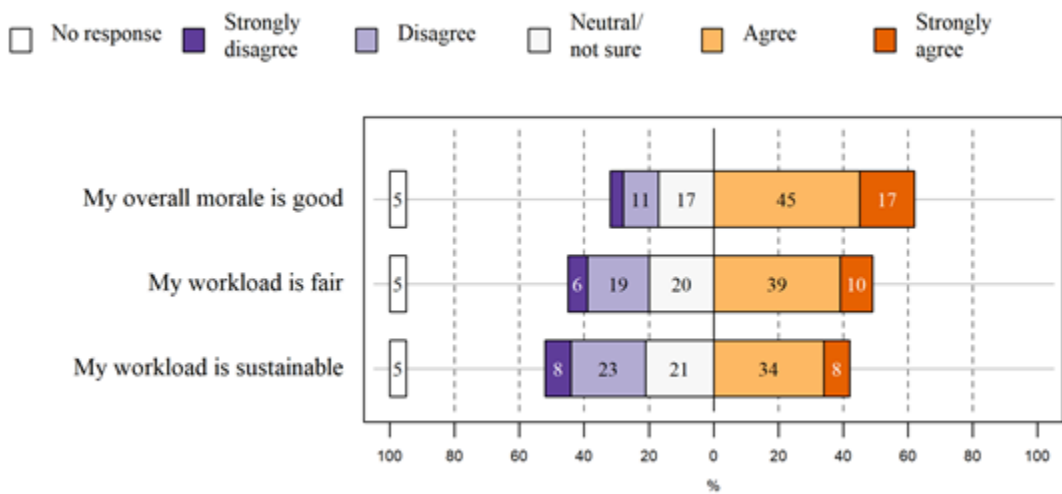


Figure 6 Teacher workload and morale



3. School practices | He mahinga kura

The TSP includes eight domains covering school practices. The graphs below provide the responses for the teachers ($n = 3,198$) and principals ($n = 249$) who did the TSP survey in 2019 for each of these domains.

This section ends with two sets of items drawn across different school practices domains. The first gives a picture of school practices focused on Māori learners. The second looks at school practices supporting teachers' collaborative work together, followed by teachers' views of their gains from Kāhui Ako participation. Ratings related to Kāhui Ako participation for 2019 TSP participants were somewhat higher than they were for the 2018 and 2017 TSP participants, which may reflect Kāhui Ako developing past their initial formation stage, or may reflect differences in Kāhui Ako experience among the 3 years' participants.

Figure 7 Supportive and caring environment | He ao tautoko, he ao manaaki

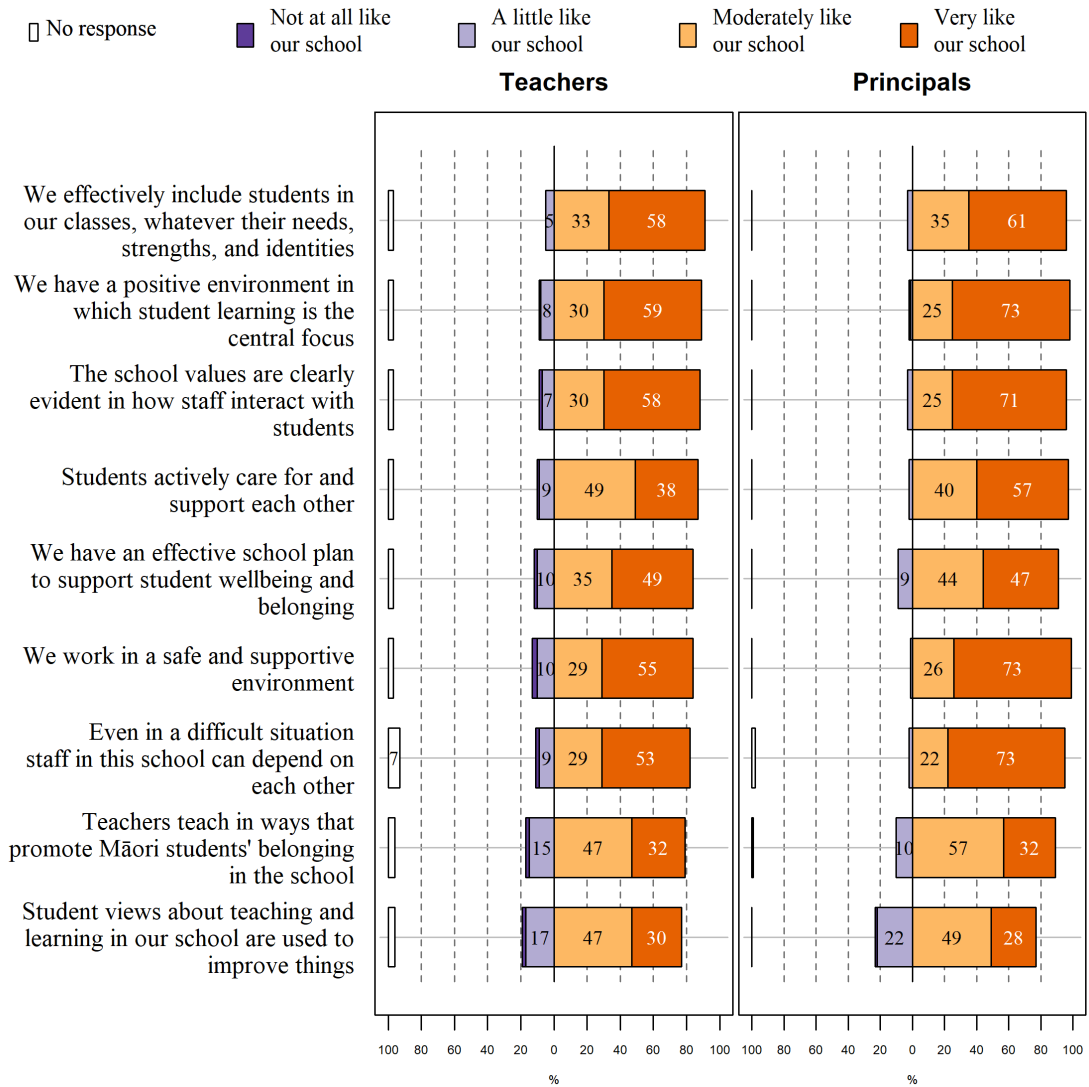


Figure 8 Learning-focused partnerships | He mahi tahi, he ako te hua

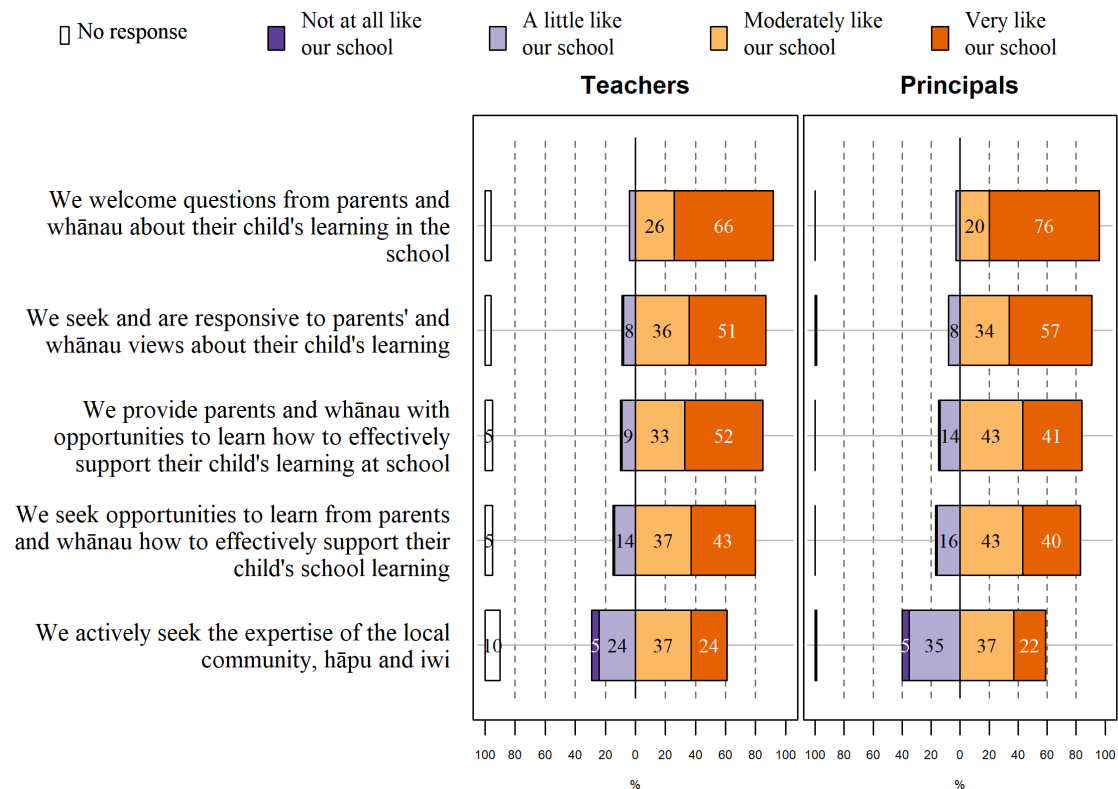


Figure 9 Teaching as inquiry | He whakaako pakirehua

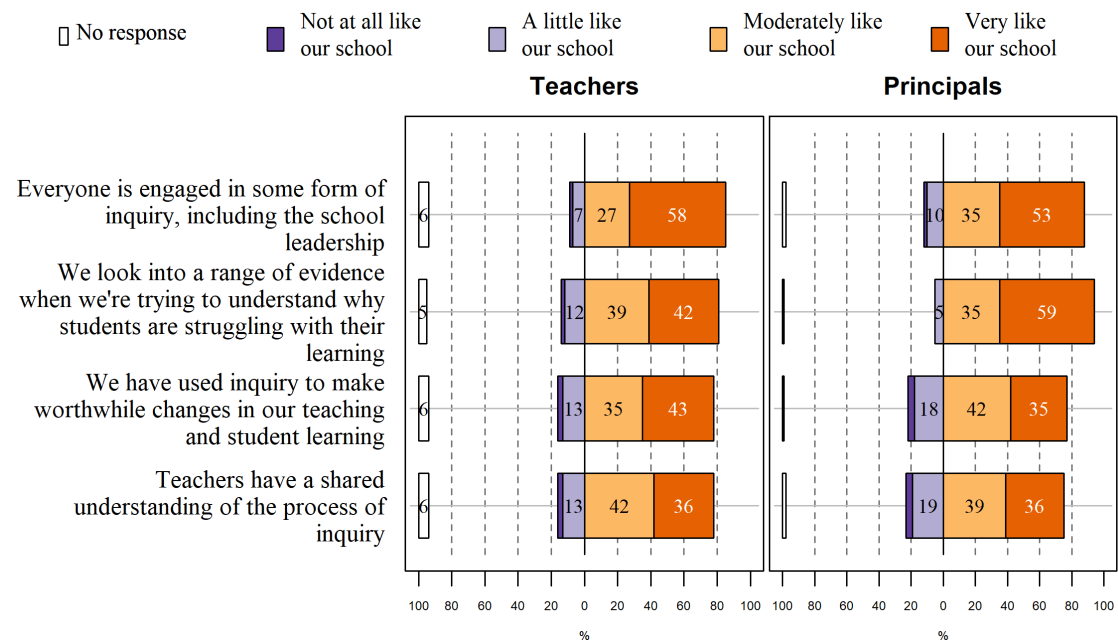


Figure 10 School goals | He whāinga ā-kura

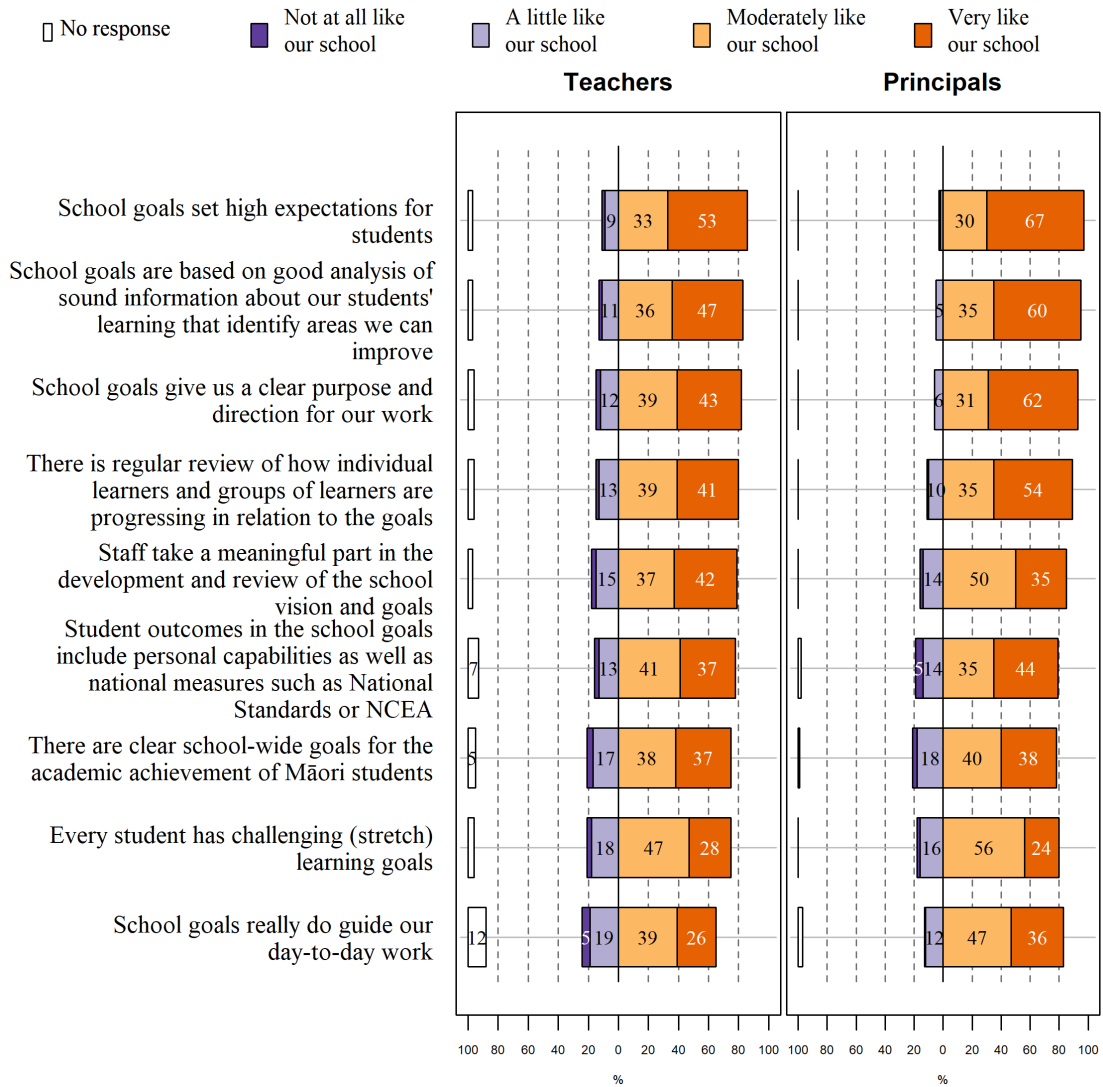


Figure 11 Professional community | He kāhui ako

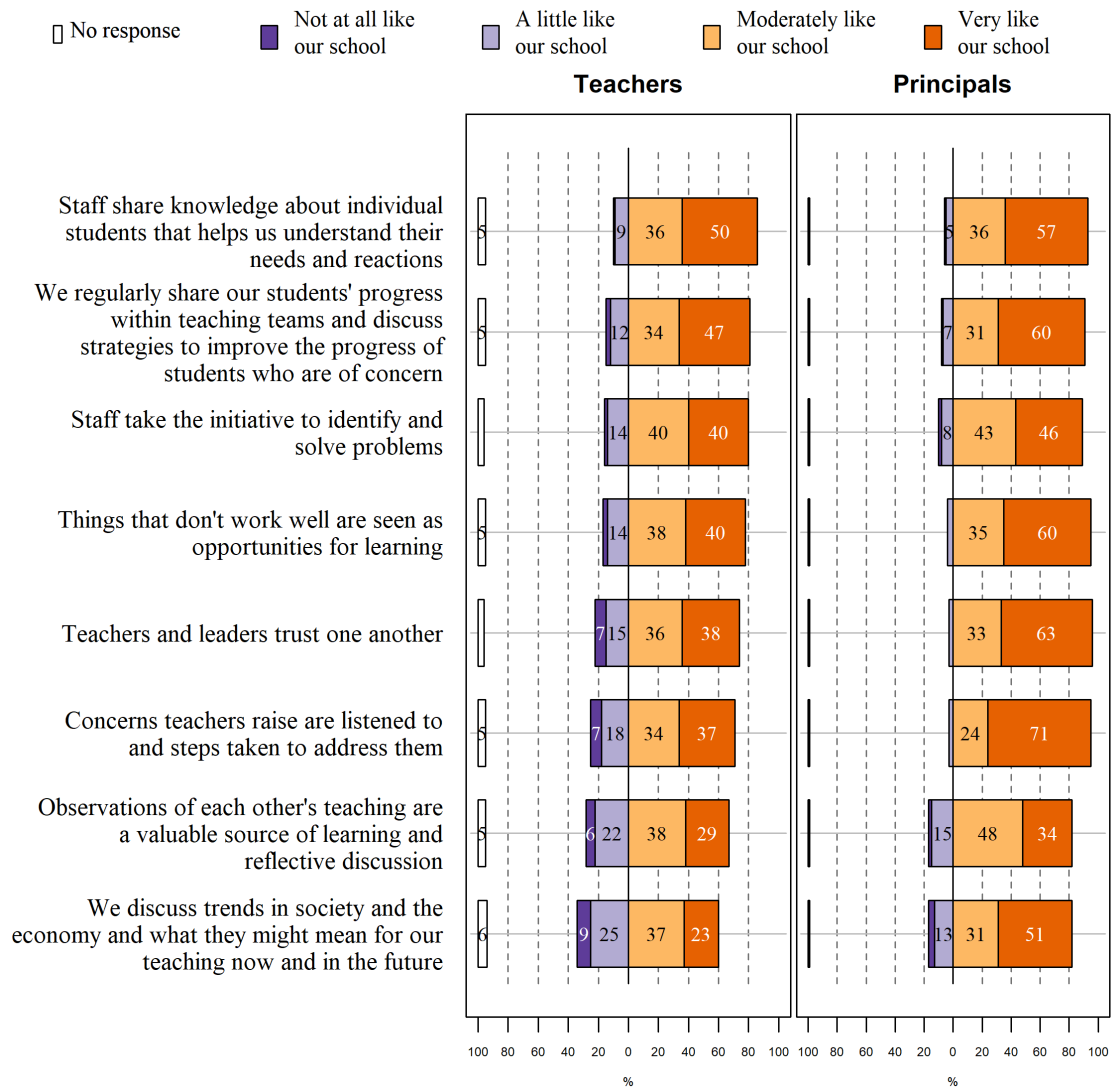


Figure 12 Coherent curriculum and evaluation | He marau mārama, he arotake hoki

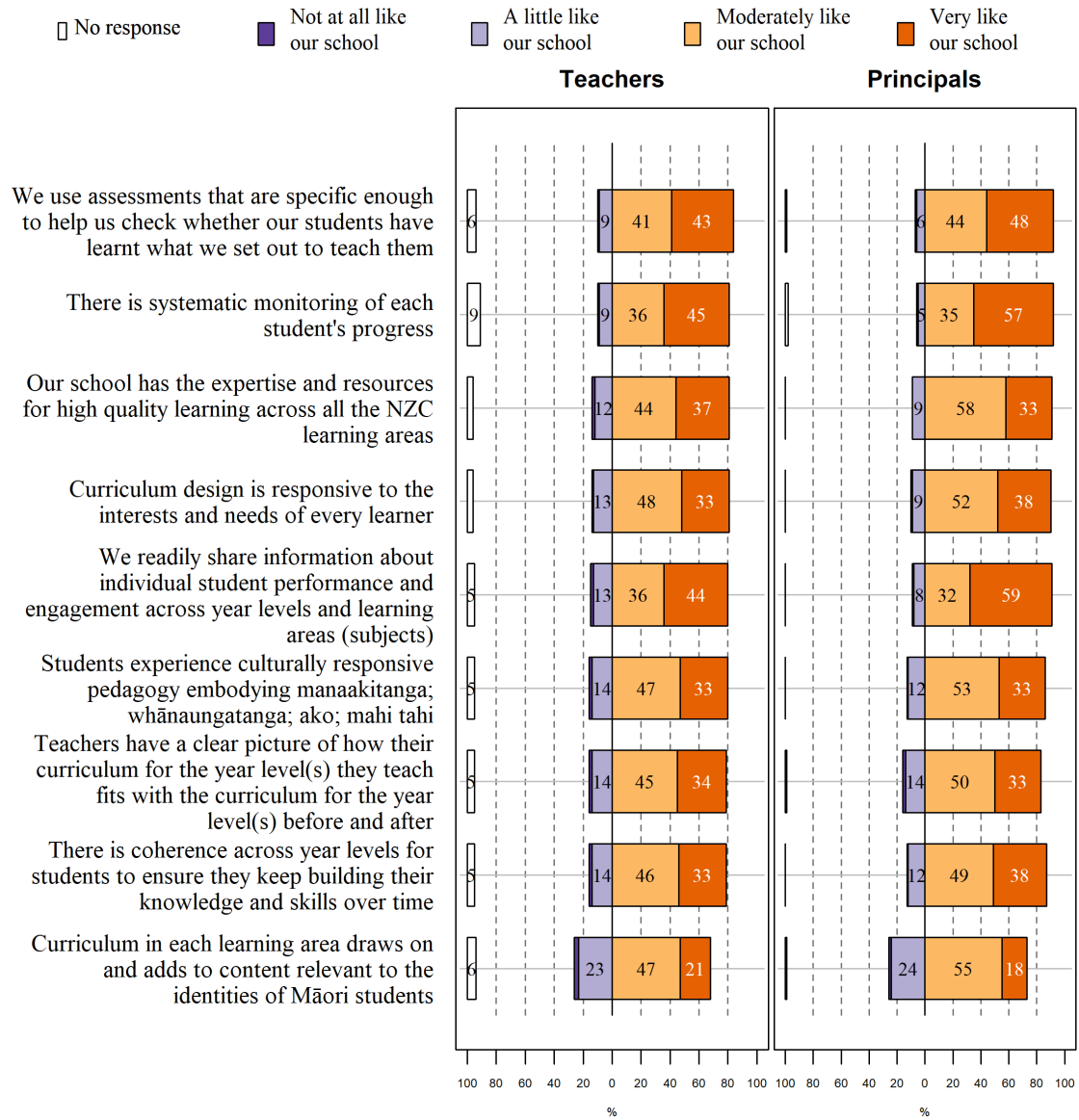


Figure 13 Professional feedback and support | He tautoko, he whakahoki kōrero

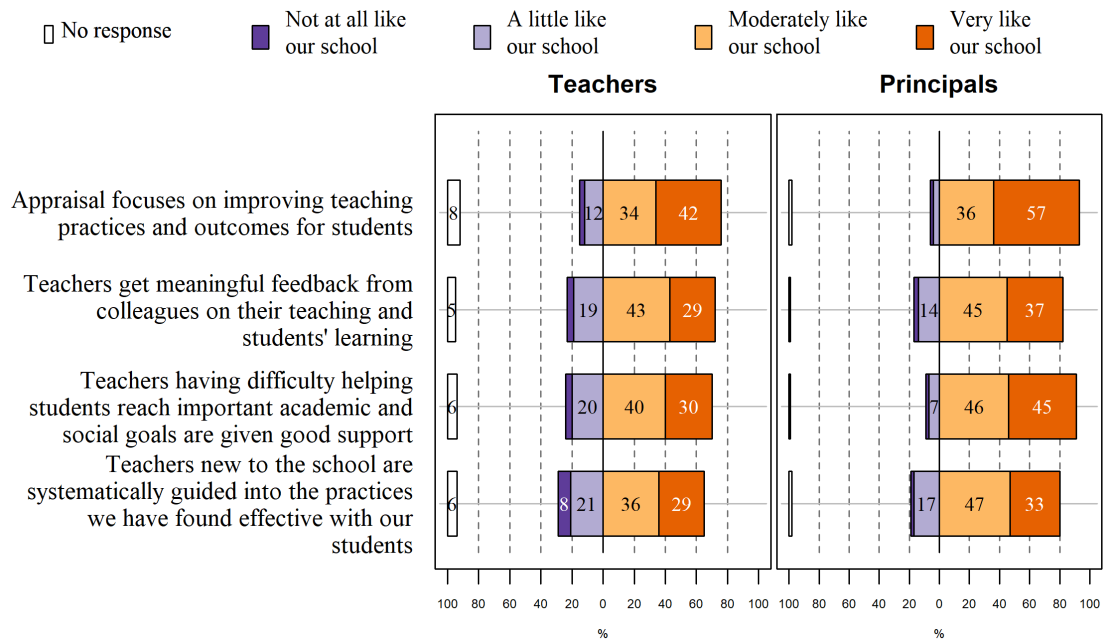


Figure 14 Strategic resource allocation | He rautaki toha rauemi

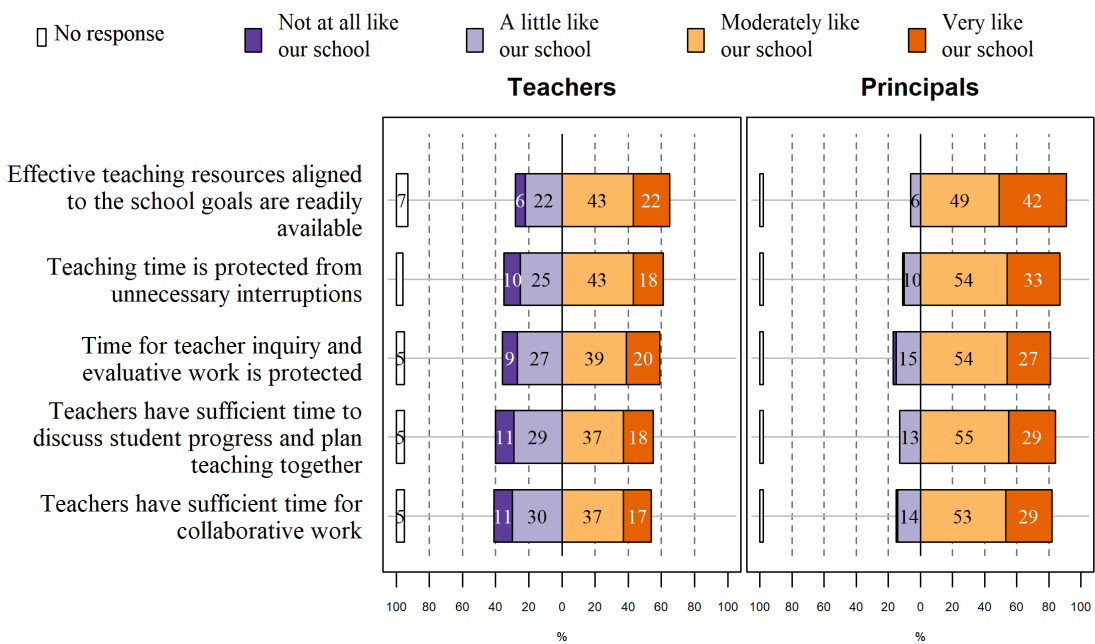


Figure 15 School practices for Māori learners | He mahinga kura hei tautoko i ngā ākonga Māori

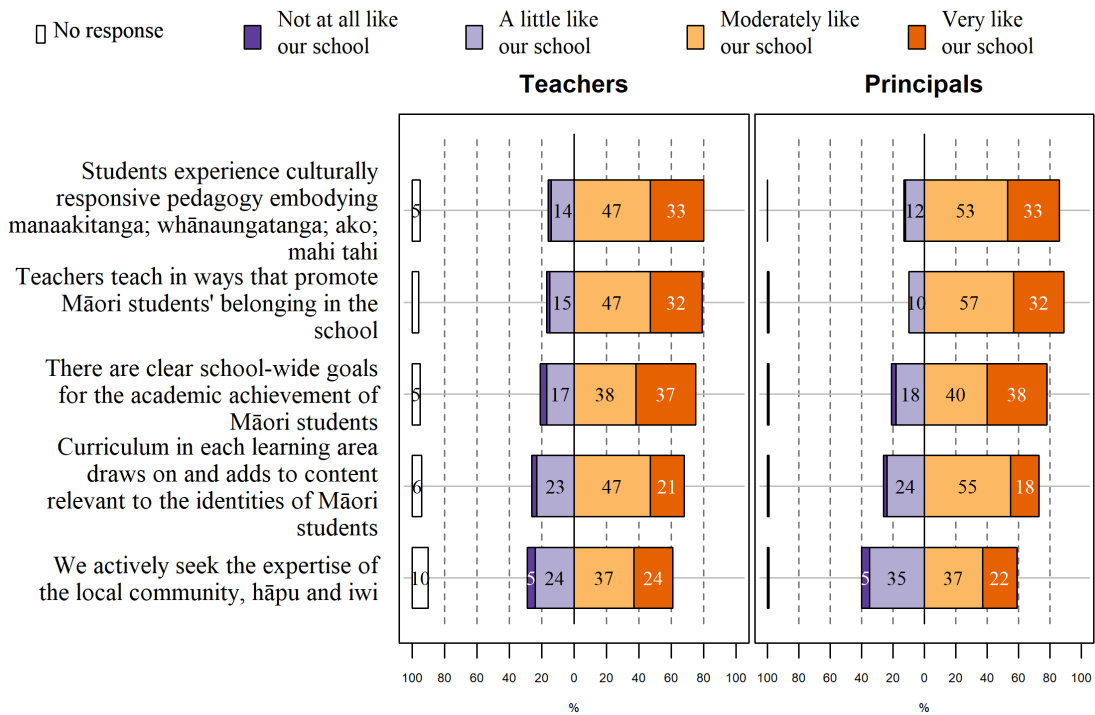
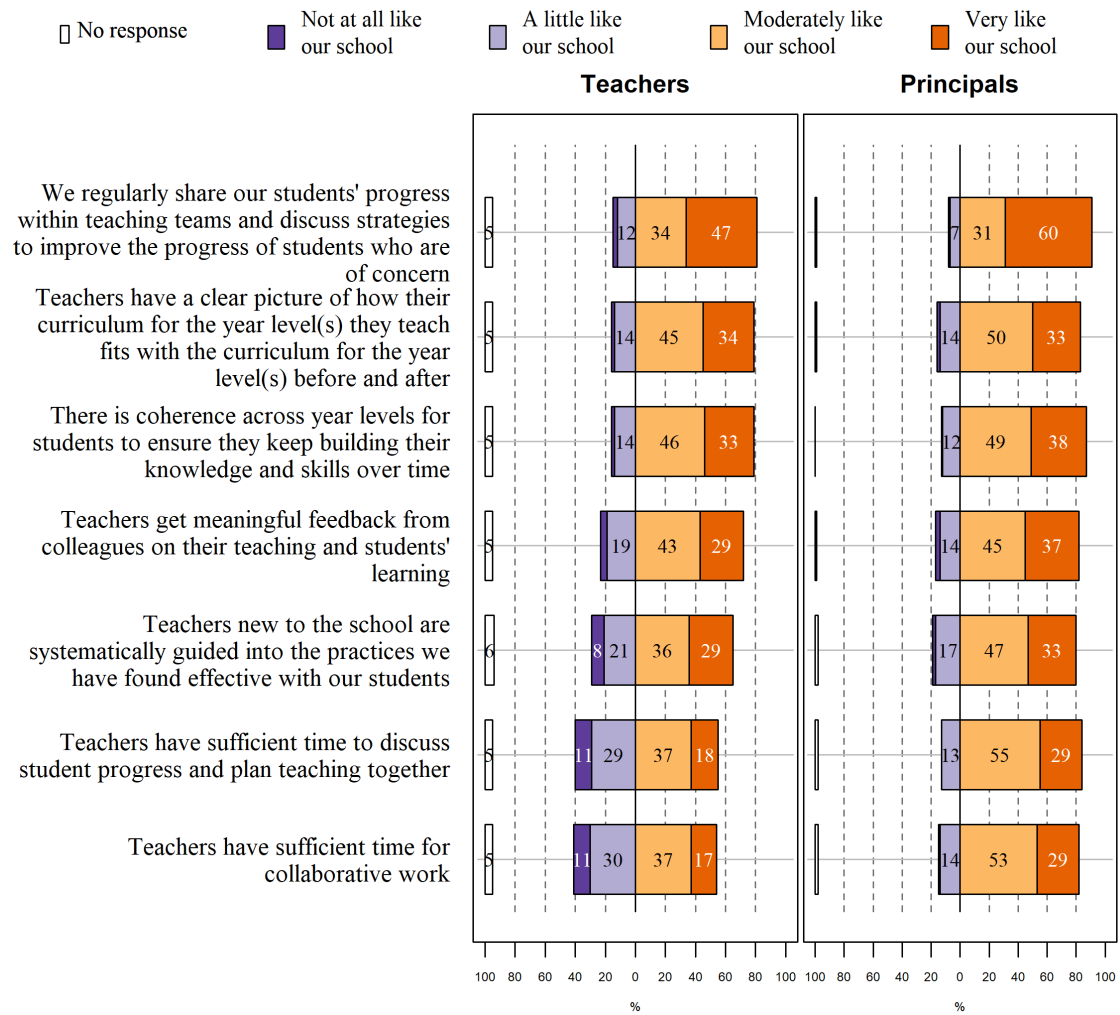


Figure 16 School collaborative practices | He mahinga kura, he mahi tahi



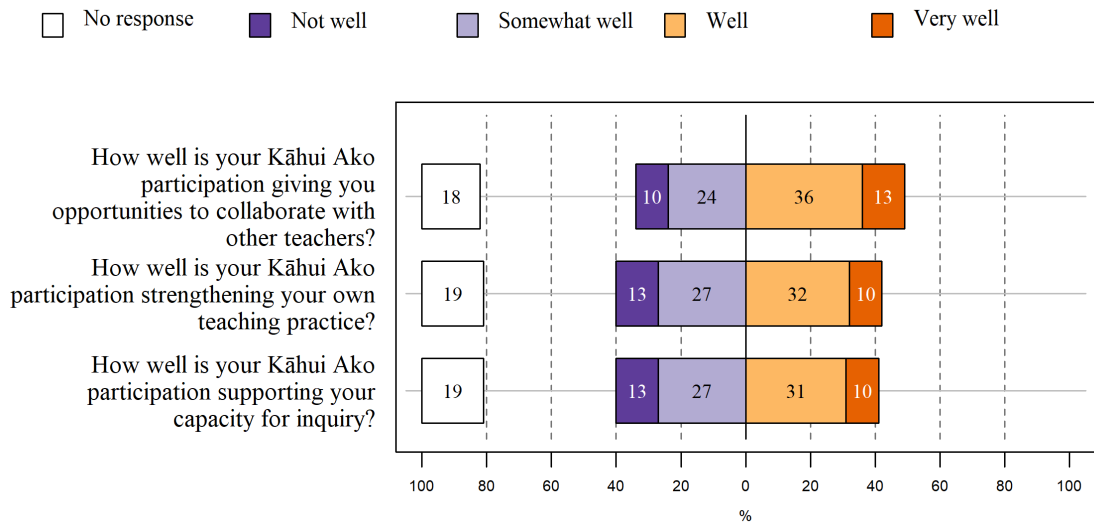
Experiences of Kāhui Ako | He wheako nā ngā Kāhui Ako

Teachers and principals were each asked three additional questions about their Kāhui Ako experience.

Teacher ratings of their Kāhui Ako experience

Just over two-thirds of the teachers said their school was part of a Kāhui Ako. Interestingly 12% were not sure if their school was part of a Kāhui Ako. Figure 17 gives the teacher views of their Kāhui Ako participation.

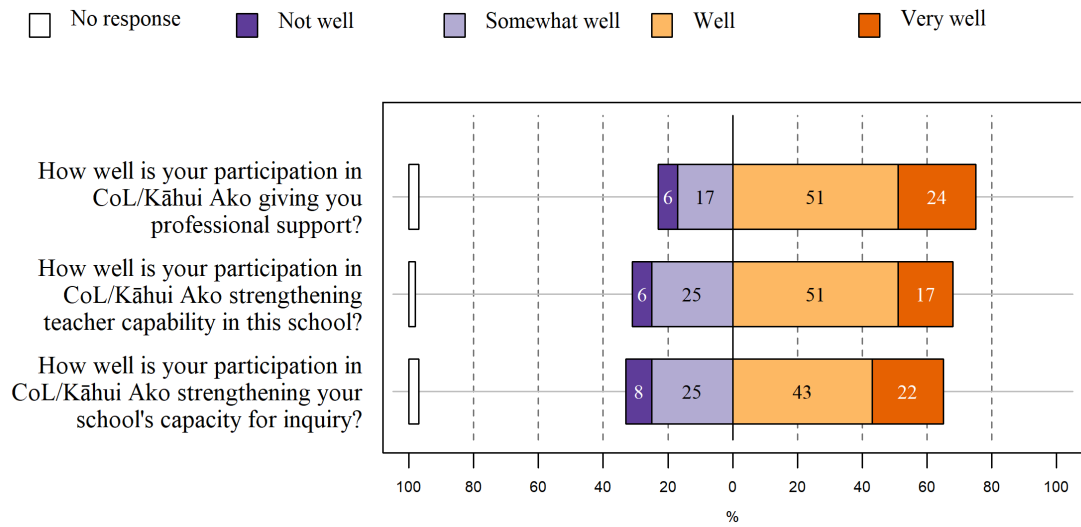
Figure 17 **Teacher views of their Kāhui Ako experience**



Principal ratings of their Kāhui Ako experience

Eighty percent of the principals said their school was part of a Kāhui Ako. Eleven percent were Kāhui Ako leaders. Figure 18 gives the views of their Kāhui Ako experience for all the principals participating in TSP 2019.

Figure 18 **Principal views of their Kāhui Ako experience**



4. Principal leadership | He aratakinga tumuaki

This section provides teacher and principal views of the principal’s leadership. The two domains shown here were established through factor analysis of all the items asking about the principal’s leadership.

At the end of this section are principal reports of their morale, workload, and support.

Figure 19 Principal leadership—Direction and fresh horizons | He aratakinga tumuaki—He aronga, he pae hou hoki

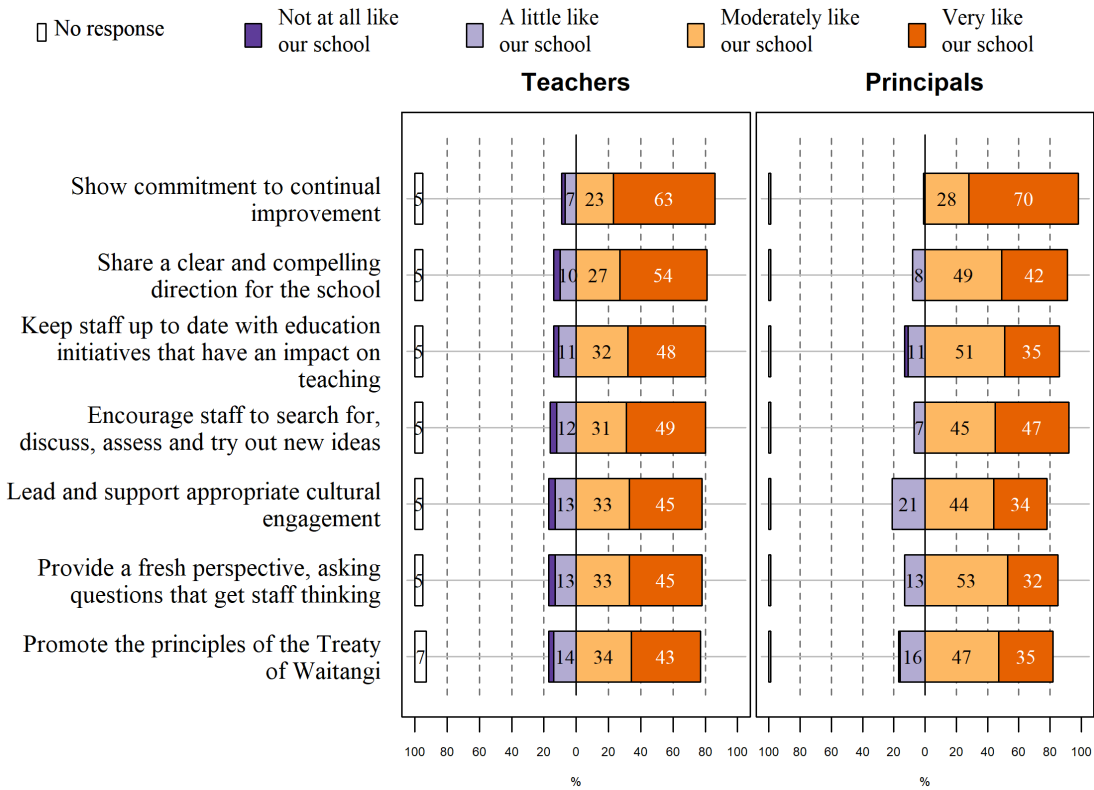


Figure 20 Principal leadership—Interpersonal relations and working with others | He aratakinga tumuaki—
Whakawhanaungatanga, he mahi tahi hoki

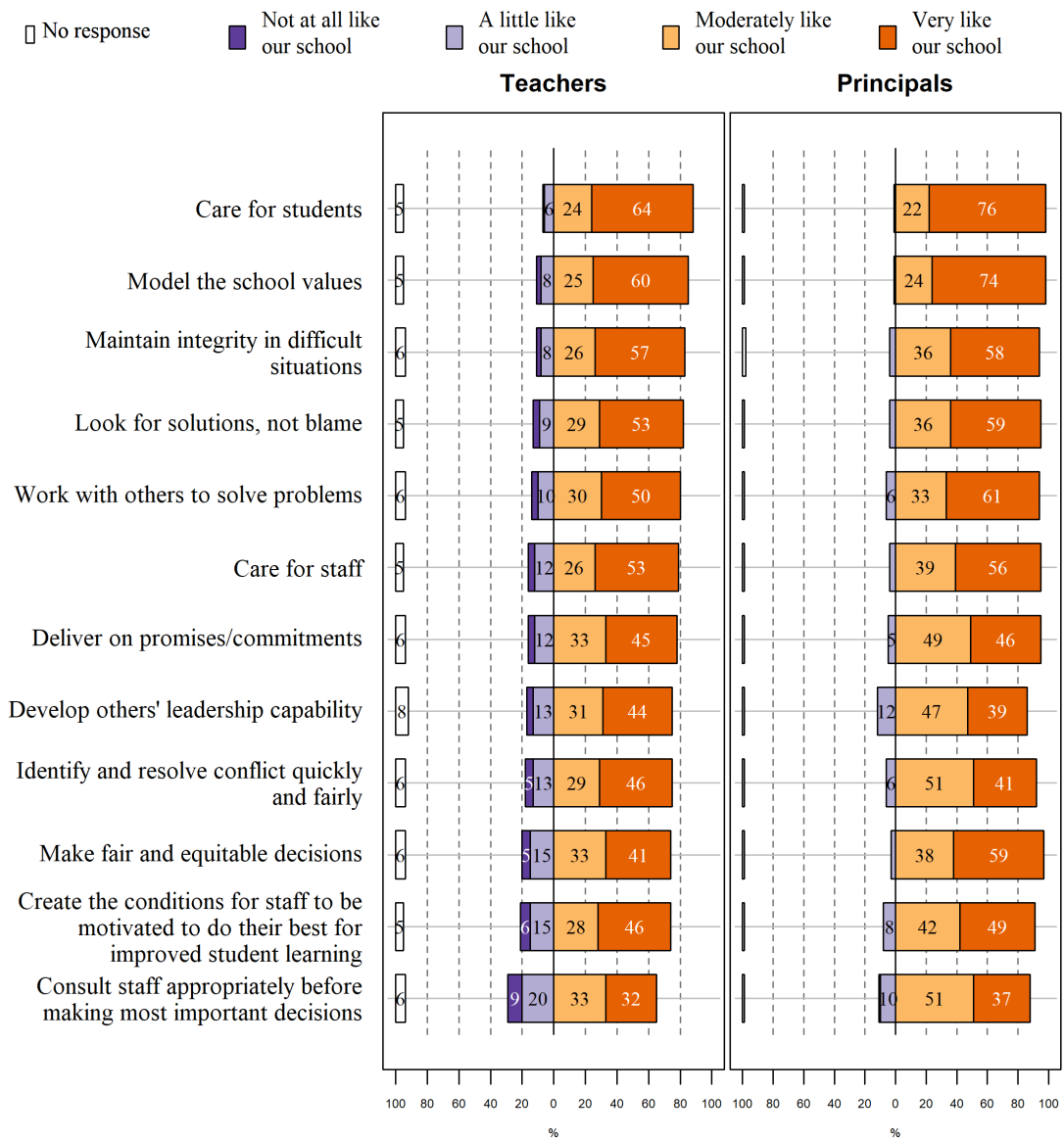
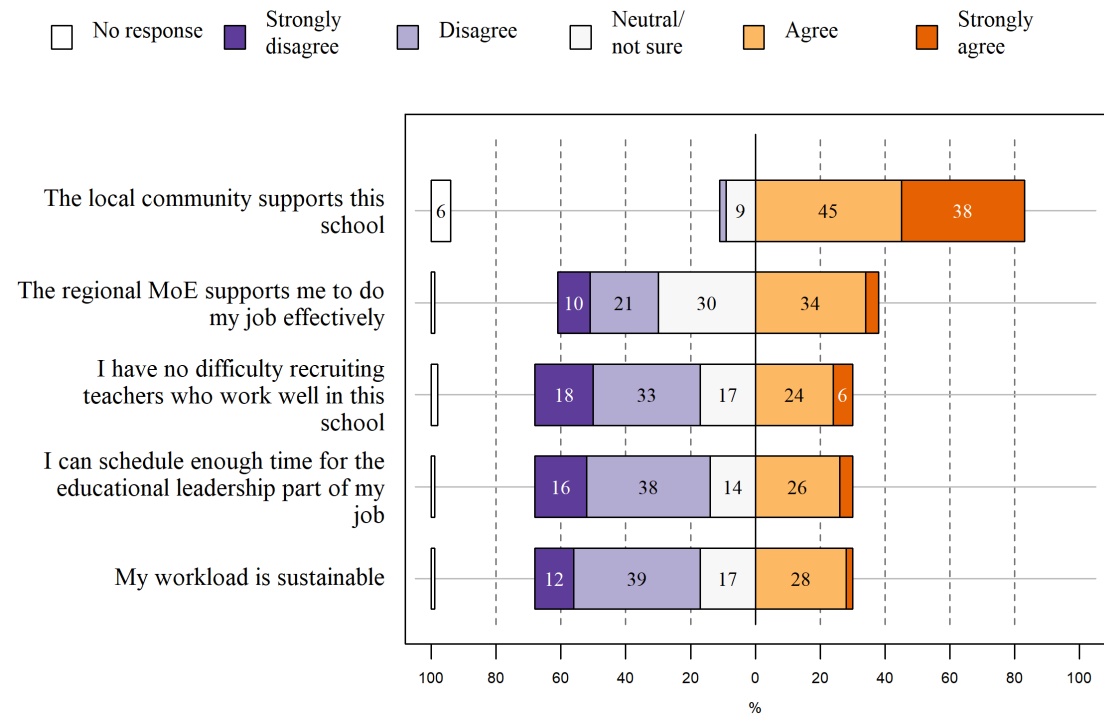


Figure 21 Principal support and workload



5. TSP 2019 participating teachers' and principals' characteristics

This section first shows participating teachers' years of experience, their roles in their school, and the year levels they taught. Then it shows participating principals' years of experience and the number of schools they have led.

Finally, Table 5 shows the school characteristics of the 2019 TSP respondents.

Teachers' length of experience and roles

Teachers answering the TSP questions in 2019 ranged from the 5% in their first year of teaching, to the 44% who had taught for 16 or more years. Table 1 also shows that 57% had been in their current school for 5 years or fewer, and half have worked at their current school with their current principal for fewer than 3 years.

Table 1 Teaching experience overall, in the school, and with current principal (*n* = 3,198)

Years	Years as teacher %	Years at current school %	Years at current school with current principal %
In my 1st year	5	n/a	n/a
In my 2nd year	5	n/a	n/a
0–2 years	n/a	34	51
3–5 years	13	23	24
6–10 years	17	17	12
11–15 years	16	12	5
16+ years	44	12	1

Most of the teachers worked full-time (86%), in permanent positions (82%). Eighteen percent had fixed-term positions. Only 12 TSP respondents were relieving.

Forty-five percent of teachers were team-teaching: 15% all the time, and 30% some of the time. These proportions are almost the same as those for TSP 2018 and 2017. Only 4% of the teachers responding had no direct teaching responsibility.

Table 2 shows the roles teachers had in their school. Forty-one percent had two or more formal roles, slightly higher than the TSP 2018 responses.

Table 2 **Teachers' roles in their school**

Role	Teachers n = 3,198 %
Class/subject teacher	82
Management unit holder	29
Syndicate/Curriculum leader/Faculty leader/Head of department	22
Assistant/Deputy principal	10
Specialist teacher	8
Dean	3
Kāhui Ako within-school teacher	5
Kāhui Ako across-school teacher	1
Careers advisor/transition teacher	1
Kāhui Ako leader	<1

There was good coverage of teachers at all student year levels, as shown in Table 3. Teachers could indicate that they taught at more than one year level, and 78% did. There were fewer teachers of new entrants and Year 1 than in 2018, and more of the secondary years, but the same proportions as in 2017

Table 3 **Student year levels taught**

Year level	Teachers n = 3,198 %
New entrants or Year 0	13
Year 1	17
Year 2	18
Year 3	19
Year 4	18
Year 5	19
Year 6	18
Year 7	16
Year 8	16
Year 9	22
Year 10	23
Year 11	23
Year 12	24
Year 13	21

Fewer primary and more secondary teachers took part in the TSP in 2019 and 2017 than in 2018, thus there are some differences in year levels taught by teachers between 2018 and 2017 and 2019. But overall the picture of TSP 2019 teacher responses about their length of service and roles is very consistent with the TSP 2018 and 2017 teacher responses.

Principals' length of experience in the role

Sixty-three percent of the principals taking part in TSP 2019 had led only one school. Twenty-two percent of the principals had experience of leading two schools, 8% of leading three schools, and another 4% had led four or more schools.

Table 4 shows 52% of the principals responding were in their first 5 years in the role. More principals than in TSP 2018 or 2017 have been principals for 3–5 years, and fewer for 6–10 years. Two-thirds had been at their current school for 5 or fewer years, more than in 2018 or 2017.

Table 4 **Principal experience (n =249)**

Years	Years as principal %	Years as principal at current school %
Under 3 years	24	36
3–5 years	18	21
6–10 years	17	19
11–15 years	18	12
16+ years	19	7

Teaching principals comprised 21% ($n = 52$) of the 2019 principals participating. These principals also answered the Teaching Practices survey.

There was somewhat less consistency in the profile of principals participating in TSP in 2019, 2018, and 2017 than there was for the teachers, perhaps reflecting individual principals' and their advisors' awareness of the TSP, and interest in using its results.

School characteristics of 2019 TSP participants

Table 5 shows the school characteristics of those taking part in TSP 2019 and those for all Aotearoa New Zealand schools. Primary schools are somewhat over-represented, and intermediate and composite schools are somewhat under-represented. Small schools and those with over 30% Māori enrolment are also under-represented.

Table 5 School characteristics of TSP respondents 2019

	Teachers (n = 3,198) %	Schools with teachers completing survey (n = 236) %	Principals (n = 249) %	All NZ schools (n = 2,540) %
Type				
Primary	57	81	84	72
Intermediate	6	5	2	5
Composite/area schools	3	2	2	7
Secondary	31	11	10	14
Other schools	3	2	2	2
Decile				
1	6	8	8	11
2	8	9	7	10
3	8	10	10	10
4	7	10	11	9
5	13	12	10	10
6	11	12	13	9
7	11	11	11	9
8	12	11	10	10
9	11	8	8	10
10	12	9	9	10
Not applicable	<1	<1	<1	2
Authority				
State: Integrated	11	17	19	13
State: Not integrated	89	82	82	83
Private/Other	<1	<1	1	4
Urban/Rural				
Main urban area	61	52	52	55
Minor urban area	21	18	16	12
Secondary urban area	10	10	7	6
Rural area	8	8	25	27
No answer	<1	<1	<1	<1
CoL Kāhui Ako membership				
School belongs to a CoL	79	81	80	69

	Teachers (n = 3,198) %	Schools with teachers completing survey (n = 236) %	Principals (n = 249) %	All NZ schools (n = 2,540) %
School gender				
Co-educational school	97	98	98	95
Boys' school	2	<1	1	2
Girls' school	<1	<1	0	3
No answer	<1	<1	<1	<1
Size				
Small (up to 100)	4	16	21	25
Small-medium (101-250)	22	38	39	28
Medium (251-500)	31	28	25	26
Medium-large (501-1,000)	26	14	12	15
Large (over 1,000)	16	3	3	5
No answer	1	1	1	2
Proportion of Māori students				
Up to 7%	16	16	16	15
8%-14%	29	25	26	21
15%-30%	33	31	28	28
Over 30%	22	27	29	34
No answer	1	1	1	2
Proportion of Pacific students				
Up to 7%	66	66	66	74
8%-14%	16	14	13	10
15%-30%	7	7	8	6
Over 30%	11	12	12	8
No answer	1	1	1	2
MoE region				
Tai Tokerau	3	3	2	6
Auckland	31	22	23	22
Waikato	13	16	15	11
Bay of Plenty / Waiariki	5	4	3	7
Hawke's Bay / Tairāwhiti	4	4	5	7
Taranaki/Whanganui/Manawatū	3	5	6	9
Wellington	16	19	15	11
Nelson /Marlborough/West Coast	4	5	4	5
Canterbury	14	14	16	11
Otago/Southland	8	8	10	9

