

Appendices

Appendix A: Teachers and Head Teachers' Hallmarks of an Effective Teacher

Question 6a: Hallmarks of an effective teacher – Most important attributes

	Most important		Second most important		Third most important		Fourth most important		Fifth most important		Missing	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
1. High personal integrity	21	14.4	9	6.2	10	6.8	9	6.2	4	2.7	93	63.7
2. Credibility	2	1.4	3	2.1	3	2.1	6	4.1	2	1.4	130	89.0
3. Demonstrably loves their work	33	22.6	13	8.9	13	8.9	6	4.1	7	4.8	74	50.7
4. Trusted and respected by pupils and parents	16	11.0	25	17.1	12	8.2	10	6.8	4	2.7	79	54.1
5. Puts academic achievement first	0	0.0	0	0.0	1	0.7	0	0.0	1	0.7	144	98.6
6. Puts pastoral care first	1	0.7	2	1.4	1	0.7	1	0.7	2	1.4	139	95.2
7. Ability to establish caring relationships with students	20	13.7	34	23.3	16	11.0	11	7.5	9	6.2	56	38.4
8. Regular professional development and personal improvement	2	1.4	8	5.5	19	13.0	15	10.3	17	11.6	85	58.2
9. Seeks feedback	0	0.0	0	0.0	4	2.7	1	0.7	7	4.8	134	91.8
10. Has excellent relationships with the community	1	0.7	0	0.0	5	3.4	4	2.7	2	1.4	134	91.8
11. Is able to raise funding as required	0	0.0	0	0.0	0	0.0	0	0.0	1	0.7	145	99.3
12. Involvement in extra-curricula activities	0	0.0	0	0.0	0	0.0	0	0.0	1	0.7	145	99.3
13. Is able to make decisions about own teaching practice, content and process	3	2.1	2	1.4	8	5.5	20	13.7	11	7.5	102	69.9
14. Is skilled at handling difficult situations with pupils and parents	2	1.4	0	0.0	6	4.1	7	4.8	8	5.5	123	84.2
15. Advocates for better conditions for teachers in order to meet pupil needs	0	0.0	0	0.0	1	0.7	5	3.4	5	3.4	135	92.5
16. Manages workload and life balance	3	2.1	4	2.7	6	4.1	9	6.2	13	8.9	111	76.0
17. Demonstrates expertise in the process of facilitating learning	9	6.2	12	8.2	8	5.5	10	6.8	6	4.1	101	69.2
18. Excellent up-to-date subject knowledge	0	0.0	3	2.1	2	1.4	2	1.4	11	7.5	128	87.7
19. Competitive ethos; aims for high achievement for self, schools and pupils	5	3.4	1	0.7	1	0.7	0	0.0	2	1.4	137	93.8
20. Open to being held accountable	0	0.0	0	0.0	2	1.4	2	1.4	3	2.1	139	95.2
21. Enters into partnerships with range of others	2	1.4	4	2.7	2	1.4	2	1.4	4	2.7	132	90.4

Table A1: Teachers/Head teachers responses to Question 6a ranked in order of most importance

	Score
Ability to establish caring relationships with students	315
Demonstrably loves their work	275
Trusted and respected by pupils and parents	240
High personal integrity	193
Regular professional development and personal improvement	146
Demonstrates expertise in the process of facilitating learning	143
Is able to make decisions about own teaching practice, content and process	106
Manages workload and life balance	80
Is skilled at handling difficult situations with pupils and parents	50
Credibility	45
Enters into partnerships with range of others	40
Competitive ethos; aims for high achievement for self, schools and pupils	34
Excellent up-to-date subject knowledge	33
Has excellent relationships with the community	30
Seeks feedback	21
Puts pastoral care first	20
Advocates for better conditions for teachers in order to meet pupil needs	18
Open to being held accountable	13
Puts academic achievement first	4
Is able to raise funding as required	1
Involvement in extra-curricula activities	1

Table A2: Teachers/Head teachers responses to Question 6b ranked in order of least importance

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

Appendix B: Job Satisfaction Scale

B1: Factor analysis of the Job Satisfaction Scale reveals eight factors;

Factor One – Leadership structure and values

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

Factor Two – Contribution to students and school

4	Changing student attitudes in a positive way
5	Changing student behaviour in a positive way
2	Your students achieving success in some way
1	Your capacity to influence student achievement
6	Working with students experiencing difficulties out of school
3	Your capacity to contribute to whole school progress
12	Successfully organising teaching activities

Factor Three – Time and effect on life

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

Factor Four – Professional associations

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

Factor Five – Professional development

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

Factor Six – Resources

36	Your school's material resources/equipment
35	Your school's financial resources

37 Support structures for student welfare in education generally
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Factor Seven – Interactions with the school community

15 Your dealings with parents
16 Your dealings with community members
9 The amount of recognition you receive for your efforts from parents and the community
10 The reputation of your school in the community
14 Your dealings with students

Factor Eight – Change and advancement

32 The concept of promotion on merit
33 Current criteria for promotion in teaching
31 The amount of educational change in recent years
30 Recent changes to curricula
34 Your opportunities to teach/be employed at other schools

B2: Early childhood teachers/head teachers' frequency distribution Job Satisfaction

	Dissatisfying		Neutral		Highly satisfying		Missing	
	Freq	%	Freq	%	Freq	%	Freq	%
1. Your capacity to influence student achievement	1	0.7	11	7.5	132	90.4	2	1.4
2. Your students achieving success in some way	1	0.7	4	2.7	140	95.9	1	0.7
3. Your capacity to contribute to whole school progress	2	1.4	14	9.6	130	89.1	0	0.0
4. Changing student attitudes in a positive way	0	0.0	4	2.7	142	97.3	0	0.0
5. Changing student behaviour in a positive way	0	0.0	3	2.1	141	96.6	2	1.4
6. Working with students experiencing difficulties out of school	3	2.1	48	32.9	86	58.9	9	6.2
7. The "official" working hours and holidays for teachers	47	32.1	47	32.2	45	30.8	7	4.8
8. The community's opinion of "official" working hours and holidays for teachers	54	37.0	42	28.8	39	13.1	11	7.5
9. The amount of recognition you receive for your efforts from parents and the community	35	24.0	24	16.4	85	58.2	2	1.4
10. The reputation of your school in the community	8	5.5	20	13.7	115	78.7	3	2.1
11. The amount of time and effort you put into teaching activities, e.g. preparation, marking, planning	28	19.2	24	16.4	92	63.0	2	1.4
12. Successfully organising teaching activities	8	5.5	15	10.3	118	80.9	5	3.4
13. Your work relations with senior staff at your school	5	4.2	15	10.3	123	84.3	2	1.4
14. Your dealings with students	4	2.8	8	5.5	132	90.4	2	1.4
15. Your dealings with parents	6	4.3	13	8.9	125	85.6	2	1.4
16. Your dealings with community members	8	5.5	50	34.2	83	56.9	5	3.4
17. The way teacher unions represent the interests of their members	27	18.5	49	33.6	63	41.8	9	6.2
18. The way teacher unions work for the betterment of education	25	17.0	49	33.6	64	43.8	8	5.5
19. The way educational professional associations work for the betterment of education	19	13.1	48	32.9	74	50.7	5	3.4
20. The range of professional in-service courses/programmes/consultancy/support offered to teachers	19	13.1	23	15.8	101	69.2	3	2.1
21. Your degree of mastery of teaching content since you began	4	2.7	21	14.4	116	79.5	5	3.4

teaching								
22. Your degree of development/acquisition of professional skills since you began teaching	1	0.7	15	10.3	123	84.3	7	4.8
23. The degree to which you have achieved your professional goals	3	2.1	21	14.4	119	81.5	3	2.1
24. The quality of leadership in your school	13	8.9	17	11.6	112	76.1	5	3.4
25. The degree of feeling of belonging/collegiality/teamwork in your school	9	6.2	7	4.8	125	85.6	5	3.4
26. Formal or official communication methods in your school	14	9.6	17	11.6	110	75.3	5	3.4
27. The opportunities you have for exercising leadership in your school	11	7.4	31	21.2	100	68.5	4	2.7
28. Your current workload overall	44	30.1	27	18.5	70	48.0	5	3.4
29. The effects of teaching on your personal/family life	42	28.8	27	18.5	74	50.6	3	2.1
30. Recent changes to curricula	17	11.7	47	32.2	73	50.0	9	6.2
31. The amount of educational change in recent years	29	19.8	36	24.7	75	52.1	5	3.4
32. The concept of promotion on merit	17	11.7	46	31.5	71	48.6	12	8.2
33. Current criteria for promotion in teaching	22	15.0	58	39.7	54	37.0	12	8.2
34. Your opportunities to teach/be employed at other schools	16	10.9	47	32.2	73	50.0	10	6.8
35. Your school's financial resources	41	28.1	31	21.2	68	46.5	6	4.1
36. Your school's material resources/equipment	36	24.7	17	11.6	88	60.2	5	3.4
37. Support structures for student welfare in education generally	31	21.2	46	31.5	60	41.0	9	6.2
38. Support structures for teacher physical and mental wellbeing in education generally	45	31.6	45	30.8	49	33.6	6	4.1

Appendix C: The Teaching Profession Scale

C1: Early childhood teachers/head teachers' frequencies related to the Teaching Profession Scale

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Missing	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
1. Has mutual respect between colleagues	4	2.7	6	4.1	43	29.5	45	30.8	45	30.8	3	2.1
2. Enjoys a positive media image	14	9.6	43	29.5	57	39.0	20	13.7	8	5.5	4	2.7
3. Has a powerful and independent professional body	5	3.4	24	16.4	65	44.5	29	19.9	14	9.6	9	6.2
4. Enjoys high financial remuneration	38	26.0	41	28.1	45	30.8	11	7.5	6	4.1	5	3.4
5. Has members who are a recognised authority in their area of expertise	6	4.1	28	19.2	42	28.8	45	30.8	20	13.7	5	3.4
6. Is subject to external regulation and control	2	1.4	7	4.8	48	32.9	44	30.1	39	26.7	6	4.1
7. Is valued by the government	16	11.0	25	17.1	49	33.6	33	22.6	19	13.0	4	2.7
8. Has members who have lengthy professional training	4	2.7	6	4.1	38	26.0	55	37.7	39	26.7	4	2.7
9. Is one for which there is strong competition to join	28	19.2	48	32.9	46	31.5	15	10.3	5	3.4	4	2.7
10. Is trusted by the wider community to perform a service for them	4	2.7	12	8.2	32	21.9	49	33.6	44	30.1	5	3.4
11. Has the respect of pupils	3	2.1	14	9.6	35	24.0	43	29.5	47	32.2	4	2.7
12. Has responsibility for an important service	1	0.7	6	4.1	13	8.9	36	24.7	87	59.6	3	2.1
13. Enjoys high quality working conditions	8	5.5	22	15.1	50	34.2	35	24.0	28	19.2	3	2.1
14. Has members who autonomously exercise their professional judgement in the best interests of their clientele	2	1.4	8	5.5	45	30.8	48	32.9	38	26.0	5	3.4
15. Enjoys substantial non-financial rewards	19	13.0	28	19.2	35	24.0	32	21.9	27	18.5	5	3.4
16. Is well-resourced	12	8.2	24	16.4	51	34.9	32	21.9	24	16.4	3	2.1
17. Is a democratic decision-making environment	9	6.2	18	12.3	50	34.2	48	32.9	16	11.0	5	3.4
18. Is team oriented	1	0.7	5	3.4	29	19.9	48	32.9	60	41.1	3	2.1
19. Has a high performance ethos	3	2.1	10	6.8	34	23.3	54	37.0	39	26.7	6	4.1
20. Has members who are committed to life-long learning	2	1.4	4	2.7	26	17.8	55	37.7	56	38.4	3	2.1
21. Has members who are engaged in leading-edge developments	5	3.4	13	8.9	39	26.7	51	34.9	33	22.6	5	3.4

C2: Early childhood management committee members' frequencies related to the Teaching Profession Scale

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Missing	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
1. Has mutual respect between colleagues	0	0.0	1	1.5	12	18.2	39	59.1	14	21.2	0	0.0
2. Enjoys a positive media image	3	4.5	21	31.8	25	37.9	12	18.2	4	6.1	1	1.5
3. Has a powerful and independent professional body	2	3.0	10	15.2	25	37.9	21	31.8	7	10.6	1	1.5
4. Enjoys high financial remuneration	13	19.7	20	30.3	24	36.4	7	10.6	2	3.0	0	0.0
5. Has members who are a recognised authority in their area of expertise	0	0.0	4	6.1	31	47.0	20	30.3	8	12.1	3	4.5
6. Is subject to external regulation and control	0	0.0	2	3.0	17	25.8	26	39.4	20	30.3	1	1.5
7. Is valued by the government	5	7.6	24	36.4	21	31.8	14	21.2	2	3.0	0	0.0
8. Has members who have lengthy professional training	0	0.0	3	4.5	17	25.8	24	36.4	21	31.8	1	1.5
9. Is one for which there is strong competition to join	12	18.2	25	37.9	19	28.8	7	10.6	1	1.5	2	3.0
10. Is trusted by the wider community to perform a service for them	0	0.0	5	7.6	12	18.2	32	48.5	17	25.8	0	0.0
11. Has the respect of pupils	1	1.5	4	6.1	16	24.2	29	43.9	16	24.2	0	0.0
12. Has responsibility for an important service	0	0.0	0	0.0	2	3.0	13	19.7	51	77.3	0	0.0
13. Enjoys high quality working conditions	4	6.1	10	15.2	30	45.5	12	18.2	10	15.2	0	0.0
14. Has members who autonomously exercise their professional judgement in the best interests of their clientele	0	0.0	1	1.5	21	31.8	27	40.9	17	25.8	0	0.0
15. Enjoys substantial non-financial rewards	7	10.6	13	19.7	16	24.2	21	31.8	9	13.6	0	0.0
16. Is well-resourced	7	10.6	13	19.7	19	28.8	21	31.8	5	7.6	1	1.5
17. Is a democratic decision-making environment	1	1.5	7	10.6	31	47.0	22	33.3	3	4.5	2	3.0
18. Is team oriented	0	0.0	2	3.0	12	18.2	31	47.0	20	30.3	1	1.5
19. Has a high performance ethos	0	0.0	2	3.0	15	22.7	30	45.5	17	25.8	2	3.0
20. Has members who are committed to life-long learning	0	0.0	6	9.1	16	24.2	24	36.4	20	30.3	0	0.0
21. Has members who are engaged in leading-edge developments	0	0.0	8	12.1	26	39.4	20	30.3	12	18.2	0	0.0

C3: Early childhood student teachers frequencies related to the Teaching Profession Scale

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Missing	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
1. Has mutual respect between colleagues	1	1.3	2	2.7	16	21.3	30	40.0	25	33.3	1	1.3
2. Enjoys a positive media image	5	6.7	21	28.0	29	38.7	15	20.0	3	4.0	2	2.7
3. Has a powerful and independent professional body	4	5.3	6	8.0	34	45.3	25	33.3	5	6.7	1	1.3
4. Enjoys high financial remuneration	14	18.7	25	33.3	25	33.3	7	9.3	2	2.7	2	2.7
5. Has members who are a recognised authority in their area of expertise	1	1.3	9	12.0	25	33.3	33	44.0	7	9.3	0	0.0
6. Is subject to external regulation and control	3	4.0	11	14.7	22	29.3	22	29.3	15	20.0	2	2.7
7. Is valued by the government	3	4.0	14	18.7	22	29.3	20	26.7	16	21.3	0	0.0
8. Has members who have lengthy professional training	0	0.0	7	9.3	14	18.7	28	37.3	26	34.7	0	0.0
9. Is one for which there is strong competition to join	5	6.7	22	29.3	33	44.0	9	12.0	6	8.0	0	0.0
10. Is trusted by the wider community to perform a service for them	2	2.7	0	0.0	12	16.0	29	38.7	32	42.7	0	0.0
11. Has the respect of pupils	2	2.7	5	6.7	12	16.0	25	33.3	31	41.3	0	0.0
12. Has responsibility for an important service	0	0.0	3	4.0	5	6.7	22	29.3	45	60.0	0	0.0
13. Enjoys high quality working conditions	3	4.0	8	10.7	25	33.3	17	22.7	21	28.0	1	1.3
14. Has members who autonomously exercise their professional judgement in the best interests of their clientele	2	2.7	6	8.0	25	33.3	24	32.0	14	18.7	4	5.3
15. Enjoys substantial non-financial rewards	1	1.3	10	13.3	12	16.0	25	33.3	27	36.0	0	0.0
16. Is well-resourced	0	0.0	9	12.0	21	28.0	26	34.7	18	24.0	1	1.3
17. Is a democratic decision-making environment	0	0.0	10	13.3	31	41.3	16	21.3	15	20.0	3	4.0
18. Is team oriented	1	1.3	1	1.3	15	20.0	28	37.3	29	38.7	1	1.3
19. Has a high performance ethos	0	0.0	2	2.7	22	29.3	30	40.0	19	25.3	2	2.7
20. Has members who are committed to life-long learning	1	1.3	2	2.7	9	12.0	28	37.3	35	46.7	0	0.0
21. Has members who are engaged in leading-edge developments	1	1.3	6	8.0	22	29.3	33	44.0	13	17.3	0	0.0

Appendix D: Factor Analyses of the Teaching Profession Scale

D 1: Teacher/head teachers – The teaching profession

Factor One – Professional culture

18	Is team oriented
19	Has a high performance ethos
20	Has members who are committed to life-long learning
21	Has members who are engaged in leading-edge developments
17	Is a democratic decision-making environment
14	Has members who autonomously exercise their professional judgement in the best interests of their clientele
1	Has mutual respect between colleagues
15	Enjoys substantial non-financial rewards
11	Has the respect of pupils

Factor Two – Responsibility and requirements

6	Is subject to external regulation and control
8	Has members who have lengthy professional training
12	Has responsibility for an important service

Factor Three – Professional recognition

4	Enjoys high financial remuneration
2	Enjoys a positive media image
7	Is valued by the government
3	Has a powerful and independent professional body
9	Is one for which there is strong competition to join
13	Enjoys high quality working conditions
5	Has members who are a recognised authority in their area of expertise
16	Is well-resourced
10	Is trusted by the wider community to perform a service for them

D 2: Board Committee Members – The teaching profession*Factor One – Professional culture*

19	Has a high performance ethos
20	Has members who are committed to life-long learning
21	Has members who are engaged in leading-edge developments
18	Is team oriented
17	Is a democratic decision-making environment
14	Has members who autonomously exercise their professional judgement in the best interests of their clientele
11	Has the respect of pupils
8	Has members who have lengthy professional training
10	Is trusted by the wider community to perform a service for them

Factor Two – Professional recognition

16	Is well-resourced
2	Enjoys a positive media image
7	Is valued by the government
13	Enjoys high quality working conditions
4	Enjoys high financial remuneration
15	Enjoys substantial non-financial rewards
9	Is one for which there is strong competition to join
3	Has a powerful and independent professional body

Factor Three – Responsibility and requirements

6	Is subject to external regulation and control
5	Has members who are a recognised authority in their area of expertise
12	Has responsibility for an important service
1	Has mutual respect between colleagues

D 3: Student Teachers – The teaching profession

Factor One – Professional culture

20	Has members who are committed to life-long learning
21	Has members who are engaged in leading-edge developments
18	Is team oriented
19	Has a high performance ethos
17	Is a democratic decision-making environment
15	Enjoys substantial non-financial rewards
14	Has members who autonomously exercise their professional judgement in the best interests of their clientele
Mean = 3.72	

Factor Two – Respect

11	Has the respect of pupils
13	Enjoys high quality working conditions
16	Is well-resourced
1	Has mutual respect between colleagues
Mean = 3.70	

Factor Three – Responsibility and associated requirements

12	Has responsibility for an important service
6	Is subject to external regulation and control
10	Is trusted by the wider community to perform a service for them
7	Is valued by the government
8	Has members who have lengthy professional training
Mean = 3.80	

Factor Four – Professional recognition

4	Enjoys high financial remuneration
5	Has members who are a recognised authority in their area of expertise
2	Enjoys a positive media image
3	Has a powerful and independent professional body
9	Is one for which there is strong competition to join
Mean = 3.00	

Appendix E: ECE teachers/Head Teachers' Perceptions of Respect

	None		A little		A lot		Missing	
	Freq	%	Freq	%	Freq	%	Freq	%
1. Teachers in your school/centre	0	0.0	25	17.1	120	82.2	1	0.7
2. Senior management at your school/centre	1	0.7	43	29.5	98	67.1	4	2.7
3. Parents	1	0.7	38	26.0	104	71.2	3	2.1
4. Board/Committee	19	13.0	35	24.0	54	37.0	38	26.0
5. Local community	12	8.2	97	66.4	32	21.9	5	3.4
6. Your own family	1	0.7	31	21.2	113	77.4	1	0.7
7. Non-teaching friends	6	4.1	66	45.2	73	50.0	1	0.7
8. The media	42	28.8	96	65.8	5	3.4	3	2.1
9. Teachers at other schools/centres	4	2.7	80	54.8	59	40.4	3	2.1
10. The pupils/children you teach	0	0.0	22	15.1	122	83.6	2	1.4
11. People in other professions (in general)	22	15.1	92	63.0	31	21.2	1	0.7
12. The general public	25	17.1	96	65.8	24	16.4	1	0.7

Appendix F: Reasons for Becoming a Teacher Scale

F1: Teacher/head teacher frequencies: Reasons for becoming a teacher

	Not at all important		Slightly important		Moderately important		Important		Extremely important		Missing	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
1. Enjoyed working with children	0	0.0	0	0.0	6	4.1	30	20.5	110	75.3	0	0.0
2. Was inspired by teachers I know	24	16.4	21	14.4	43	29.5	35	24.0	20	13.7	3	2.1
3. Knew someone in my family or a friend who was a teacher	71	48.6	17	11.6	17	11.6	22	15.1	13	8.9	6	4.1
4. Liked the attractive holiday entitlement	85	58.2	18	12.3	15	10.3	13	8.9	7	4.8	8	5.5
5. Wanted to help children participate in their community	4	2.7	18	12.3	48	32.9	43	29.5	27	18.5	6	4.1
6. Liked the family friendly working patterns	12	8.2	13	8.9	31	21.2	54	37.0	28	19.2	8	5.5
7. Enjoyed teaching	2	1.4	2	1.4	12	8.2	41	28.1	88	60.3	1	0.7
8. Would be able to use leadership skills	9	6.2	15	10.3	51	34.9	48	32.9	21	14.4	2	1.4
9. Wanted to make a contribution to society	6	4.1	12	8.2	35	24.0	48	32.9	39	26.7	6	4.1
10. Wanted to give children the best possible start in life	1	0.7	1	0.7	8	5.5	40	27.4	95	65.1	1	0.7
11. Wanted to do something meaningful with my life	3	2.1	4	2.7	16	11.0	48	32.9	73	50.0	2	1.4
12. Wanted a challenging job	5	3.4	7	4.8	30	20.5	56	38.4	47	32.2	1	0.7
13. Wanted opportunities to exercise creativity	7	4.8	13	8.9	41	28.1	48	32.9	33	22.6	4	2.7
14. Wanted to be part of a professional learning community	4	2.7	12	8.2	46	31.5	54	37.0	26	17.8	4	2.7
15. Wanted opportunities for lifelong learning	5	3.4	16	11.0	34	23.3	62	42.5	27	18.5	2	1.4
16. Wanted to be respected by the general public	28	19.2	30	20.5	45	30.8	29	19.9	11	7.5	3	2.1
17. Was attracted to the image of the job	45	30.8	39	26.7	33	22.6	18	12.3	6	4.1	5	3.4
18. Wanted to share my love of my subject	19	13.0	23	15.8	38	26.0	39	26.7	25	17.1	2	1.4
19. Wanted the opportunity to promote understanding	9	6.2	25	17.1	46	31.5	43	29.5	21	14.4	2	1.4
20. Wanted to help children to become members of society	2	1.4	11	7.5	33	22.6	50	34.2	49	33.6	1	0.7
21. Wanted the chance to further my	5	3.4	8	5.5	29	19.9	53	36.3	49	33.6	2	1.4

own knowledge												
22. Wanted to do a job of which I can feel proud	4	2.7	2	1.4	19	13.0	49	33.6	72	49.3	0	0.0
23. Wanted future earning potential	16	11.0	25	17.1	40	27.4	37	25.3	27	18.5	1	0.7
24. Wanted a lifelong career	9	6.2	13	8.9	32	21.9	48	32.9	39	26.7	5	3.4
25. Wanted a high status occupation	43	29.5	41	28.1	34	23.3	14	9.6	8	5.5	6	4.1
26. Wanted to feel fulfilled in my work	1	0.7	4	2.7	18	12.3	41	28.1	79	54.1	3	2.1
27. Wanted to help children to 'see the penny drop'	7	4.8	8	5.5	45	30.8	45	30.8	36	24.7	5	3.4
28. Wanted strong job security	11	7.5	21	14.4	40	27.4	45	30.8	28	19.2	1	0.7
29. Wanted a reliable income	11	7.5	19	13.0	32	21.9	46	31.5	36	24.7	2	1.4
30. Wanted a good salary	20	13.7	20	13.7	49	33.6	32	21.9	22	15.1	3	2.1
31. Liked the degree of variety in the job	4	2.7	6	4.1	26	17.8	60	41.1	47	32.2	3	2.1
32. Wanted a clear career path	13	8.9	19	13.0	36	24.7	44	30.1	32	21.9	2	1.4

F2: Student teacher frequencies: Reasons for becoming a teacher

	Not at all important		Slightly important		Moderately important		Important		Extremely important		Missing	
	Fre q	%	Fre q	%	Fre q	%	Fre q	%	Fre q	%	Fre q	%
1. Enjoy working with children	0	0.0	0	0.0	1	1.3	6	8.0	68	90.7	0	0.0
2. Inspired by teachers I know	2	2.7	14	18.7	27	36.0	23	30.7	5	6.7	4	5.3
3. Someone in my family or a friend is a teacher	31	41.3	9	12.0	16	21.3	12	16.0	5	6.7	2	2.7
4. Attractive holiday entitlement	24	32.0	21	28.0	18	24.0	8	10.7	2	2.7	2	2.7
5. Want to help children participate in their community	0	0.0	2	2.7	19	25.3	27	36.0	27	36.0	0	0.0
6. Family friendly working patterns	6	8.0	6	8.0	18	24.0	24	32.0	19	25.3	2	2.7
7. Because I enjoy teaching	0	0.0	1	1.3	8	10.7	26	34.7	38	50.7	2	2.7
8. Able to use leadership skills	2	2.7	3	4.0	22	29.3	27	36.0	20	26.7	1	1.3
9. Want to make a contribution to society	0	0.0	3	4.0	18	24.0	22	29.3	32	42.7	0	0.0
10. Want to give children the best possible start in life	0	0.0	0	0.0	0	0.0	7	9.3	68	90.7	0	0.0
11. Want to do something meaningful with my life	0	0.0	3	4.0	5	6.7	14	18.7	52	69.3	1	1.3
12. Want a challenging job	0	0.0	2	2.7	16	21.3	29	38.7	28	37.3	0	0.0
13. Want opportunities to exercise creativity	0	0.0	6	8.0	17	22.7	26	34.7	26	34.7	0	0.0
14. Want to be part of a professional learning community	1	1.3	5	6.7	23	30.7	27	36.0	17	22.7	2	2.7
15. Want opportunities for lifelong learning	0	0.0	5	6.7	14	18.7	30	40.0	25	33.3	1	1.3
16. Want to be respected by the general public	9	12.0	17	22.7	22	29.3	15	20.0	10	13.3	2	2.7
17. Attractive image of the job	16	21.3	15	20.0	21	28.0	18	24.0	3	4.0	2	2.7
18. Want to share my love of my subject	4	5.3	3	4.0	26	34.7	21	28.0	19	25.3	2	2.7
19. Want the opportunity to promote understanding	1	1.3	3	4.0	22	29.3	22	29.3	25	33.3	2	2.7
20. Want to help children to become members of society	0	0.0	0	0.0	8	10.7	26	34.7	41	54.7	0	0.0
21. Want the chance to further my own knowledge	1	1.3	2	2.7	13	17.3	26	34.7	32	42.7	1	1.3
22. Want to do a job of which I can feel proud	2	2.7	2	2.7	5	6.7	16	21.3	49	65.3	1	1.3
23. Want future earning potential	6	8.0	6	8.0	21	28.0	28	37.3	13	17.3	1	1.3
24. Want a lifelong career	4	5.3	0	0.0	6	8.0	22	29.3	42	56.0	1	1.3
25. Want a high status occupation	20	26.7	11	14.7	22	29.3	13	17.3	7	9.3	2	2.7
26. Want to feel fulfilled in my work	0	0.0	0	0.0	2	2.7	16	21.3	55	73.3	2	2.7
27. Want to help children to 'see the	1	1.3	3	4.0	14	18.7	27	36.0	26	34.7	4	5.3

penny drop'												
28. Want strong job security	5	6.7	6	8.0	19	25.3	24	32.0	20	26.7	1	1.3
29. Want a reliable income	7	9.3	4	5.3	17	22.7	18	24.0	28	37.3	1	1.3
30. Want a good salary	9	12.0	9	12.0	18	24.0	19	25.3	19	25.3	1	1.3
31. Like the degree of variety in the job	0	0.0	2	2.7	6	8.0	31	41.3	36	48.0	0	0.0
32. Want a clear career path	3	4.0	5	6.7	20	26.7	17	22.7	29	38.7	1	1.3

F3: Factor analysis of the reasons for Becoming a Teacher Scale

Factor One: Professional and personal development

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

Factor Two – Pay and career path

29	Wanted a reliable income
28	Wanted strong job security
30	Wanted a good salary
23	Wanted future earning potential
32	Wanted a clear career path
24	Wanted a lifelong career

Factor Three – Family issues

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

Factor Four – Helping children/society

1	Enjoyed working with children
10	Wanted to give children the best possible start in life
20	Wanted to help children to become members of society
5	Wanted to help children participate in their community
7	Enjoyed teaching
27	Wanted to help children to 'see the penny drop'
9	Wanted to make a contribution to society
19	Wanted the opportunity to promote understanding
26	Wanted to feel fulfilled in my work

Factor Five – Status and respect

16	Wanted to be respected by the general public
17	Was attracted to the image of the job
25	Wanted a high status occupation
22	Wanted to do a job of which I can feel proud

Appendix G: Reasons for Remaining a Teacher Scale

G1: Teacher/head teacher frequencies: Reasons for remaining a teacher

	Not at all important		Slightly important		Moderately important		Important		Extremely important		Missing	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
1. Enjoy working with children	1	0.7	0	0.0	2	1.4	22	15.1	120	82.2	1	0.7
2. Am inspired by teachers I know	8	5.5	12	8.2	18	12.3	57	39.0	47	32.2	4	2.7
3. Like the attractive holiday entitlement	48	32.9	18	12.3	33	22.6	20	13.7	16	11.0	11	7.5
4. Enjoy helping children participate in their community	3	2.1	3	2.1	24	16.4	54	37.0	58	39.7	4	2.7
5. Like the family friendly working patterns	9	6.2	3	2.1	31	21.2	50	34.2	47	32.2	6	4.1
6. Enjoy teaching	1	0.7	1	0.7	10	6.8	32	21.9	99	67.8	3	2.1
7. Like being able to use leadership skills	4	2.7	11	7.5	33	22.6	48	32.9	47	32.2	3	2.1
8. Want to make a contribution to society	3	2.1	6	4.1	31	21.2	50	34.2	54	37.0	2	1.4
9. Want to give children the best possible start in life	1	0.7	1	0.7	7	4.8	28	19.2	108	74.0	1	0.7
10. Want to do something meaningful with my life	3	2.1	2	1.4	20	13.7	46	31.5	73	50.0	2	1.4
11. Want a challenging job	5	3.4	6	4.1	33	22.6	51	34.9	50	34.2	1	0.7
12. Want support available when dealing with difficult situations	3	2.1	5	3.4	29	19.9	51	34.9	54	37.0	4	2.7
13. Want opportunities to exercise creativity	3	2.1	10	6.8	36	24.7	55	37.7	39	26.7	3	2.1
14. Enjoy being part of a professional learning community	2	1.4	6	4.1	28	19.2	54	37.0	55	37.7	1	0.7
15. Want opportunities for lifelong learning	2	1.4	9	6.2	34	23.3	50	34.2	49	33.6	2	1.4
16. Want supportive leadership in my workplace	2	1.4	6	4.1	16	11.0	38	26.0	81	55.5	3	2.1
17. Want to be respected by the general public	10	6.8	23	15.8	40	27.4	32	21.9	36	24.7	5	3.4
18. Have an attractive image of the job	18	12.3	34	23.3	37	25.3	30	20.5	22	15.1	5	3.4
19. Want to share my love of my subject	5	3.4	9	6.2	31	21.2	46	31.5	51	34.9	4	2.7
20. Want the opportunity to promote understanding	2	1.4	6	4.1	23	15.8	53	36.3	58	39.7	4	2.7

21. Want to help children to become members of society	1	0.7	5	3.4	17	11.6	40	27.4	81	55.5	2	1.4
22. Want the chance to further my own knowledge	3	2.1	2	1.4	24	16.4	53	36.3	62	42.5	2	1.4
23. Want time available to reflect on lessons and share with colleagues	3	2.1	5	3.4	18	12.3	46	31.5	72	49.3	2	1.4
24. Do a job of which I can feel proud	2	1.4	10	6.8	40	27.4	93	63.7	1	0.7		
25. Receive regular feedback	1	0.7	9	6.2	23	15.8	45	30.8	67	45.9	1	0.7
26. Feel adequately rewarded for taking on new duties	4	2.7	9	6.2	32	21.9	45	30.8	55	37.7	1	0.7
27. Want future earning potential	6	4.1	12	8.2	32	21.9	42	28.8	52	35.6	2	1.4
28. Want a lifelong career	6	4.1	11	7.5	31	21.2	44	30.1	50	34.2	4	2.7
29. Want a high status occupation	27	18.5	36	24.7	38	26.0	22	15.1	18	12.3	5	3.4
30. Want to feel fulfilled in my work	2	1.4	2	1.4	11	7.5	32	21.9	96	65.8	3	2.1
31. Enjoy helping children to 'see the penny drop'	3	2.1	3	2.1	16	11.0	47	32.2	69	47.3	8	5.5
32. Want strong job security	10	6.8	4	2.7	27	18.5	44	30.1	58	39.7	3	2.1
33. Want a reliable income	8	5.5	5	3.4	27	18.5	46	31.5	59	40.4	1	0.7
34. Want a good salary	8	5.5	6	4.1	31	21.2	47	32.2	52	35.6	2	1.4
35. Like the degree of variety in the job	2	1.4	3	2.1	16	11.0	54	37.0	69	47.3	2	1.4
36. Want a clear career path	10	6.8	9	6.2	39	26.7	37	25.3	47	32.2	4	2.7
37. Feel I have no other choice	100	68.5	7	4.8	20	13.7	3	2.1	8	5.5	8	5.5

G3: Factor analysis of the reasons for Remaining a Teacher Scale*Factor One – Contribution to children/society*

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

Factor Two – Terms and conditions of the job

33	Want a reliable income
32	Want strong job security
34	Want a good salary
27	Want future earning potential
36	Want a clear career path
28	Want a lifelong career
29	Want a high status occupation
3	Like the attractive holiday entitlement

Factor Three – Encouragement and support

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

Factor Four – Enjoyment of the job

6	Enjoy teaching
24	Do a job of which I can feel proud
1	Enjoy working with children
35	Like the degree of variety in the job
30	Want to feel fulfilled in my work

Factor Five – Personal and professional development

15	Want opportunities for lifelong learning
18	Have an attractive image of the job
14	Enjoy being part of a professional learning community
22	Want the chance to further my own knowledge
7	Like being able to use leadership skills
11	Want a challenging job
17	Want to be respected by the general public

Appendix H: ECE Teachers/Head Teachers Responses to Intentions to Leave Scale

	Strongly disagree/ Disagree		Neutral		Agree/ Strongly Agree		Missing	
	Freq	%	Freq	%	Freq	%	Freq	%
1. I would prefer another job to the one I have now	114	78.1	17	11.6	8	5.5	7	4.8
2. If I have my way, I will not be teaching a year from now	114	78.1	13	8.9	11	7.5	8	5.5
3. If I have my way, I will not be at this school a year from now	110	75.4	13	8.9	17	11.7	6	4.1
4. I have seriously thought about leaving this school	93	63.7	10	6.8	35	24.6	7	4.8
5. I have seriously thought about leaving teaching	100	68.5	7	4.8	33	22.6	6	4.1

Appendix I: ECE Teachers/Head Teachers Responses to Career Aspirations Scale

	Frequency	Percent (N=146)#
In a teaching role	68	46.6
In a role which involves teaching and management	58	39.7
In a management role	21	14.4
Pursue higher degree	45	30.8
Family commitments	51	34.9
Travel	42	28.8
Further study	20	13.7
A career outside education	18	12.3
Other opportunities within education	23	15.8
Retirement	12	8.2
Other	2	1.4

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