Perceptions of the Status of Teachers

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Te Pouherenga Kaiako o Aotearoa

MINISTRY OF EDUCATION
Te Tāhuhu o te Mātauranga

Preface

This report is the third in a series of reports carried out for the Ministry of Education and the New Zealand Teachers Council as part of the Teacher Status Project.

The Project was initially set up to determine the perceptions of, influences on, and effects of the status of teaching in New Zealand. The overall aim of the Project is to strengthen teacher quality in the early childhood and school sectors, and the teaching profession. The three core objectives of the Project are to encourage the general public to regard teaching as a valued and respected profession, promote teaching as a positive career choice to attract quality people to the profession, and to strengthen teacher perspectives of the profession.

Identifying Teacher status, Its Impact and Recent Teacher Status Initiatives a working paper prepared by Marie Cameron, comprised the first stage of the Project. Involving a literature review, it explored: status in the context of teaching; public perceptions and teachers' own perceptions of teacher status; relationships between status and teacher recruitment, retention, capability and performance; and recent overseas central agency initiatives in the area of teacher status.

The purpose of the second stage of the Project was to establish the views and perceptions of key groups about teaching and behaviours in relation to recruitment, retention and performance of teachers, and how status affects those perceptions and behaviours. *Perceptions of Teachers and Teaching* by Ruth Kane and Mary Mallon (http://www.minedu.govt.nz/index.cfm?layout=document&documentid=11171&data=l&goto=00) captures the views of teachers, principals/head teachers and Board of Trustees/Management Committee Members in schools and early childhood centres, senior students (Years 12 and 13) and student teachers.

The intent of the current report is to provide the same views from the public's perspective. More specifically it is how each of the target groups view the status of teachers and teaching, how and why they form those views, how those views influence their own career decisions and of others considering or pursuing a teaching career, and how those views may be influenced over time. The key groups in this instance are young people (aged 12 to 25 years), adults and the business community.

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Executive Summary

This report details the findings of a two part market research project, commissioned to provide an understanding of the public's perceptions of teachers and teaching, and how this impacts on the profession's ability to attract and retain good teachers within the profession. The project specifically explores the issue of teacher status, its importance and its impact.

Phase 1: Summary findings from focus groups

The first phase comprised 12 focus groups with people ranging from 12 year old students intending to go into tertiary study, through to parents of tertiary students, and business career influencers. In total some 95 people participated in the research, which was conducted in Auckland and Napier.

The purpose of this phase was **primarily to inform the second phase of this project** – that is, to provide a clear understanding of how status is interpreted and articulated by the New Zealand public, and what the range of opinions and attitudes are in regard to teaching as a career.

Teaching did not feature as a high status profession or occupation in any of the focus groups. The most high status professions (identified from a given list of 36 different occupations) were…

○ Politicians, lawyers and professional sportspeople – identified in the top 5 by all segments.

○ Doctors were accorded a high level of status as well, though the young people and students attributed this status to specialists, while the career influencers gave GPs greater status than specialists.

○ In addition to these….
   o Young people accorded high status to business owners, diplomats & actors;
   o Parents accorded high status to diplomats, pilots and architects;
   o And career influencers accorded high status to actors (like the young people), architects (like the parents) and scientists.

An examination of the discussions relating to status shows that there are **three primary drivers** of status – power, money and fame. Two other factors have secondary influence: the amount of training / skill / expertise required, and the extent to which the career has an influence on other people's lives. However, these two secondary factors do not deliver status unless they result in a high level of power, money or fame.

This is the reason why teachers do not have high status. Although they are recognised as having to be well trained and highly skilled, and are seen as being hugely influential on society in the future, neither or these factors results in them being powerful, famous or rich.

On the positive side, however, there was no evidence in the discussions to support the idea that this lack of status necessarily deters people from becoming teachers. There was a view amongst some group participants that it is only the 'bad' teachers who are attracted through the power-driven status element in particular (teaching gives them the <u>feeling</u> of power over the children).

Within the teaching profession, status appeared to be accorded in terms of the level / age of the children being taught. Secondary teachers appeared to have greater status than primary ones, who in turn have greater status than early childhood teachers. There are a variety of reasons given for this (not all accurate in reality), including beliefs that higher level teachers get paid more, need more training, have a more difficult job, and are more likely to be male (status being more readily attached to jobs that men do).

Overall teaching is seen as a **valuable** and **honourable** profession – but neither of these delivers status. There is however an opportunity for individual teachers to gain status if the profession highlights its top performers (in the same way that individual sports coaches gain status because of their leadership and performance outcomes).

In the main, teachers are admired, commended, valued, trusted, respected (on an individual basis if they're good) – but from the perspective of the focus groups, not granted overall respect as a group, and definitely not accorded similar levels of status as the high status professions listed.

Because teaching is such an **exposed profession**, there are relatively few influences on people's perception beyond their direct experiences with teachers themselves. Almost no other career choice is as well known and well understood – everyone has been through the school system, so believes they have an intimate knowledge of what teachers do.

The pros and cons of teaching are therefore readily at hand to anyone considering this as a career. On the positive side, the role itself and what it stands for is the primary attraction (to those attracted) – the opportunity for a personally rewarding, secure job that influences both individual children, and the future society that we all live in.

On the negative side, schools are seen as being a negative environment in which to work, with badly behaved children, unsupportive parents and a system that does not allow teachers to do their best work. Teachers themselves are seen as being negative about teaching, due to workloads, safety issues and lack of a system that rewards good teachers for remaining in teaching (as opposed to moving into management).

Focus group participants felt that a number of factors straddle the pros and cons of teaching. These include….

○ Career development opportunities – some see it as a dead end job, while others value it as a career that you do for the rest of your life;

○ Working with kids – clearly some are attracted to this, while others can think of nothing worse.

○ Pay – there were strongly divergent views on whether teachers are well paid or poorly paid, with these tending to depend both on school level that the teacher was teaching at, and on the person's context.

○ Power – the ability to influence lives was not always seen as a positive. Some are aware that teachers can also have a negative influence, and see this as too big a responsibility.

These conflicting views – the important, valued fulfilling role versus the stressed, unsupportive and in some cases poorly paid environment – appear to lead people to be outwardly positive about those making a decision to become a teacher, while inwardly often questioning the wisdom of the decision.

The main exception to this was young people themselves, who appear to feel that because they are still (or were recently) at school, it's okay to express their dislike of schools and teachers, and remind any friends considering teaching of how bad the environment actually was when they were there.

Apart from teachers themselves – clearly the dominant influence – the media was the only other influence identified (generally negative) on how people perceive teachers. They did, however, identify a potentially positive role for the media in promoting specific careers, often talking about the programme CSI as making forensic science appealing to them or their children. The lack of even fictional positive teacher role models in our media (particularly television) seemed to the researchers to be a barrier to attracting more people into the role.

Compared to the past, people feel that career choices have become dramatically more difficult, with the primary drivers for this being….

1. A lack of clear direction from parents and others. In the past, career decisions were much more directed, whereas today, kids are encouraged and supported to believe they can do anything, and do whatever they want to do.

2. Student loans have meant that the cost of making the wrong decision is higher – and therefore the decision is often deferred for the option of either travelling for 'now' experiences, or working for 'now' money.

Feedback on (and from) career advisers highlighted an unwillingness to specifically direct young people on any particular course, rather talking about helping them to understand their passions and interests, reassuring them about their choices and persuading their parents to accept those choices if necessary.

The potential to shift attitudes to teaching over time appears to relate not to raising the status of teachers, but rather to reducing the barriers to teaching. The main barriers identified in the focus groups were….

○ Lack of discipline / poor student behaviour;

○ Risks – both physical and, for men, the risk of false accusations;

○ Pay – addressing any remaining pay issues (people were divided about this), but particularly ensuring that pay takes into account rewards for high performers to keep them in teaching (and not in management);

○ Heavy workloads which result in stress – ideas included employing clerical workers to do administrative tasks, as other professions do;

○ Improving the attitudes and behaviours of teachers themselves – getting the right people into the profession, and keeping them talking positively about the profession.

There is an opportunity around the idea that teachers themselves could or should be identifying potential future teachers, and singling them out for attention and mentoring / direction / guidance while they are still at school – thereby raising the 'positive press' for teaching, and highlighting the special skills / personality that it takes to become a good teacher.

These results of the first qualitative phase formed the basis for a much larger quantitative study, designed to quantify the attitudes and influences identified in the first phase of this project.

Phase 2: Summary findings from the survey

The survey interviewed a total of 1145 people, in telephone interviews lasting an average of 26 minutes each. This data is therefore based on nearly 500 hours discussion about the teachers and teaching. For analysis purposes, the sample has been divided into three key subgroups…

- Youth (n=634) – those aged 12 – 25 years; the sample of these spans young people who are still at school, those in tertiary study and those who are not studying at all;

- Adults (n=411) – those aged 26 years and older; representative of the whole New Zealand population irrespective of whether or not they currently have children (on the basis that the community's views about teachers and teaching are important to future teachers, rather than just the views of parents).

- Employers (n=162) – people who are in senior / ownership / HR roles in a selection of companies, ranging from small companies employing fewer than 10 people, up to large companies employing 50 or more people. The employer sample is skewed somewhat to larger employers, in recognition of the fact that they employ relatively more people.

> Note that 62 respondents are in both the 'adult' and the 'employer' segments, being self-employed people in small companies who were accessed as employers through the general population survey.

The issue of status

The focus group analysis identified that status is attributed to occupations on the basis of their ability to deliver fame, fortune or power.

Asked to say what occupations, professions or careers they feel have high status, survey respondents were most likely to talk about doctors and / or lawyers. Politicians were the third most frequently mentioned high status occupation – significantly more so for young people.

Teachers ranked fourth overall, but at a substantially lower level than other high status occupations – mentioned by just one in five people overall compared to around half who talked about doctors as being high status. A small minority, around 7% of people, mentioned teachers when asked to identify low status careers or occupations.

The overall status rating for teachers – an average score out of 10, on a scale from 1=no status at all to 10=extremely high status – was 6.8 for the general adult population, 6.5 for youth and a significantly lower 5.8 for employers. For each group, this rating was below that given to doctors, lawyers, business owners, pilots and politicians. Teachers were accorded similar status on the scale to accountants, nurses, journalists and actors (the latter influenced significantly by youth who felt that actors have high status, as in the focus group discussions).

In both the adult and youth survey samples, teachers are accorded significantly higher status by Māori and Pacific Island people than by Pakeha and other ethnic groups.

Overall, the survey confirms the focus group findings that **teaching is not a particularly high status career**, and that within teaching, secondary teachers have the highest status rating, and ECE[1] teachers the lowest.

The choice of a career

In discussing what aspects they feel are most important to consider when choosing a career, people identified the enjoyment that they would experience, and the pay that they would receive as the two most important factors. Essentially, most people are looking for a career that they enjoy that is well paid.

Secondary influences are job satisfaction (linked to enjoyment, but more about the sense of achievement), interesting work (i.e. not boring or monotonous) and good career prospects. Those in the adult sample also felt that job security was an important issue to consider.

Parents tend to see their children's career choices as a decision into which they have some input, but they are not the dominant influence. The exception to this was Pacific Island people, where the adults appear to exert greater influence. Youth report taking advice on career choice predominantly from parents and friends, with teachers and career counsellors mentioned at relatively lower levels.

Around six out of 10 people report having seen advertising encouraging young people to become teachers, primarily recalling the Teach NZ campaign, and the fact that it offers grants or scholarships. Television was the most prominently recalled medium for this advertising, with print a secondary medium for those in the adult sample. The reaction to the advertising was predominantly positive.

Perceptions of teachers and teaching

When asked in open-ended format to say what comes to mind when they think about a teaching career, people were more likely to make negative (~50%) than positive (~35%) comments. Predominantly, they talked about the workload and the perceived problems of dealing with students' behaviour. On the positive side, the major comments were about job satisfaction, and the amount of holidays.

Asked to say what characteristics they feel good teachers should have, people highlighted the importance of having the right personality, well ahead of skills, abilities and training. In particular, they feel that good teachers need to be patient, kind and 'in touch' with young people. The most desired 'skill' was being able to enforce discipline, followed by the ability to effectively communicate and transfer knowledge (i.e. teach others).

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[1] ECE : "Early Childhood Education"

The barriers to teaching

Respondents were asked to agree or disagree with a series of statements about the barriers and attractions of teaching. The primary barriers identified were….

- **Pay**: The majority of people in all three segments believe that teachers are not paid enough for the work that they do. Given that pay is one of the two most important influences on career choice, this is clearly a barrier. However, it appears that teaching is not alone in this, as there were significant numbers of people who felt that teachers are relatively well paid compared to the rest of the workforce. A key pay-related issue is the strong view (amongst adults and particularly amongst employers) that outstanding teachers should be paid more than the rest.

- **Lack of authority / student behaviour problems**: These two ideas are linked, with overwhelming agreement that teachers do not have the authority that they used to have, and that teaching would be more attractive if children were better behaved. However, people were less willing to say that teachers should have more power to discipline (though there were certainly a large minority who felt this way).

- **Lack of support / appreciation:** On balance, people felt that schools do not support teachers enough, and that parents do not appreciate their children's teachers enough – though interestingly, teachers in the survey sample disagreed with the former statement.

- **Teacher negativity:** There was some agreement with the idea (particularly amongst youth, and especially if they were still at school) that teaching would be a more attractive career option if teachers themselves were more positive about it. This supports the focus group finding that the attitudes of teachers themselves constitute a major barrier to attracting young people into teaching as their first career choice.

Factors which were identified as potential barriers by focus group participants, but turned out not to be major ones (from the survey results) included:

- **Stress
  (generally interpreted as resulting from heavy workloads and long hours)**
  (people being generally divided as to whether teachers are any more stressed than others in the workforce);

- **Danger**
  (people generally disagreed with the contention that teaching is a dangerous occupation, though a small group feel that this is indeed so);

- **Lack of status**
  (people generally agreed that teachers have less status than they used to have, but despite this feel that teachers are important and respected).
  Further analysis fails to find substantial links between status and the attraction of a career in teaching.

The attractions to teaching

The major attractions to teaching included….

- **Influence / importance:** There is overwhelming agreement that teachers have a huge influence on people's lives, and that teaching is an honourable, important and respected profession. Almost everyone agrees that teaching is a career where you can make a difference, and that it is rewarding because you are shaping young minds. These are potentially the greatest attractions to a career in teaching, but only for those who feel that they would find teaching enjoyable (the other major influence on career choice).

- **Job security:** A significant secondary influence on career choice, job security was seen as assured for teachers – not only in terms of having a job for life, but also being something that you can do for your whole working life, almost irrespective of where in the world you are.

- **Wider opportunities:** Although opinion on the opportunity for career progression within teaching was divided, there was general agreement that teachers have plenty of opportunities in the wider workforce, and even stronger agreement that teachers gain skills that they can use in many other jobs.

- **Diversity:** Finding an interesting job that is not boring was seen as one of the secondary influences on career choice, and there was widespread agreement that teaching would never be boring.

Factors identified as potential attractions of teaching, but which did not appear to be so included….

- **Holidays**: Although mentioned as one of the main advantages of teaching (at an unprompted level), the analysis shows that when specifically asked, people are generally divided about whether or not this is the case. The data suggests that long holidays are a factor used by those who are NOT attracted to teaching to explain why others would want to do a job which they believe is so unappealing.

- **Hours of work**: Contrary to what some may think, people completely rejected the idea that teachers work shorter hours than most other working people.

- **Easy & attractive work:** The idea that teaching is an easy job compared to others was roundly rejected, even when specifically applied to primary teaching. Notably, people also reject the idea that ECE teachers are more like babysitters. People also tend to reject the idea that most people would want to be a teacher if they could, highlighting their overwhelming view that the good teachers are the ones that have a passion and interest for teaching.

Importantly, there was a generally consistent opinion about the barriers and attractions of teaching, almost irrespective of how the respondents felt about teaching as a career for themselves.

Overall, they see teaching as an **attractive career** because it offers job security, diversity, the opportunity to make a difference and opportunities in the wider workforce.

However, they also see teaching as an **unattractive career** because the pay is not commensurate with the effort (though this is not a factor that they attribute solely to teaching), but also because outstanding performance is not rewarded. They see difficult student behaviour and perceived lack of support for teachers from schools and parents as major problems, and feel that teacher negativity about their situation undermines the attraction of the career.

The appeal of a teaching career

Asked to rate the attraction of a career as a teacher on a scale from 1=completely unappealing to 10=extremely appealing, people tended to rate teaching around the midpoint of the scale on average, with adults slightly more positive than youth and employers. ECE teaching and particularly being a school principal were rated less appealing than primary or secondary teaching.

In the context of a range of different careers measured, teaching was rated as less appealing on average than being a business owner (by far the most appealing of the careers canvassed), pilot or medical doctor, but ahead of other options. Interesting, higher status careers such as lawyers and particularly politicians were rated less appealing than teaching on average.

The appeal of a teaching career was significantly higher amongst Pacific Island people, and in some cases amongst Māori as well.

The image of teaching vs. other careers

When asked to say which careers they associate with a series of key attributes relating to the influences on career choice, teaching was most likely to be associated with having plenty of holidays, making a difference in society, being a job you can be proud of doing, providing great job satisfaction, and being something you can do anywhere in the world.

However, when these views are mapped against the attributes associated with other occupations, we find that the model of status developed in the focus groups is supported, in that careers are primarily differentiated on the basis of 'fame', and then on the basis of power and pay. The primary view positions teaching amidst other low status occupations such as plumbers, nurses, factory workers and builders – the common theme being that they are neither famous, nor powerful nor are they considered to be very highly paid.
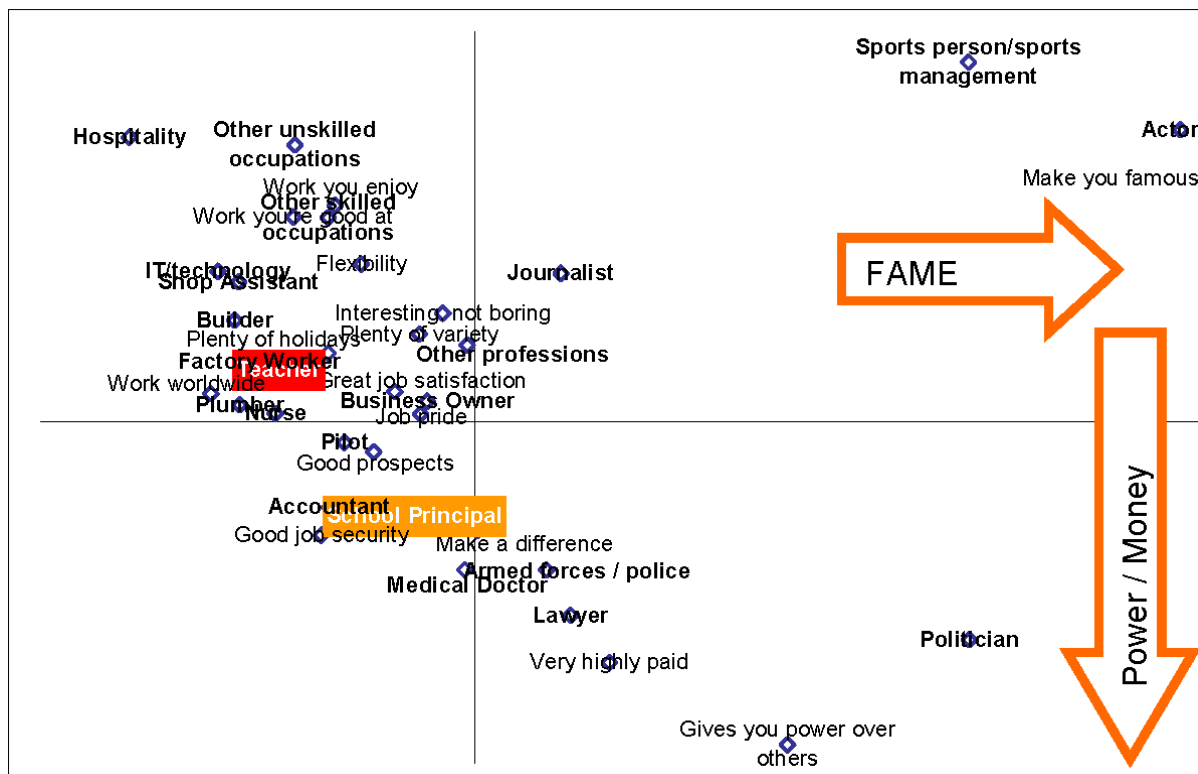
Consideration of teaching

In addition to the 14% of adults and 4% of youth respondents who have already decided on a teaching career (some already teaching), a further 38% and 46% respectively reported that they had considered teaching as an option.

This high figure may well be influenced by the significant level of exposure to teaching beyond the classroom, with around half of all respondents saying that they have teachers in their family.

There is some indication that those who consider teaching do so often as a 'fall back' option, with greater than average agreement that teaching is a good career to fall back on if your first choice doesn't work out. Friends stand out as a major influence on those who considered teaching as a career.

Despite the high level of consideration of teaching, just 6% of adults and 5% of youth were identified as being readily available to the idea of a teaching career, with a further 18% / 13% ambivalent about the idea. Together these two groups can be thought of as 'open' to teaching. The proportion open to teaching was significantly higher amongst Pacific Island adults, and slightly higher amongst Pacific Island youth.

In the youth sample, it was significantly higher amongst women than amongst men.

The presence of preschool children in the household was a significant indicator of potential teachers, with a rise in potential also in the 31 – 40 year age group. However, potential teachers were significantly more likely than average to be currently working in unskilled occupations.

Identifying the drivers

The data shows that the links between status and appeal of teaching are relatively weak, albeit with a statistically significant correlation between the two (which is not necessarily causal).

Driving status

Further analysis shows that the perceived lack of status of teachers can be linked to perceptions relating to **pay**- the low salary being a significant disadvantage, and the perception that teachers are not paid enough for the work that they do. The perceived need for good teachers to be patient and kind further undermines the status of the profession.

High status is supported by the view that teaching offers diversity and opportunity (but not, interestingly, that it makes a difference). The idea that teaching is important and respected also supports status.

Driving appeal

The apparent drivers of appeal are significantly different from the drivers of status. They specifically relate to the opportunity for teachers to make a difference, by being involved with children and shaping their future. Essentially, teaching is appealing to people who want to work with children, to educate them and make society better as a result. Those who are motivated primarily by pay are less likely to find teaching appealing (leading to the correlation with status where it exists).

Teaching is appealing to those who feel it is interesting, enjoyable and offers plenty of variety and opportunity. This variety is an important (and perhaps unrecognised) element of the appeal of teaching.

Long holidays are NOT part of the appeal of teaching – rather they appear to be a used as a rationale by those not attracted to the career to explain why anyone would want to teach.

Discipline and behavioural issues are the primary factors undermining the appeal of teaching as a career.

Those identified as potential teachers have an even more refined view of the situation – they particularly value the diversity of teaching, though they do feel that the role is not sufficiently well paid. They highlight the fact that the attraction of teaching relates to the role and what it offers, and that those attracted to this role accept the disadvantages along with the advantages.

Conclusions

Teaching is a career choice which is well understood, with both adults and youth having clear views (although sometimes conflicting) about the relative advantages and disadvantages of the role.

Teaching is not a high status occupation, because despite requiring significant skills and training, and having a major influence on the lives of others, it does not have the ability to deliver fame, fortune or power – the essential elements of status. However, this lack of status does not appear to in any way undermine the attraction of teaching as a career, though there is a link in the area of pay, where those seeking highly paid jobs are less likely to consider a teaching career.

While it lacks status, teaching is nevertheless a highly regarded career, with the vast majority of people agreeing that it is respected, important and honourable. The attractions of teaching are well recognised (irrespective of whether people wish to become teachers or not). These are mainly related to the interaction with children, shaping their future and making a difference to society.

Similarly, the disadvantages of teaching are well recognised (perhaps more so by prospective and current teachers). These relate mainly to the pay situation (including the lack of reward for outstanding performance), and the issues around student behaviour. Interestingly, those still at school are most likely to be deterred from teaching by student behaviour.

The challenge for the teaching profession is not so much in improving the status and / or appeal of teaching as a career, but rather in reducing the barriers such that those who are potentially attracted to the profession are encouraged rather than discouraged from it. Most importantly, the attitudes of existing teachers is a significant barrier to becoming teachers for young people still at school.

In promoting a career in teaching, messages should relate primarily to the extent to which teachers make a difference for students, but also to the fact that the job itself is full of diversity, and never boring.

For future monitoring

This research clearly shows that "status" per se is not an issue for the general public in terms of attracting people to the profession. However, given the focus of the project on evaluating and monitoring the status of teachers (and the fact that this may be important to teachers themselves), we have included the status measures in our recommendations for future monitoring.

In addition to the specific measure of the appeal and status of teaching (the 10 point scale ratings), we recommend that any future monitoring include the questions as to whether people agree or disagree with the following statements:

- Teachers are not paid enough for the job that they do;
- Teachers are relatively well paid compared to other people in the workforce;
- Outstanding teachers should be paid more than the rest;
- Teaching would be a more attractive career if teachers themselves were more positive about it;
- Teachers have less status in society these days than they used to have;
- A career in teaching would never be boring;
- Schools these days don't support teachers enough;
- Teaching would be a more attractive job if children were better behaved;
- Parents these days don't appreciate their children's teachers enough.

These statements have been selected as the minimum set recommended (in order to minimise the potential cost of future monitoring). They are chosen on the basis that the current levels of agreement / disagreement are such that movement could be expected should public perceptions of the appeal of teaching improve.

Other measures in this survey which are important – such as the views about the importance of teachers, and the contribution they make to society – are not included in the above list, as public opinion is already so far in agreement with these that they would not be expected to move significantly in the medium term.

Comments in relation to the
Kane-Mallon report on the Perceptions of Teachers and Teaching

The Kane-Mallon report[2] presents the findings of an exploration of similar issues amongst teachers, school administrators and senior students. There is much in common between the two reports.

Most critically, the Kane-Mallon report highlights teachers poor self-image as a critical factor undermining the ability of the profession to attract and retain quality candidates. Both studies found unequivocally that the "decisions to teach are not influenced by the perceptions of the status of teachers".

The Kane-Mallon report states that teachers are attracted by "intrinsic motivations of wanting to work with children, contribute to society and do a job that they feel proud of. They were often encouraged by teachers who themselves enjoyed their work". Although not stated explicitly in that report, it is the **enjoyment** aspect that is the most important factor in common between the two studies – good teachers, both studies find, are those who enjoy their work and therefore act as positive role models for future teachers. This is highlighted in their report which states…

> *"…retaining those who have lost their edge, who are less committed and who portray an explicit lack of enthusiasm can impact significantly on ….. the degree to which they are role models for potential teacher candidates"*

….and in another comment….

> *"senior students see unhappy teachers trapped in teaching".*

While the Kane-Mallon report states that teachers feel misunderstood and undervalued, this current study shows that this is in fact a misconception. They state that even in their survey…

> *"those concerned with school governance and senior students hold teachers in higher regard than teachers perceive them to do"*

The wider public survey confirms that people do not believe that teachers work shorter hours than others, they do highlight work load as one of the disadvantages of teaching, and although they associate teaching with having long holidays, they do not see these as one of the major attractions of the profession.

The report also raised the issue of performance based pay and found that although this was not supported by the majority of teachers, it was in fact supported by boards and principals – these reflecting the strong support in the wider community and particularly amongst employers to pay outstanding teachers more than the rest (as found in this report).

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[2] *Report entitled "Perceptions of Teachers & Teaching – Final Report 2005";*
Professor Ruth Kane & Professor Mary Mallon

Interestingly, one of the recommendations in the Kane-Mallon report related to the appointment of well trained administrators as an "important step" to dealing with workload. This idea was floated in the focus groups also, particularly by business people who simply can't understand why this has not already happen (in business, all professionals have 'people' to do the paperwork!).

Both reports highlight the important role of teachers in promoting the career themselves – and it is in this particular recommendation that the key to attracting future quality candidates, and retaining quality teachers, lies.

Background

In this section of the report, we review the background, objectives, and the overview of the research as a whole.

1. The research objectives

This research forms part of Stage 2 of the overall Teacher Status project, which is focused on delivering a solid understanding of the general public's perceptions of teachers and teaching, and how this impacts on the profession's ability to attract capable candidates, deliver effective teaching, and retain good teachers within the profession.

This report focuses on the **public** perceptions of teachers and teaching, while a complementary stream of work, recently released as a report entitled "The Perceptions of Teachers & Teaching"[3] explores these issues more fully from the perspective of the teaching community. Findings in that report provide greater insight into the issues surrounding the retention of good teachers, and the ability to deliver effective teaching – factors on which the public could not provide an informed view.

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[3] *Report entitled "Perceptions of Teachers & Teaching – Final Report 2005";*
Professor Ruth Kane & Professor Mary Mallon

We note that the Massey University pilot study[4] identified that the concept of 'status' is multi-faceted, and has different meanings for different people. That pilot report suggests that status is often interpreted in the context of respect for and / or trust of the professions. Indeed, the status of a particular profession may not have a definitive level, so much as a level that is <u>relative</u> to other professions or occupations.

The specific target groups of interest – the 'key groups' discussed in the brief – are….

○ **Young people**, still at school, in education and already working (defined as people aged 12 – 25 years);

○ **Parents** and the **wider public**, who have the ability to influence young people's career choices through their attitudes, words and actions;

○ **The business community** – here the interest is not only on 'employers', but also specifically on those whose jobs are related to career choices, such as HR professionals, career advisers, recruiters and the like.

The objective of the research is to deliver a clear understanding of…

○ How each of the target group views the status of teachers and teaching;

○ How and why they form those views;

○ How those views influence them in relation to their own career decisions, and the ways in which they influence the career decisions of others who are considering a teaching career, and those currently pursuing a teaching career;

○ How those views may be influenced over time.

The overall objective is to provide the public perspective to inform Stage 3 of the overall Teacher Status project.

The 2005 Readers Digest annual trust survey ranked teachers 9th in a list of 30 'professions'. Firefighters have topped the list for three of the past five years. The published list of most trusted professions is shown below.

1. Fire fighters
2. Ambulance officers
3. Nurses
4. Mothers
5. Pilots
6. Doctors
7. Pharmacists
8. Fathers
9. **Teachers**
10. Judges
11. Police officers
12. Childcare providers
13. Bus / train drivers
14. Chiropractors
15. Builders
16. Ministers / priests
17. … and so on….

Source: www.maf.govt.nz/mafnet/publications/ruralbulletin/jul-05/july-05-06.htm

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[4] *Report entitled "Teacher Status Project Stage 2 – Milestone 3" July 2004 – September 2004; Professor Ruth Kane & Professor Mary Mallon provided electronically to Research Solutions at the briefing stage*

2. The project overview

The specifications of the project are detailed below.

Phase 1: Qualitative

○ 12 focus group discussions
(6 in Auckland, 6 in Napier).

   o Including young people at three levels, focusing on those intending to undertake, currently engaged in, or having completed tertiary study;

      ▪ 12 – 15 year olds
      ▪ 16 – 18 year olds
      ▪ 19 – 25 year olds

   o And parents at two levels – those with pre-tertiary students, and those with children who are current in or have completed tertiary courses;

   o And business community career influencers.

○ Each group comprised 7 – 8 people, recruited to meet specific criteria, and divided between those who feel positive about teaching as a career, and those who feel negative about it.

○ Discussions moderated by experienced qualitative researchers, who then worked together on the analysis and development of the research report.

○ A full report, personally presented to the project team, together with draft questionnaires for the various segments of interest in the next phase of this research.

Phase 2: Quantitative

○ Telephone surveys with the intended sampling plan as shown below…

> 400 randomly selected **adults**
>
> 500 young people aged 12-25 years living with adults interviewed above, or accessed randomly
>
> With a top up sample to ensure coverage of at least…
>
>> 100 Māori households
>>
>> 100 Pacific households
>
> 100 employers in businesses with 10 or more people
> (smaller business employers were accessed as part of the random survey sample).

○ Interviewing was conducted by Research Solutions interviewers.

○ Interviewers used a set questionnaire which had been approved in advance by the project team, and rigorously pilot tested to ensure relevance and usability.

○ Data processing and analysis was conducted in house at Research Solutions.

○ Details of the sample achieved are shown on the following pages.

Note that the intention was to limit the interview to an average 15 minutes duration, but this was exceeded significantly.

THE INPUT:

12 focus group discussions (95 people)

Telephone surveys with 1145 people, including at least 500 young people and 100 employers.

THE OUTPUT:

A detailed report and presentation(s) on the status of teachers and teaching, amongst key groups of interest, with recommendations for improving recruitment and retention, as well as public attitudes to teaching in general.

Methodology

1. The focus groups

Group specifications

Twelve focus groups were conducted, in Auckland and Napier, as shown below.

In each location, three of the groups were with young people of different ages, focusing on those who were **currently at school** and planning to undertake tertiary education, and those currently engaged in or who had completed tertiary education and were now working. They were differentiated according to age:

1. 12 – 15 years
2. 16 – 18 years
3. 19 – 25 years

There were also two parent groups, also differentiated on student age / stage:

4. Parents with pre-tertiary children whom they expected would go on to tertiary education
5. Parents with children who were currently in or had recently completed tertiary courses.

The sixth group, the 'business' group in each area, comprised career guidance counsellors in secondary schools, private psychologists or counsellors who provided advice to young people on their career decisions, people who worked in recruitment agencies where they dealt with tertiary qualified entrants in the workforce; and people who worked in mid to large sized companies in an HR role where they employed tertiary qualified staff.

The group timetable is shown below:

Group description	Napier	Auckland	Total number of participants
12 – 15 years	24/11/05	3/12/05	18
16 – 18 years	24/11/05	28/11/05	16
19 – 25 years	24/11/05	1/12/05	15
Parents with pre-tertiary	23/11/05	29/11/05	16
Parents with tertiary	23/11/05	28/11/05	15
Business	24/11/05	29/11/05	15

The groups were moderated by a team of moderators from Research Solutions Ltd, comprising Debra Hall, Bart Langton, Nicola Legge and Bella Hwang.

Participants were recruited by random telephone calling from the White Pages telephone directory, and screened to meet the criteria discussed on the previous page and below, with 9 recruited for each discussion. In total, 95 people participated in the discussions.

Recruits were invited on the basis of their attitudes to teaching as a career (a question which was masked with other professions so as not to highlight teaching as our specific interest). Of the 9 recruits in each group, we attempted to recruit at least four who feel positive about teaching as a career and four who feel negative, in order to provide the basis for a considered discussion of the pros and cons of teaching. This type of focus group is commonly called a 'conflict group', though the intention is to foster informed debate rather than "conflict".

Each group included a mix of gender and ethnicity. At least four recruits were male and four female. We attempted to recruit at least 1 Māori respondent, and at least one Asian or Indian for each group. For the groups in Auckland, at least one Pacific Island person was also sought for each group.

Participants in business discussion groups were not required to meet the gender / ethnicity criteria discussed above.

Participants were paid an incentive of $60 for the parents and young people, and $100 for the business people. Groups in Auckland were video-recorded, and all groups were audiotaped and transcribed for analysis purposes.

Data collection and analysis

Focus group data collection takes the form of a free-flowing discussion, based broadly on a discussion guide which has been agreed in advance with the project team.

The discussion guides used for this project are shown in Appendix 3 of this report. In summary, they covered the following topics…

○ How career decisions are made;

○ What's hot and what's not in terms of career choices now available – and what makes some careers more appealing than others;

○ How career decisions are influenced – initially, and in the longer term when people move to a second or third career later in life;

○ Then specifically about teaching (noting that they will not be aware of our interest in teaching until this point)…

   o What their attitudes are – for themselves, and for others;

   o How these attitudes are formed;

   o How they would feel about those close to them making a career choice to teach;

   o How teaching compares to other professions discussed earlier;

○ How do their views differ depending on the level of teaching – ECE, Primary, Secondary;

   o What factors affect the capability and performance of teachers at different levels;

○ Whether or not they want to teach (or want their kids to teach), how do they perceive teachers in terms of their role in the community and society;

   o Are teachers trusted, respected;

   o Do they have 'status' – in what way, why;

   o What would give the profession greater status;

   o Would improved 'status' change the appeal of a teaching career for them.

During the discussion, the moderators used projective techniques in the form of prompt sheets individually completed, to elicit not only stated attitudes and opinions, but to understand the underlying motivations behind those opinions.

2. The survey

Sample selection

The survey was conducted by telephone. Respondents were sourced from the White Pages telephone directories, using only listed numbers. On contact each household was screened for qualifying participants, after which a random selection was made as to whom to interview in the household.

Businesses were screened for those employing 10 or more people, and quotas were set to ensure a spread of different sized businesses. Within the business, the chief executive or HR manager was invited to participate in the survey.

The household sampling was done in several stages…

o   An initial sample of 461 people aged 12 years and older was sourced from a randomly drawn selection of households throughout New Zealand;

o   Based on the ethnic breakdown of this sample, a top up sample of 84 Māori and Pacific Island households were added, which aimed to bring the basis for those ethnic groups up to the 100 each (achieved for Māori, but slightly under for Pacific Islanders);

o   A further 500 youth-specific interviews were conducted with people in the 12 – 25 year age groups.

Sample achieved

The sample achieved is detailed below, based on **1,045 household interviews** and 100 business interviews.

| | Ethnic group (note can be multiple) Business respondents were not asked ethnic group question. | | | | Age | |
	Pakeha	Māori	Pacific Island	Others	Adults 19+ years	Children 12 – 18 years
Total	739	110	98	132	706 (plus 100 businesses)	339
The following groups have been identified for analysis purposes. Note that due to the large youth top up of people aged 12 – 25 years, we have re-defined the 'adult' population as those who are aged 26 years and older (on the basis that they are generally career-settled) when compared to the 'youth' defined as the 12 – 25 year age group.						
General adult population 26+	**300**	**30**	**40**	**48**	**411**	**-**
Māori adults	7	30	2	-	30	-
PI adults	2	2	40	-	40	-
Pakeha adults	300	7	2	-	300	-
Other adults	-	-	-	48	48	-
Youth 12 – 25	**439**	**80**	**58**	**84**	**295**	**339**
Māori youth	16	80	-	2	40	40
PI youth	5	-	58	1	26	32
Pakeha youth	439	16	5	5	236	203
Other youth	5	2	1	84	47	37

The employer sample comprises the 100 companies surveyed with 10 or more employees, PLUS the 62 business owners found as part of the household survey, providing a sample split across business sizes as shown below.

- o 59 small employers (1 – 9 employees)
- o 48 medium employers (10 – 49 employees)
- o 55 large employers (50+ employees)

Employers were asked the same questions, to provide a comparison of their views against those of the general population.

Full nationwide coverage was provided by random selection of telephone numbers from the national base. Top up samples of minority ethnic groups were geographically clustered in areas of higher incidence of these groups. The chart below shows the geographic spread of the three core sample groups.

Geographic spread of survey sample

Legend: ■ Adults aged 26+ years (n=411) ▨ Youth aged 12 - 25 years (n=634) ☐ Employers (n=162)
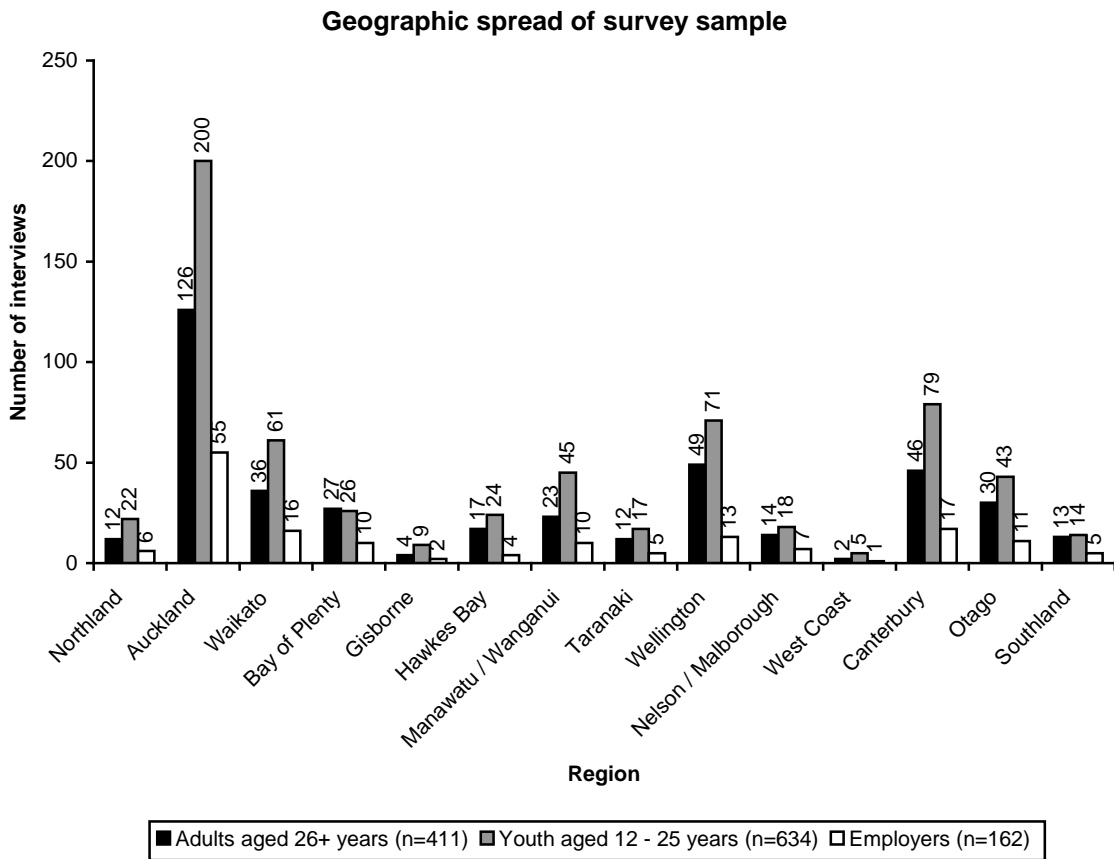
Data collection

Interviews were conducted from January to March 2006.

Interviewers used a set questionnaire, a copy of which is shown in Appendix 3 of this report. The initial draft questionnaire was rigorously pilot tested in 20 interviews, with the feedback from these respondents and interviewers used to refine the final survey instrument.

The average interview duration was 26 minutes, significantly longer than the estimated 15 minutes (generally due to the extended feedback that people gave to the open-ended questions).

Response rate

In total, more than 20,000 households and 518 businesses were called in the course of conducting this survey. However, the vast majority of these were called while screening for specific subgroups of the population (eg. looking for Māori, Pacific Island or youth top up respondents).

The actual refusal rate was relatively low, with an estimated response rate of….

o   55% for the household sample overall (i.e. 55% of those contacted who were eligible for the survey sample completed the survey);

o   32% for the business sample (i.e. 32% of those businesses contacted who were eligible for the survey sample completed the survey.

These response rates are significantly higher than those currently being achieved in commercial market research, most likely due to the identification in the introduction of the Ministry of Education as a sponsor of the research.

Analysis

The data set comprises both open and closed ended responses. The former have been content-analysed, with codes allocated to reflect common themes mentioned. A selection of comments has been compiled that is reflective of the types of comments coded within each of the themes.

The data set has been loaded into a specialist survey analysis programme – Toolbox from Information Tools – and this has been used to prepare this report.

The focus of reporting is the subgroups detailed on page 20. The primary comparison is of the three major subgroups: adults, youth and employers. Within the adult and youth subgroups, we consider the ethnic group differences. Within the employer subgroup we consider the size of the company – small, medium and large, based on the number of employees.

In addition to these subgroups, we have explored differences amongst
- students and working youth,
- people with associations with different deciles and types of schools,
- adults of various ages, with and without children in the home,
- those living in different areas of the country,
- those who have teachers in the family vs. those who do not,
- those who are currently teaching (since teachers were not excluded from the random sampling), studying to become teachers, or identified in the research as potential teachers.

The data set includes a wide range of demographic and educational variables which are available for further exploration.

Margin of Error

The Toolbox programme identifies results which are statistically significantly different from the average, and where relevant these have been commented on as being statistically significant.[5]

However, some guidelines in terms of statistical margin of error are provided here.

The statistical margin of error on a survey result (P) is a function of the result itself, and the size of the survey sample (n). The margin of error for public opinion and market research is generally quoted at 95% confidence, meaning that we can be confident that if we did 100 separate surveys, in the same way, the results from 95 of those would fall within the margin of error.

---

[5] **How Are Significant Differences Calculated?**

Chi-squared tests are used for comparisons of counts, and t-tests are used for comparisons of averages or values (volume data for market share). All tests are two tailed. For testing differences in proportions, the test is equivalent to a Z test on proportions. The Chi-squared tests are all corrected for continuity using Cochran's formula. All the tests are correctly calculated on weighted data, even when the database is weighted to some target other than the true sample size (say, total population).

The formula for calculation of the margin of error (M) at 95% confidence is….

$$M = \pm 1.96 \sqrt{\frac{(100 - P)P}{n}}$$

This means that the maximum margin of error occurs when P=50%, i.e. when the survey result is close to the midpoint. This is the figure generally quoted in margin of error tables such as the one shown below.

MAXIMUM STATISTICAL MARGIN OF ERROR

SAMPLE SIZE	AT 95% CONFIDENCE	AT 90% CONFIDENCE
200	+6.9%	+5.8%
300	+5.7%	+4.7%
400	+4.9%	+4.1%
500	+4.4%	+3.7%
600	+4.0%	+3.3%
700	+3.7%	+3.1%
800	+3.5%	+2.9%
900	+3.3%	+2.7%
1000	+3.1%	+2.6%
1200	+2.8%	+2.4%

Note that a simple base margin of error cannot be applied to figures in this report, as each figure is tested for significance based on its level and the sample base to which it applies. For example, where we state that Pacific Islanders have a significantly different view, it means that the figure for the PI subgroup is significantly different from the rest of that sample subgroup (eg. adult PI vs. the rest of the adult sample), even given the low sample base of the adult PI segment. This occurs particularly where the figure being evaluated is very large or very small (i.e. points where the margin of error moves away from the maximum).

Main Findings:
Phase 1 – Focus groups

1. The status of teachers and teaching

The issue of status was explored in a variety of ways, most overtly through a card sort exercise which asked people to identify from a set of 36 different occupations those which they felt had the greatest status.

High status careers

In a few groups, the definition of "status" was questioned or discussed, but the moderator did not provide a definition, rather encouraging people to use their own ideas about status to select from the occupation cards.

The following table summarises the careers most likely to be afforded status by different segments of interest. The numbers alongside each profession show the total number of times this career was placed in the top five in terms of status.

Students / young people (n = 48 respondents)		Parents (n = 31 respondents)		Business / career influencers (n=16)	
Politician	32	Doctor (Specialist)	23	Doctor (GP)	10
Doctor (Specialist)	29	**Lawyer**	23	**Lawyer**	10
Lawyer	29	Diplomat	15	**Professional sportsperson**	9
Professional Sportsperson	24	Pilot	13	Actor	7
Business Owner	18	**Politician**	12	**Politician**	6
Diplomat	17	Architect	10	Architect	5
Actor	15	**Professional sportsperson**	8	Scientist	5

Lawyers, politicians and professional sportspeople featured as high status professions amongst all three segments of interest. Doctors also featured highly, though students and parents tended to associate higher levels of status with specialist doctors, while career influencers afforded GPs greater status than specialists.

Similarly, both parents and students identified diplomats as having high status. Career influencers were more in touch with students in terms of the status accorded to actors, while they felt that scientists and architects, which didn't feature highly on others' lists, were also high status professions.

Teachers were shown as three separate options – early childhood, primary and high school. However, even when these are combined, they are selected in the top 5 status careers by only **one** student / young person, by only **one** parent and by **4** career influencers. The latter group included some teachers working as career guidance counsellors.

The characteristics of status

The group participants were asked to say what they believe gives careers, occupations or professions status.

From the comments made it is clear that different careers are seen as high status for different reasons. The diagram below summarises the researchers' analysis of the components of status, as identified in these focus groups.

The three central bubbles feeding into the status box denote the primary elements of status – without at least one of these, an occupation does not appear to have any status at all in the wider community.

The bubbles at the top and far right represent secondary influences which can support one or more of the central bubbles. The arrows denote the interplay between the various influences.

Overall, from the focus group discussions, there appear to be three primary drivers of status: Power, Money and Fame. Focus group participants explained their reasons for according high status to the occupations they selected in terms of one or more of these three factors.

In exploring what leads them to believe that an occupation delivers power, money and / or fame, the researchers identified two further supporting influences. The status accorded is influenced to a greater or lesser extent by the interplay that the three primary factors have with these secondary elements: the amount of training / study, skill or expertise required to perform the job, and the extent to which the profession or career has an influence on people's lives.

It is important to note that neither of these two secondary influences appears to give a career status in itself – it is only when they 'cause' the career to be seen as making people rich, famous or powerful that status happens.
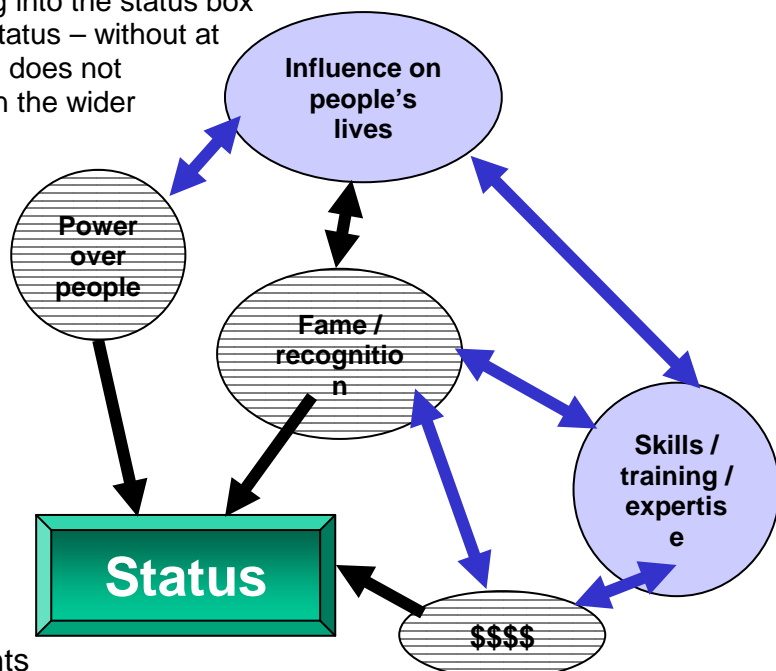
So if we consider each of the professions that were accorded high status by the focus group participants, we see that…

○ **Politicians** are high status primarily because they have **power** over our everyday lives – they have the ability to fundamentally change how the general public lives their lives. The fact that they are often recognised (i.e. 'famous') and also relatively well paid supports their status. The power that they have is supported by the concept of influence on other people.

"they run the country"

○ **Lawyers** are accorded high status primarily because they are perceived to have both **power and wealth** – this is supported by the secondary aspect of needing to be intellectually smart, to get into and complete the training required to become a lawyer.

○ **Professional sportspeople** have high status primarily because they are **famous**, and secondarily because they (sometimes) earn a lot. Their fame is supported by the idea that they are talented ('skilled') at what they do, and that they influence people through their perceived status as role models for youth.

○ **Doctors** of whatever type have high status primarily because of their **high earning capacity**, and then because of the perception that they have the **power** of life and death over the general public. This is supported by the amount of training that they have to do to become doctors – hence specialists (who require more training) generally being seen as having greater status than GPs.

○ **Diplomats** are accorded high status primarily because they are '**famous**' – recognised representatives of their countries, and are perceived to be relatively well **paid** for doing what people consider to be a relatively easy job. The way in which visiting diplomats are treated leads people to believe that they have status, irrespective of what they actually do or can do. For this occupation, status is somewhat institutionalised rather than publicly accorded.

○ **Actors** have status primarily because they are **well known** (i.e. 'famous') – in this regard, people were generally thinking of television actors who are regularly profiled in women's magazines and the like. This tended to be a youth driven view, though one person did express his feeling that actors have status because they are the only people you can trust – "*you know that they're acting*". They also exercise an element of **power** through the ability to influence trends in what people are wearing or doing – the 'cool' factor.

There is a time related element to status as well. People said that in the "old days" status was accorded more to those who were seen as 'pillars of the community', which <u>sometimes</u> included the local teacher, especially in small communities. These people were seen as having the power to influence society - a benevolent expression of power, carefully exercised.

However, in current times, people feel that status is much more likely to be attributed to those who have some form of exclusivity – image / visibility – which makes them 'not like ordinary folks'. This gives them a different type of power – the power to shape aspirational behaviour (eg. in followers of fashion, etc).

Why teaching is not high status

This model of status highlights why teachers did not appear on the list of high status professions….

1. **Power**:
   The focus group participants felt that teachers' power has been seriously undermined in recent years, in that they no longer have the power to discipline or control the students that they once had. Many group participants talked about teachers being powerless to control their classes, because "*kids know their rights*".

   > *"now we all (the public) have more status, because we can question anyone's authority, even doctors, whatever – we have a right to question"*

2. **Money:**
   While there is some disagreement amongst the focus group participants as to whether teachers are poorly paid or not, there is a clear understanding that they are not very highly paid in the same way as politicians, lawyers, doctors or professional sportspeople. Industrial action by teachers was talked of as the primary factor that drives public perceptions of poor pay.

3. **Fame:**
   There is general agreement that teaching does not make one 'famous' – even the really good teachers are not widely recognised or lauded.

Thus, despite the fact that the secondary elements of status can to some extent be applied to teaching…

- People do recognise that teaching requires significant training, talent and expertise;
- And they do recognise that teachers are in a position of influence in their communities, shaping young minds…

….they see that neither of these factors translates into money, fame or power, and as such, do not associate teaching with being a high status career.

The concept of status appears to relate to acclaim rather than admiration:

> *"it's about how people would react at a party if you told them you were a teacher"*

These reactions are discussed in greater detail in the next section. However, in summary the general reaction to teaching is that these are people who are to be admired….

> *"they're doing an important job, that most people wouldn't want to do"*

…yet in that statement is a sense of judgement that the researchers believe sets teachers apart from a world where people in high status occupations work to get rich, famous or powerful (or all three)!

The relative status of different types of teachers

When specifically asked about the different levels of teaching, there was a generalised feeling that teachers at higher levels within the education system have greater status than those at lower levels. Thus focus group participants felt that….

O Secondary school teachers have the highest status because:
- o They are the most highly trained, spend longer in training;
- o They are paid more than others;
- o They need to know their subjects <u>as well as</u> how to teach;
- o They have a more difficult job, because the kids are harder to control;
- o They are more likely to be male (strongly associated with higher status in some segments of society);
  > *"you know what would change the status? More men"*
- o They are more performance focused – they need to get the kids through their exams.

O Primary school teachers are seen as having lower status, despite sometimes being thought of as more important to providing the basis on which learning can be built in the future:
- o They are the generalists rather than the specialists of the education sector (much as specialist doctors were generally accorded higher status than GPs);
- o Their jobs are easier because the kids are more compliant, and more likely to want to be at school;
- o They require less training – they 'only' need to know how to teach (not specific subject expertise as well);
- o Their subject matter is 'easy' – they don't need to know a lot. They teach things that most adults know how to do;
- o They are more likely to be female (and this factor was more associated with environmental issues rather than with status – to be discussed further at a later stage in this report).

O Early childhood teachers were accorded the lowest status – again, people stressed the **importance** of what these teachers do, but agreed that they have lower status because:
- o Their role is primarily seen as being a stand in for the parent - in equal parts, babysitting and parental nurturing;
- o They are not seen as being 'educators' – rather developers, carers and nurturers.
  > *"early childhood is easier than primary or secondary – an easier day to get through"*
  >
  > *"it's easy and fun – you can play all day"*
  >
  > *"a lot of what early childhood teachers do can be done in the home (by parents)"*
  >
  > *"My daughter said she wanted to do that and I say no because all you would be doing is wiping noses and bums all day"*

Interestingly some of the students in the focus groups accorded higher status within the secondary school system to teachers who were more academic, with teachers of English, Science, Maths and so on accorded higher status than teachers of Art, PE or technology (who are perceived to be 'skilled' or 'talented' rather than 'educated' themselves).

In considering the **status of teachers** in society, it is important to recognise that despite the low level of status, people do value and admire teachers and what they do. This was best summed up by the parents who said:

"they're so valuable, but that's not status"

"it's an honourable profession (teaching), but that's not status"

Once the concept of status is **individualised**, there is the opportunity for anyone to be accorded status irrespective of what they do. The best example given of this was sports coaches…

"Sports coach Graham Henry – he has status, but most sports coaches haven't"

The analysis of discussions suggests that the lack of **fame** in teaching may hold the opportunity for raising teacher status – the public does not see good teachers being held up as positive role models in the same way that society celebrates sports stars, singers or even television actors / presenters.

"in the big race for all professions to be noticed, teachers are losing"

Nevertheless – and in support of the Massey University pilot study on the same topic – there was almost no evidence in the focus group discussions that status matters in attracting people to teaching, or in the general public's perception of what keeps good teachers in teaching. In fact, some people associated high status with high demand; high stress work was seen as not necessarily desirable.

"it's actually really stressful when you do a degree and take on some big
high powered job…. I sometimes wonder would you not be better off
being a plumber, you know, just let go of the status thing…"

2. Factors influencing people's perceptions of teachers and teaching

The key difference between teaching and <u>any other career choice</u> is that **everyone** has (or thinks they have) a highly informed view of what teachers do on a day to day basis. This is not true for ANY other profession or career. The only other jobs that people feel they truly understand on a day to day basis are at a much lower level – eg. petrol station attendants, shop assistants, fast food workers.

A few – clearly the minority – are exposed to a variety of professions and occupations via their parents' working lives, but they recognise that this is not the norm.

> *"I was fortunate – my dad was an accountant so I had lots of*
> *opportunities to work in the holidays (for his clients) – I probably*
> *had too much choice"*

The fact that we all spend our formative, career-choosing time in close contact with the teaching profession means that the people in that profession are the dominant force in shaping our view on teaching and teachers.

> *"when I was at school, I told myself I never wanted to be a teacher*
> *– being a teacher was so bad, I didn't want to be one"*

This makes teaching a **known** choice – in the face of a myriad of other, less known choices. At an individual level, people sometimes have other specific known choices (often the jobs that one or other of their parents do), but apart from that, only teaching is well known and well understood by everyone.

> *"people can put teaching down because they know what it's all about,*
> *they've all been through the school system"*

Perceptions of teachers and teaching

In the focus group discussions, the pros and cons of teaching as a career were strongly differentiated between **positive perceptions of the role** and what it stands for, versus **negative perceptions of the work and the environment** in which it is performed.

These are summarised below…..

The role and what it stands for – the positive aspects of teaching (incl. some other benefits)	*Mixed – these can be negative or positive depending on the person or the situation*	*The work and the working environment / system – the negative aspects of teaching*
A personally rewarding or fulfilling career, shaping the minds of the future.	Career development – it's a job you can do for your whole life (+), but there's little room for career advancement (-), and skills / training are not transferable.	An unsupportive environment – the kids don't want to be there, and the parents don't support the teachers.
Influence – the power to make a difference to individual children and their futures.	Working with kids – either you like them or you don't.	Excellence is not rewarded – there is little extra recognition for really good teachers.
Job security – society will always need teachers.	Pay – some people felt that teachers are well paid, but others disagreed.	Teachers themselves are negative about their work – *"a bunch of bleaters"*.
Holidays – there are lots of holidays, and you can spend school holidays with your children (convenient).	Power – you have the power over these children's future lives (but that's a big responsibility too). *"I wanted to be a home economics teacher and my teacher said 'you can't do that', so I gave up. I wish I hadn't listened to her – that one sentence and I just gave up"*	Workload / stress – which is seen to be increasing. Safety issues – including issues of safety for male teachers from sexual complaints, and the risk of physical assault for all teachers from violent students, especially at secondary level.

The issues of workloads and teacher levels of stress (often related to each other) were particularly apparent to the older students in the focus groups – they simply don't see teaching as a viable option because they see how "stressed out" their teachers are.

They were surprisingly willing to acknowledge that their own behaviour is the cause of at least some of that stress, saying that their own teachers' stress was in part caused by the behaviour of students such as themselves, who "muck around" in class, and do not show good learning behaviour.

The overall view was that to become a teacher you have to have the ***"interest and passion for teaching"*** – if you don't have that, "it's a ***good job to fall back on*** if you can put up with the kids".

> *"I think there's probably two groups – the group that have the passion and want to do it,*
> *and there's the other group that really can't think of what they want to do"*

Those students in the focus groups who want to be teachers were either there because…

○ They're 'called' to teach – they've always known they want to teach, love kids and are undeterred by the barriers that others perceive. They believe they can make a difference;

> *"The reasons people go into teaching are to make a difference,*
> *to develop the future and you'd have to like children"*

> *"it takes a very special person to be a good teacher"*

> *"I was thinking of going into early childhood teaching because I really*
> *enjoy playing with younger children because my little sister is only 2"*

> *"I think someone's got to <u>want</u> to do it – it's far better that they then become a teacher*
> *than someone who falls into the role because they couldn't do what they wanted to do*
> *and so became a teacher – which a lot of teachers are"*

> *"it's better to have people in the role of teachers who really want to be in it"*

○ Or they want to keep doing what interests them (sport, art, history), and see teaching as a way to continue in the field that they enjoy and are good at.

> *"if what I really want to do doesn't work out, I can always teach"*

> *"he wants to go high school teaching and his strength is music –*
> *to look at something like going to play in a band is very wishy washy,*
> *but you can go and teach and still enjoy your music"*

> *"I really enjoyed history in form 4 – I've done it this year as well,*
> *and I'm really enjoying it and my marks aren't bad, really. So I thought I'd*
> *become a history teacher and carry it on. I like working with other kids*
> *and stuff like that who are a bit younger than me."*

In terms of how teaching and teachers are viewed by the focus group participants….

Teachers are….	*Teachers are not…*
○ Admired *"how the hell could you do a job like that?"* ○ Highly commended ○ Valued – people believe it is a valuable job ○ Respected – individually, if they are 'judged' to be good teachers ○ Trusted (in the main, with a range of exceptions relating to gender issues, or experiences of abuse of power)	○ Respected as a generic group – the teaching profession (though they are not disrespected either) ○ Accorded equivalent status to other professions

Note that the actual levels of opinion about these and other attitudes to teachers and teaching have been quantified in Phase 2 of this research project. These were not all supported by the larger survey sample. For example, survey respondents do feel that teachers are respected in general (not just as specific individuals).

Reactions to the decision to teach

Focus group participants were asked to complete a prompt sheet which explored the reactions they would….

❍ Encounter as young people making the decision to become a teacher;

❍ Expect as parents if their children decided to become teachers.

The prompt sheets explored the reactions both spoken and thought from a range of different types of people, as shown below.

The following tables show what people wrote on their prompt sheets.

Note that comments are shown as written (with minimal editing), deliberately to provide a flavour of the tone and feeling.

12 – 15 years	*They would think…..*	*They would say…..*
Parents: Young people in this age group generally believe their parents would **say** positive things, but a small majority felt that they would be thinking either negative or mixed thoughts about whether or not this was a good idea.	That's a good career I hope she'll enjoy it Do it Good Wow! Good job for her Good for Her I don't know if she'll be good at it or useless Bad pay but a lot of holidays and it's his choice Bad idea Don't get paid enough hard work I thought you wanted to become a lawyer I don't think it's right for you What is he doing? I don't know where she'll get the money for teachers college from? She will never control herself	Your choice and we're behind you whatever you do - not paid much If that's what you want to do then go ahead I can do what I want You'll have fun? You've always wanted to be that I don't think you would want to do that - we thought you would want to do law but if teaching is what you want to do then do it! We'll support you through that Well that's great you'll be a good teacher Do it That's Good It's a good job to do Good for you Oh that's great OK Whatever - it's a nice enough job You sure you want to do this? What possessed you to do that? We think you better think again
Other family members would also be expected to make mainly positive comments – but again there was a significant level of either disinterest or negative response to the idea.	Good work hours Good for you Do it Thank God! That's nice for you dear Let him do what he wants At least she's decided what she wants to do OK interesting but why I don't really care Don't know how she'll go Won't get paid enough Hee hee hee he's crazy Strange Boring, Dumb, Good Job for you My job is better	OK If you want What will I specialise in? Good option I can see you as a teacher We support you and wish you the best You're good at that – I'm glad Do it OK then but whatever you want Wow that's great What a nice choice Good to see you're not an idiot Do as you wish Whatever you want to do That's an interesting choice Ha ha ha Oh yeah Boring, dumb, good job for you

12 – 15 years	They would think…..	They would say…..
Students in this age group universally felt that their **teachers** would say positive things about the decision, though a few (perhaps realistically) felt that their teachers would question their personal fit for the job.	Great they'll learn a lot It is all right Do it He would be a good teacher Wow! Good Good Job Great job Don't care Wondering why I want to be a teacher Wouldn't think you would want to be He wouldn't make a good teacher You'll hate it That stupid girl	OK Good - what subject teacher? Go for it It's a lot of hard work you know but good on you It is all right Do it That's OK I did it too. That's good That's great Good choice Good job Great job It's good that you have decided what you want to do with your life Great - but think about it more
These younger students were, however, clearly of the view that their **friends** would, in the main, feel that a decision to become a teacher was a very bad idea – even though <u>some</u> (often the girls' friends) would make positive or supportive comments when told of the decision.	That's success Good for her Boring Bad Idea Boring, dislike, teachers, I would be good at it Don't become a teacher What a dumb career having to work 24-7 hardly no free time Don't do it Hahahaha What an Idiot Why?? Na! Teaching is a bad idea kids are so boring Oh my gosh. Why would she want to hang out with kids all day they are so annoying	That's great Cool! Good job for you Good for you That's so cool That will be a cool job Happy for you but think that it's too cheesy Try and convince me not to but would support my decision We will support you whatever you do Fair enough Bad idea Why would you want to do that That sucks - you should do what I'm doing Oh that an alright career, it's your life but I wouldn't be a teacher Don't do it Ha Ha I don't think you should too Why? You would have to put up with smelly kids

Considering the responses of the older students….

16 – 18 years	They would think…..	They would say…..
This age group clearly expect that their **parents** will offer support for a decision to teach in the main, but may have misgivings which are left unvoiced. Even the negative comments they thought parents might make were often opened with a positive.	What a prestigious sought after position, don't waste opportunities Respect my decision That's fine That's alright, steady professional Cool That's cool, it's up to you to decide Mum - that's so great I'm glad he's doing this Interesting choice Dad - what is he doing that for Wouldn't properly believe me, most children want to be teachers Why doesn't she think of something with more money What happened to becoming a lawyer I never thought she would choose that I hope she has thought this through She won't do it she'll hate it	That would suit you Is teaching what you really enjoy? What you really want to do? Think it over again maybe Go for it whatever you want to do Kewl Oh you go ahead Baby Girl That's interesting go for it That's good Mum - that's great Go for it and you also have lots of patience Be encouraging whatever I choose Yip that would be a good job if you want to do it… It's your decision Are you sure? That's good, where are your backup plans? Supportive, maybe suggest whether or not you want to do it? Dad - why do you want to do that?
Other **family members** would be expected to have less strong opinions, with a good level of support voiced, and positive thoughts also.	That's good continuing family tradition Cheers Nothing, they would be proud Good on you As long as your happy about it Wouldn't care what I do Sure, whatever It is his choice, they would respect my choice Not worthwhile Bad idea	Good, that's all! Cheers boy, too much Go for it, it's up to you, you decide no one else Supportive Go for it strive for it Sure, whatever, or Ha Ha good luck Do whatever girl Why? If that's what you desire Sister, laughing - she's at the age where she is not liking teachers What else do you want to do?

16 – 18 years	They would think…..	They would say…..
Teachers would be expected to give positive feedback and support (apart from one comment about pay), but some young people felt that their teachers would identify them as being poor prospects for the teaching profession.	!!Great!! Hope he likes it If you really want to go and do it do it Supportive happy Do it because you love it She was so into it before, I hope she wants to be a PE teacher Wonder why she decided to change her career options Don't care Their point of view Oh God! Those poor poor kids Why the hell do you want to do this? Oh that's crap pay, he shouldn't do that He's not going to be a good teacher Then why are you in my class	Good on you you'll be great Oh that's good for you That sounds like a good plan Cool, cool! I could help you Go for it, you have really good patience It's a satisfying job Supportive That's great what sort of teacher? Oh that's cool I don't know what you're like with kids but cool Good that you know what you want to do What made you change your career options Why do you want to teach and what do you want to teach? Would tell me pros and cons You don't get enough money
Friends would be expected to be generally negative particularly in their thoughts if not in what they actually say. The reactions were stronger in this group than in the younger one, often because these students disliked their teachers more.	If that's what you want Oh yeah Won't care What happened to being a social worker? Aye!! What G!! Why are you doing that What a mutant, that is so unexpected What's this **** on Nah, not really Teaching **** that All students dislike teachers Nah school your whole life, why would you want to go back? That's boring He isn't serious is he?	That's cool What? All good Cool you can give out detentions to the idiots out there That's an OK job Ha ha funny I suppose, whatever floats your boat Why are you doing that, but if it's what you want to do What happened to being a social worker True? That's surprising I hope you'll be nicer teacher than the ones we've had Do something else that would be boring Teaching, nah **** that You're stupid - try and make me change my mind So much work so little pay Pay Nah G! What da Crazy!

Considering the more mature young people…

19 – 25 years	They would think…..	They would say…..
These group participants at the older end of the 'young people' segment felt that their **parents** would almost universally support the idea that they go teaching, but would have a significant level of concern about the decision, and their suitability for dealing with the challenges of teaching.	I think you would be great A steady career … What Level? Teachers get good pay have lots of holidays Holidays might look good - but it is very demanding - not well paid - stable secure Good Career, rated under lawyer and doctor Hard work! Pay's not too hot! Stressed but I loved it!! They will need support I wonder if he'll like teaching he's so disorganised not into admin at all Why What for? Has he/she got the patience for the job - will he/she be able to cope with the paper work in the routine tasks Those who can do …. Those that can't teach… Mom: Why? - Dad: Bad idea no money in teaching You can do better	It's a tough career but if that's what you want to do you have my support It is a wonderful idea well worth exploring where could you find good information I think that's great Well I think you would do well as a teacher - you are a people person, you like a challenge you enjoy that subject I think you would be a great teacher - what type of teaching? I support that idea, which area of teaching are you interested in? Great at least it is a regular income Great I should be a teacher you can go teach in the islands, transferable, never short of jobs Why what for? What has changed your mind? What level why? Mom: Why? - Dad: You don't want to do that You can do better
They felt that **friends of their parents** would be somewhat less supportive, but show a general level of interest in the reasons for the change.	Good career, a few of my friends are teachers Safe career always needed Sounds like a good choice That would suit her/ she would be good at that Oh okay I do hope they can handle a class full of students Really what brought that up Yea Gawds! I wonder how long he/she will last Crazy It's not a very good career path	What a fantastic career, I bet you're proud That's great! Which uni? What sort of teacher? Good on you, I think you would be good at that Oh cool Lots of holidays, they get paid too well for the job they do, you lazy person Awesome That's a big change, why did you decide that? What teacher college are you going to? Really what brought that up? Why did you choose teaching You are joking! Good holidays; I couldn't do it! Wow - not for me especially with the way kids are today Why? They don't earn much money; get no respect

19 – 25 years	They would think…..	They would say…..
Their own **friends** would generally not support their decision to become a teacher, with one comment in particular highlighting the issue of how young people remember what they were like and how they treated their own teachers.	I think he/she has the qualities necessary Great, Why? You are mad You're mad! You a teacher - don't think that I'll be sending my kids to that school … laugh Yuck Really what brought that up? What's the pay like	Jeepers - just like Miss--- you will make a really good teacher What's the pay like? Really what brought that up? Can't you remember what we were like? Do you want to teach a class full of us? Why? What for? You're kidding The pay is not that good Why, you have to study
Where appropriate, these participants were asked about their **teachers'** response. They felt this would be divided.	You'll be sorry Great	Good on you Good for you Good but many hours put into it Maybe you should reconsider; "it's not easy"; probably warn me against it It's a lot of work, stay away
19 – 25 years	They would think…..	They would say…..
Other **family members** were expected to voice support, but some feel misgivings about the decision.	They will make a good teacher Good- a decent job predicable income and the country need more teachers Good career She is going in a steady direction but difficult Are they going to move away? You want the holidays - but you're in for a shock Got to have patience No - I've been there She's an idiot why would you want to be a teacher?	That's really fantastic Nice one! Good on you! Good, the country needs more teachers Wow great It's a great job, not much work Different but very supportive Good on you That is a professional, better you than me though Where is this going to be taken? Are you sure? You don't have the patience

Parents of pre-tertiary students were asked to think about one of their children saying they'd decided to teach….

Pre-tertiary parents	They would think…..	They would say…..
These parents felt that they **themselves** would feel generally positive and encourage their child, but while making positive comments, would also try to guide them to think about the implications of the decision. They would seldom voice any negatives, and negative thoughts were generally along the lines of concern for their child.	Good on you My daughter will get it, I will pray for her I think you will make a good teacher All right not too bad That's quite a good option they reasonably well suited to be that Do the best you can That's a great idea If that's what you want go for it I will encourage her to do it Good for you Not well paid; if that's what you want to do and if you have your heart set on it go for it Why does he want to do this is this the right career choice It's not a good career must have chosen something else Some teachers have power issues some are bossy and pedantic Long hours, after too much paperwork, you will be pushed around and hurt by disrespectful children	As long as that's what you wanted to do you will have my support Ok sounds good Good on you that you are interested go ahead Good for you Ok try hard and go for it That might be a great idea - in what area are you identified in - go for it Go for it What kind of teacher -great if you're really committed - have you looked at other occupations? You need to make a list of the pros and cons and convince yourself that's what you really want It's your choice It isn't what you want to do Why do you want to do it? What about teaching appeals to you? Not well paid, but go for it If you thought about what can happen that's great Ok but you've got to enjoy those naughty kids Good but you should think about getting in a good career like a lawyer or pilot
Most parents felt that **their own friends** would be positive about the idea – though some thought that they would see it as under-achieving or being less than the child could otherwise achieve.	Well done It's good That's interesting That's good Good on her, what kind of teacher? Secure job, plenty of holidays, don't work too many hours a day It's a good start towards something Who cares? Not important That's a valid choice, perhaps you could do better Under achieving I thought he was going to be a lawyer Teacher is not for you	He'll make a good teacher Good on her Yes I could teach, doing that there's a lot of scope That's good I'm happy for her she is good with kids Teaching need good people Secure job, plenty of holidays Good for you That's nice Good, my concern is it's not easy Just try and find out Who cares, not important May look for another job It is better than doing nothing

Pre-tertiary parents	They would think…..	They would say…..

Parents felt that **their child's friends** would be generally positive, though some picked up the potential for young people to reject the idea of teaching because they hate school or see it as boring.	Good luck They'd probably make a good teacher Cool, 12 weeks holiday great for sport and life style I wonder if I would make a good teacher Wouldn't think or give it a thought Who cares, not important Are you insane?	We need more good teachers Congratulations It is a good job That's good Ah, ah you will like it…. I will back you up all the way Cool, 12 weeks holiday great for sport and life style Sweet Oh-ok Who cares not important I hate school, I can't wait to get away Teaching is boring Are you insane?
Other **family members** would be expected to either applaud the decision, or question whether the child had thought about it enough and were sure of their decision.	Better than what we have done it's okay I would have liked to do that too Wouldn't think or give it a thought Why does he want to be a teacher Who cares not important Won't make much money I'm not sure about that Don't like teachers, they're bullies	You can start by teaching your Dad how to read and write properly You're the bomb It's a good job Good, you have many holidays That's good Have a go If that's what you want to do Whatever you do as long that you will be happy What would you do? What would you Teach? Do you like kids? What were you good at? Have you given it a lot of thought? Who cares, not important Are you sure?

Parents of older, tertiary students or graduates were asked similarly how they and others would feel about their children becoming teachers…

Tertiary parents	They would think…..	They would say…..
Although they may express some verbal support for the decision, these parents felt that **they themselves** would be quite shocked at their children becoming teachers, and focused particularly on the barriers that they had identified earlier in the discussion – kids' behaviour, lack of discipline, workload and so on.	Good, he's made a good choice Good idea you can use your art to make money at last Why on earth would you? Those who can do - those who can't teach What will you teach Why would he want to be a teacher? What sort! OK Why do you want to be a teacher Not much status – won't earn much money but great career if it suits the individual I hope she can handle all those kids at least she will get holidays during the school year That will be hard work stressful My god the kids will destroy her Very PC can't properly discipline, children's rights, etc You better be dedicated; why on earth would you pay uni fees to become a teacher? The cost should be for you to learn to be a teacher I'm really surprised as I didn't think you enjoyed kids that much Hope she will be able to earn enough to pay off her student loan	Congratulations Great, very rewarding career, I'll support whatever you decide Go for it, that's what you really want Is this where you want to be? I'm proud of you and I will fully support your decision; but work towards your own business If that is what you want to do good luck - it is important now in society If that's what you want to pursue then go for it That's fantastic - what kind of teacher do you want to be, what age group of children would you like to teach? Why! Are you sure? Teaching what? What sort of teacher? Why? What age group? What subjects? Lots of work after school and during holidays, violence and accusations, low pay, high stress Are you really sure of this? Do you see yourself standing in front of a class of unruly teenagers? It will be hard work, not as many holidays as you think You're mad
Parents felt that their **own friends** would be divided in their opinions, which they would base primarily on whether or not they feel the child is suited to being a teacher.	That's a good choice Good luck to him A worthwhile career Why? What a waste I didn't think it would be something she'd be keen on Won't earn much money, not much status She's so fragile	They can get a job anywhere That's a very worthwhile profession; she's has always been great with kids That's nice Wonderful news, you will be a great teacher She'll be really good in teaching Oh that's good, doesn't matter what they do as long as they are happy That's lovely, she's clever, don't teach at public schools - a lot of hard work I remember what we used to do to our teachers at school I thought she would find being with kids all day long rather trying; didn't think she'd have the patience for it and after all the pay is crap

Tertiary parents	They would think…..	They would say…..
Parents felt that their children's **friends** would be somewhat less supportive, thinking about the teachers that they had had in the past. In seeking to find a positive, they felt that the friends would focus on the long holidays that teachers get.	It's one easy job Good Luck The pay is really bad It will be stressful for you Whaaat! Yuk What a fool Not me	Excellent Come do teaching - you get nice long holidays That's great - a natural progression from being a nanny she is always so sweet The holidays are great and money is good Cool you'll get all of those holidays shame about all of those kids Another year's study on top of your degree I thought you wanted to be a pilot Can't you all think of anything else You're crazy! You know what our teachers were like Why?!?!?!?
Other **family members** were expected to be divided, though there were some strong negative opinions both in the things they say and the things they think.	Well done, awesome, looking after our future Headmaster/mistress any day I'm surprised at her choice Hope she will be rewarded well for all the hard work she is in for Why does she want to do that? Tough career, won't earn much money Couldn't think of anything worse Why would you want to be a teacher? No Way!	Join the rest of the family members Good on you, go for it, great career That's good Good on you; teach what? Well done, awesome, keep going, strive for better Always a need for teachers I think it is a good job, someone has to do it It's your choice Do it well if you must You always were a bossy britches No! Won't do it! What for? Why? Are you sure? Do you want to go into the business world rather, it's better paid, teachers don't get any respect from kids these days

Business people were asked to complete a similar exercise thinking about their own children, or any young people they are close to….

Business people	*They would think…..*	*They would say…..*
In line with their role as **careers influencers**, these people were unlikely to make negative comments about anyone's career decision. However, a number expressed misgivings about the decision, feeling that their young person could 'do better' than teaching.	Fantastic Good, do it.. Good for you, wouldn't have guessed that what you want to do but go for it Does that suit your talents and abilities? Nice to think you have influenced them but be careful of subjects you teach them Great You change your mind a lot You can do better, but at least he's doing something There are better things that you can do than teaching; you have never mentioned teaching How is she going to affect her life, has she got the skills, waste of talent	Fantastic you'd make a wonderful teacher, you won't look back with teaching If you love it and it satisfies you go for it Do what makes you happy Go for it if it makes you happy If that's what you want to do Good, do it Good on you, whatever makes you happy OK you'd be good but you could make a good nurse If you want OK…why Wow! Really wouldn't of thought you'd want to teach Does that suit your talents and abilities? Have you researched this well, do you want any assistance? Are you sure? What is it about teaching that appeals to you?
These people felt that **their own friends** would be generally positive, highlighting the 'worthiness' of a career in teaching. There was a low level of unvoiced misgiving also.	That's cool if you're really serious about it though Sounds great Kind of an average job I can't believe he's doing that Does he/she know what they are doing? It's hard with discipline lately She's such a bright girl, could go anywhere do anything! I was wondering why? Would she cope, overload? Underpaid?	It's up to you do what you want Go for it That's cool That's great! That's real cool, cool holidays Awesome we need good teachers Listen to your Dad/enjoy the holidays work overseas and get to see the world and get paid Very worthy occupation Great, you'd make a wonderful teacher You would be a good teacher, I can see you as a teacher, isn't the pay shit? I couldn't do it You have to talk her out of it or WOW that's a cool thing to be it suits you How much do you earn? A variety of things, good and bad

Business people	**They would think…..**	**They would say…..**
These people felt that the potential teacher's **friends** would be generally negative about the idea of moving into a career in teaching.	Oooh no thanks, some might say cool go for it Has she got all the necessary skills? You don't know what your getting yourself into It's hard Really can't imagine you as a teacher What? Oh my god Tough job, too young to teach Crazy You're nuts, why would she want to go and do that?	Go for it Encouraging things Great, an interesting career path for you to change Good one, everyone needs to teach different things Hopefully you've done your research Interesting Cool school holidays Don't be a teacher I wouldn't That's great, yeah right Don't do it! It's not too late to change your mind Remember what you used to say to your teacher, you'll get the same treatment if not worse You're nuts - Why?
Other **family members** would be expected to be outwardly supportive but inwardly concerned about the decision.	That's nice That's great, what a great career to take up Go for it Are you sure? It's not the right choice for you. How did you arrive at the choice? He won't make a good teacher You change a lot She's game - she'd be better as a nurse Young students, hard discipline Great, don't get paid much Fool Hope she knows what she is doing; will she cope with the stress? How will she survive?	We are really happy for you, good stuff Good for you Good on you OK then Go for it Go for it but have a back up career (good first degree) Good You could be good at this I think you should still do nursing but good holidays Get some career counselling and make an informed decision

Overall, these comments highlight the general perceptions of focus group participants that teachers and teaching are valued and important, but that there are few people who are actually going to make good teachers.

They therefore feel that they should support someone's decision to teach, but this is countered with concerns about how the prospective teacher will cope with the challenges of (for some) poor pay, high workload and ill-disciplined children.

Influencing those perceptions

Teachers themselves

As discussed earlier, the primary influence on people's perceptions of teachers and teaching is their **experience of teachers** both when they are at school, and when they send their children to school. In some cases, this is supplemented with experiences of family members who teach (or past experiences of teaching themselves).

> *"My daughter came and told me she wanted to be a teacher*
> *because one of her teachers is really fun and really good –*
> *she wanted to be like that"*

Parental perceptions of teachers (as discussed in the focus groups) appeared to be based either on their lack of respect for the education system and what it is actually teaching their kids, or their negative experiences with individual teachers who have taught their children. In fact, there appeared to be a significant level of anger being levelled at teachers (and the system) by these parents.

Essentially, these parents feel that they 'hand over' their children to teachers, and are concerned about what the teachers are 'doing to my children'.

This leads them to be super-critical of their kids' teachers at a very basic level…

> *"it would be nice if they could spell, but that doesn't seem to matter"*

> *"I thought they needed to have some level of intelligence to become a teacher – it would*
> *be nice if they did"*

> *"you can't even teach my kids to add"*

> *"the problem that students have today is lack of numeracy – they don't even know their*
> *times tables, because they don't teach them that"*

> *"I'm happy for my children, my 5 year old, to go out and learn to plant a tree, but really I*
> *would rather they were learning to read"*

> *"the thing is, we've got teachers coming out of teachers' training college who can't do*
> *multiplication and can't spell. How can they then go and teach – it's been bred into them*
> *that they don't need it, because they've gone through the system"*

There was a strong feeling of the need to get back to basics, and ensure that students (particularly at primary level) are taught to read, write and do maths as a priority well above life and cultural skills.

> *"I think there's been a moving away from core competency and making sure that there's*
> *basic numeracy, literacy and a high standard of kids being able to communicate –*
> *teachers got more status back then"*

These parents were less judgemental of secondary school teachers, possibly because they see them as less accessible, more aloof and therefore don't know them as well.

> *"Primary teachers are very approachable, you can talk to them about anything. But as*
> *soon as they get to college, that's it. Oh you have to ring up and make an appointment –*
> *they've made themselves really aloof"*

> *"I don't even know the names of my son's secondary school teachers.*
> *So I've got no way of respecting them because I have no relationship"*

The feeling was that good teachers are ones who make learning fun, thereby encouraging their students to be at school, and to actually learn.

> *"The way the kids talk about their teachers, the way they can hone that enthusiasm for what they're doing"*

They were critical of teachers who try to be 'friends' with the students – seeing that as "coming down to their level" and a core reason for lack of respect from the students.

> *"I would rather my sons had men teachers with a bit more authority….*
> *Rather than trying to be their buddies or best friends.*
> *So a mentor, but with a bit of authority so they respect them as well"*

> *"my son had a teacher who listed every swear word she knew just to show them she knew as much as they did – my son lost all respect"*

Most importantly, good teachers are the ones who actually know their child.

> *"If they can tell me what they consider to be the strengths and weaknesses of my child, and have a good understanding of that, then I know that they're a good teacher. If you know my child, then that actually makes an impact"*

The media

Apart from teachers themselves, the media is the only other major influencer identified. This applies not only to teaching but to careers in general.

The popularity of crime related programmes on TV currently is reportedly influencing a high level of interest in careers as criminologists, and particularly forensic scientists (the latter driven by CSI, and recently confirmed in a radio interview about the ready availability of new graduates in the field).

> *"my daughter, she watches CSI and she wants to be a CSI"*

There was a low level of discussion of specific media coverage of teachers and teaching – Cambridge High was mentioned occasionally, as was the Christchurch Civic Crèche case (both obviously negative).

> *"The media, I think, are a huge influence. Like Cambridge, look how that was. That was really bad press and Alison Annan… I didn't get good vibes about that lady. So there was a teacher that got huge press in a bad light, and who spoils it for a lot of others really – it brings their status down"*

The issues surrounding NCEA and Scholarship exams were also raised, but these were more strongly related by the focus group participants to teachers' workload than anything else.

However, it was more the lack of positive media – both real and fictional – about teaching that was highlighted.

> *"You've got all of the NZQA issues related to the scholarship exams and things like that – I mean teaching just doesn't get good press"*

3. The impact of attitudes to teaching on career decisions

The way in which career decisions are made appears to have shifted significantly over the past few decades. Parents were asked to talk about their own career decisions, and contrast those to how their children are making their decisions. These were also contrasted to what the young people said.

Decisions in the past

When people thought back on their own career choices, they talked about how there had been relatively clear direction on what they were expected to do.

There were societal expectations, and people often stuck within their own tier of society.

*"working class people bred
working class kids"*

*"because I was part Māori, I was expected to just go and find a job
(rather than go on to further study)"*

Women in particular were guided to become teachers, nurses or secretaries – often as a pre-cursor to getting married and becoming mothers and wives.

*"There were three choices, secretarial, nursing or teaching basically. There was no
careers advice – women weren't really expected to have a career – because you were
going to get married and have a family and that would be your career"*

*"I chose nursing because biology was my best subject – I had no desire to go nursing, no
desire to tend the sick"*

*"I just thought I'd be a teacher, a nurse, a secretary. I didn't get much information. My
parents hadn't been to university or didn't see the importance of it – just be a secretary it
will stand you in good stead"*

They also felt that there had been relatively limited choice compared to now….

"they have more options now"

…and that there had been less risk associated with making the "wrong" decision – training was generally free or even paid, and career changes were relatively easy to achieve.

They talked about there being less pressure to compete in their days – only the really 'smart' (or upper class) people went to university, so graduates were in demand.

"Now you have to have more qualifications, don't you"

Their parents and schools gave them **guidance and direction** as to what they should or could do (not always right, but nonetheless clear).

*"I got pushed into tertiary education by my mother –
hers was stopped short by the war"*

"WINZ[6] said I had to go out and do something"

*"my grandmother used to tell me how well I argued –
you'd make a good barrister, she said"*

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6 WINZ: "Work & Income New Zealand"

Decisions now

In talking about the differences that they see now, focus group adults felt that young people are now encouraged to consider a much wider range of options.

"There is plenty of choice – anyone can do (almost) anything."

They talked about girls, especially, having been encouraged to believe they can do anything – reducing the pool of "teachers, nurses & secretaries" waiting to become wives & mothers.

Although there are many more options now, some participants felt that these do not all lead to careers, or even to jobs – there were plenty of examples of highly qualified graduates working in relatively lowly occupations.

*"my daughter did a double degree in psychology and criminology –
she spent 9 months after she got her degree trying to get a job….
Now she's in Australia, managing a Subway store"*

They felt that young people these days experience greater pressure to **get it right** – the reality of student loans means that students can no longer afford to experiment with their educational choices. This perception amongst parents leads to greater acceptance by them of the need for 'gap' years, while their young people sort out what they really want to do.

*"I don't know what I'm going to do… I'm going out to work for a year. Lots of people said
to me, aren't you worried that she will keep working because she'd like the money…. And
I said well we'll just see what happens"*

"there is a toxic level of expectation caused by the idea that you can do anything"

"there's a lot more competition out there – there's just such high pressure"

Parents appear to now offer **encouragement and support**, rather than guidance and direction – both parents and students talked about parents' supporting students in whatever they decide to do.

*"Parents have given up guiding their kids because the system tells them kids need
freedom to be themselves"*

"I don't mind what you do, so long as you do something"

"we're totally hands off with our kids"

"I just let them do whatever they want"

*"my son is interested in light & sound – he's working and they take him
out at nights (only 16) and he's coming home so late it makes him cranky –
I don't like it but I've sort of let him do that because it's what he wants"*

*"because of student loans, I can't put my beliefs on to them because they're the ones
who are going to be picking that loan up"*

There were some exceptions to this, generally amongst **more recent immigrants**, who appeared more likely to give their kids **direction and instruction**….

"I expect my two to go to university – they have no choice – they will go"

*"I'd give them a couple of choices and they choose – and they're expected to do it. It will
be expected of my grandchildren as well.*

The way in which young people make their career decisions today is therefore much more **unpredictable** than it was in the past. People felt that the wide range of choice results in a sense of inertia, and an encouragement therefore to **defer the decision**.

> *"But now, I believe young people have got a lot of choice,*
> *a lot of them don't choose anything – they just choose*
> *to stay at school and do some more schooling"*

> *"my daughter worked first – she wanted a car and money –*
> *so she just got a normal warehouse job, and then she realised she*
> *wanted more out of life than just that"*

This is supported by consumer research theory, that shows how human decision-making is based on a small number of criteria, so that when the choices become too overwhelming or complex, people choose to <u>do nothing</u> as long as they can.

It appears that young peoples' life choices are currently summed up in three broad options (apart from literally doing nothing and drawing an unemployment benefit)…

Work for the money and what it can buy me **now**	**Study**, so that I can be successful in the **future**	**Travel** for the experiences that I can have **now**

The risk of making the wrong study decision for the future – the time wasted, and particularly the costs incurred – mean that the two alternative options may be more appealing in the short term.

Career advisers in the focus groups said that young people who come to them for advice and guidance….

- Want to be reassured that they are making a good choice;
- Need to work in a job that supports their passions and interests;
- Need to persuade parents to accept the idea of studying to learn as opposed to studying to do something (i.e. career based training vs. pure 'education').

They expressed a view that most parents would not want their children to become teachers:

> *"parents want their kids to have more high paying jobs, with less shit attached"*

Young people reported that they generally lack direction, and are often unable to highlight major influences on their career decisions. They talked about making their career choices based on "what's cool", what their mates are going to do, and how their media influences their views.

Parents and other role models do have influence – but often in a negative way. They do NOT want to do jobs that they see other people doing unhappily, or that appear to be high stress, boring or unrewarding.

4. Potential to shift attitudes over time

The focus group discussions suggest that any potential to shift attitudes over time lies in dealing with the **barriers** to teaching rather than trying to raise the general appeal, value or status of teachers and teaching.

The factors identified as making an appealing career included enjoyment, respect of society, motivation, variety, holidays, good pay and good support. In general, those who are attracted to teaching tend to feel that the career delivers on most of the positives.

They also do not associate teaching with the factors that make a career unappealing – boring monotonous work, dangerous, low pay, and so on.

However, it is the nature of the actual work that raises barriers which deter people or cause others to discourage them from teaching.

These barriers are not generally status related, but include….

Student behaviour / discipline

People talked at some length about the problems of undisciplined students, and the lack of 'tools' that teachers have to exercise discipline.

> *"I just listen to the kids today talking to their teachers,*
> *and I say, 'you want to go there and do that job?'"*

> *"I see lots of what's going on at school and*
> *I don't want my children to be a teacher"*

> *"the secondary school environment, just coping with disciplinary issues, unless you're a*
> *very good teacher, that commanded their respect – I imagine it would be soul destroying"*

Some people – particularly in Auckland – talked about the importance of a culture of discipline in the school, citing examples where students were well behaved and did show respect for teachers, and willingness to learn.

> *"they've got a mouth on them, and they know their rights…. Unless you're in Auckland*
> *Grammar or a private school where the culture is different"*

Others simply felt that a return to corporal punishment was the only solution – though this was generally rejected by others in each group when it was mentioned.

The risks

There are two types of risks identified as barriers to teaching.

Firstly the physical risk, which is in fact the extreme end of the student behaviour barrier, and is primarily identified in relation to secondary school teaching….

> *"behaviour is a major issue in secondary schools –*
> *the physical risks become bigger"*

> *"it's so dangerous nowadays to be a teacher….*
> *You get beaten, stabbed, it's just too scary"*

> *"Because the educational establishment is over-PC. There's risks now from violence,*
> *and the kids know their rights. You can't do anything to me"*

The second risk relates specifically to male teachers, and the risk of being falsely accused of inappropriate behaviour with the children.

> *"If it was my boy, I wouldn't want him teaching….*
> *it's too easy to be accused"*

> *"You wouldn't want to be in a primary school environment – it's a very dangerous environment for a bloke"*

Pay

This was a topic on which people in the focus groups had the most divergent views, depending on how much they knew, and what their personal benchmarks were for 'good pay'.

> *"teachers are paid quite a lot of money – the teacher aide does the same job and only gets $10 an hour"*

There was discussion in some groups about the inability of the profession to recognise excellence – meaning that good teachers need to become managers before they can earn more (which removes them from the chalkface, and hence from what they should be rewarded for doing).

> *"a really good teacher is worth more than he's earning, than he's getting. We have a system where you don't get rewarded for being better – the really good teachers don't get rewarded"*

> *"there's no incentive for good teachers to stay teaching – they have to move into administration for their career advancement & remuneration"*

Workload /stress

The aspect of workload was one which was discussed in some detail by all groups – teachers have clearly communicated to the general public the fact that their **administrative** workload has increased dramatically.

> *"we have a whole lot of teachers in our family, and when we meet at the beach at Christmas they're all a write-off for a good week – they just collapse. After a week, they start to come alive, it's been so stressful"*

However, there was a generally low level of sympathy for the idea that teachers should therefore have fewer contact hours with students. On the contrary, these parents feel that teachers are primarily there to teach.

> *"they're teachers and they should want **more** teaching hours and less **administration** hours. But they probably want less teaching hours so they can get the administration done"*

Business people talked about how other professional people are supported in their administrative and associated tasks by cheaper, less skilled people who "do the paperwork". In fact, these people felt teachers would generally be better (and more respected) if they spent more time teaching, and if the schools employed…

○ Clerical workers to do the administrative tasks;

○ And even social workers to deal with the "*non teaching stuff*" that teachers are now expected to do in terms of pastoral care for students who are not being well-parented at home.

Some parents also rejected the idea that teachers' workload is any worse than that of any other profession. Based on their own experiences, there was a view that…

"they're working so hard – just like everyone else"

"I don't accept that teachers work harder than everyone else"

"everyone else's workload has increased too"

Teachers' attitudes and behaviour

Focus group participants felt that it was particularly important to attract the **right** people into teaching.

"I think I would tell my kids only to do it if they were committed and passionate – because I think there are some really bad teachers out there who shouldn't be teaching. I think they've got power issues – I haven't got a lot of respect for teachers like that"

"they have a lot of power in the classroom… I think a lot of inadequate adults used to go into teaching because they couldn't cope in the adult world and they needed to have power over the kids – that's how they got their standing and status"

"I guess when they're recruiting teachers, they're not looking for natural teachers – rather they looking at whether they have the qualifications, and the right PC view of the world"

They appeared to believe that almost anyone can become a teacher – but only a small proportion of people can become good teachers. The researchers believe that identifying those people early on, and providing some direction (not just support) for them in making the decision to teach, could dramatically improve the perceptions that the community has of teachers.

"I have a friend who is a natural born teacher – he loved it. But not every teacher is like that. There's very few of them"

"We need good teachers – we don't need just any teacher. I think it's a big mistake if they lower the level of intake because they're desperate"

Using existing teachers to identify and mentor future talent within their classrooms could mitigate the public's view (particularly amongst students) that teachers themselves are negative about their profession, and wouldn't recommend it to others.

"they're always bleating"

"teachers, they complain and we can't work out why"

"if in the teaching profession you had the system that the police have of perfing[7] out, what do you think would happen? They would all go! They'd take the big payout and go"

> The findings from this qualitative research formed the basis of a larger quantitative survey, reported in the next section of this report. The qualitative findings should not be interpreted as definitive, unless they are validated in the survey results.

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[7] PERF = Police Employment Rehabilitation Fund
'perfing' is used to describe police who use the fund to retire early with significant payouts, often on the basis of work related stress

Main Findings:
Phase 2 – Survey

1. The issue of status

As discussed in the focus group findings, people in New Zealand appear to subconsciously accord status on the basis of three defining attributes: money, power and fame. Status, when accorded, tends to be relative to other professions or occupations.

The objective of the survey was to measure the current status of teachers, understand why it is so and providing a benchmark for future measures (as well as determining the extent to which teacher status impacts on other aspects of public perceptions of teachers).

The questionnaire addressed the question of status in two ways…

1. Respondents were asked to identify careers, occupations or professions that they felt had high status, or low status in New Zealand – and asked to give these a rating out of 10.

2. They were then asked to rate the status of ECE, Primary and Secondary teachers in particular, on the same 10 point scale.

Perceptions of the Status of Teachers and Teaching

High status careers

When asked to say what careers, occupations or professions have high status in New Zealand, people tended to think of doctors, lawyers and politicians. The chart below shows the percentage of each subgroup of interest who mentioned each occupation as being 'high status' in their minds.

Teaching ranked 4th overall, with some 21% of all respondents saying this is a high status profession (well behind the 55% and 44% levels accorded to doctors and lawyers respectively).

There were some significant variations across the three parts of the survey sample – youth, adults and employers.

There were, however, no significant subgroup variations in the proportion of people who feel teaching is high status, even when we examined the results by ethnic group within the adult and youth samples, and by company size within the employer sample. That is, the proportion of people who feel that teaching is high status is stable across a wide range of different types of people, at just over 20%.

High status careers

% of sample group who feel this career has HIGH STATUS

■Adults aged 26+ years (n=411) ■Youth aged 12 - 25 years (n=634) □Employers (n=162)
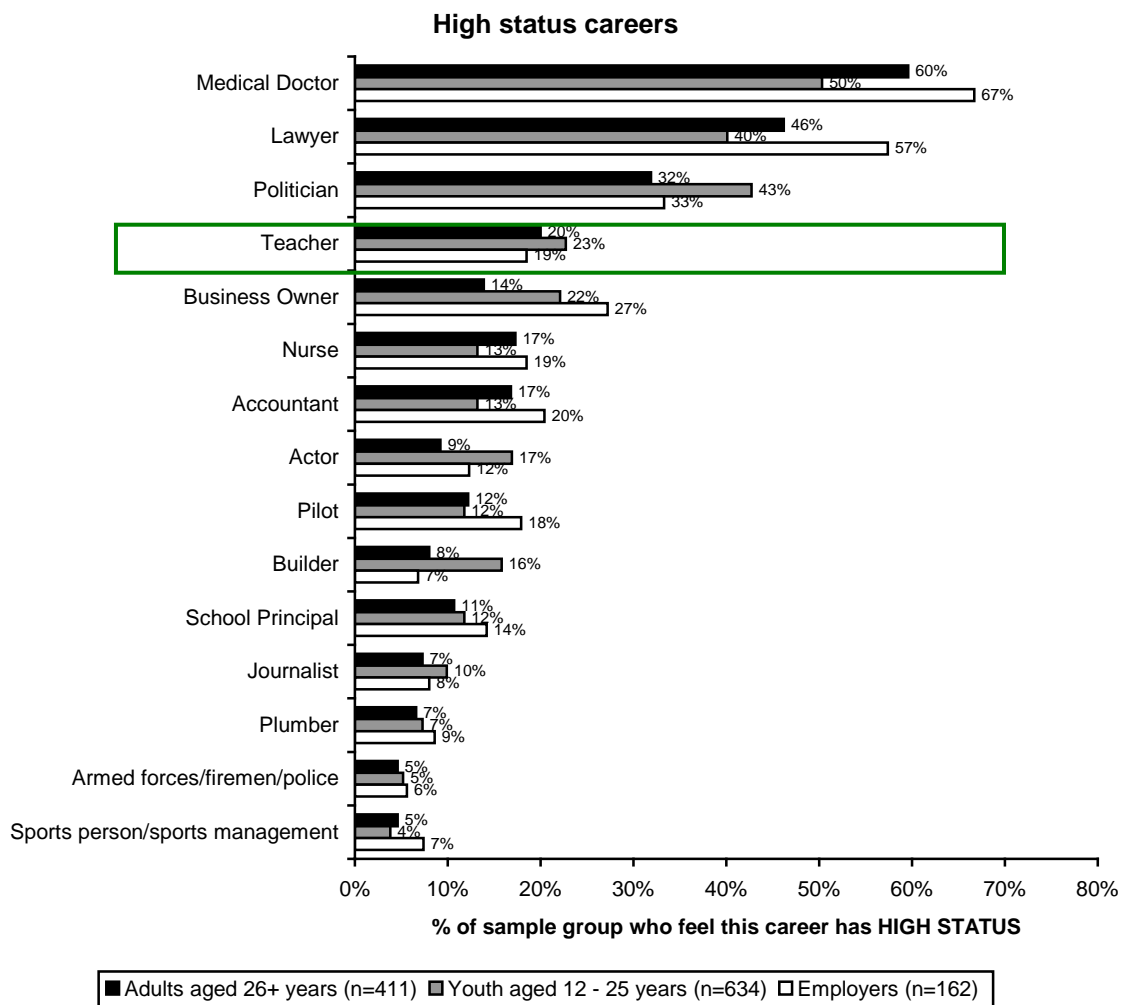
Note: Careers mentioned by fewer than 5% of people overall are not shown in the chart.

Low status careers

An equivalent question asked people to identify what they considered to be low status careers or occupations. A significant minority, 14%, could not name any low status occupations, while 6% felt that all occupations have the same status.

The rest thought mainly of factory workers and shop assistants as being low status careers, though blue collar occupations such as plumbers and builders were also mentioned, particularly by the youth sample aged 12 – 25 years.

Some 7% of the total survey sample named teaching as a low status profession, with a very small minority, 1%, including school principals in this list. Youth in the 'other' ethnic groups (i.e. not Māori, Pakeha or Pacific Island) were significantly <u>more</u> likely than others to feel that teaching is a low status profession (16%), while this figure was much lower amongst Pacific Island youth at just 2%.

There were no other significant ethnic or business size variations in the result relating to teaching.
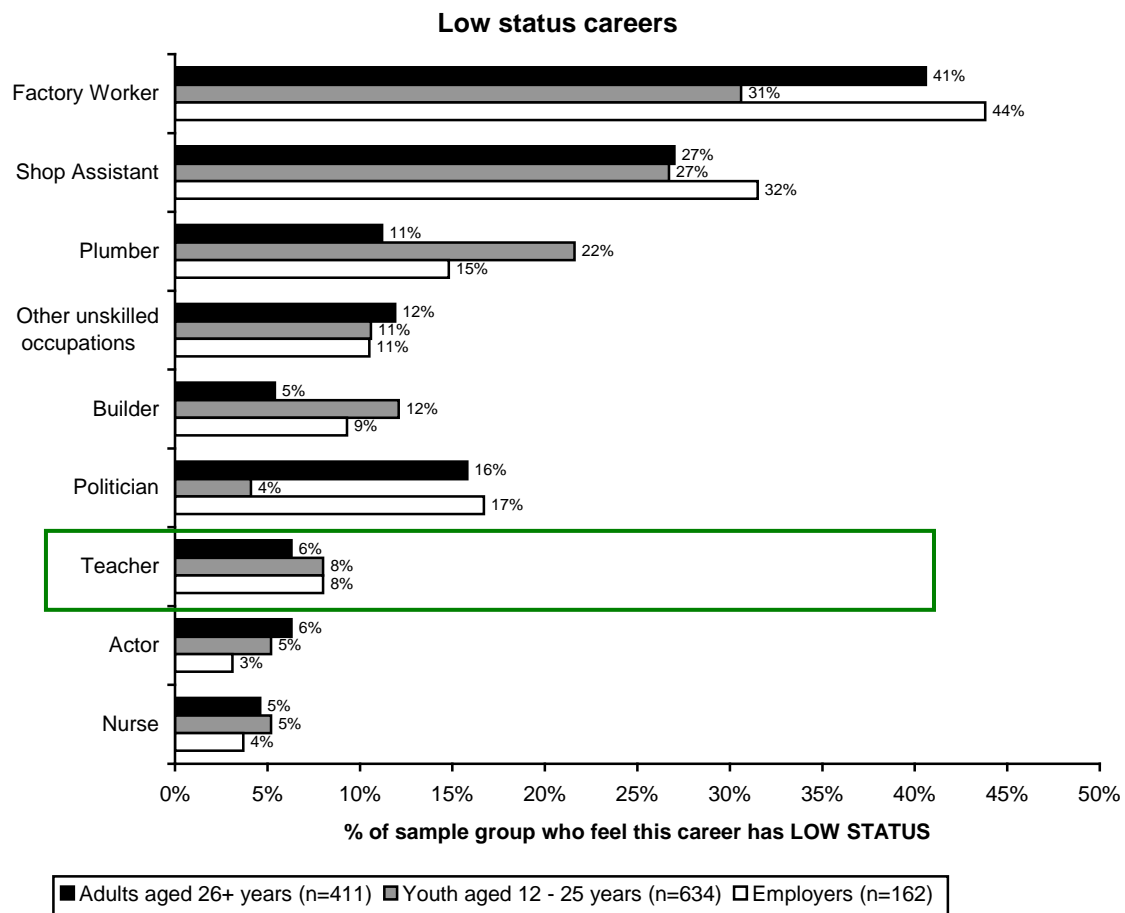
Low status careers

Note: Careers mentioned by fewer than 5% of people overall are not shown in the chart.

Rating the status of different careers

Respondents were asked to rate the status of the various careers that they identified as being either high or low status, on a 10 point scale, ranging from 1=no status at all to 10=extremely high status. Results are shown as an average score out of 10 (a mean rating). All respondents were later asked to rate the status of the three different levels of teaching.

In general, the status of teaching was rated below doctors, lawyers, business owners, pilots and politicians, and in the range of accountants, nurses, journalists and actors (the latter being predominantly accorded high status by young people). Status clearly rises with increasing levels of teaching, being lowest for ECE teachers, higher for primary and even higher for secondary teachers. Principals were accorded higher status than any of the specific teacher groups.

The relatively lower level of status accorded to teachers by employers is primarily the result of a significantly lower rating amongst large company employers.

Status of different careers

	Adults aged 26+ years (n=411)	Youth aged 12 - 25 years (n=634)	Employers (n=162)
Teacher	6.8	6.5	5.8
ECE teacher status	5.7	5.6	5.6
Primary teacher status	6.4	6.2	6.2
Secondary teacher status	6.9	7.0	6.7
School Principal	7.4	6.8	7.0
Medical Doctor	8.7	8.7	8.5
Lawyer	7.5	7.9	7.7
Business Owner	7.3	7.7	8.0
Pilot	7.9	7.3	8.1
Politician	6.2	8.0	5.6
Accountant	7.0	6.8	7.2
Nurse	7.5	6.7	6.5
Journalist	6.9	6.5	5.9
Actor	5.3	6.7	6.1
Builder	5.7	5.6	5.0
Plumber	4.8	4.1	4.3
Shop Assistant	3.1	3.4	2.8
Factory Worker	2.8	2.7	2.3

Low status   Average status rating out of 10   High status

There are significant ethnic group variations in terms of the status of teaching, which are detailed on the following pages.

Amongst the general adult population, Pacific Islanders accord significantly higher status to all types of teaching, while Māori are also relatively more likely to accord high status to teachers, particularly ECE teachers (relative to other groups).

Status of teaching - Adults
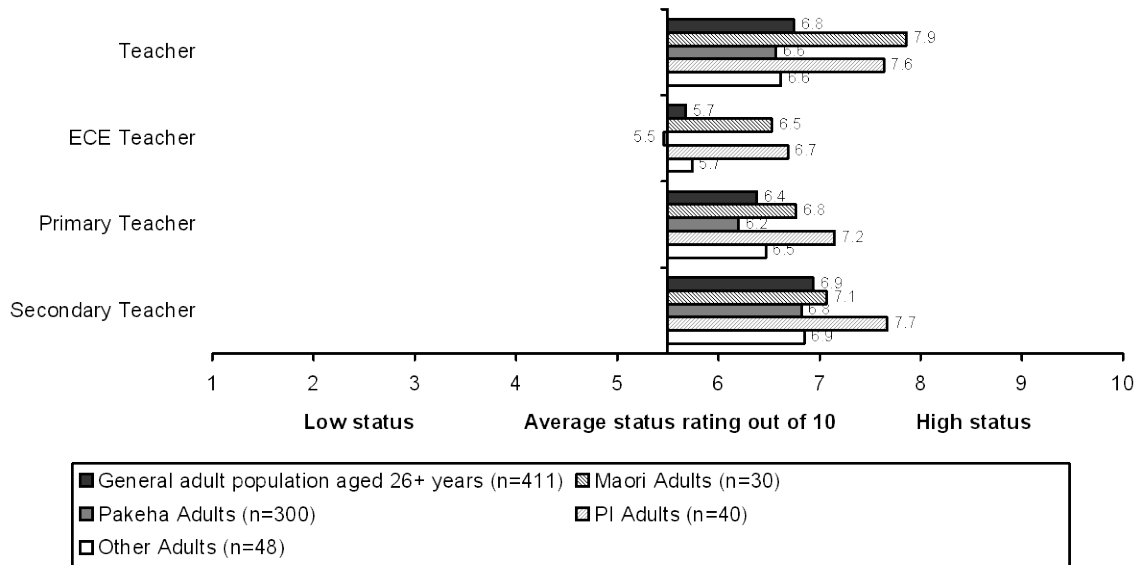
Amongst youth a similar effect is noted, with Pacific Island youth according significantly higher status particularly to primary and secondary teachers, while Māori youth similarly accord teachers significantly higher status (particularly ECE and primary teachers).

Status of teaching - Youth
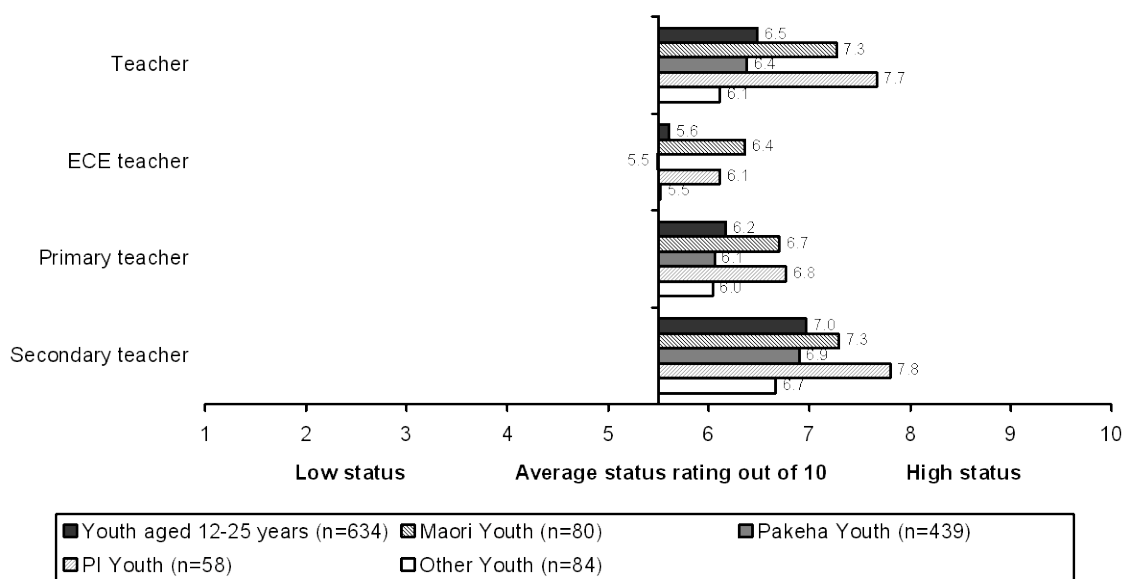
The factors that appear to influence status of teachers are discussed in subsequent chapters of this report.

Key points

- This survey confirms the findings of the focus groups that teaching is not a particularly high status career or profession.
- Within teaching, there is a hierarchy of status, with secondary teachers having the highest status rating and ECE teachers the lowest status ratings.
- The status of teachers is significantly higher amongst Pacific Island people, and also to some extent amongst Māori when compared to other ethnic groups.

2. The choice of a career

In this section, we explore what people say is important to them when making their career decisions.

Important Factors In Choosing A Career

Thinking specifically about career choices, respondents were asked what was the single most important thing to consider when choosing a job or career these days. This was an open question, with a pre-coded list of answers provided for the interviewers based on the factors identified in the focus group discussions (with the option to record other responses as well).

The factor most commonly identified (and most likely to be top of mind) is that work should be enjoyable (mentioned by 55% of all respondents and first by 38% of all respondents). This was followed by comments about pay made by 53% of respondents (14% top of mind).

These two factors were followed at some distance by consideration of job satisfaction (29% overall; 14% top of mind). Other factors were mentioned at lower levels.

Factors to consider when making a career decision

Factor	First Mentioned	All Mentioned
Enjoyable work	38%	55%
The pay	14%	53%
Job satisfaction	14%	29%
Good career prospects	6%	20%
Interesting Work	6%	15%
Flexibility	3%	12%
Job security	5%	12%
Location	1%	9%
Work that you're good at	4%	9%
Other factors	2%	7%
Education/qualification for job	3%	5%
Ability to make a difference	1%	4%
People you work with	1%	4%
Amount of holidays	0%	2%
Chance to be famous	0%	1%

% of total survey sample
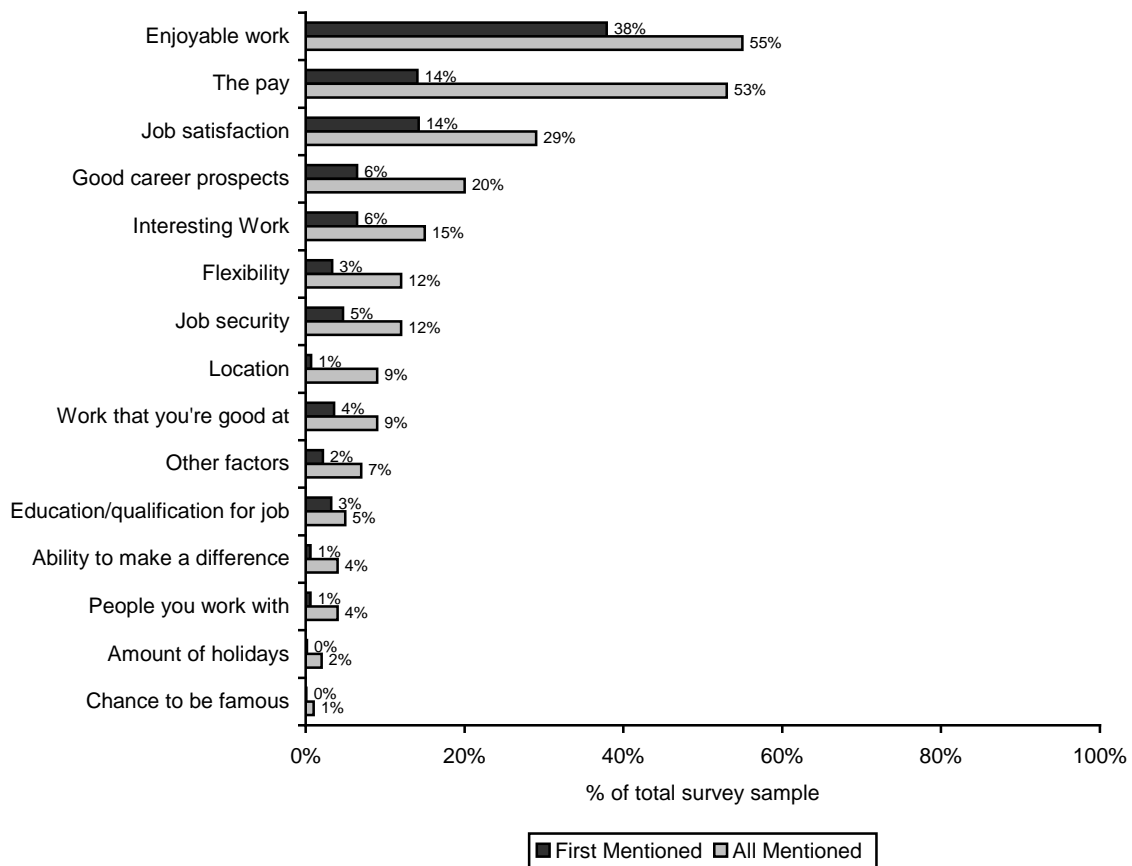
The chart below details the percentage of each of the three sample segments of interest who mentioned each factor as an important thing to consider when choosing a job or career.

Factors to consider when making a career decision

■ General adult population 26+ yrs (n=411) ■ Youth aged 12-25 years (n=634) □ Employers (n=162)
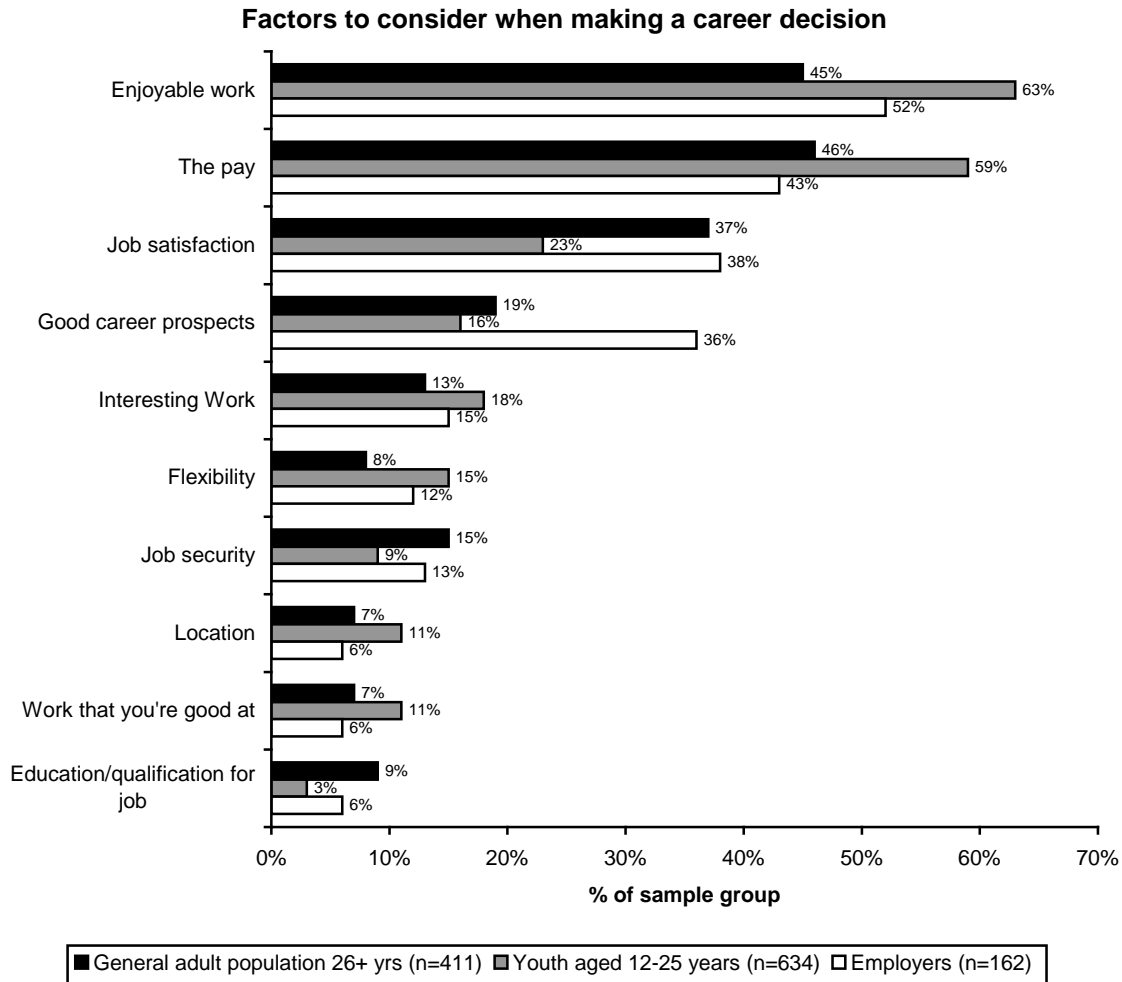
As mentioned earlier, respondents overall felt that it was most important that a job or career be enjoyable, with pay and job satisfaction taking second and third place. Among adults in general, the same pattern applied, but there was less variation between the top three factors: enjoyable work 45%, pay 46%, job satisfaction 37%.

Significantly more youth mentioned enjoyable work (63% vs. 55%), and significantly more youth also mentioned pay (59% vs. 53% of the total survey sample). However, job satisfaction was significantly less important for youth (23% vs. 29%) although still the third most mentioned factor. Students held similar views to youth in general.

Employers were much more likely than adults in general to mention job satisfaction (38%) and significantly more likely to mention career prospects (36% vs. 19% for adults overall). While the former sentiment was strongest among small employers, the latter was driven by employers of more than 10 people.

The Adult View

The chart below examines the ethnic group variations in the adult survey sample.

Important considerations in career choice

■ General adult population 26+ yrs (n=411)	▨ Maori Adults (n=30)
▨ Pakeha Adults (n=300)	▨ PI Adults (n=40)
□ Other Adults (n=48)	
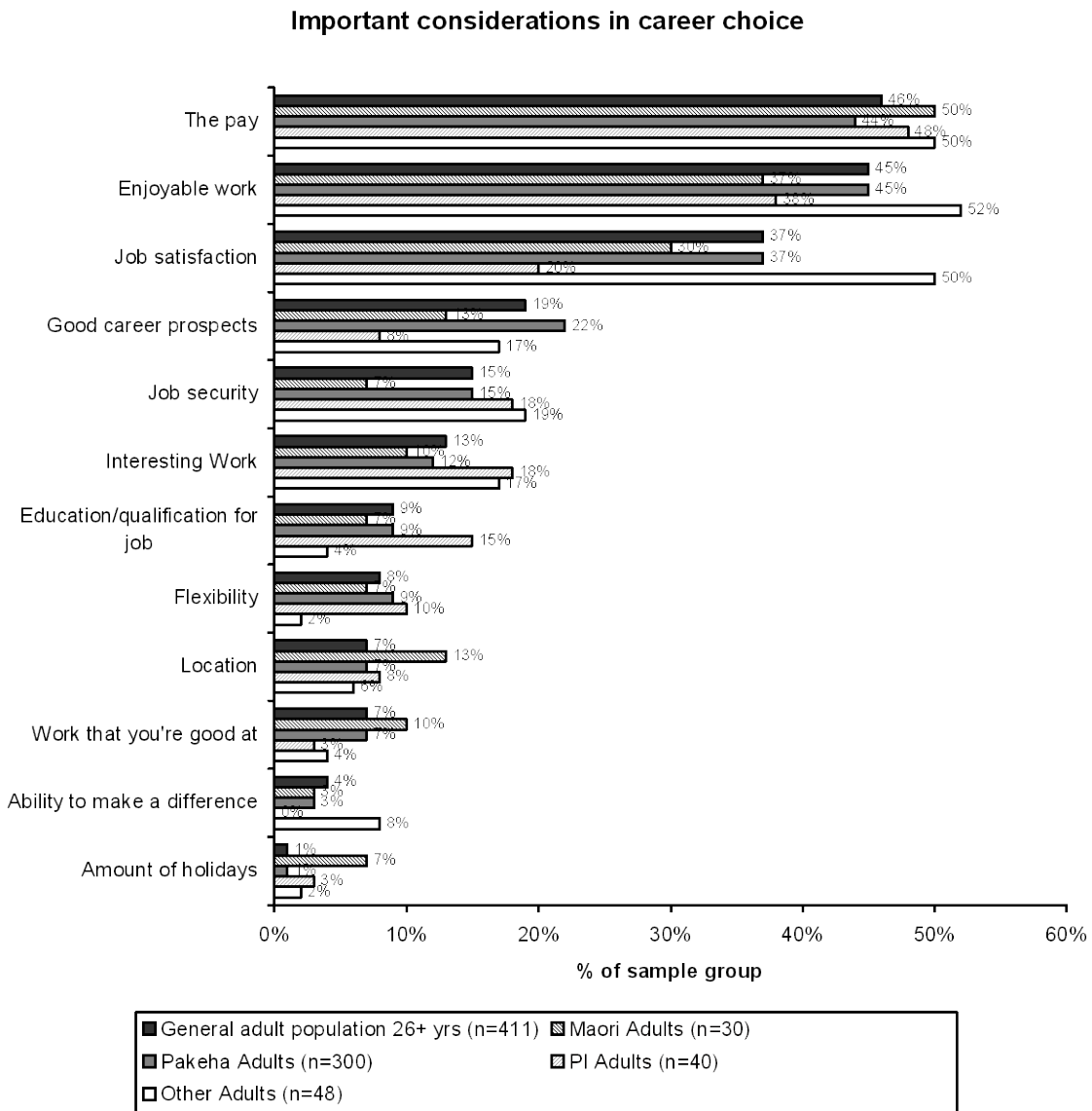
As shown in the earlier chart, the top three factors for the adult sub-group were identical to those for the sample overall. The top two remain pay (46% vs. 53% of the total sample) and enjoyable work (45% vs. 55%).

There were no significant differences between the factors mentioned by **Māori adults** and those mentioned by the adult sample overall. However, Māori adults were slightly more likely than adults overall to mention pay (50% vs. 46%). They were less likely than overall to mention enjoyable work (37% vs. 45%) or job satisfaction (30% vs. 37%). Māori adults mentioned location twice as often as adults overall did (13% vs. 7%).

Pacific Island adults were less likely than adults overall to mention enjoyable work (38% vs. 45%) and significantly less likely to mention job satisfaction (20% vs. 37%). They were also significantly less likely to mention good career prospects (8% vs. 19%). Pacific Island adults were more likely than adults in general to mention that work should be interesting (18% vs. 13%) or that you should have the right education/qualifications for the job (15% vs. 9%).

Adults from "other" ethnic groups were significantly more likely than adults in general to mention job satisfaction (50% vs. 37%) and noticeably more likely to mention that work should be enjoyable (52% vs. 45%).

The Youth View

The chart below examines the ethnic variations in these factors amongst the sample of youth aged 12 – 25 years.

Important considerations in career choice

% of sample group	

Legend:
- Youth aged 12-25 years (n=634)
- Maori Youth (n=80)
- Pakeha Youth (n=439)
- PI Youth (n=58)
- Other Youth (n=84)
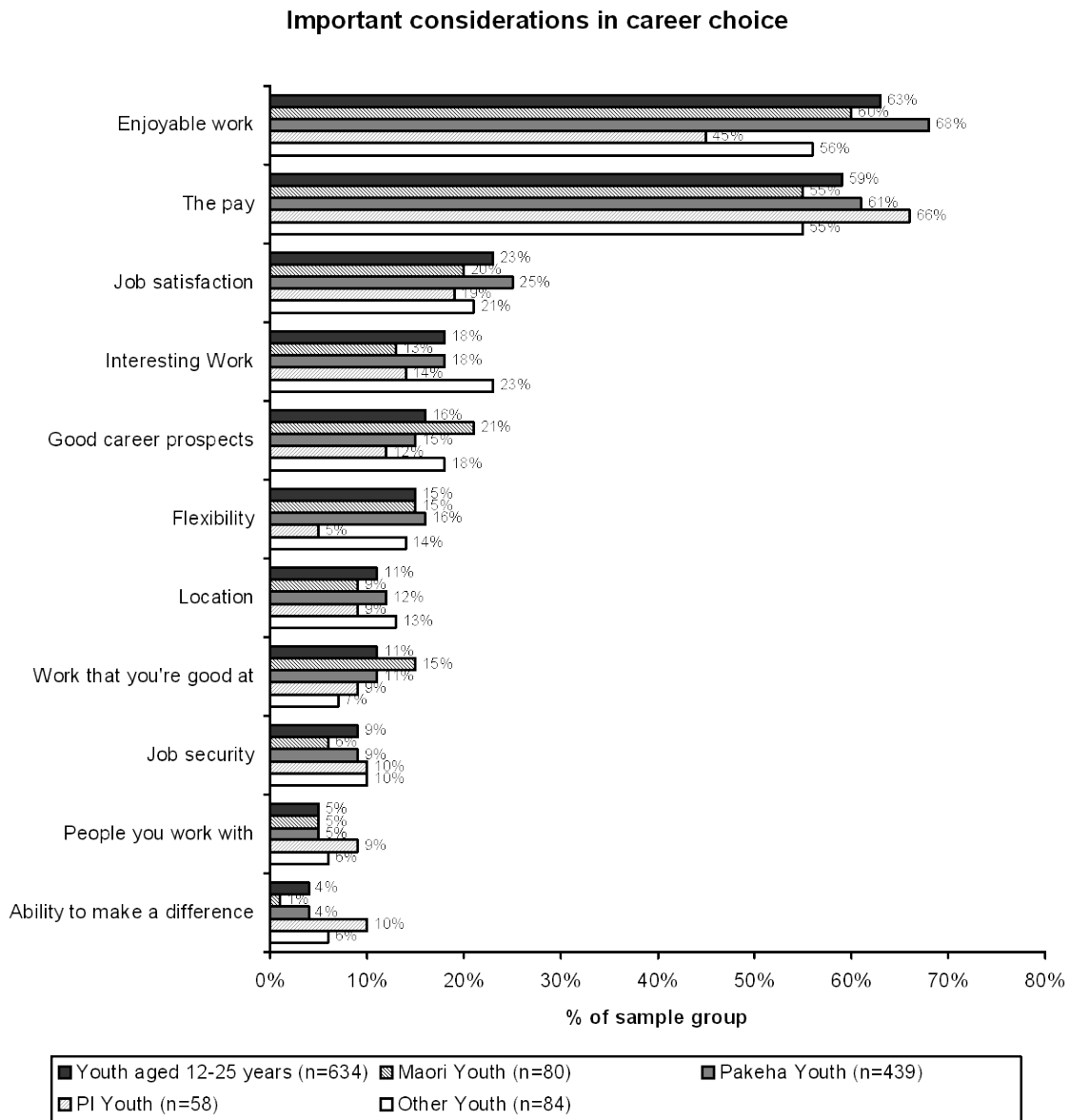
As noted earlier the issues most often mentioned by youth were enjoyable work (63%) and pay (59%).

There were no significant differences between the factors mentioned by **Māori youth** and those mentioned by youth overall. Māori youth were slightly more likely than youth in general to mention career prospects (21% vs. 16%) or working at something you are good at (15% vs. 11%)

Pakeha youth were slightly more likely than youth in general to mention that work should be enjoyable (68% vs. 63% for youth overall).

Pacific Island youth were significantly less likely than youth overall to mention that work should be enjoyable (45% vs. 63%). They were also significantly less likely to mention flexibility (5% vs. 15%). However, they were significantly more likely than youth in general to mention being able to make a difference (10% vs. 4%). Pacific Island youth were somewhat more likely than youth in general to mention pay (66% vs. 59%).

There were only marginal differences between the factors mentioned by youth from **"other" ethnic groups** and those mentioned by youth overall.

The factors mentioned by **students** were also very similar to those mentioned by youth overall.

Parental Influences On Their Children

Respondents who were not still at school were asked how much influence they had or thought they would have on the career decisions of their own children (when they have them). Those who indicated they did not and did not intend to have children were excluded from the base for this question.

They were asked to do this by providing a rating on a scale from one to ten, where one meant "the children do whatever **they** want to do" and ten meant "the children do exactly what the **parent** wants". Answers are grouped into three categories in the chart below, with the "kids' decision" based on those who selected 1 – 3 on the scale, the "mixed decision" based on 4 – 7 answers, and the "parents' decision" based on 8 – 10 answers across the scale.

Parental influence on career decisions

Sample group	Kids' decision	Mixed decision	Parents' decision
General adult population 26+ yrs (n=186)	31%	57%	13%
Maori Adults (n=18)	22%	61%	17%
Pakeha Adults (n=122)	34%	56%	9%
PI Adults (n=27)	19%	52%	30%
Other Adults (n=23)	22%	74%	4%

% of sample group
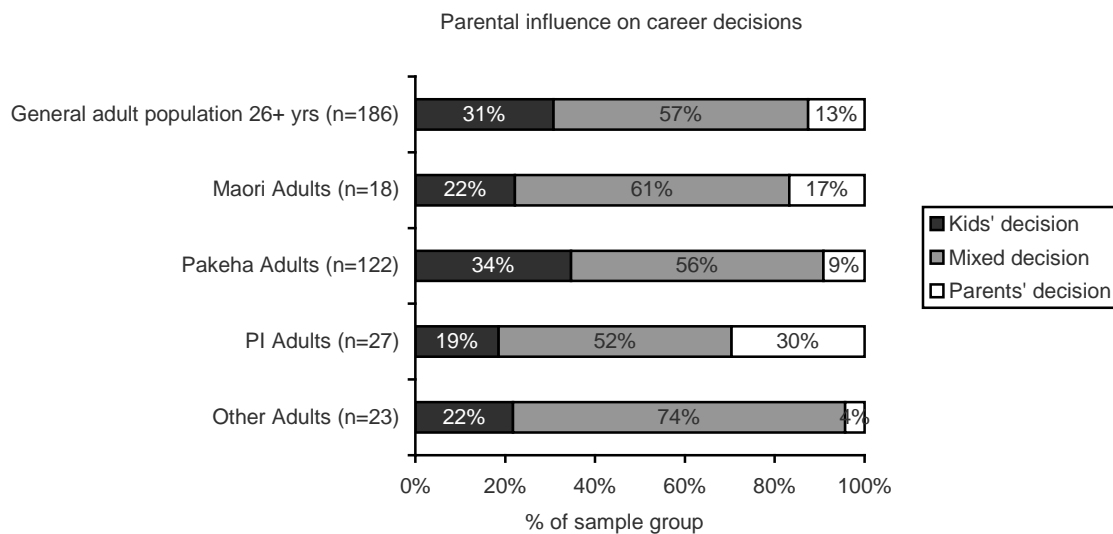
Overall, the majority indicate that the decision is a mixed one (57% of adults with children) but the balance swings to the children making the decision overall (31% on that side of the scale vs. just 13% on the parents' decision side of the scale.

There are significant differences by ethnic group, with Pakeha parents significantly less likely than average to have the dominant influence, in contrast to Pacific Island parents who are significantly more likely to do so.

Sources of advice

All respondents were asked what kinds of people they discussed or will discuss their own job choices and career options with.

Overall, people discussed (or will discuss) their career choices mostly with parents (53%) or friends (37%). Around one in six respondents (across the total sample base) discussed/would discuss their career choices with teachers, while one in five mentioned career advisers or guidance counsellors.

Sources of advice
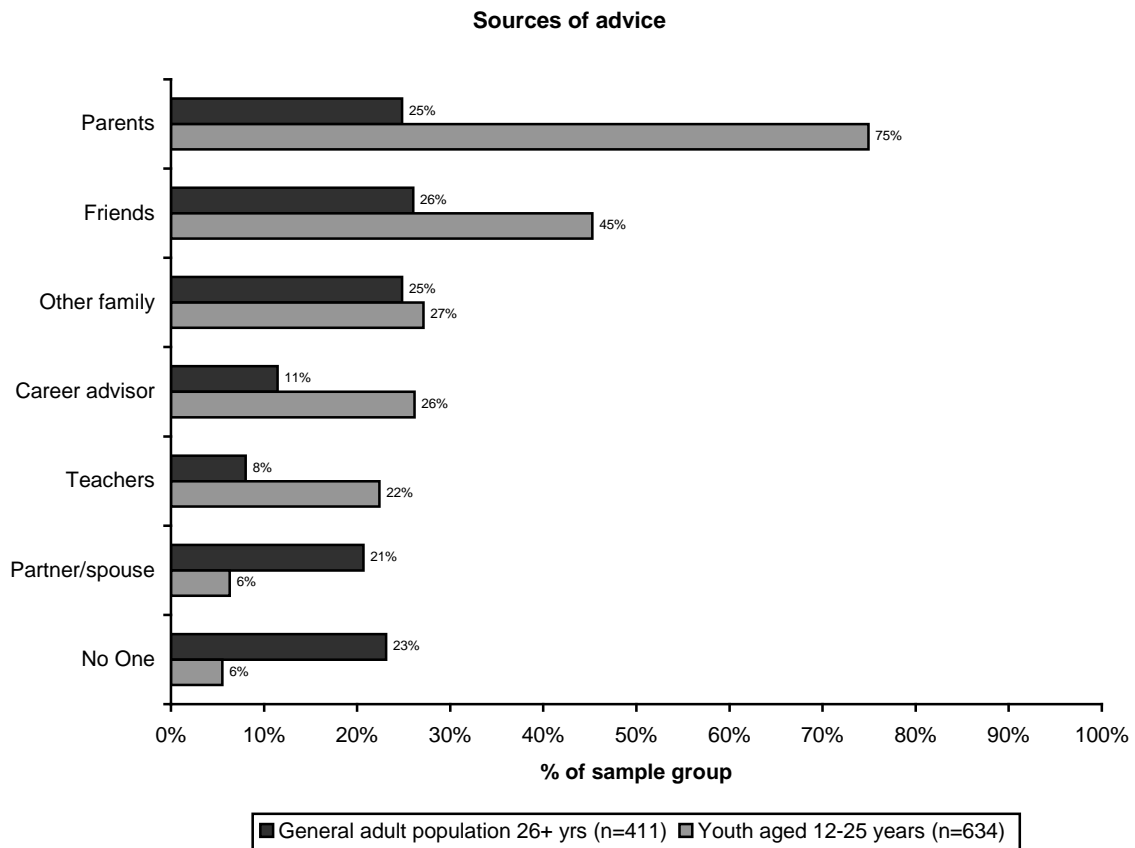
Those in the general adult survey sample were significantly less likely than average to say they talk to their parents or friends, and more likely to say that they don't discuss their career decisions with anyone.

Young people were most likely to mention discussions with parents (75%) or friends (45%). They were more likely to say that they had/would talk to teachers (22% vs. 16%).

The Adult View

Career advisers - Adult
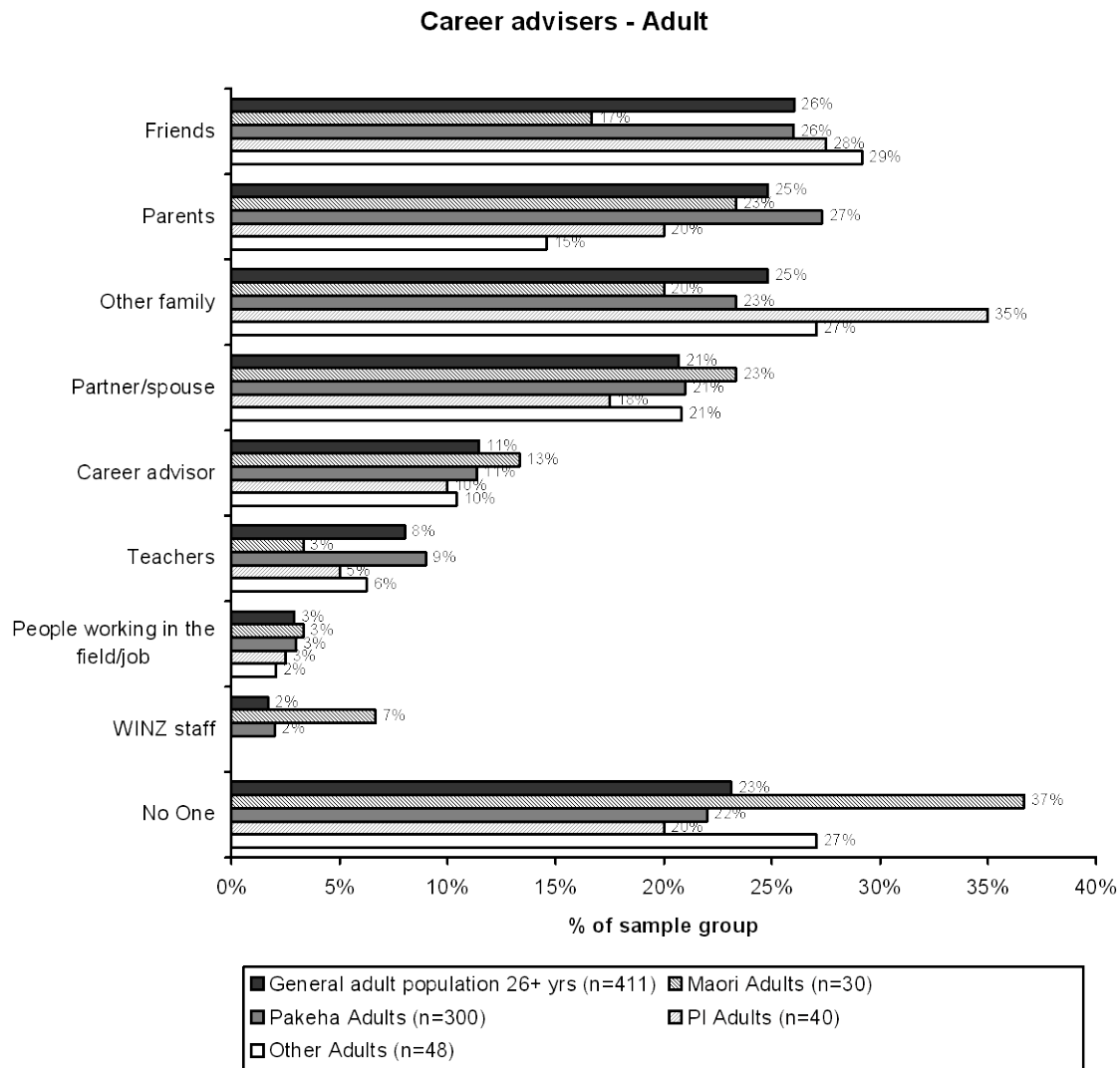
Among the general adult population, career discussions were equally likely to be held with friends (26%), parents (25%) or other family members (25%).

There are some small ethnic differences, with Māori adults relatively less likely to discuss career decisions with friends or teachers, and more likely than other groups to take careers advice from WINZ[8]. The most significant difference, however, is that Māori adults were more likely to say that they do not take advice on career decisions from anyone at all.

Pacific Island adults were significantly more likely than others to report discussing their career decision with their more extended family.

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8 WINZ: "Work & Income New Zealand"

The Youth View

Important considerations in career choice

Legend:
- ■ Youth aged 12-25 years (n=634)
- ▨ Maori Youth (n=80)
- ▦ Pakeha Youth (n=439)
- ▢ PI Youth (n=58)
- □ Other Youth (n=84)
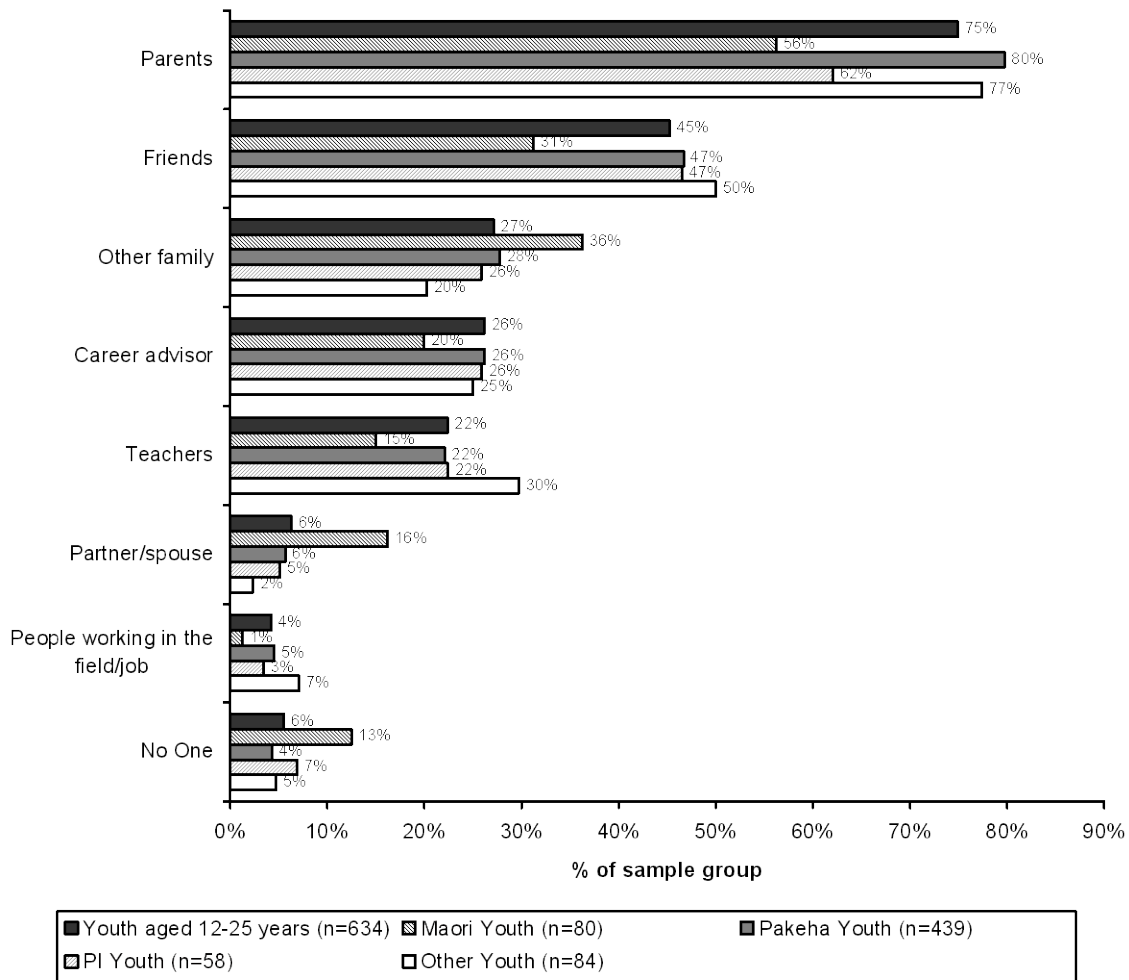
Youth in general were most likely to discuss their career choice with parents (75%) or friends (45%).

Māori youth were however less likely than youth in general to do so (56% discussed with parents – significantly fewer than for youth in general - and 31% with friends). They were more likely than overall to discuss their career with family (36% vs. 27%) and significantly more likely to do so with their partner or spouse (16% vs. 6%). Māori youth were also significantly more likely than other sub-groups not to have discussions with anyone (13% vs. 6% for youth overall).

Pakeha youth were significantly more likely to have discussions with their parents (80% vs. 75%), but otherwise there was little difference between Pakeha youth and youth overall.

Pacific Island youth were significantly less likely than youth overall to have discussions with parents (62%).

Youth from **"other ethnic groups"** were more likely (but not significantly more likely) than youth in general to have discussions with friends (50%) or teachers (30%).

Students were significantly more likely than youth overall to talk to parents (80%) or teachers (28%).

Advertising And Other Media Messages about Teaching

Respondents were asked whether they had seen or heard any advertising that encourages people to consider a career in teaching in the previous few months.

Overall, more than half the sample (61%) indicated that they had seen such advertising, with these levels consistent across the various subgroups of interest, apart from a slight drop to 56% amongst those in the youth sample who are still studying.

Recall of advertising about teaching

Group	Have seen advertising	Have not seen advertising
General adult population 26+ yrs (n=411)	62%	38%
Youth aged 12-25 years (n=634)	60%	40%
Students aged 12-25 years (n=445)	56%	44%
Employers (n=162)	61%	39%

% of sample group
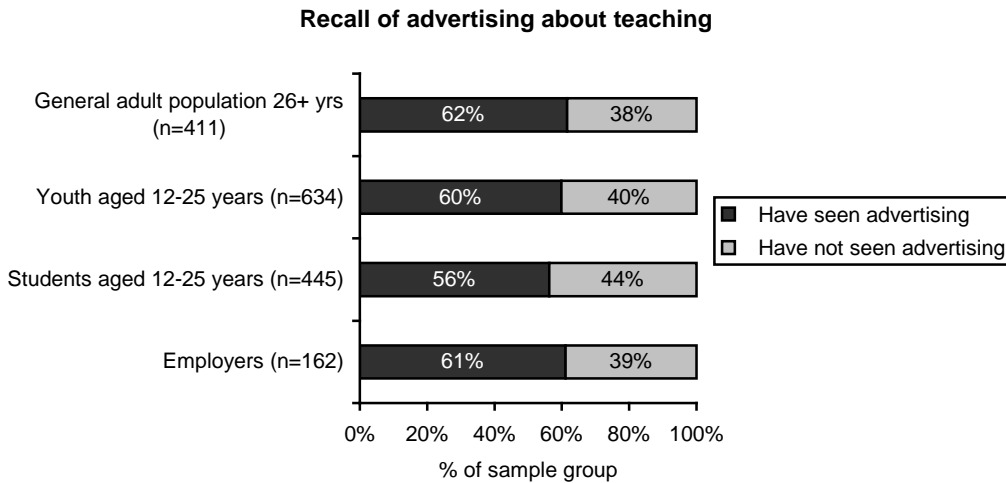
Among the adult sample, Māori adults were most likely to have seen advertising that encourages a career in teaching in the past few months (77%) while Pacific Island adults were least likely to have done so (58%).

Recall of advertising about teaching

Group	Have seen advertising	Have not seen advertising
Adults 26+ yrs (n=411)	62%	38%
Maori Adults	77%	23%
Pakeha Adults	60%	40%
PI Adults	58%	43%
Other Adults	67%	33%

% of sample group

Recall of advertising - YOUTH

Group	Have seen advertising	Have not seen advertising
Youth (n=634)	60%	40%
Maori Youth	68%	33%
Pakeha Youth	61%	39%
PI Youth	62%	38%
Other Youth	46%	54%

% of sample group
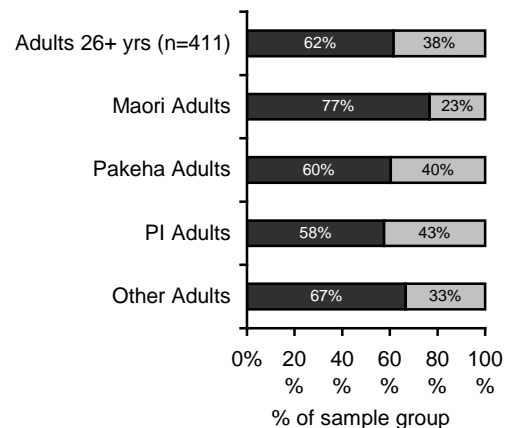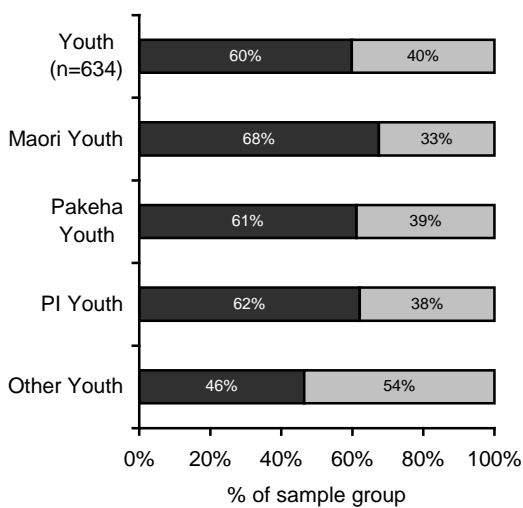
Among the youth sample, Māori youth were much more likely than others to recall seeing advertising that encourages people to consider a career in teaching, while those from "other" ethnic groups were much less likely to have done so. Students were also more likely than youth overall to have seen such advertising.

Advertising Message Recall

Respondents who recalled seeing or hearing advertising in the previous few months that encouraged people to consider a career in teaching, were asked what they could recall seeing or hearing. The chart below details the messages recalled by 5% or more of these respondents.

Recall of messages from advertising

% of sample group

■ General adult population 26+ yrs (n=253)   ▨ Youth aged 12-25 years (n=379)   ☐ Employers (n=99)
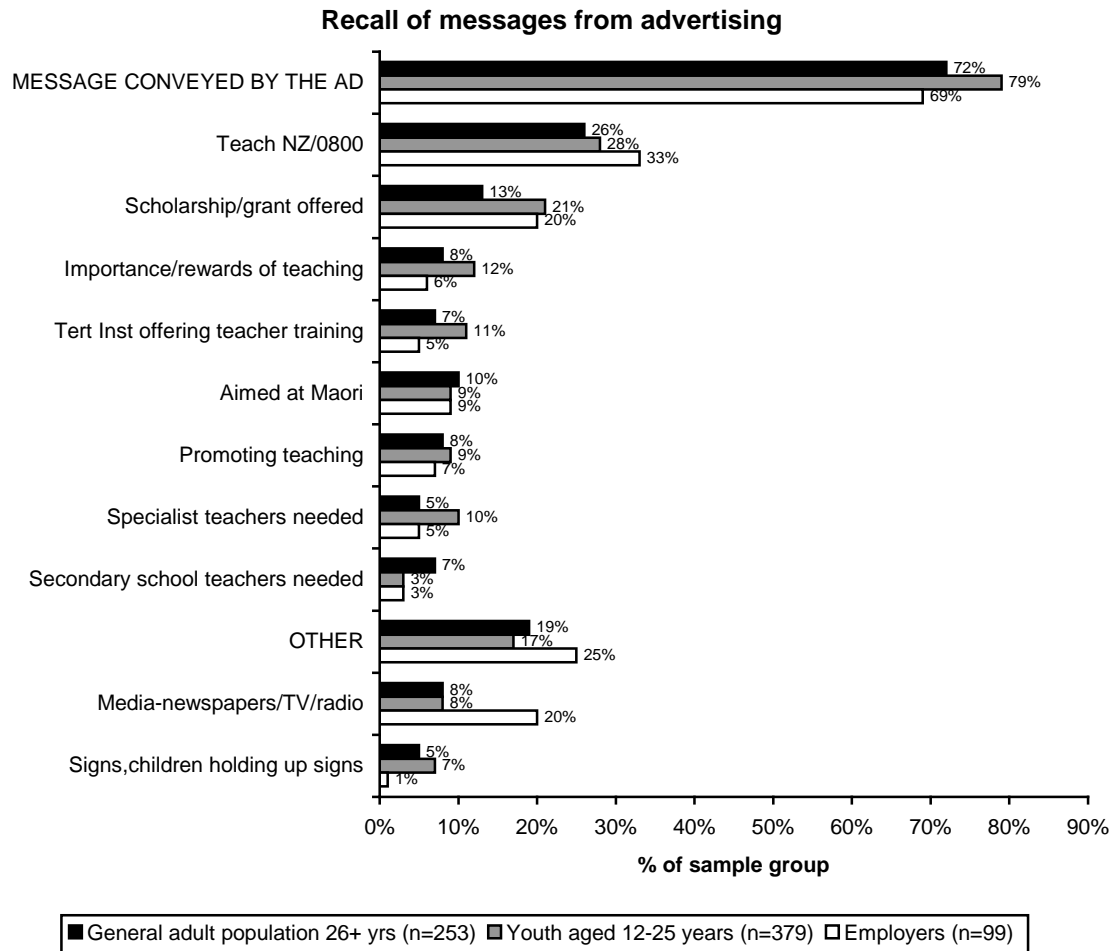
Around three quarters (76%) of respondents who recalled some advertising recalled a message from that advertising, while 19% recalled something else about the advertising.

The most commonly recalled advertising message was that the advertising was about TeachNZ or showed the TeachNZ 0800 number (28%). This was followed by recall of a scholarship or grant being offered (18%).

Youth and students generally had slightly higher levels of message recall than the adult population in general. Employers had slightly lower levels of message recall, but were the group most likely to recall Teach NZ / 0800 number (33%) or to comment on the advertising medium (20%).

Media Recall

Respondents who recalled seeing or hearing any advertising that encouraged people to consider a career in teaching in the previous few months were asked where they had seen or heard that advertising.

Media where advertising was seen / heard

- General adult population 26+ yrs (n=253) Youth aged 12-25 years (n=379) Employers (n=99)
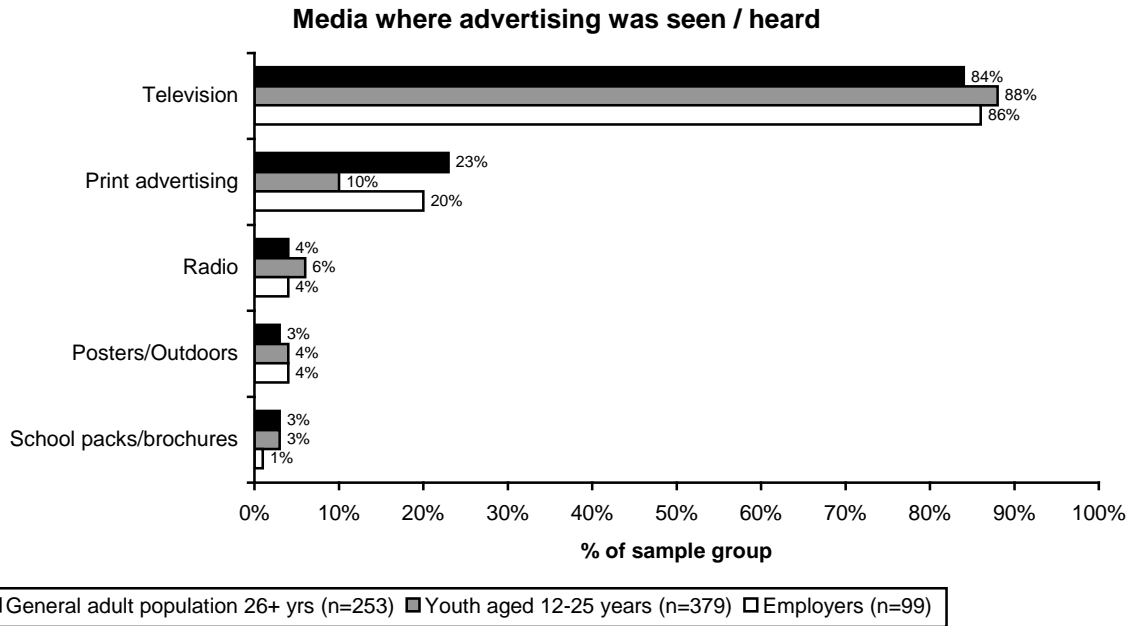
Television was the most commonly mentioned medium (86%) followed at a large distance by print advertising (16%). Youth were significantly less likely than adults to recall seeing advertising in print.

Reaction To Advertising

Respondents who recalled some advertising that encouraged people to consider a career in teaching were classified as being positive, negative or neutral about the advertising.
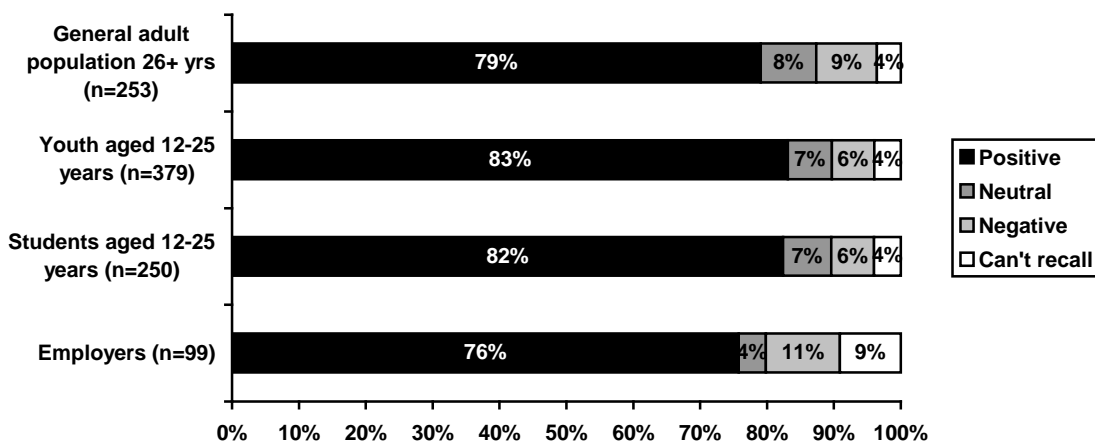
The majority of respondents were positive about the advertising (81%), with youth being slightly more positive than adults (83% vs. 79%). Employers were least positive (76%).

Perceived tone of media coverage

All respondents were asked whether they felt the media generally had a positive or negative attitude towards teachers and teaching. They were asked to provide rating of media attitudes, where one was extremely negative and ten was extremely positive. The chart below shows that small groups of people perceived the coverage to be mainly negative (1 – 3) or mainly positive (8 – 10) on the 10 point scale. This was also reflected in the average score out of 10, which was just marginally positive at 5.7 out of 10 across the total survey sample.

Perceived tone of media coverage about teachers & teaching
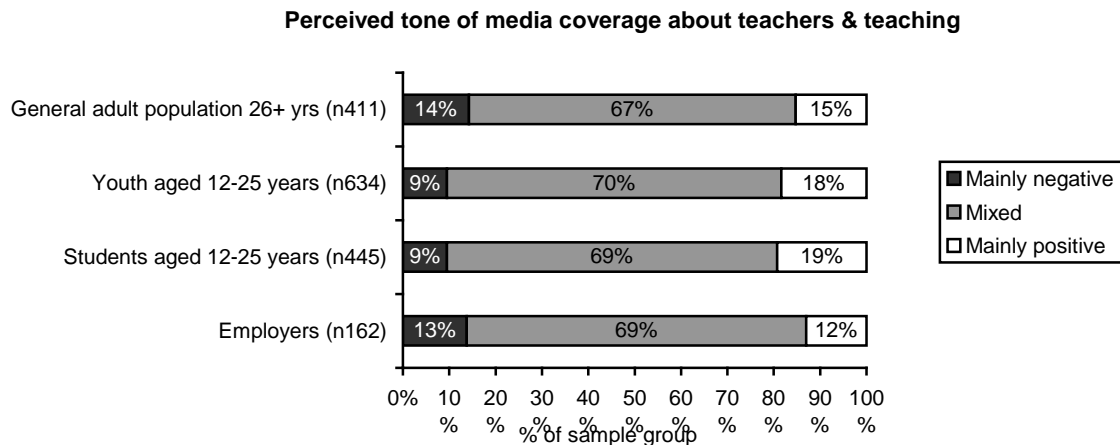
Students and youth were marginally more positive about the tone of media coverage than were adults and employers overall.

The apparent impact of advertising and media coverage on the status and appeal of teaching is explored in a subsequent chapter of this report.

Key Points

- People feel that the most important factors to consider when choosing a career are that the work will be enjoyable, and that it will be sufficiently well paid. Secondary influences are job satisfaction, interesting work and good career prospects, though adults tend to value job security as well.

- Parents tend to see their children's career choices as a decision into which they have some input, but not the dominant influence. Youth report taking advice primarily from parents and friends.

- Around six out of ten people report having seen advertising encouraging people to become teachers, primarily recalling the Teach NZ campaign and the fact that it offered grants or scholarships. Television was the most prominently recalled media for this advertising, though adults (but not youth) recalled significant levels of print advertising. The reaction to the advertising was predominantly positive, while the general tone of media coverage was considered to be marginally positive.

3. Attitudes to teachers and teaching

The survey explored a range of different aspects of public opinion towards teachers and teaching as a career. Initially, respondents were unaware that the survey was specifically about teaching – they were told it was about how people make their career choices.

However, midway through the questionnaire, it was revealed that our interest was specifically in their opinions and thoughts about teachers and teaching as a career.

Top of mind thoughts about teachers and teaching

After respondents were told that the survey was about teachers and teaching, they were asked to tell the interviewer, in their own words, what sorts of things come to mind in general when they think about teaching as a career.

This was an open-ended question, with the answers coded into broad themes for analysis purposes.

An Overview Of Teaching As A Career Option

The chart below shows the proportion of respondents who made each type of comment about teaching as a career option.

Top of mind thoughts about teaching

Category	General adult population 26+ yrs (n=411)	Youth aged 12-25 years (n=634)	Employers (n=162)
POSITIVE ASPECTS OF TEACHING	34%	32%	47%
NEGATIVE ASPECTS OF TEACHING	47%	48%	63%
Work Load/Hours	22%	26%	23%
Dealing With Students	19%	19%	23%
Other Negative Aspects	30%	25%	46%
ABOUT WHAT TEACHING INVOLVES	42%	48%	34%
REQUIREMENTS OF TEACHING	28%	28%	30%

% of sample group

■ General adult population 26+ yrs (n=411) ▨ Youth aged 12-25 years (n=634) □ Employers (n=162)

When asked their thoughts about teaching as a career option, 50% of respondents made a negative comment, in particular about the heavy work load and having to discipline students. One in four (24%) made comments about the work load…..

"quite a lot of work, planning, concentration"

"lots of work, preparation, long working hours, behaviour problems with kids"

"lot of hard work, lot more hours than 9-3, dealing with very difficult children, lots of stress especially high school teachers, hands are tied with discipline"

"I think stress, long hours"

"long working hours, a stressful working environment"

"long hours, lots of extra hours that are needed on top of the 9-5 job, extra hours spent at home working and not getting paid for it"

… and 19% commented upon the difficulties associated with dealing with students…

"not treated well, not paid well enough, have a hard time with the children"

"the way kids treat you, I wouldn't be a teacher"

"dealing with bad children and having no rights and they don't get enough parent backing"

"control the children, discipline gone out the window"

"having to deal with problem kids, some kids might be naughty because of problems at home so you would have to get involved with social workers to solve the problem".

Positive comments (made by one in three respondents, 35%) related most often to job satisfaction and holidays. Fifteen percent commented upon job satisfaction…

"job satisfaction in the results they get"

"the satisfaction of giving knowledge to a new generation of New Zealanders"

"job satisfaction, doing a worthwhile job for society"

"it is rewarding because they get to watch people succeed and know they have helped that"

… and fifteen percent commented upon holidays…

"lots of holidays, short hours, putting up with kids"

"holidays, fitting in with family life, pay not being very good, thankless, it is good for moving about the country or the world, the hours are good"

"good holidays, I guess it would be pretty cool, maybe helping others…"

"long holidays, good pay, ability to convey knowledge".

Forty-five percent of respondents talked about what teaching involves. The most frequent of these comments concerned educating children (15%)…

"like being and helping others, educating them and being educated yourself, have to be comfortable with the children, patience"

"helping, education for the future, supporting"

"helping children grow into adults with good skills, encourage them to do the best they can do, to work with the lower kids to give them a hand up, lesser abilities, helping kids find their potential"

"trying your best and teaching the kids what is good for them in the future".

Thirteen percent commented on the potential to make a difference…

> *"just moulding and shaping minds of young people, teaching them values, self esteem, taking care of the environment, respect for people, academic results, physically fit and active"*

> *"makes a difference in kids' lives, makes them discover the past and teaching them to do the best in life, training tomorrow's leaders, teachers influence students, students are influenced by who teaches them"*

> *"making a difference by teaching a new generation…"*

Comments about the requirements of teaching (28%), focussed in particular on the personal qualities of teachers (10%)…

> *"people who are tolerant, thinkers outside the square, yearning to share learning experiences, believe in what they do, passionate and patient"*

> *"you would have to be very patient, easy to talk to, you would have to have a high level of education yourself, you would definitely need to be a friendly person and you would need to like children"*

> *"you have to be patient, have good people skills and communication skills"*

Employers provided a different perspective to the adult population in general. Employers (especially large employers) were significantly more likely to comment upon negative aspects other than workload or student issues (46% vs. 30% for adults overall). In particular they commented significantly more upon low pay (19% vs. 11%)…

> *"not highly paid, have high level of dedication, enjoy working with young people, not as well respected as they should be"*

… and organisational restrictions in place on teachers (15% vs. 9%)…

> *"lack of resources, funding, poor pay"*

> *"red tape, bureaucracy, too much admin time"*

Employers were also significantly more likely than adults in general to comment on teachers' holidays (31% vs. 14%) and on teachers working short hours (6% vs. 2%)…

> *"short hours, long holidays, low pay"*

> *"short hours 9-3pm, holidays, lots of them, noisy kids"*

There were also variations in the kinds of comments made by youth compared to those made by adults. Youth were significantly more likely to comment that a range of subjects were involved (10% of youth vs. 4% of adults) and on the amount of paperwork involved (5% of youth vs. 2% of adults)…

> *"teaching basic skills e.g. maths, English, computer skills, learning a lot of different things"*

> *"heaps of paper work, naughty kids"*

Youth were also significantly more likely to talk about the age of the children being taught (6% vs. 2%) and that teaching involves educating children (19% vs. 13%) and working with them (9% vs. 5%)…

> *"kids, lots of hard work teaching them and stress from listening to kids all day and trying to teach kids that might not be excited about learning"*

> *"giving children a good education, make sure children are learning, make sure teachers let children have their say"*

Youth were also significantly more likely to comment on the long hours (10% vs. 6%) or the repetitious nature of the work (3% vs. 1%)…

> *"long hours sitting behind a desk"*

> *"lots of work and planning after school, helping kids to achieve but not just the bright kids but the ones who find it hard"*

The Adult View

The chart below shows the proportion of adult respondents who made each type of comment about teaching as a career option.

Top of mind thoughts about teaching - Adult

% of sample group

■ General adult population 26+ yrs (n=411) ▨ Maori Adults (n=30)
■ Pakeha Adults (n=300)   ▢ PI Adults (n=40)
□ Other Adults (n=48)
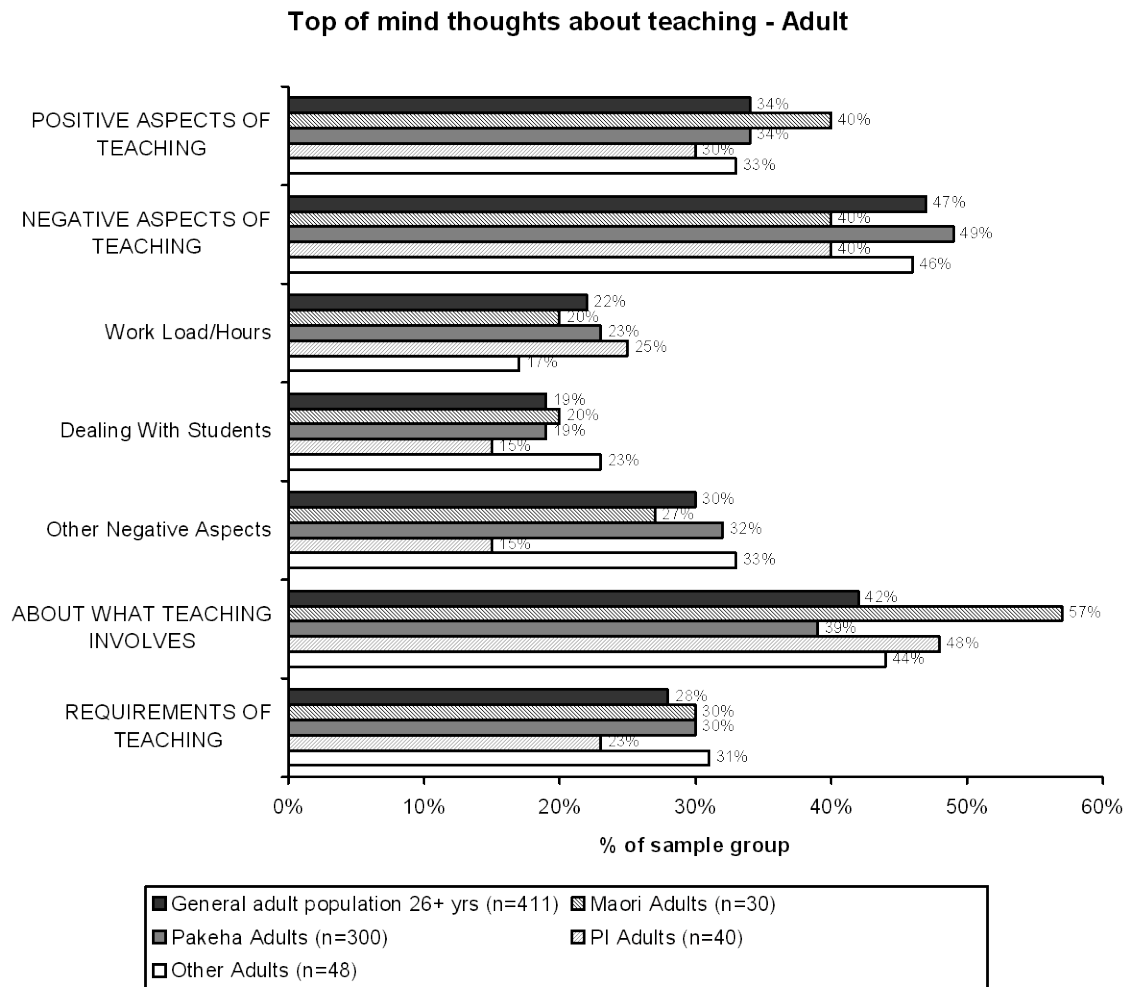
All Adults

Just under half, 47%, of the general adult population made negative comments when asked what they thought about teaching as a career option in general. In particular they commented on the workload (22%) and having to deal with students (19%). Other negative comments (made by 30% of adults) included concerns that teachers are not paid enough (12%).

Slightly fewer adults (42%) commented on matters that teaching is involved with such as educating children (15%) and making a difference (13%).

Just over one third (34%) made positive comments, in particular with relation to job satisfaction (15%) and holidays (15%).

Twenty-eight percent of adults commented on the requirements of teaching, including the personal qualities of teachers.

Overall, Māori and Pacific Island adults were less likely to make negative comments about teaching and more likely to comment on what teaching involves, particularly in relation to making a difference and educating children.

Māori Adults

Māori adults commented most on what teaching involves (57%) and commented as often about the positives of teaching (40%) as they did about the negatives (and made more positive comments than others – 40% vs. 34% of the general adult sample).

Compared to the general adult population, Māori adults were more likely to talk about teaching in terms of educating or working with children (23% vs. 15%) and being able to make a difference (23% vs. 13%).

Pakeha Adults

Pakeha adults were more likely to make negative than positive comments about teaching (49% vs. 34%), especially to do with workload (23%) and the difficulties with disciplining students (19%).

Compared to the general adult population, Pakeha adults were slightly more likely to comment on the job satisfaction to be found in teaching (17% vs. 15% for adults generally).

Pacific Island Adults

Pacific Island adults were most likely to talk about what teaching involves (48%), especially in terms of making a difference (18%) and educating children (15%). They commented least about the requirements of teaching (23%).

Compared to the general adult population, Pacific Island adults were significantly more likely to talk about teaching being well paid (15% vs. 4%). They were significantly less likely to talk about the negative aspects of teaching other than workload and dealing with students (15% vs. 30%).

Other Adults

Adults from other ethnic groups were most likely to talk about the negative aspects of teaching (46%) - in particular the discipline of students (19%), or about what teaching involves, 44%, (in particular making a difference and educating children – 13% each).

Compared to the general population, adults from other ethnic groups were significantly more likely to talk about the restrictions that teachers face (17% vs. 9%).

The Youth View

The chart below shows the proportion of youth respondents who made each type of comment about teaching as a career option.

Top of mind thoughts about teaching

POSITIVE ASPECTS OF TEACHING — 32%, 24%, 35%, 28%, 27%

NEGATIVE ASPECTS OF TEACHING — 48%, 38%, 53%, 29%, 39%

Workload/ Hours — 26%, 24%, 28%, 17%, 24%

Dealing With Students — 19%, 13%, 21%, 10%, 13%

Other Negative Aspects — 25%, 18%, 28%, 17%, 20%

ABOUT WHAT TEACHING INVOLVES — 48%, 55%, 47%, 50%, 51%

REQUIREMENTS OF TEACHING — 28%, 28%, 26%, 29%, 35%

OTHER GENERAL COMMENTS — 9%, 13%, 9%, 7%, 6%

% of sample group

■Youth aged 12-25 years (n=634) ▨Maori Youth (n=80) ▤Pakeha Youth (n=439)
▨PI Youth (n=58) □Other Youth (n=84)
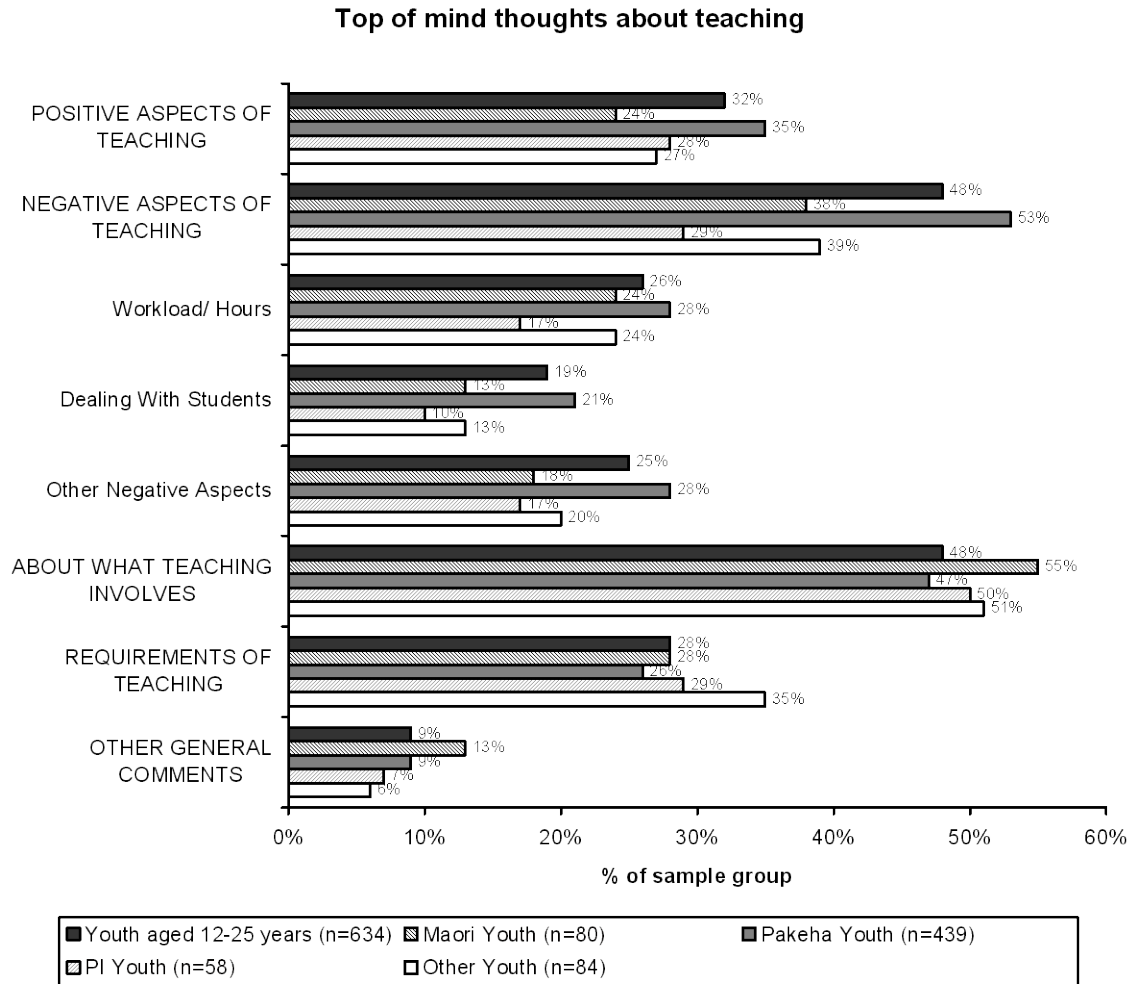
All Youth

Overall, just under half of the youth respondents (48%) commented on the negative aspects of teaching, such as workload (26%) or difficulties in dealing with students (19%).

Forty-eight percent of youth respondents also made comments about what teaching involves, with the range of subjects and activities involved (10%) and comments about being involved with the education of children (19%) being the most prevalent among these.

There was little difference between the views of all youth and those who were still studying. However, those still at school were significantly less likely to comment on teachers making a difference (5% vs. total sample of 13%) or on achieving job satisfaction (9% vs. total sample of 15%). Those in tertiary study were significantly more likely to talk about how teachers are treated by students (10% vs. 5%) and the difficulties associated with finding a job (3% vs. <1%).

Māori Youth

Māori youth were most likely to talk about what teaching involves, with more than half (55%) making comments in this regard. In particular Māori youth commented on educating or working with children (being significantly more likely than youth overall to make this latter type of comment – 23% vs. 19%). Māori youth were significantly less likely than youth in general to make comments about the negative aspects of teaching (38% vs. 48% for youth overall).

Pakeha Youth

Pakeha youth commented most often on the negative aspects of teaching (53%), and were more likely than youth overall to comment this way (although this was not statistically significant). Just under half (47%) commented on what was involved with teaching, with comments about educating children or making a difference being most prevalent. Pakeha youth were more likely than youth in general to comment on teachers' holidays (17% vs. 14% overall).

Pacific Island Youth

Half of the Pacific Island group of youth made comments about what teaching involves, commenting most often upon educating children and making a difference. Some 29% spoke about negative aspects of teaching (in particular work load and dealing with students), balanced by 28% who made positive comments (in particular with regard to holidays and job satisfaction). However, compared to other youth, Pacific Islanders were significantly less likely to make negative comments (29% vs. 48% overall).

Other Youth

Just over half (51%) of youth from other ethnic backgrounds made comments about what teaching involves, with these comments most often being about educating children, making a difference and the range of subjects involved. Thirty-nine percent talked about the negative aspects of teaching while 35% talked about the requirements for becoming a teacher. Of the negative comments, those concerning workload were most prevalent. This youth group were significantly less likely than overall to comment on teachers' holidays (6% vs. 14% overall).

The desired attributes of a good teacher

Respondents were then asked to say what kind of people they feel are best suited to a career in teaching, and how they would describe those people. This was also an open-ended question, with answers given in the respondents' own words, and grouped by the Research Solutions' coders under the high level headings of the personalities / character traits required, the skills & abilities, the level of education or knowledge and other characteristics required. More detail is available within each of these broad groupings.

The chart below shows the high level results.

Characteristics for teachers

Category	General adult population 26+ yrs (n=411)	Youth aged 12-25 years (n=634)	Employers (n=162)
PERSONALITY/QUALITIES	91%	94%	90%
SKILLS/ABILITIES	46%	55%	64%
EDUCATION/KNOWLEDGE	28%	36%	27%
REQUIRED CHARACTERISTICS	27%	24%	35%

% of sample group

■ General adult population 26+ yrs (n=411) ■ Youth aged 12-25 years (n=634) □ Employers (n=162)
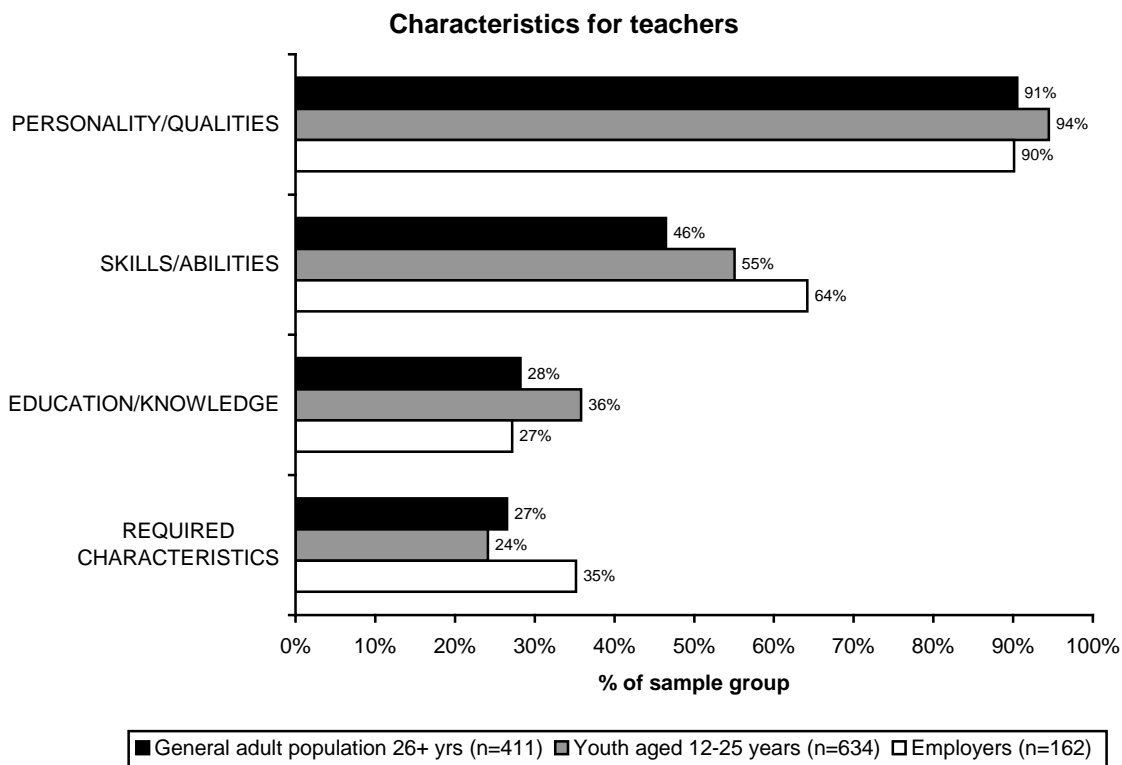
Overall, most respondents (93%) included references to the personality or personal qualities of teachers. In particular, **patience** (44%) was most commonly mentioned…

> *"somebody with heaps of patience, dedication, going to make a difference, they have to be really dedicated…"*

> *"extremely patient and gifted people, their whole ambience, a teacher has a gift, personality"*

> *"lots of patience, an even temperament and someone with people skills, their own intelligence…"*

> *"patience and understanding, motivating, flexible, understanding, friendly, and understanding the needs of the children"*

> *"someone that is patient, who is knowledgeable and understanding, someone that can see a child's future, have a vision of the child's future, open minded, have to have the right attitude, focussed, someone that is a people person"*

> *"a patient person, you would need heaps of patience, a fun person, someone who could get along well with the kids, an all round fun person, someone who can laugh a lot at things and not get too uptight"*

… followed by **kindness** (30%)…

> *"compassionate so people who want to inspire and motivate children, most teachers want to inspire to learn, a person that can interact with children, a good learning experience"*

> *"kind but assertive people, who loves what they do and really understands what they are teaching, they have an interest in what they are teaching"*

> *"people that care about other people, passionate about teaching and kids, sense of humour…"*

> *"a warm hearted person, someone kind and who wants to listen to and help others, someone who is a friend to other people, getting along with anyone, being able to relate to all sorts of people"*

> *"caring people have to want to do it, gentle, good listeners, patience, don't put people down"*

…and having the **ability to relate** to young people (26%)…

> *"people that love children and people that are passionate about children and their growth and development, patience and good communication"*

> *"to have an affinity with young people and the desire to teach them, a calm attitude"*

> *"to like children, friendly, someone who gets along with children, has to like them"*

> *"someone good with kids, get on well with them and need to be intelligent, fun, have a good personality, able to be funny, to have fun with kids"*

> *"must enjoy children, good listener, observant, able to identify with children, experience with children"*

Comments about the skills or abilities of teachers were next most common (53%), with the main themes being their ability to **provide discipline** (19%)…

> *"able to discipline, have a balance about discipline and how teenagers feel and think and be able to teach accordingly, sense of humour"*

> *"they have to walk into a class and control it"*

> *"good leaders, calm, genuine and quite well spoken and outspoken, extrovert, having good people skills and good patience"*

> *"someone strict but not overboard, knows what they are talking about, a respected figure, have a sense of humour"*

… to **communicate effectively** (15%)…

> *"people who can easily communicate ideas, relate to children, patience"*

> *"good communicator, someone who if in front of the class the children will look up to, to control the class and children, very patient and caring"*

> *"communicate to the parents and children, warmly love, look at the children as their own children"*

> *"good communicators, talkers not listeners, interest in helping others, patience, energy"*

… and to be **effective as teachers** (12%)…

> *"someone that is good at getting things across, someone that is good at teaching other people and has a good understanding of things"*

> *"people who are innovative, people who can relate well to people, people who can provide challenges without being threatening to children"*

> *"people who diversify teaching methods, have a range of activities, interact with all the class members, use real life examples to teach, not stuff like Shakespeare which is irrelevant, friendliness, patience, control, treat all kids the same"*

Compared to the general adult sample, **employers** (especially employers of ten more people) were significantly more likely to speak about skills or abilities in general (64% vs. 46%), in particular being an effective teacher in terms of their ability to actually teach and make learning interesting (16% vs. 9%). Large employers were also significantly more likely to talk about teachers' need for **enthusiasm** (11% vs. 5%)…

"enthusiastic, outgoing like actors, have hide of a rhinoceros, perceptive, psychologists as well, be a special person to be a teacher, enthusiasm in classroom"

"enthusiastic, being able to relate to children, well organised, intelligent, creative flare, good problem solvers, resourceful and inventive"

… and an **encouraging** manner (12% vs. 7%)…

"ability to gain respect from people"

"good coaches, enjoy and like children, firm but fair, good communicator"

Employers were significantly more likely than adults overall to talk generally about the characteristics required of good teachers (35% vs. 27%).

Compared to adults, **youth** were significantly more likely to make comments about teachers needing some skill or ability (55% vs. 46% for adults), especially the ability to offer **discipline** (23% vs. 12% for adults).

Youth were also more likely to comment on matters of education or knowledge (36% vs. 28%) and more likely to comment upon the personality or qualities desirable in teachers (94% vs. 91%). On this latter point, youth were significantly more likely to highlight teachers needing to be **friendly** and **approachable** (18% vs. 4%), **happy** (8% vs. 2%), **pleasant** (9% vs. 3%), **helpful** (12% vs. 6%), or having a sense of **humour** (15% vs. 9%).

Youth were significantly less likely than adults to comment upon teachers needing a special gift (0% vs. 2%) or commitment (12% vs. 20%).

The Adult View

The chart below shows the proportion of adult respondents who made each type of comment about the characteristics of good teachers.

Characteristics for teachers - Adult

Legend:
- General adult population 26+ yrs (n=411)
- Maori Adults (n=30)
- Pakeha Adults (n=300)
- PI Adults (n=40)
- Other Adults (n=48)

X-axis: % of sample group

PERSONALITY/QUALITIES: 91%, 80%, 91%, 85%, 98%
SKILLS/ABILITIES: 46%, 67%, 44%, 55%, 48%
EDUCATION/KNOWLEDGE: 28%, 30%, 25%, 38%, 42%
REQUIRED CHARACTERISTICS: 27%, 30%, 28%, 25%, 21%
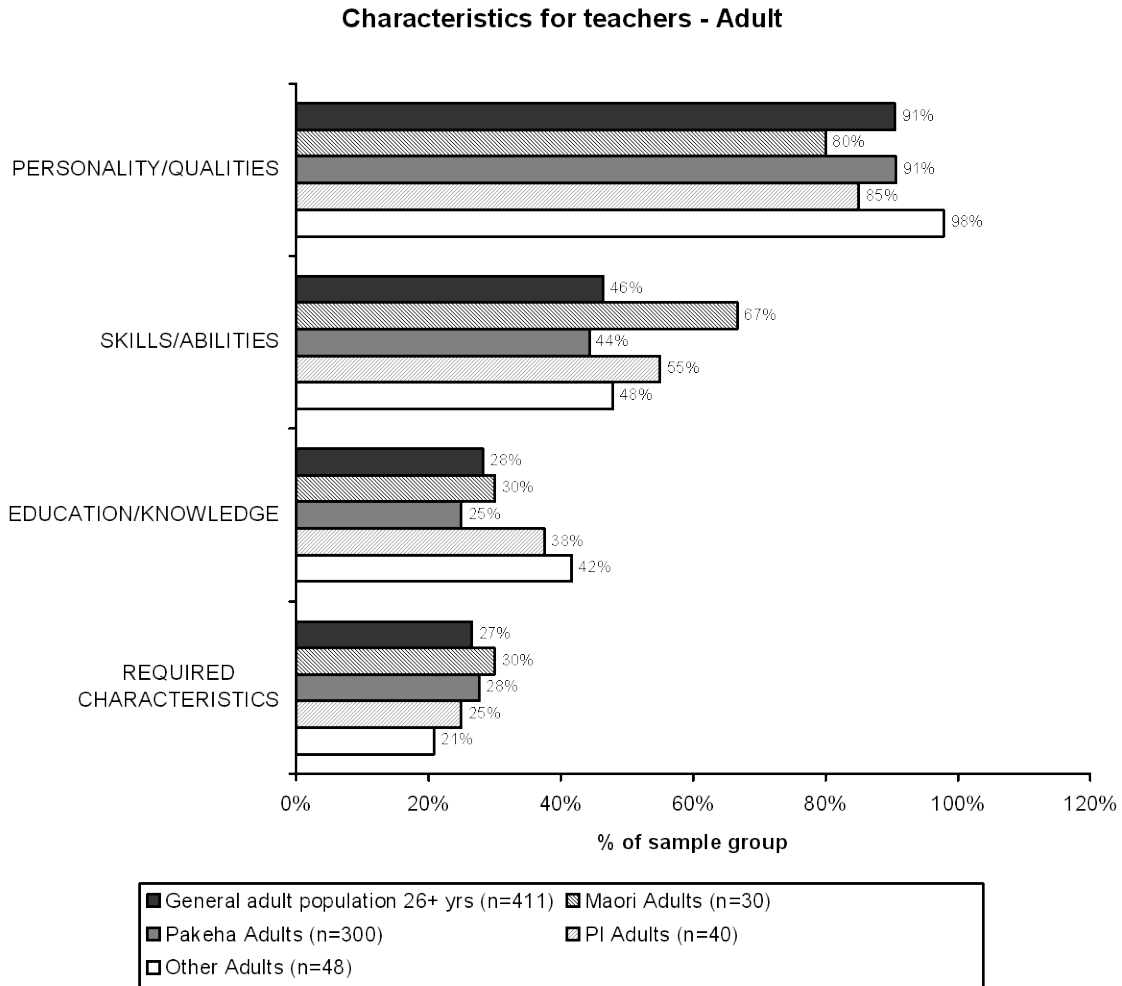
All Adults

Adults commented most on the personality or attributes of those best suited to teaching, (91% of adults made such comments), in particular commenting upon patience (43%), and their ability to relate to young people (24%).

Just under half (46%) of adults spoke about the skills or abilities required of teachers, particularly commenting on their ability to communicate (14%) or their ability to maintain discipline (12%).

Māori Adults

Most (80%) of Māori adults made a comment concerning the personality or qualities of teachers. In particular, 27% made comments about being able to relate to young people while 23% commented that teachers needed to be committed.

Māori adults were significantly more likely than adults in general to talk about teachers needing to be well organised (17% vs. 5%). They were also significantly more likely to talk about teachers needing specific skills or abilities (67% vs. 46%) such as maintaining discipline and being good listeners. Māori adults were also significantly more likely than other adults to comment on teachers needing to be well educated (30% vs. 17%) under the general heading of education and knowledge.

Pakeha Adults

Pakeha adults were also most likely to make comments on the personality/qualities of teachers (91%), especially patience (42%) or relating to young people (23%). The next most commonly offered type of comment was that concerning teachers' skills or abilities (44%), in particular being effective communicators (15%) and able to maintain discipline (11%).

There were no significant differences between the types of comments offered by Pakeha adults and those offered by the adult population in general.

Pacific Island Adults

Pacific Island adults' comments were most often about the personality or qualities of teachers (85%), with comments about them requiring patience (55%), kindness (38%) or the ability to relate to young people (25%) being most prevalent among these. Over half (55% vs. 46% for adults overall) of Pacific Island adults talked about the skills or abilities needed by teachers, such as communication skills, the ability to maintain discipline and the need to be well organised. Pacific Island adults were significantly more likely than others to comment on organisation (15% vs. 5% overall).

Other Adults

Ninety-eight percent of "other" adults talked about the personality or qualities required by teachers. In particular they commented that teachers need to be patient (42%). They also commented that teachers need to be kind (29%), committed (25%) or able to relate to young people (25%).

Adults from "other" ethnic backgrounds were significantly more likely than overall to comment that teachers need to be pleasant people (10% vs. 3% overall). They were also significantly more likely to make a comment relating to the education or knowledge that teachers should have (42% vs. 28%).

The Youth View

The chart below shows the proportion of youth respondents who made each type of comment about the characteristics of good teachers.

Teacher characteristics - Youth

	PERSONALITY/ QUALITIES	SKILLS /ABILITIES	EDUCATION /KNOWLEDGE	REQUIRED CHARACTERISTICS
Youth aged 12-25 years (n=634)	94%	55%	36%	24%
Maori Youth (n=80)	91%	49%	35%	20%
Pakeha Youth (n=439)	98%	61%	37%	24%
PI Youth (n=58)	81%	33%	31%	36%
Other Youth (n=84)	92%	55%	37%	24%
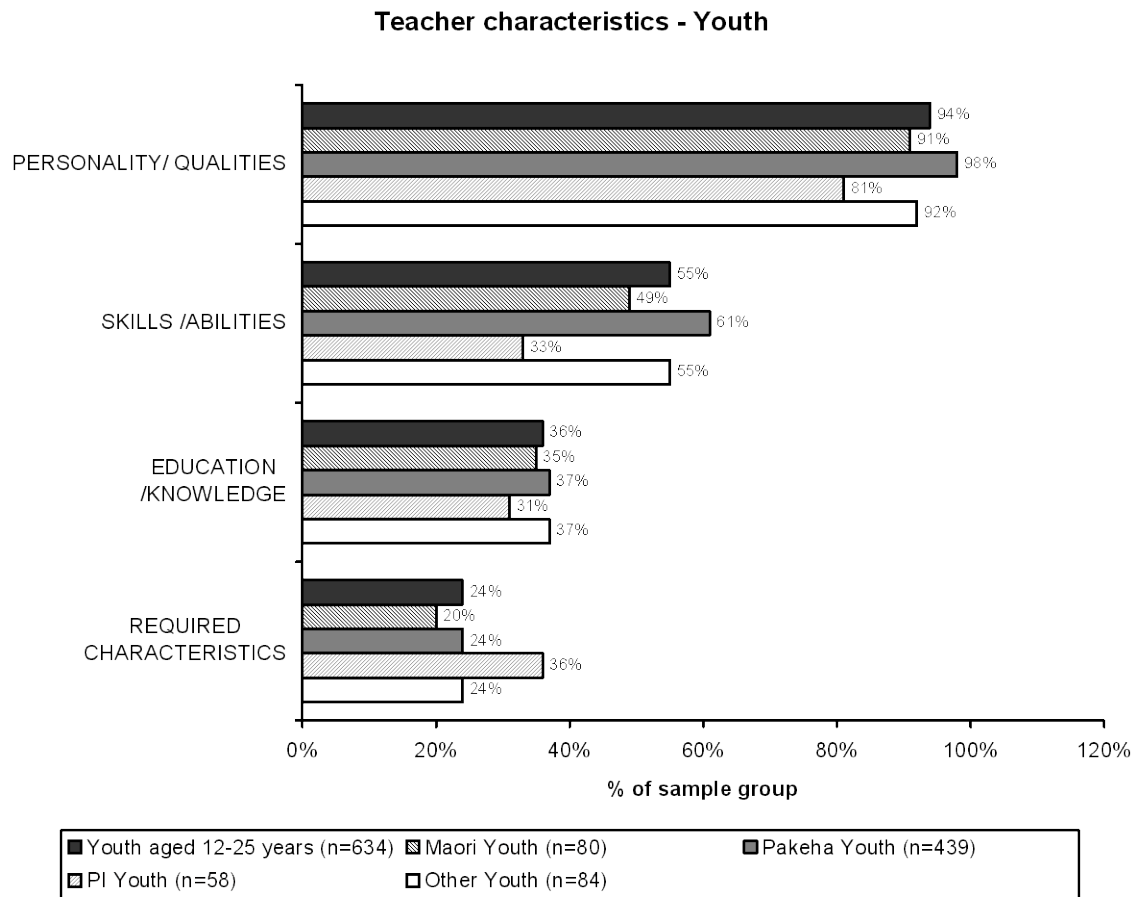
All Youth

Overall, youth commented most often upon the personality or qualities required by teachers (94%), with the most common themes being patience (45%), an ability to relate to young people (29%) or kindness (28%).

Over half (55%) made comments about the skills or abilities required by teachers, commenting in particular on the need for teachers to maintain discipline (23%).

There were no significant differences between the comments made by students versus those made by youth in general. However, there were some differences when the student group was further examined by student type.

Those still at school were significantly more likely than youth overall to comment that teachers need a sense of humour (22% vs. 15% for youth overall) and were significantly less likely to comment on teachers needing patience (36% vs. 45% for youth overall) or requiring enthusiasm (2% vs. 4% for youth overall). Tertiary students on the other hand, were significantly more likely than youth overall to comment that teachers actually need to like teaching (22% vs. 16%), that teachers need to be patient (53% vs. 45%), or that teachers need to be enthusiastic (7% vs. 4%).

Māori Youth

Māori youth, as for youth overall, commented most often upon issues related to the personality or qualities of teachers (91%). Patience (45%), the ability to relate to young people (29%) or kindness (28%) was most commonly mentioned. Māori youth were noticeably less likely than youth overall to comment upon the skills or abilities required by teachers, although commenting to a similar degree about the need for teachers to be able to maintain discipline (25% vs. 23% for youth overall). Māori youth were significantly less likely than youth overall to comment that teachers need to be friendly and approachable (10% vs. 18% for youth overall).

Pakeha Youth

Almost all Pakeha youth (98%) commented upon the personality or personal qualities of teachers. This was significantly higher than among the youth sample in general. Pakeha youth were significantly more likely than youth overall to comment on the skills or abilities of teachers (61% vs. 55% for youth overall).

In terms of personality, Pakeha youth commented most upon the need for teachers to demonstrate patience (48%), to relate well to young people (31%) or to be kind (29%).

The ability to maintain discipline was the skill most often commented upon (26%).

Pacific Island Youth

Although Pacific Island youth also commented most often upon some aspect of the personality or qualities of teachers (81%), this was less common than for youth overall (94%). They were significantly more likely than others to comment upon the required characteristics of teachers (36% vs. 24% for youth overall). They were significantly less likely than youth overall to comment upon personal qualities or skills, in particular discipline (7% vs. 23% for youth in general).

In terms of teachers' personalities, Pacific Island youth commented most upon relating to young people (31%) and having patience (at 31% this was significantly higher than for youth overall). Pacific Island youth were significantly more likely than youth in general to comment that teachers need to be committed to their work (22% vs. 12% for youth overall). One in five (21%) also mentioned that teachers need to be friendly or approachable.

In terms of the characteristics required by teachers that they commented most upon, Pacific Island youth were significantly more likely than youth in general to comment that teachers should actually like teaching (26% vs. 16% for youth overall).

Other Youth

Ninety-two percent of youth from "other" ethnic groups commented upon the personality or personal qualities required of teachers. Comments about teachers needing patience (45%), kindness (32%) or an ability to relate to young people (21%) were most common. There were no significant differences between the comments made by this group of young people and those made by youth in general.

Key Points

In terms of the top of mind thoughts about teaching as a career option…..

- Half of the total sample made a negative comment; 45% commented on what teaching involves; 35% made a positive comment.

- Workload (24%) and difficulties in dealing with students (19%) were the most common negative themes.

- Job satisfaction (15%) and holidays (15%) were the most common positive themes.

- Employers had more defined opinions than the general adult and youth survey sample, offering more negative comments (63%), but also more positive ones (47%).

- Māori and Pacific Island respondents made fewer negative comments than did other ethnic groups.

In terms of the characteristics of good teachers…..

- Personality/personal qualities featured most strongly in respondents' comments about the characteristics of good teachers (93% overall made such comments), with people particularly highlighting the need for teachers to be patient, kind and able to relate to young people.

- Skills and abilities were commented upon significantly more by employers than overall (64% vs. 53%) with these comments in particular relating to the ability to achieve discipline, to communicate effectively and to be good at teaching.

- Employers were also significantly more likely than overall to comment on other characteristics such as being older / more mature and actually liking the job.

Attitudinal barriers and motivators to teaching

In this section of the questionnaire, respondents were read a list of statements – positive and negative – which were based on the focus group discussions. They were asked to agree or disagree with these statements, in order to quantify the level of barriers and motivations towards teaching as a career.

In this section, we consider each of the statements in turn, reporting on the levels of agreement & disagreement amongst the three core sample groups.

In subsequent sections, these results will be explored across different subgroups to identify which are most strongly related to teacher status, and to attracting teachers to the profession.

> Note: It was intended that these results be used to form the basis of an attitudinal cluster analysis to identify different segments within the population. However, the general consistency of opinions means that no statistically viable clusters have been identified, despite significant efforts not only with the total survey sample, but within the various subgroups.

Statements about employment conditions

Teachers are not paid enough for the job that they do

Overall, people tend to agree rather than disagree that teachers are not paid enough for the job that they do.

Amongst the general adult population aged 26 years and older, some 35% agree strongly with a further 32% agreeing. These figures are statistically similar to the 68% of youth who agree or strongly agree.

Employers are significantly less likely to agree than are the other two sample groups, though on balance they still tend to agree – 58% agreement vs. 17% disagreement.

Within the sample sub-groups, agreement was strongest amongst Pacific Island youth (43% strongly agree) and students in tertiary education (39% strongly agree).

Disagreement was strongest amongst large employers with 24% disagreeing with the statement.

Teachers are not paid enough for the job that they do

	Employers (n=162)	Youth aged 12 - 25 years (n=634)	Adults aged 26+ years (n=411)
Strongly agree	30%	28%	35%
Agree	28%	40%	32%
Neither/DK	25%	20%	20%
Disagree	15%	10%	10%
Strongly disagree	2%	2%	3%

% of sample group
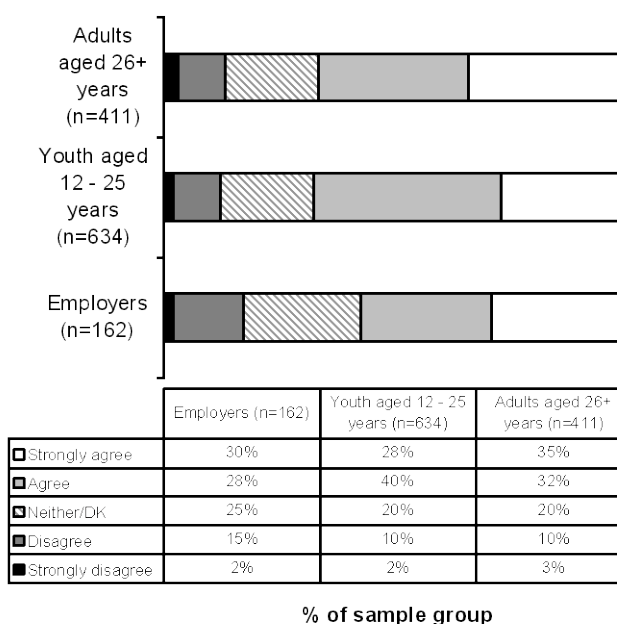
Note: In this section, icons are used to identify factors which were perceived by the focus groups as potential attractions or barriers to teaching. The extent to which these actually act to prevent or attract potential teachers is discussed in the section on what drives appeal.

Outstanding teachers should be paid more than the rest

The three sample groups of interest had significantly different opinions on this statement.

Agreement was strongest amongst employers, where 85% agreed that outstanding teachers should be paid more, including 43% who agreed strongly. Within the employer subgroups, small employers were significantly stronger in this view (51% agreed strongly).

Youth were divided on this issue, with 44% disagreeing, vs. 43% agreeing. There were no significant ethnic group variations.

The general adult population aged 26+ years tended to agree rather than disagree with the statement – though not as strongly so as the employer group.

Outstanding teachers should be paid more than the rest

	Employers (n=162)	Youth aged 12 - 25 years (n=634)	Adults aged 26+ years (n=411)
☐ Strongly agree	43%	15%	32%
☐ Agree	42%	28%	35%
☐ Neither/DK	4%	14%	10%
☐ Disagree	6%	30%	15%
■ Strongly disagree	4%	14%	8%

% of sample group
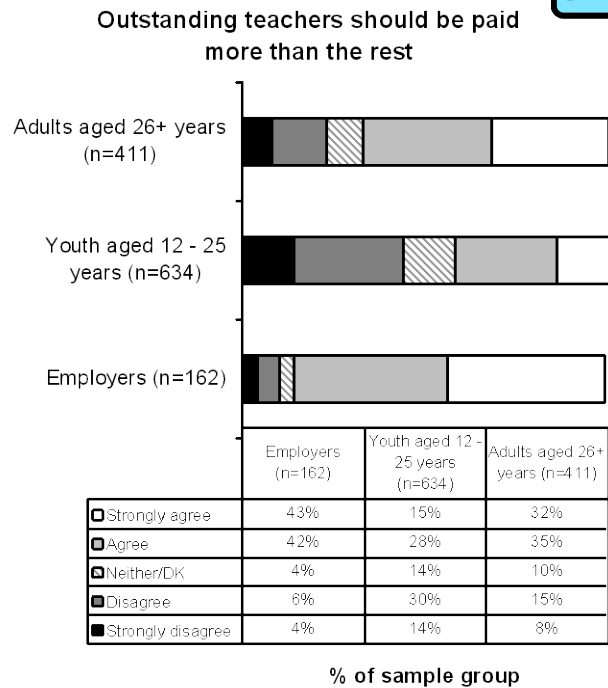
Teachers are relatively well paid compared to other people in the workforce

People were generally divided on this statement, and tended not to have strong views either way.

Amongst the general adult population aged 26+ years, some 38% agreed while 35% disagreed that teachers are well paid relative to other workers.

Amongst youth, there is a marginally higher level of disagreement, with 36% agreeing and 41% disagreeing.

Employers were the least likely of the three groups to disagree, though not significantly so, with 38% agreement and 31% disagreement.

The only significant ethnic variation was a higher level of strong agreement amongst Māori adults, with 46% agreeing including 13% strongly so.

Teachers are relatively well paid compared to other people in the workforce

	Employers (n=162)	Youth aged 12 - 25 years (n=634)	Adults aged 26+ years (n=411)
☐ Strongly agree	3%	4%	5%
☐ Agree	35%	32%	33%
☐ Neither/DK	31%	24%	27%
☐ Disagree	24%	34%	24%
■ Strongly disagree	7%	7%	11%

% of sample group
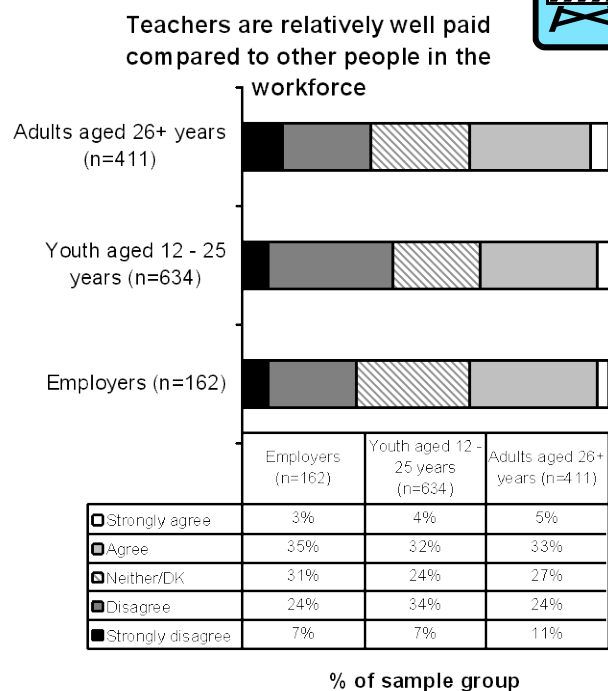
Note: No significant variations.

Teachers work shorter hours than most other working people

People do NOT, in general, believe that teachers work shorter hours than most other working people.

In each of the three groups, significantly more people disagreed than agreed with the statement, including….

- o 69% of adults 26+ years
- o 58% of youth 12 – 25 years
- o and 67% of employers.

Within the various subgroups, those who do believe this statement were significantly more prevalent amongst students still at school (35% agree with the statement), and amongst Pacific Island youth (47% agree).

The strongest disagreement came from adults in the Pakeha and other ethnic group categories (other than Māori and Pacific Island), and amongst large employers.

Teachers work shorter hours than most other working people

	Employers (n=162)	Youth aged 12 - 25 years (n=634)	Adults aged 26+ years (n=411)
☐ Strongly agree	4%	7%	7%
☐ Agree	22%	23%	14%
☐ Neither/DK	7%	12%	11%
☐ Disagree	51%	41%	40%
■ Strongly disagree	16%	17%	29%

% of sample group
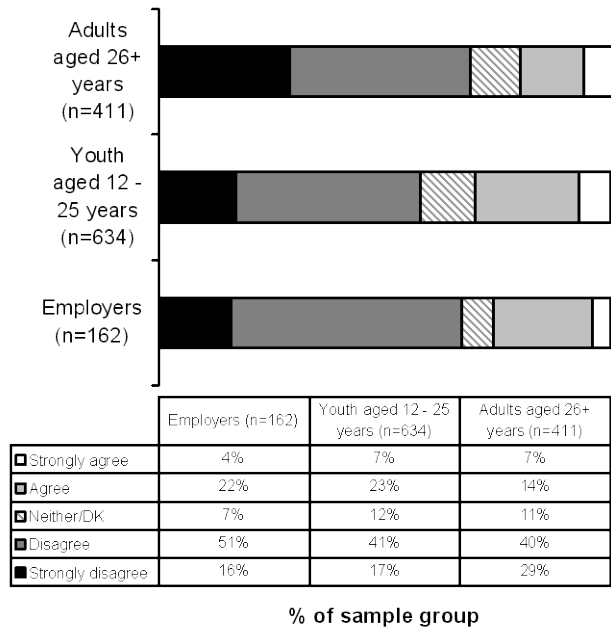
The biggest advantage of being a teacher is the long holidays

This statement was deliberately worded to get beyond the idea that teachers simply have long holidays, and to canvass the opinion that these constitute 'the biggest advantage' of being a teacher.

The balance of opinion was marginally in agreement with this view, though both adults and employers were almost evenly split on the subject.

Youth tipped the balance to agreement, with 54% agreeing vs. only 32% who disagreed.

Those who agreed most strongly were Pacific Island youth (31% strongly agree), while those who disagreed most strongly were small employers (20% strongly disagree).

The biggest advantage of being a teacher is the long holidays

	Employers (n=162)	Youth aged 12 - 25 years (n=634)	Adults aged 26+ years (n=411)
☐ Strongly agree	9%	20%	18%
☐ Agree	40%	34%	31%
☐ Neither/DK	9%	13%	9%
☐ Disagree	33%	26%	25%
■ Strongly disagree	10%	6%	17%
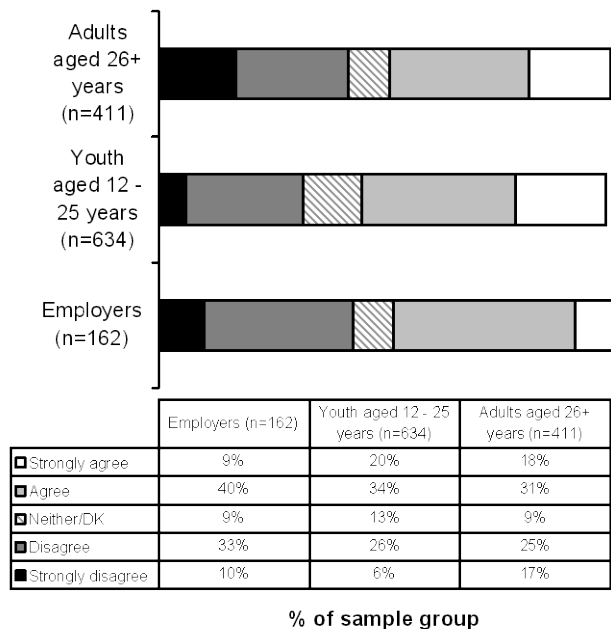
% of sample group

Statements about career progress & opportunity
Teachers have a job for life if they want it

The three sample groups all agreed that this statement is true – teachers do have a job for life if they want it.

Agreement was strongest amongst the general adult population, where 86% agreed including 44% strongly so.

There was a significant and interesting difference amongst those still in education, with only 22% of students still at school agreeing strongly with this statement, compared to 44% of students in tertiary education.

Large employers were also significantly less likely to agree strongly (22%), with a significant 17% disagreeing with this statement.

Teachers have a job for life if they want it

	Employers (n=162)	Youth aged 12 - 25 years (n=634)	Adults aged 26+ years (n=411)
☐ Strongly agree	30%	32%	44%
☐ Agree	54%	50%	42%
☐ Neither/DK	6%	10%	7%
☐ Disagree	7%	7%	5%
■ Strongly disagree	3%	1%	2%

% of sample group
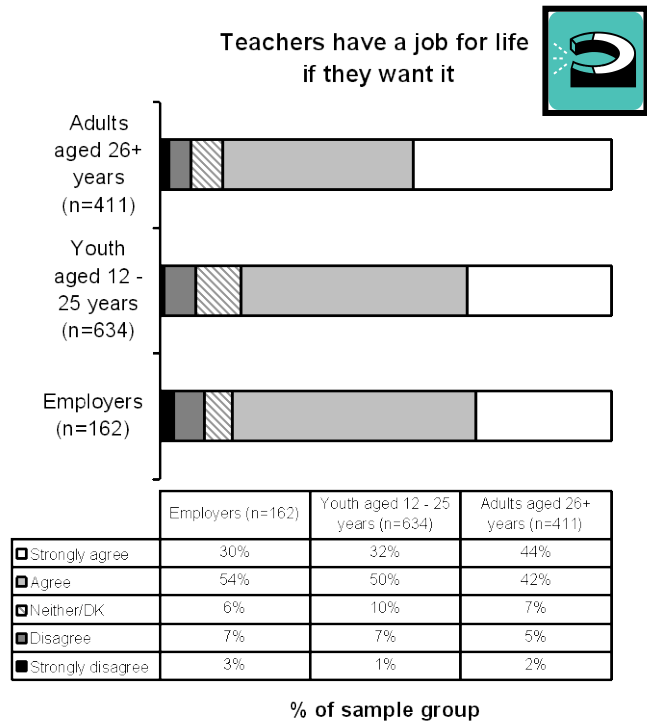
Teaching is something you can do for your whole working life

The idea that teachers can continue teaching throughout their whole working life was seen by some focus group participants as a major advantage compared to other careers.

Certainly, the general opinion from all three survey groups is that this is indeed true, that teaching is something you can do for your whole working life.

Youth were significantly less likely than the other groups to agree strongly, but were still overwhelmingly in agreement with the statement. The lower levels of strong agreement amongst youth were caused by a significantly lower result amongst young people who are still at school, where only 19% strongly agreed with this statement.

Teaching is something you can do for your whole working life

	Employers (n=162)	Youth aged 12 - 25 years (n=634)	Adults aged 26+ years (n=411)
☐ Strongly agree	32%	24%	42%
☐ Agree	56%	50%	45%
☐ Neither/DK	3%	10%	3%
☐ Disagree	7%	10%	7%
■ Strongly disagree	3%	6%	2%

% of sample group
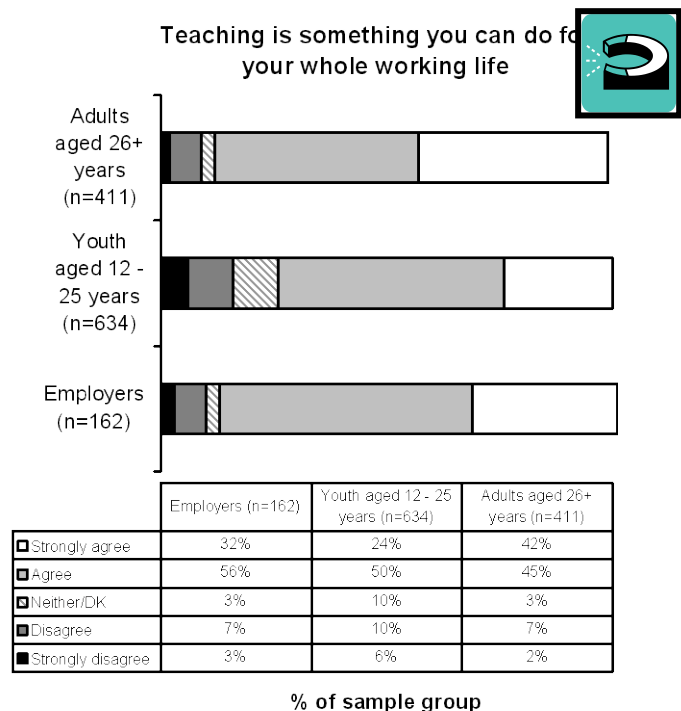
Teaching offers little opportunity for promotion or career progression

Opinions about the extent to which teaching offers career progression opportunities were divided in all three groups of interest.

The general adult population was the most evenly divided, with 40% each on the agree vs. disagree sides.

Youth tended slightly to the view that there are NOT good career opportunities in teaching (42% agree with the statement vs. 33% disagree).

Employers tended slightly to the contrary view, with 52% feeling that the statement is not true (i.e. that there are good opportunities), while 38% agreed with the statement.

There were few significant variations , and few people held strong views either way.

Teaching offers little opportunity for promotion or career progression

	Employers (n=162)	Youth aged 12 - 25 years (n=634)	Adults aged 26+ years (n=411)
☐ Strongly agree	5%	6%	8%
☐ Agree	31%	36%	32%
☐ Neither/DK	12%	24%	21%
☐ Disagree	43%	29%	28%
■ Strongly disagree	9%	4%	12%

% of sample group
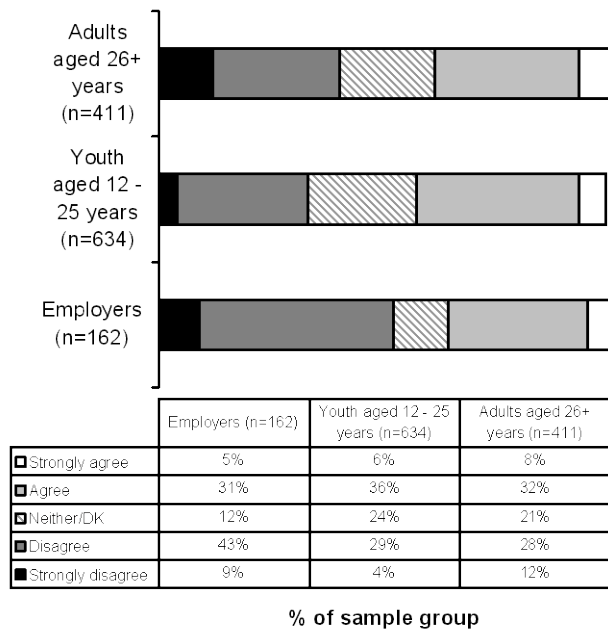
Teaching is a good job to fall back on if your first choice doesn't work out

There is a significant minority view that teaching is a good 'fall-back' career – something to fall back on if your first choice doesn't work out.

Some 44% of the general adult population aged 26 years and older agreed with this view, as did 46% of youth and 38% of employers.

Disagreement was highest amongst the employer subgroup, where 54% disagreed, and was particularly strong amongst small employers.

Pacific Island adults were the ethnic subgroup most likely to agree with the statement, with a significantly higher 28% strongly agreeing. Similarly, though at a lower level, strong agreement was significantly higher than average amongst Pacific Island youth at 19%.

Teaching is a good job to fall back on if your first choice doesn't work out

	Employers (n=162)	Youth aged 12 - 25 years (n=634)	Adults aged 26+ years (n=411)
☐ Strongly agree	5%	8%	12%
☐ Agree	33%	38%	32%
☐ Neither/DK	8%	17%	10%
☐ Disagree	38%	28%	28%
■ Strongly disagree	16%	9%	18%

% of sample group
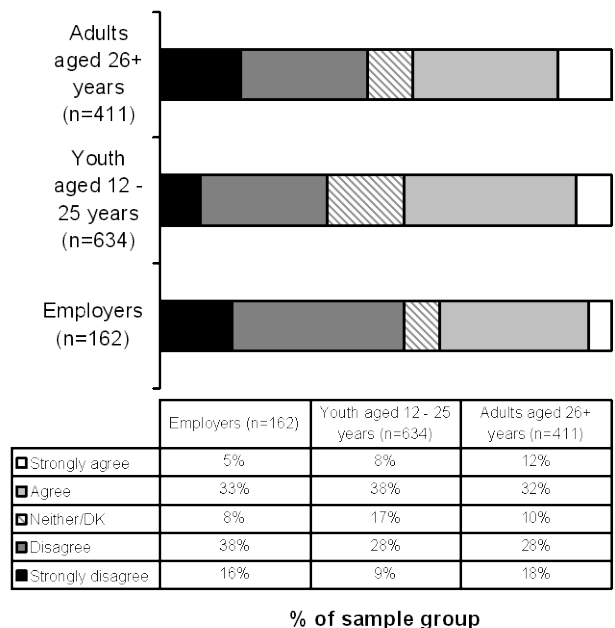
Teacher training and experience gives people skills that they can use in many other jobs

People overwhelmingly agree with this statement, that teachers gain saleable job skills through their training and experience.

The general adult population felt most strongly that this is the case, with 37% strongly agreeing, and 83% agreeing overall.

Even more agreed amongst the employer group – 85%, though this view was not quite as strongly held.

Teacher training & experience gives people skills they can use in other jobs

	Employers (n=162)	Youth aged 12 - 25 years (n=634)	Adults aged 26+ years (n=411)
Strongly agree	26%	26%	37%
Agree	59%	55%	46%
Neither/DK	5%	12%	9%
Disagree	9%	7%	6%
Strongly disagree	1%	1%	2%

% of sample group
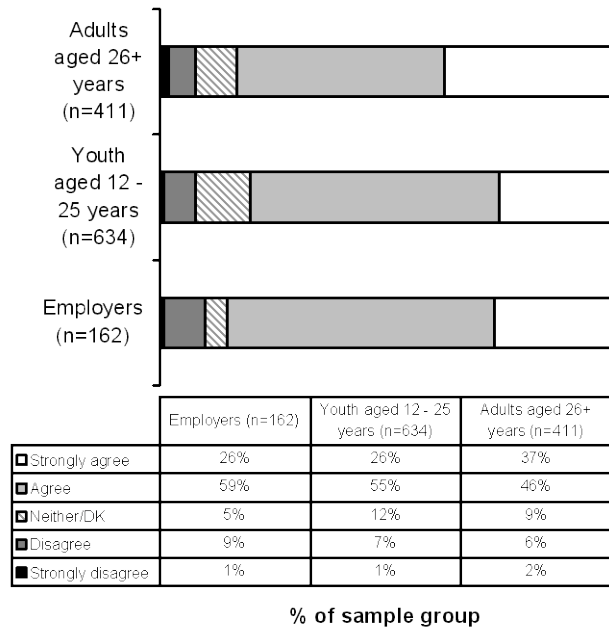
Teachers have plenty of opportunities in the wider business workforce

The balance of opinion is that teachers do have plenty of opportunities in the wider business workforce, and this view is particularly held by the employers, where 63% agree with the statement.

Medium sized employers were particularly strong in this view, with a significantly higher than average 75% agreeing with the statement.

Youth tended to be somewhat less likely to agree with this statement, primarily because they are less likely to know whether or not this is the case (significantly higher than average 'don't know' answers).

Amongst the general adult population, Māori and Pacific Island adults had significantly higher levels of strong agreement, at 30% and 20% respectively.

Teachers have plenty of opportunities in the wider busines workforce

	Employers (n=162)	Youth aged 12 - 25 years (n=634)	Adults aged 26+ years (n=411)
Strongly agree	9%	6%	10%
Agree	54%	40%	48%
Neither/DK	14%	28%	17%
Disagree	20%	23%	21%
Strongly disagree	3%	3%	3%

% of sample group
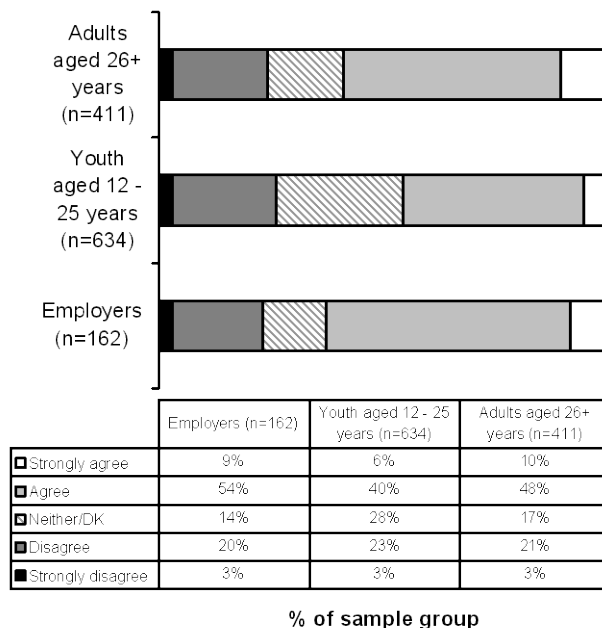
Statements about the job of teaching
Teachers do not have the authority that they used to have

There is general agreement amongst all three groups that teachers do not have the authority that they used to have.

Employers are particularly strongly of this view, with 85% in agreement, marginally ahead of the 81% of the general adult population who agree (though these are significantly stronger in their agreement).

Youth are least likely to agree with the statement, with 73% agreement, including just 28% who agree strongly.

Subgroups which stand out significantly include Pacific Island adults, where 23% disagree with this statement and Pacific Island youth where 33% disagree.

Teachers do not have the authority that they used to have

	Employers (n=162)	Youth aged 12 - 25 years (n=634)	Adults aged 26+ years (n=411)
☐ Strongly agree	36%	28%	47%
☐ Agree	49%	45%	34%
☐ Neither/DK	6%	11%	7%
☐ Disagree	6%	14%	8%
■ Strongly disagree	3%	2%	4%

% of sample group
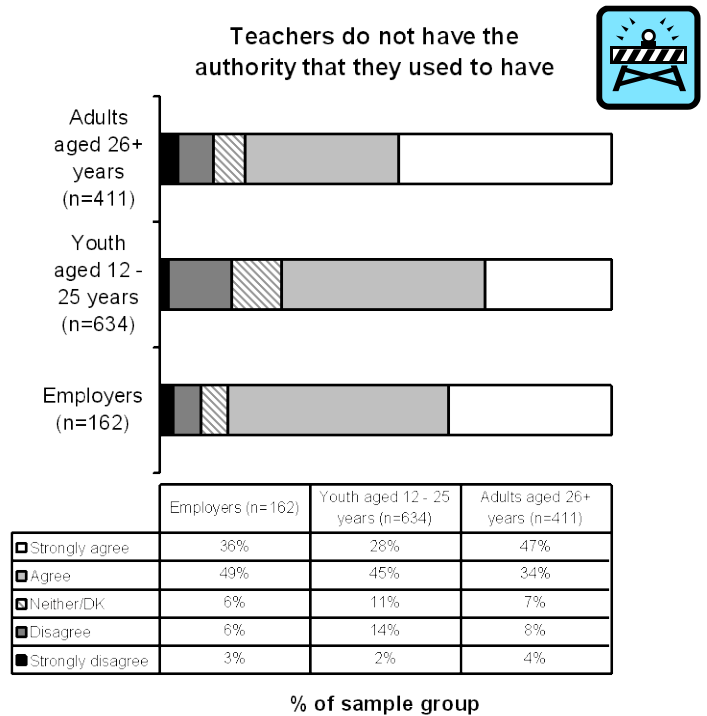
Teaching would be a more attractive job if children were better behaved

There is general agreement that teaching would be a more attractive job if children were better behaved.

This view is held particularly strongly in the general adult population aged 26 years and older, where 83% agree including 48% strongly so.

Strong agreement was significantly higher amongst Pakeha adults, at 52%, and significantly lower amongst Pakeha youth at just 30%, and students still at school at 9%.

Amongst employers, those in small businesses employing fewer than 10 people were most strongly in agreement with this statement.
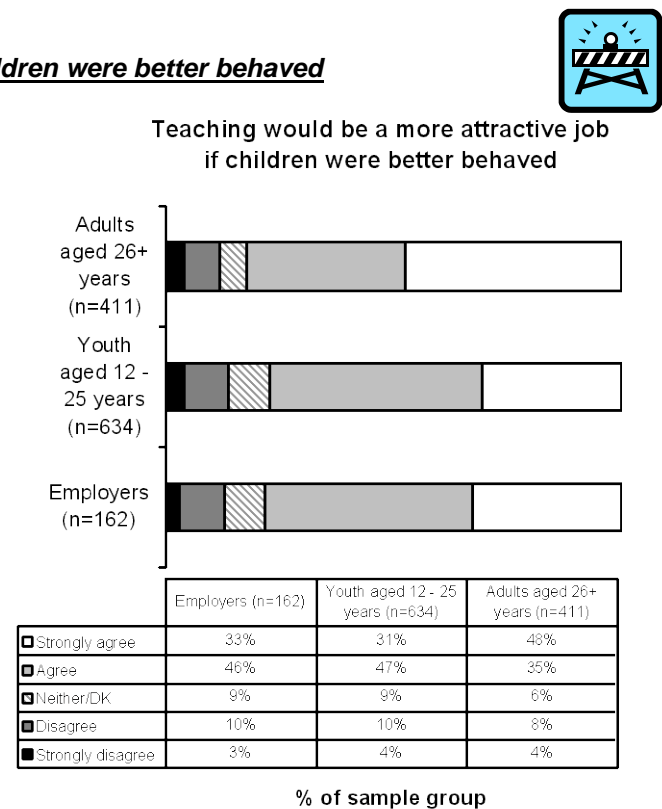
Teaching would be a more attractive job if children were better behaved

	Employers (n=162)	Youth aged 12 - 25 years (n=634)	Adults aged 26+ years (n=411)
☐ Strongly agree	33%	31%	48%
☐ Agree	46%	47%	35%
☐ Neither/DK	9%	9%	6%
☐ Disagree	10%	10%	8%
■ Strongly disagree	3%	4%	4%

% of sample group

Teaching would be a more attractive career if teachers had more power to discipline children

Although this view was quite strongly voiced in the focus group discussions, the survey shows that the public are divided on the issue of power to discipline.

Adults aged 26 years and older tend to the view that greater power to discipline would increase the attraction of a teaching career (59% agree vs 31% who disagree). Employers have a similar view.

However, amongst youth, the opinion is reversed, with just 39% in agreement compared to 47% who disagree.

Strongest levels of disagreement come from Māori adults (50% disagree) and Pacific Island youth (55% disagree).

Teaching would be a more attractive career if teachers had more power to discipline children

	Employers (n=162)	Youth aged 12 - 25 years (n=634)	Adults aged 26+ years (n=411)
☐ Strongly agree	17%	12%	26%
◧ Agree	38%	27%	33%
◫ Neither/DK	12%	15%	10%
◧ Disagree	25%	34%	19%
■ Strongly disagree	9%	13%	12%

% of sample group
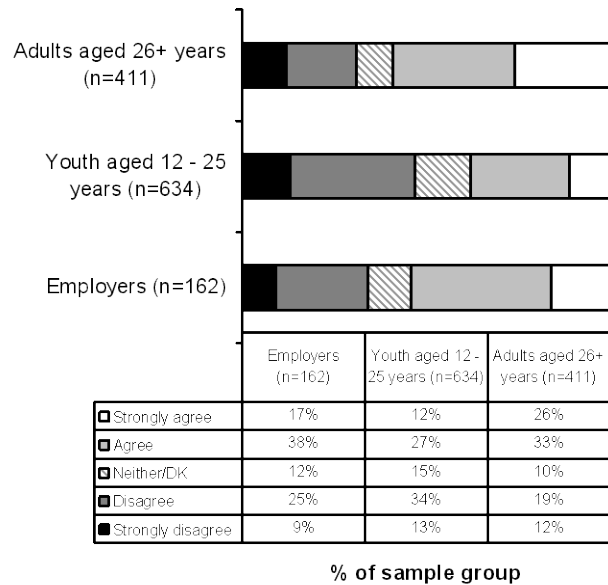
A career in teaching would never be boring

Some three quarters (76%) of the general adult population aged 26 years and older agrees that teaching would never be boring, including a significantly higher than average 30% who agree strongly.

Youth are significantly less likely to agree, and more likely to disagree than average.

Employers views tend to be more similar to the adult view, though this is less strongly held.

A career in teaching would never be boring

	Employers (n=162)	Youth aged 12 - 25 years (n=634)	Adults aged 26+ years (n=411)
☐ Strongly agree	14%	17%	30%
◧ Agree	51%	35%	46%
◫ Neither/DK	16%	17%	10%
◧ Disagree	18%	27%	13%
■ Strongly disagree	2%	4%	2%
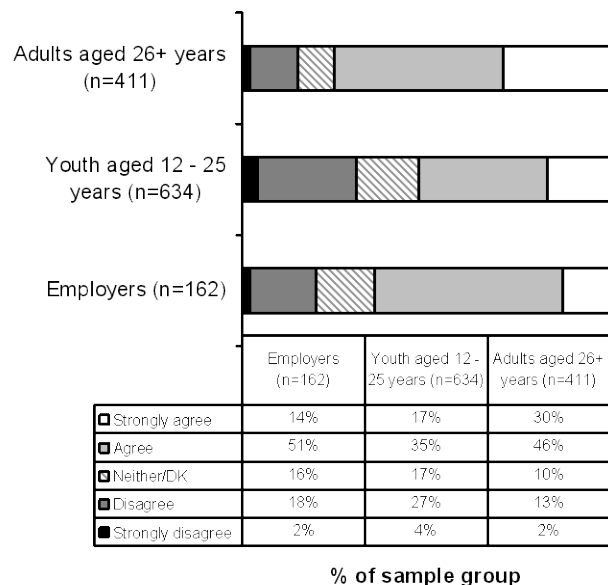
% of sample group

Teaching is an easy job to do compared to others

There was solid disagreement with this statement from all three sample groups, though significantly less so from youth.

Nevertheless, only very small minority groups feel that teaching is an easy job compared to others, including 9% of adults aged 26 years and older, 13% of youth aged 12 – 25 years and 6% of employers.

Teaching is an easy job to do compared to others

	Employers (n=162)	Youth aged 12 - 25 years (n=634)	Adults aged 26+ years (n=411)
☐ Strongly agree	1%	2%	3%
☐ Agree	5%	11%	6%
☐ Neither/DK	4%	11%	3%
☐ Disagree	49%	50%	36%
☐ Strongly disagree	40%	26%	52%

% of sample group
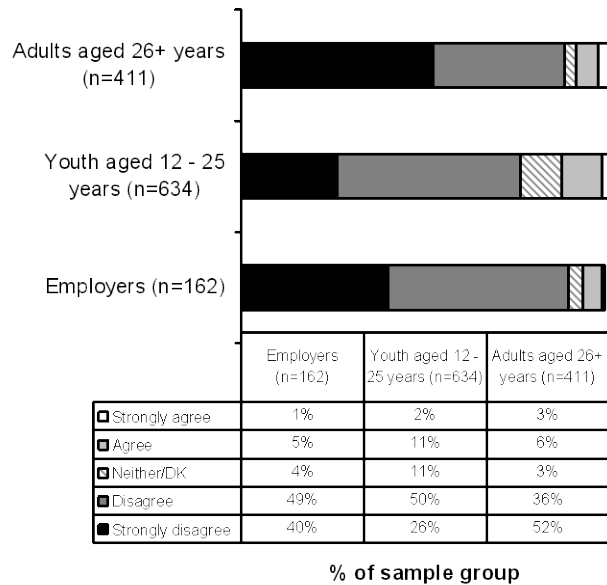
Primary school teaching is easier than other types of teaching

A view expressed in the focus groups suggested that primary teaching is easier because the students are more compliant. This is NOT, however, the majority view, with some 72% of the general adult population disagreeing with the statement.

Youth were less certain, though still disagreed on balance (53% disagree vs 32% agree.

Employers tend to hold similar views to the general adult population, though less strongly so.

The group to agree most strongly with this statement was students who are still at school, where 43% agreed vs 42% who disagreed.

Pacific Islanders, both adults and youth, were once again significantly more likely to strongly agree with this statement (15% and 14% respectively).

Primary school teaching is easier than other types of teaching

	Employers (n=162)	Youth aged 12 - 25 years (n=634)	Adults aged 26+ years (n=411)
☐ Strongly agree	2%	6%	4%
☐ Agree	20%	26%	14%
☐ Neither/DK	9%	15%	10%
☐ Disagree	53%	40%	47%
☐ Strongly disagree	16%	13%	25%

% of sample group
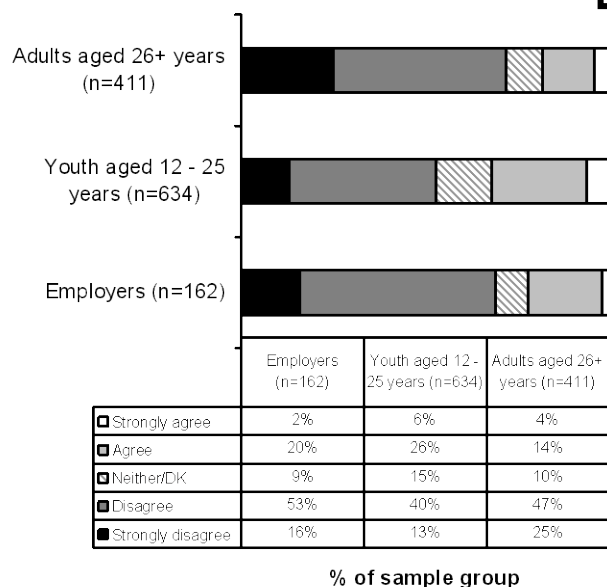
Early childhood teachers are more like babysitters than like teachers

There is general disagreement with this statement, particularly amongst the general adult population aged 26 years and older, where two thirds disagree, including 35% strongly so.

This view is matched by the employers surveyed.

Youth aged 12 – 25 years were somewhat more likely than others to agree with this statement, though on balance they also tended to be disagree (52% disagree vs 37% agree).

Youth views were particularly influenced by those who are still at school, where a significantly higher 47% agree with the statement, while only 39% disagree.

Early childhood teachers are more like babysitters than like teachers

	Employers (n=162)	Youth aged 12 - 25 years (n=634)	Adults aged 26+ years (n=411)
Strongly agree	3%	8%	6%
Agree	25%	29%	21%
Neither/DK	4%	11%	6%
Disagree	40%	36%	32%
Strongly disagree	28%	16%	35%

% of sample group
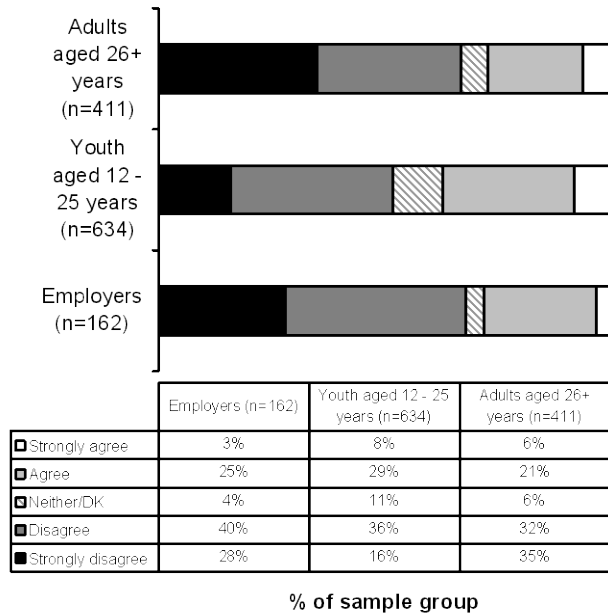
Teachers are more stressed than most other people who work

On balance, the general adult population do tend to agree that teachers are more stressed than most other people who work – 52% agree vs 34% who disagree.

Youth have a similar view, though with a larger proportion of don't know answers.

Amongst the general public, Māori and Pacific Island adults are significantly more in agreement with this statement than others.

However, employers tend to disagree, and this disagreement increases with size of company…

o 32% of small employers disagree with the statement;

o 54% of medium sized employers disagree;

o and 66% of large employers disagree.

Teachers are more stressed than most other people who work

	Employers (n=162)	Youth aged 12 - 25 years (n=634)	Adults aged 26+ years (n=411)
Strongly agree	9%	11%	18%
Agree	27%	31%	34%
Neither/DK	14%	22%	15%
Disagree	44%	29%	27%
Strongly disagree	6%	7%	7%

% of sample group
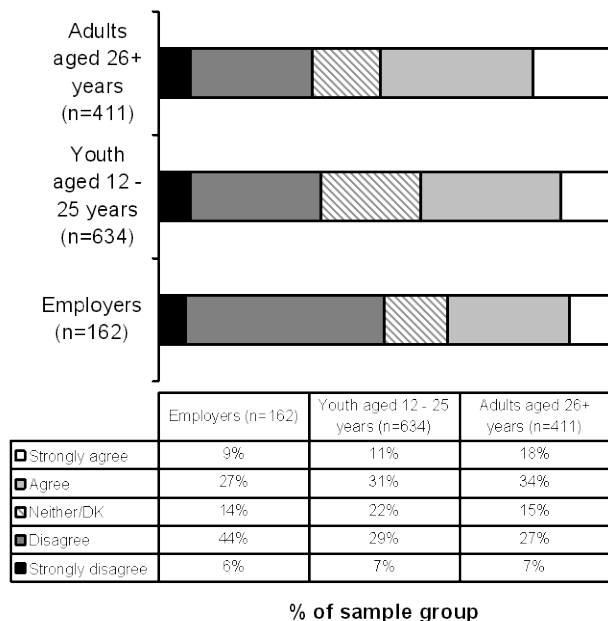
Teaching is a dangerous job

The 'danger' of teaching was discussed in the focus groups, in the context of both physical dangers (assault of teachers by students) and reputation risk (particularly for male teachers).

On balance, the survey shows the people tend to disagree with this statement, though there are significant minorities who DO feel that teaching is a dangerous job. This includes 30% of the general adult population (26+ years), 18% of youth aged 12 – 25 years and 27% of employers.

Students still at school were significantly less likely than others to feel that teaching is a dangerous job, with just 13% agreeing with this statement.

Teaching in a dangerous job

	Employers (n=162)	Youth aged 12 - 25 years (n=634)	Adults aged 26+ years (n=411)
☐ Strongly agree	3%	2%	5%
☐ Agree	24%	16%	25%
☐ Neither/DK	10%	14%	14%
☐ Disagree	49%	48%	41%
■ Strongly disagree	15%	20%	15%

% of sample group
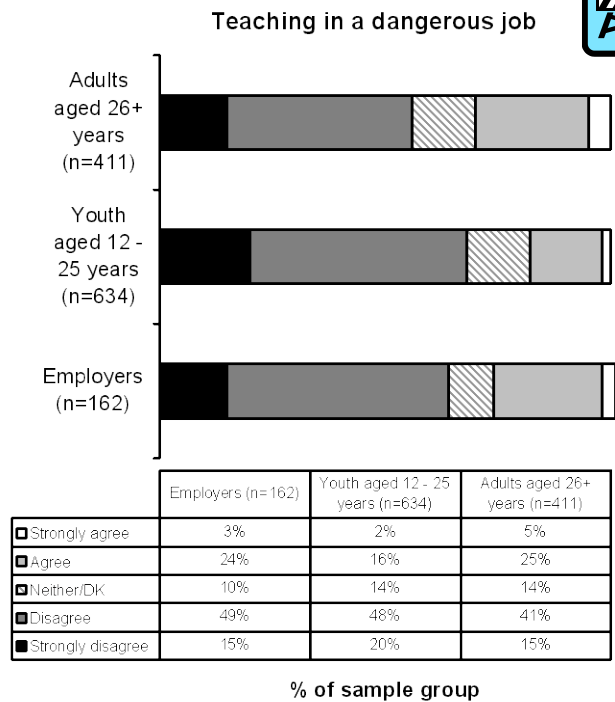
Statements about the position of teachers in society
Teachers have less status in society these days than they used to have

There is a high level of agreement with this statement across all three groups, though less so amongst youth (who were more likely than others to say they 'don't know' whether or not this is the case).

The impact that this has on attracting future teachers is explored in a subsequent section of this report.

Teachers have less status in society than they used to have

	Employers (n=162)	Youth aged 12 - 25 years (n=634)	Adults aged 26+ years (n=411)
☐ Strongly agree	25%	15%	28%
☐ Agree	51%	41%	43%
☐ Neither/DK	9%	20%	10%
☐ Disagree	12%	21%	14%
■ Strongly disagree	4%	3%	6%

% of sample group
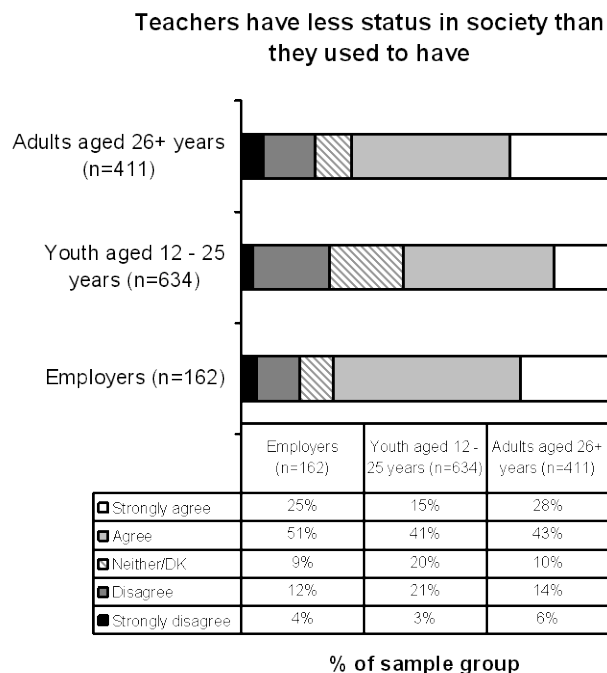
Teachers are generally respected in New Zealand

The majority of adults, 75%, do feel that teachers are respected, with just 16% disagreeing.

However, amongst youth there is a somewhat lower level of agreement (62%), with a significant minority, 24% disagreeing.

Employers reflect the general adult view.

Pacific Island adults feel particularly strongly that teachers are respected, with a significantly higher than average 43% agreeing strongly with this statement.

Teachers are generally respected in New Zealand

	Employers (n=162)	Youth aged 12 - 25 years (n=634)	Adults aged 26+ years (n=411)
☐ Strongly agree	15%	10%	21%
☐ Agree	61%	52%	54%
☐ Neither/DK	9%	14%	9%
☐ Disagree	13%	20%	14%
■ Strongly disagree	1%	4%	2%

% of sample group
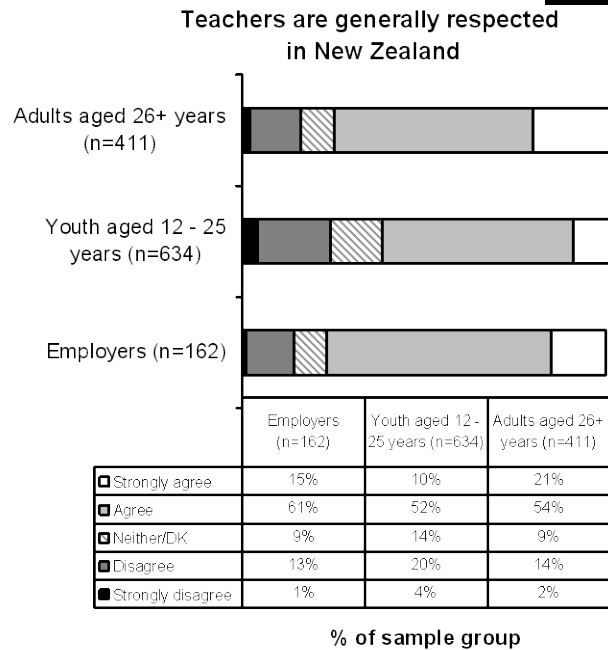
Teaching is one of the most important jobs that there is

Nearly nine out of ten adults (87%) agree with this statement, while only 10% disagree.

Agreement is strong amongst employers and youth as well, though the latter group are significantly less likely than their adult counterparts to agree strongly with the statement.

The minority level of disagreement is significantly higher amongst students still at school, with 19% of this subgroup disagreeing with the statement.

Teaching is one of the most important jobs that there is

	Employers (n=162)	Youth aged 12 - 25 years (n=634)	Adults aged 26+ years (n=411)
☐ Strongly agree	39%	34%	51%
☐ Agree	44%	44%	36%
☐ Neither/DK	8%	7%	4%
☐ Disagree	7%	12%	7%
■ Strongly disagree	1%	3%	3%

% of sample group
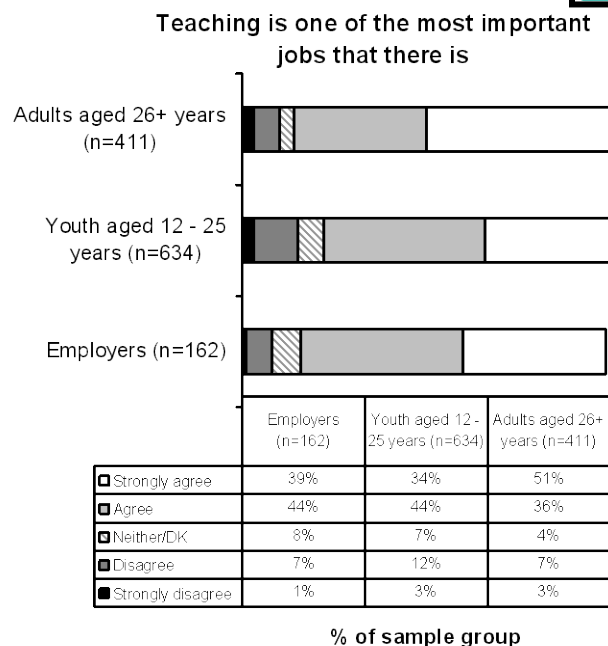
Teachers have a huge influence on other people's lives

Almost everyone surveyed agreed with this statement, including around half who agree strongly across the three subgroups of interest.

There are no significant differences between these three groups.

However, amongst those in the youth group who are still studying, there was a significant difference between those in tertiary and those in school education…

o   61% of students in tertiary education agree strongly that teachers have a huge influence on others' lives;

o   whereas just 44% of those still at school agree strongly with this statement.

There were no significant ethnic differences across the subgroups.

Teachers have a huge influence on other people's lives

	Employers (n=162)	Youth aged 12 - 25 years (n=634)	Adults aged 26+ years (n=411)
Strongly agree	46%	50%	55%
Agree	48%	42%	39%
Neither/DK	3%	4%	3%
Disagree	3%	3%	3%
Strongly disagree	1%	0%	0%

% of sample group
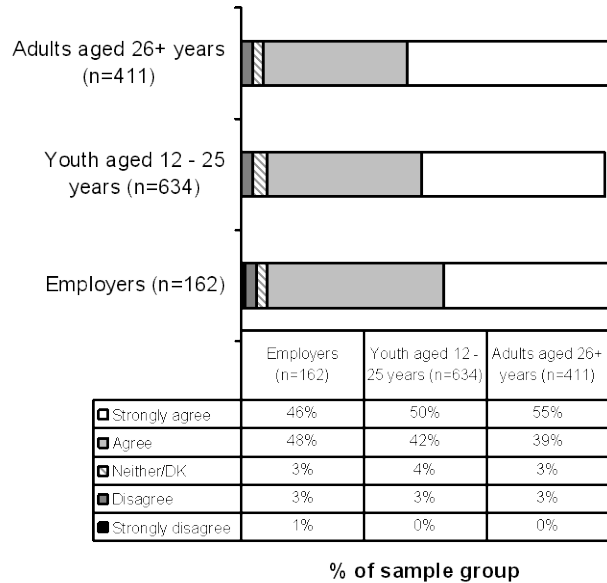
Teaching is an honourable profession

Similar to the statement reported above, the vast majority of survey respondents agreed with this statement, though agreement was significantly stronger amongst adults aged 26 years and older, than amongst youth aged 12 – 25 years.

The highest level of strong agreement was recorded by Māori adults, where 73% strongly agreed with this statement.

The lowest level of strong agreement was recorded by youth still at school, where just 21% strongly agreed.

Employer opinion varied by company size, with small employers feeling much more strongly than their medium and large counterparts (61% strong agreement, vs 29% and 31% respectively).

Teaching is an honourable profession

	Employers (n=162)	Youth aged 12 - 25 years (n=634)	Adults aged 26+ years (n=411)
Strongly agree	41%	32%	59%
Agree	53%	53%	36%
Neither/DK	3%	11%	2%
Disagree	3%	4%	2%
Strongly disagree	0%	0%	1%

% of sample group
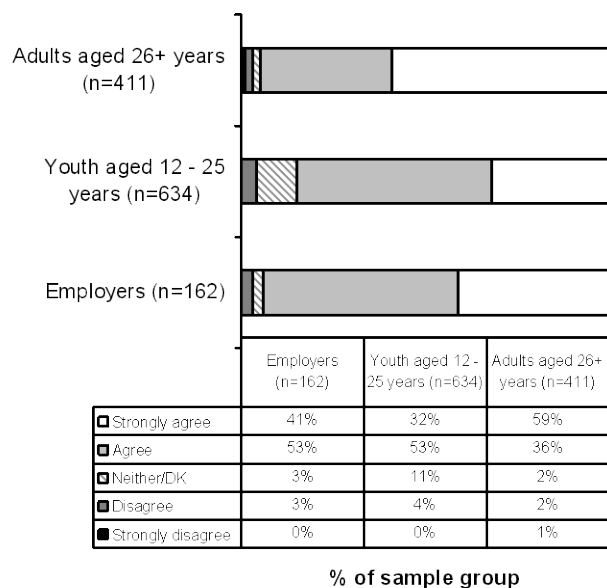
Teaching is rewarding because you are shaping young minds

There is overwhelming agreement that teaching is rewarding because teachers shape young minds, with the general adult population significantly stronger in their view than the other two groups shown in the chart opposite.

Within the youth group, there is a significantly lower level of strong agreement amongst students still at school, with just 38% of this group strongly agreeing compared to 53% of students in tertiary education.

Pakeha youth are also significantly less likely than other ethnic groups to strongly agree with this statement.

Teaching is rewarding because you are shaping young minds

	Employers (n=162)	Youth aged 12 - 25 years (n=634)	Adults aged 26+ years (n=411)
☐ Strongly agree	45%	46%	60%
☐ Agree	51%	46%	36%
☐ Neither/DK	3%	4%	2%
☐ Disagree	1%	3%	1%
■ Strongly disagree	0%	0%	1%

% of sample group
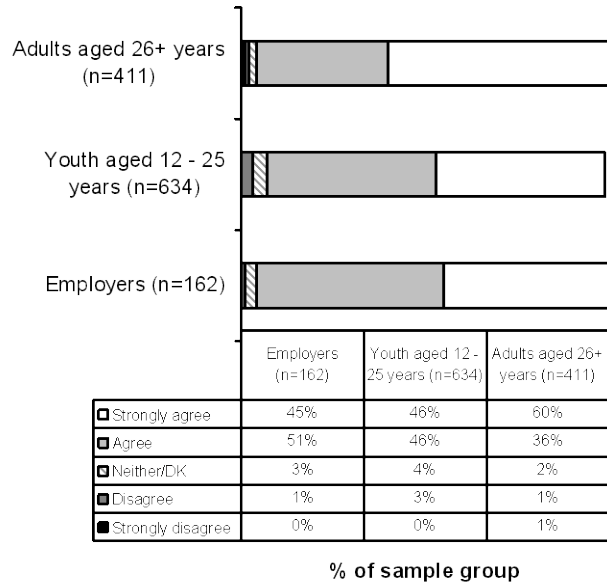
Teachers make a difference in children's lives

As with the statement reported above, almost all respondents (in whatever subgroup) agree with this statement.

Agreement is significantly stronger amongst the general adult population aged 26 years and older than amongst youth and employers.

Within the youth segment, students still at school have a significantly lower level of strong agreement at 52%.

Within the employer segment, small employers have a significantly higher level of strong agreement than their medium and large counterparts (68% strongly agree, vs 42% and 46% respectively).

Teachers make a difference in children's lives

	Employers (n=162)	Youth aged 12 - 25 years (n=634)	Adults aged 26+ years (n=411)
☐ Strongly agree	53%	57%	67%
☐ Agree	46%	41%	31%
☐ Neither/DK	1%	1%	1%
☐ Disagree	0%	1%	1%
■ Strongly disagree	1%	0%	1%
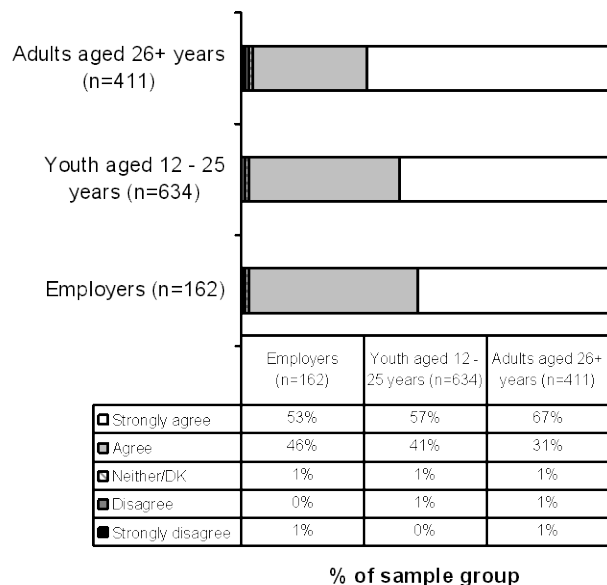
% of sample group

Schools these days don't support teachers enough

There was not a strong view either way on this statement, which was based on comments made in most of the focus group discussions.

In all three survey sample groups, there were slightly more people who agreed than disagreed with the statement, but also significant numbers who answered 'don't know', or would not choose either side.

Two subgroups stood out as having significantly higher than average levels of strong agreement….

o Pacific Island adults, where 23% agreed strongly with the statement;

o And youth studying at tertiary level, where 17% agreed strongly.

Schools these days don't support teachers enough

	Employers (n=162)	Youth aged 12 - 25 years (n=634)	Adults aged 26+ years (n=411)
☐ Strongly agree	8%	11%	13%
◼ Agree	33%	39%	33%
◻ Neither/DK	31%	25%	27%
◼ Disagree	25%	22%	21%
◼ Strongly disagree	3%	4%	6%

% of sample group
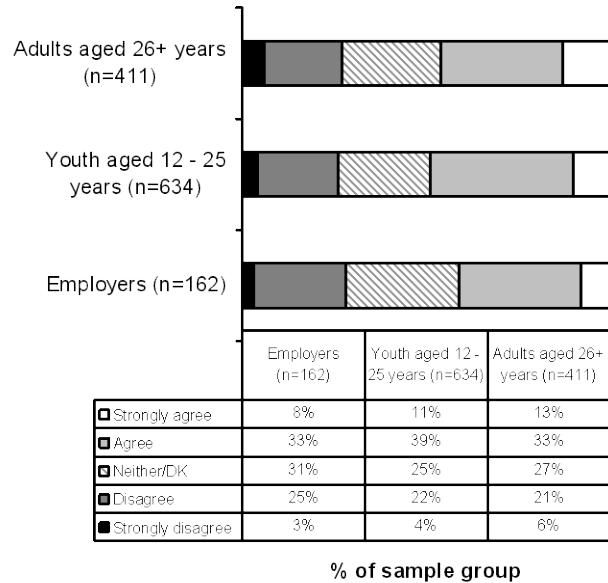
Parents these days don't appreciate their children's teachers enough

On balance people tended to agree rather than disagree with this statement, though youth were less likely than others to feel this way.

Pacific Island adults were particularly strong in their views, with a significantly higher than average 35% agreeing strongly with this statement.

Students still at school were the group least likely to agree, with a significantly lower than average 45% agreeing with the statement overall (including just 8% who strongly agree). In contrast, tertiary students showed significantly stronger levels of agreement – 65% agreed, including 22% strongly so.

Parents these days don't appreciate their children's teachers enough

	Employers (n=162)	Youth aged 12 - 25 years (n=634)	Adults aged 26+ years (n=411)
☐ Strongly agree	14%	13%	19%
◼ Agree	51%	41%	47%
◻ Neither/DK	19%	20%	17%
◼ Disagree	14%	22%	12%
◼ Strongly disagree	2%	4%	5%

% of sample group
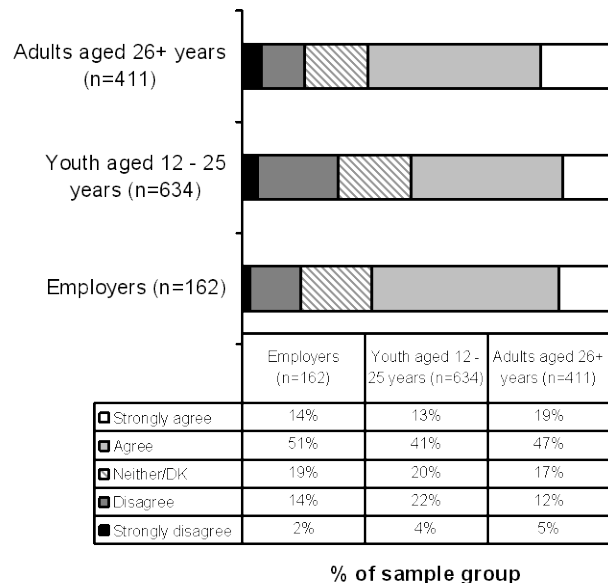
Statements about the choice of teaching as a career

Most people would want to be a teacher if they could

There is a high level of <u>dis</u>agreement with this statement, including 27% of the general adult sample who disagreed strongly.

Youth also tended to disagree, though significantly less strongly than their adult and employer counterparts in the survey sample.

A significantly different result was seen for the Pacific Island adults, where the balance of opinion was to agree with this statement – 53% agreed, including 28% strongly so.

Similarly, Māori and Pacific Island youth showed significantly higher than average levels of agreement (30% and 40% respectively).

Amongst the employer segment, there were significantly higher levels of strong disagreement amongst small employers (42% strongly disagree, vs 15% of medium and large employers).

Most people would want to be a teacher if they could

	Employers (n=162)	Youth aged 12 - 25 years (n=634)	Adults aged 26+ years (n=411)
☐ Strongly agree	1%	3%	5%
☐ Agree	11%	15%	11%
☐ Neither/DK	7%	14%	6%
☐ Disagree	57%	53%	50%
■ Strongly disagree	25%	15%	27%

% of sample group
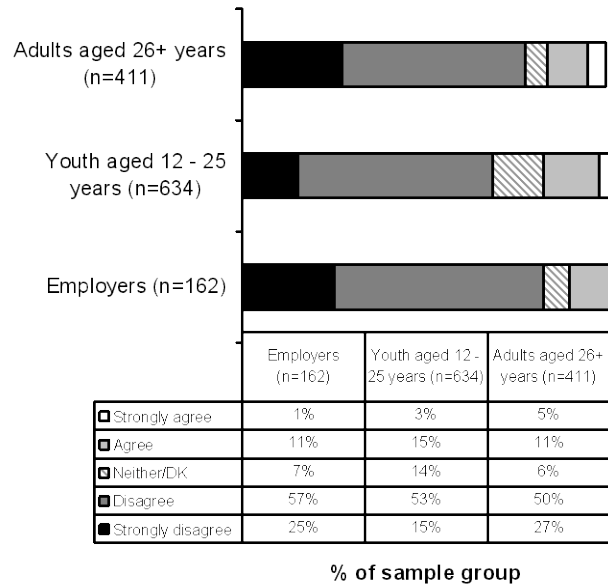
Almost anyone could become a teacher if they wanted to

On balance, people tended to disagree with this statement, though there were significant numbers who did agree that almost anyone could become a teacher if they wanted to do so.

Agreement was significantly higher amongst youth aged 12 – 25 years.

Both the Māori and Pacific Island subgroups within the adult survey sample showed significantly higher levels of agreement with this statement – 42% and 53% respectively, compared to just 31% of Pakeha adults.

This result was also reflected in the youth sample, where 64% of Māori youth and 63% of Pacific Island youth agreed with the statement, compared to just 41% of Pakeha youth.

Almost anyone could become a teacher if they wanted to

	Employers (n=162)	Youth aged 12 - 25 years (n=634)	Adults aged 26+ years (n=411)
☐ Strongly agree	12%	16%	12%
☐ Agree	24%	30%	22%
☐ Neither/DK	7%	9%	4%
☐ Disagree	34%	29%	31%
■ Strongly disagree	23%	16%	31%

% of sample group
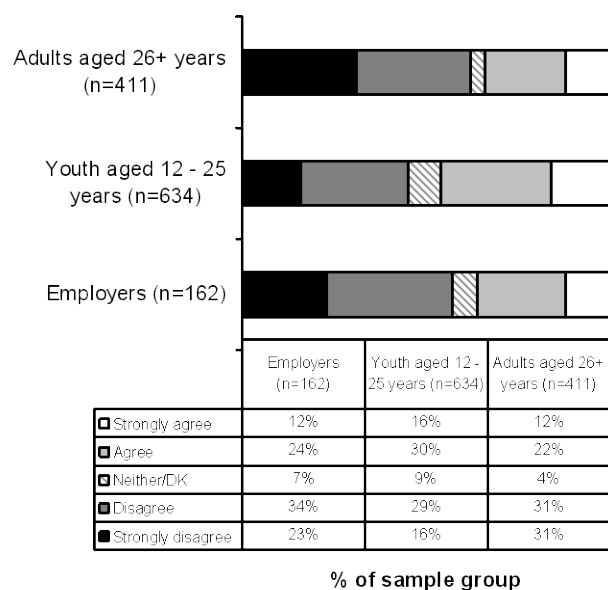
You need to be intelligent and get good school grades to become a teacher

On balance people did tend to agree with this statement, though there were significant numbers who took the contrary view.

Pacific Island adults showed significantly higher levels of strong agreement with the statement than other subgroups (33% strongly agree).

Interestingly both Māori and Pacific Island youth were significantly more likely than others to <u>disagree</u> with this statement, 50% and 48% respectively disagreeing overall.

Students in tertiary education were also significantly more likely to disagree, and were in fact more evenly divided on this issue, with 43% disagreeing vs 48% agreeing.

Large employers were significantly less likely than others to agree strongly, 6% vs 10% of medium and 19% of small employers.

You need to be intelligent and get good school grades to become a teacher

	Employers (n=162)	Youth aged 12 - 25 years (n=634)	Adults aged 26+ years (n=411)
☐ Strongly agree	12%	14%	23%
☐ Agree	45%	40%	40%
☐ Neither/DK	9%	12%	9%
☐ Disagree	28%	28%	22%
■ Strongly disagree	6%	7%	6%

% of sample group
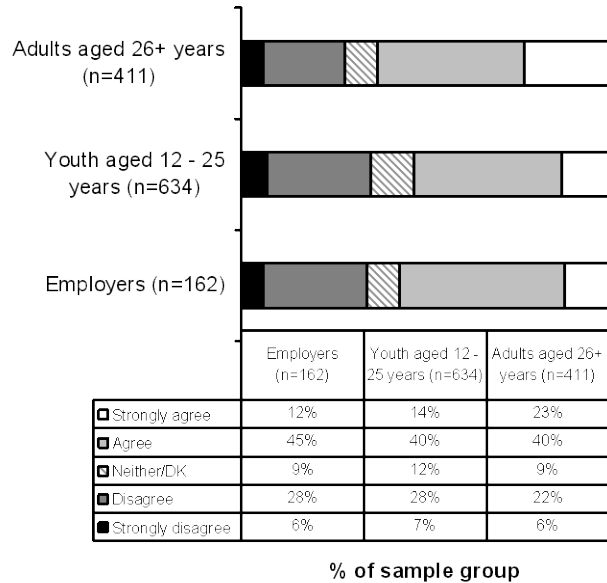
Secondary school teachers have more skills and training than other types of teachers

Participants in the focus groups cited this as a reason why they accorded higher status to secondary teachers.

Amongst the survey sample, opinions were divided, with the general adult population being somewhat less likely to agree with this statement than the youth and employer segments.

Pacific Island adults were significantly more likely than others to strongly agree with this statement, 20%, though on balance they still disagreed.

Small employers were significant less likely than others to agree with the statement (just 28% agree overall, compared to a significantly higher 56% of medium employers, and an average 40% of large employers).

Secondary teachers have more skills & training than other types of teachers

	Employers (n=162)	Youth aged 12 - 25 years (n=634)	Adults aged 26+ years (n=411)
☐ Strongly agree	5%	10%	9%
☐ Agree	35%	36%	25%
☐ Neither/DK	14%	11%	15%
☐ Disagree	30%	32%	33%
■ Strongly disagree	16%	12%	17%

% of sample group
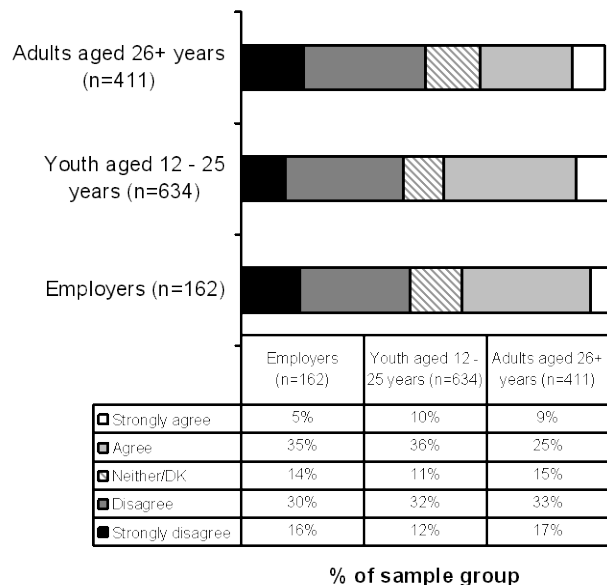
Good teachers are the ones with an interest and passion for teaching

Almost all survey respondents agreed with this statement, with those in the general adult population aged 26 years and older feeling significantly stronger about their agreement than those in the other two subgroups of interest.

Agreement was significantly stronger even amongst Māori adults, where 83% agree strongly, and significantly less strong amongst youth still at school, where just 51% agreed strongly.
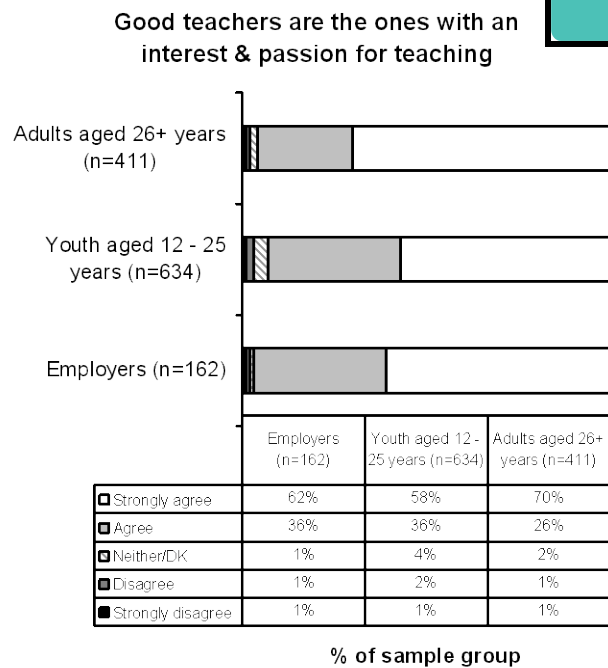
Good teachers are the ones with an interest & passion for teaching

	Employers (n=162)	Youth aged 12 - 25 years (n=634)	Adults aged 26+ years (n=411)
☐ Strongly agree	62%	58%	70%
☐ Agree	36%	36%	26%
☐ Neither/DK	1%	4%	2%
☐ Disagree	1%	2%	1%
■ Strongly disagree	1%	1%	1%

% of sample group

Teaching would be a more attractive career if teachers themselves were more positive about it

Focus group participants expressed a view that teachers themselves act as a deterrent to attracting young people into the profession, through being too negative about their experiences.

This statement was intended to gauge the extent to which different segments agreed that a more positive attitude would make the career more appealing.

On balance, people did tend to agree with this statement, particularly those in the youth subgroup where 70% agreed compared to just 14% who disagreed.

In particularly, Pacific Island youth were significantly more likely to agree strongly (40%), while 75% of youth still at school agreed overall.

Employers, particularly small employers, were significantly more likely than others to disagree with this statement.

Teaching would be a more attractive career if teachers themselves were more positive about it

	Employers (n=162)	Youth aged 12 - 25 years (n=634)	Adults aged 26+ years (n=411)
☐ Strongly agree	16%	24%	24%
☐ Agree	35%	46%	37%
☐ Neither/DK	19%	15%	14%
☐ Disagree	27%	11%	21%
■ Strongly disagree	3%	3%	5%

% of sample group
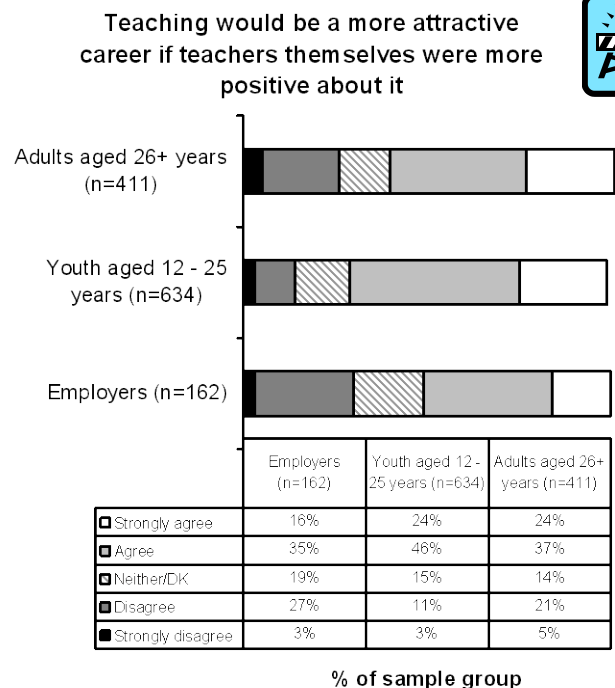
Summary opinions – General adult population aged 26 years and older

The overall levels of agreement and disagreement across the whole range of statements are summarised in the chart on the following page.

There is general agreement (over 90%) amongst the adult population aged 26 years and older that….

o   Teachers make a difference in children's lives;
o   Teaching is rewarding because you are shaping young minds;
o   Good teachers are the ones with an interest and passion for teaching;
o   Teaching is an honourable profession;
o   Teachers have a huge influence on people's lives.

These people also overwhelming agree (over three quarters agree) that….

o   Teaching is something you can do for your whole working life;
o   Teaching in one of the most important jobs that there is;
o   Teachers have a job for life if they want it;
o   Teacher training & experience gives people skills that can be used in many other jobs;
o   Teaching would be a more attractive job if children were better behaved;
o   Teachers do not have the authority they used to have;
o   A career in teaching would never be boring;
o   And teachers are generally respected in New Zealand.

Statements which caused the greatest degree of division (less than 10% difference between those who agree and those who disagree) in this sample group were….

o   The biggest advantage of being a teacher is the long holidays;
o   Teaching is a good job to fall back on if your first choice doesn't work out;
o   Teaching offers little opportunity for promotion or career progression;
o   Teachers are relatively well paid compared to other people in the workforce.

There is overwhelming disagreement with the following statements (three quarters or more disagree that)…

o   Teaching is an easy job to do compared to others;
o   Most people would want to be a teacher if they could.

Summary of opinions - ADULTS

Statement	Disagree overall	Agree overall
Teachers make a difference in children's lives	1%	98%
Teaching is rewarding because you are shaping young minds	2%	96%
Good teachers are the ones with an interest and passion for teaching	2%	96%
Teaching is an honourable profession	3%	95%
Teachers have a huge influence on other people's lives	3%	93%
Teaching is something you can do for your whole working life	9%	87%
Teaching is one of the most important jobs that there is	10%	87%
Teachers have a job for life if they want it	8%	86%
Teacher training & experience gives skills that can be used in many other jobs	8%	83%
Teaching would be a more attractive job if children were better behaved	12%	83%
Teachers do not have the authority that they used to have	12%	81%
A career in teaching would never be boring	15%	76%
Teachers are generally respected in New Zealand	16%	76%
Teachers have less status in society these days than they used to have	20%	71%
Teachers are not paid enough for the job that they do	13%	67%
Outstanding teachers should be paid more than the rest	22%	67%
Parents these days don't appreciate their children's teachers enough	17%	65%
You need to be intelligent and get good school grades to become a teacher	28%	63%
Teaching would be more attractive if teachers were more positive about it	26%	61%
Teaching would be more attractive if teachers had more power to discipline	31%	59%
Teachers have plenty of opportunities in the wider business workforce	24%	58%
Teachers are more stressed than most other people who work	34%	52%
The biggest advantage of being a teacher is the long holidays	42%	49%
Schools these days don't support teachers enough	27%	46%
Teaching is a good job to fall back on if your first choice doesn't work out	46%	44%
Teaching offers little opportunity for promotion or career progression	40%	39%
Teachers are relatively well paid compared to other people in the workforce	35%	38%
Almost anyone could become a teacher if they wanted to	62%	34%
Secondary school teachers have more skills & training than other teachers	50%	34%
Teaching is a dangerous job	56%	30%
Early childhood teachers are more like babysitters than like teachers	67%	27%
Teachers work shorter hours than most other working people	69%	21%
Primary school teaching is easier than other types of teaching	72%	18%
Most people would want to be a teacher if they could	77%	16%
Teaching is an easy job to do compared to others	88%	9%

% of sample group

Summary opinions – Youth aged 12 – 25 years

The overall levels of agreement and disagreement across the whole range of statements are summarised in the chart on the following page.

There is general agreement (over 90%) amongst youth aged 12 – 25 years that….
o   Teachers make a difference in children's lives;
o   Good teachers are the ones with an interest and passion for teaching
o   Teachers have a huge influence on people's lives;
o   Teaching is rewarding because you are shaping your minds.

These people also overwhelming agree (over three quarters agree) that….
o   Teaching is an honourable profession;
o   Teachers have a job for life if they want it;
o   Teacher training & experience gives people skills that can be used in many other jobs;
o   Teaching would be a more attractive job if children were better behaved;
o   Teaching is one of the most important jobs that there is.

Statements which caused the greatest degree of division (less than 10% difference between those who agree and those who disagree) in this sample group were….
o   Secondary teachers have more skills & training than other teachers;
o   Teaching is a good job to fall back on if your first choice doesn't work out;
o   Almost anyone could become a teacher if they wanted to;
o   Outstanding teachers should be paid more than the rest;
o   Teaching offers little opportunity for promotion or career progression;
o   Teachers are more stressed than most other people who work;
o   Teaching would be more attractive if teachers had more power to discipline children;
o   Teachers are relatively well paid compared to other people in the workforce.

Youth strongly disagreed with this statement…
o   Teaching is an easy job to do compared to others.

Summary of opinions - YOUTH

Statement	Disagree overall	Agree overall
Teachers make a difference in children's lives	1%	98%
Good teachers are the ones with an interest and passion for teaching	2%	94%
Teachers have a huge influence on other people's lives	3%	93%
Teaching is rewarding because you are shaping young minds	3%	93%
Teaching is an honourable profession	5%	85%
Teachers have a job for life if they want it	8%	82%
Teacher training & experience gives skills that can be used in many other jobs	7%	81%
Teaching would be a more attractive job if children were better behaved	13%	78%
Teaching is one of the most important jobs that there is	15%	78%
Teaching is something you can do for your whole working life	16%	74%
Teachers do not have the authority that they used to have	16%	73%
Teaching would be more attractive if teachers were more positive about it	14%	70%
Teachers are not paid enough for the job that they do	12%	68%
Teachers are generally respected in New Zealand	24%	62%
Teachers have less status in society these days than they used to have	24%	56%
Parents these days don't appreciate their children's teachers enough	26%	55%
The biggest advantage of being a teacher is the long holidays	32%	54%
You need to be intelligent and get good school grades to become a teacher	35%	54%
A career in teaching would never be boring	31%	52%
Schools these days don't support teachers enough	25%	50%
Secondary school teachers have more skills & training than other teachers	43%	46%
Teaching is a good job to fall back on if your first choice doesn't work out	37%	46%
Almost anyone could become a teacher if they wanted to	45%	46%
Teachers have plenty of opportunities in the wider business workforce	26%	46%
Outstanding teachers should be paid more than the rest	43%	42%
Teaching offers little opportunity for promotion or career progression	34%	42%
Teachers are more stressed than most other people who work	36%	42%
Teaching would be more attractive if teachers had more power to discipline	46%	39%
Early childhood teachers are more like babysitters than like teachers	52%	37%
Teachers are relatively well paid compared to other people in the workforce	40%	36%
Primary school teaching is easier than other types of teaching	52%	33%
Teachers work shorter hours than most other working people	58%	30%
Teaching is a dangerous job	68%	19%
Most people would want to be a teacher if they could	68%	18%
Teaching is an easy job to do compared to others	76%	13%

-100% -80% -60% -40% -20% 0% 20% 40% 60% 80% 100%

% of sample group

Summary opinions – Employers

The overall levels of agreement and disagreement across the whole range of statements are summarised in the chart on the following page.

There is general agreement (90% or more) amongst the survey sample of employers that….
o   Teachers make a difference in children's lives;
o   Good teachers are the ones with an interest and passion for teaching;
o   Teaching is rewarding because you are shaping young minds;
o   Teaching is an honourable profession;
o   Teachers have a huge influence on people's lives.

These people also overwhelming agree (over three quarters agree) that….
o   Teaching is something you can do for your whole working life;
o   Teachers do not have the authority they used to have;
o   Outstanding teachers should be paid more than the rest;
o   Teacher training & experience gives people skills that can be used in many other jobs;
o   Teachers have a job for life if they want it;
o   Teaching in one of the most important jobs that there is;
o   Teaching would be a more attractive job if children were better behaved;
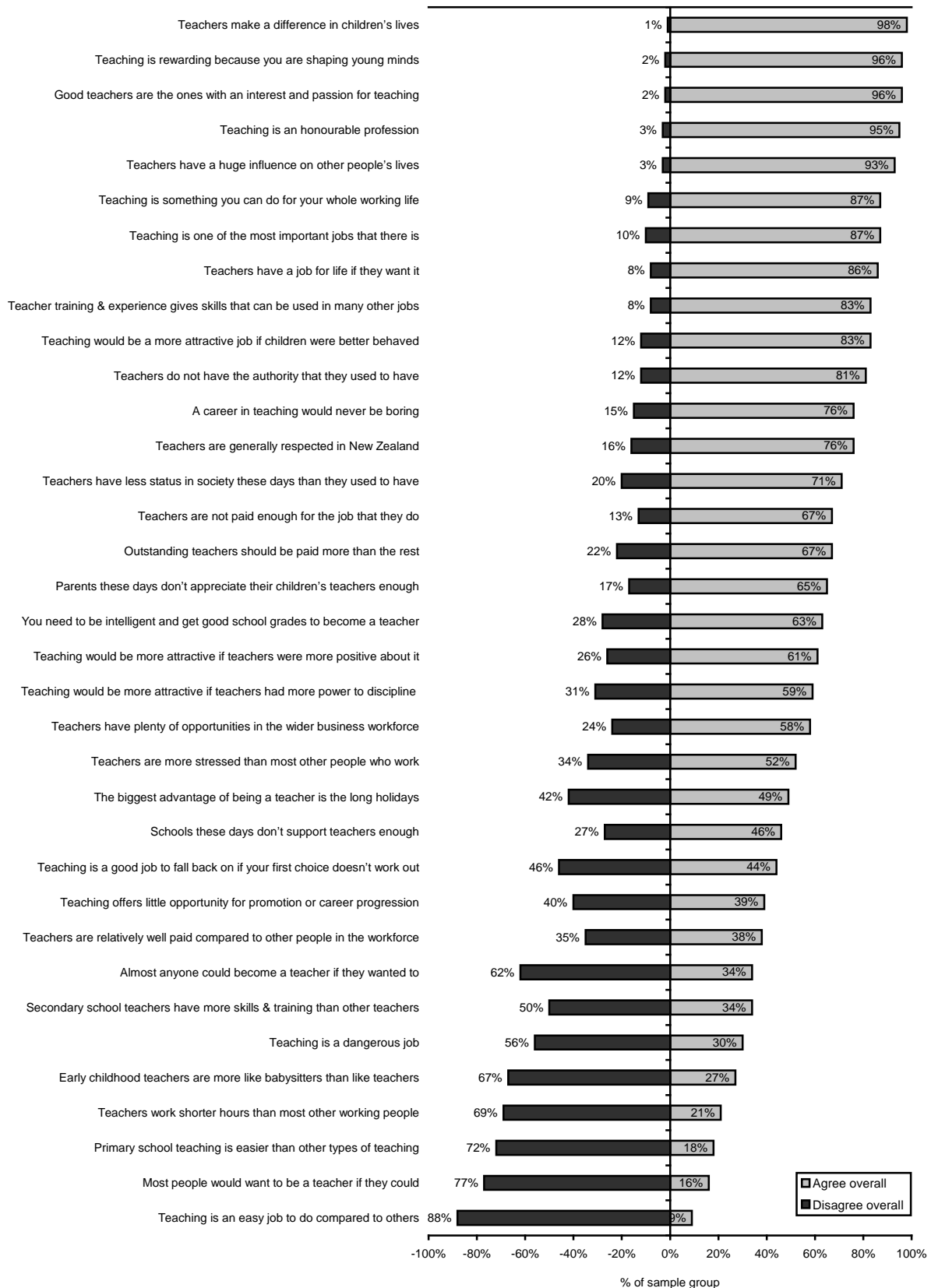o   And teachers are generally respected in New Zealand.

Statements which caused the greatest degree of division (less than 10% difference between those who agree and those who disagree) in this sample group were….
o   The biggest advantage of being a teacher is the long holidays;
o   Secondary teachers have more skills & training than other teachers;
o   Teachers are relatively well paid compared to other people in the workforce.

Statements which attracted strong disagreement were…..
o   Teaching is an easy job to do compared to others.
o   Most people would want to be a teacher if they could.

Summary of opinions - EMPLOYERS

Statement	Disagree overall	Agree overall
Teachers make a difference in children's lives	1%	98%
Good teachers are the ones with an interest and passion for teaching	2%	98%
Teaching is rewarding because you are shaping young minds	1%	96%
Teaching is an honourable profession	3%	94%
Teachers have a huge influence on other people's lives	4%	94%
Teaching is something you can do for your whole working life	10%	88%
Teachers do not have the authority that they used to have	9%	85%
Outstanding teachers should be paid more than the rest	11%	85%
Teacher training & experience gives skills that can be used in many other jobs	11%	85%
Teachers have a job for life if they want it	10%	85%
Teaching is one of the most important jobs that there is	9%	83%
Teaching would be a more attractive job if children were better behaved	12%	79%
Teachers are generally respected in New Zealand	14%	77%
Teachers have less status in society these days than they used to have	16%	75%
Parents these days don't appreciate their children's teachers enough	16%	65%
A career in teaching would never be boring	20%	64%
Teachers have plenty of opportunities in the wider business workforce	23%	63%
Teachers are not paid enough for the job that they do	17%	58%
You need to be intelligent and get good school grades to become a teacher	34%	57%
Teaching would be more attractive if teachers had more power to discipline	33%	55%
Teaching would be more attractive if teachers were more positive about it	30%	51%
The biggest advantage of being a teacher is the long holidays	43%	49%
Schools these days don't support teachers enough	28%	41%
Secondary school teachers have more skills & training than other teachers	46%	40%
Teachers are relatively well paid compared to other people in the workforce	31%	38%
Teaching is a good job to fall back on if your first choice doesn't work out	54%	38%
Almost anyone could become a teacher if they wanted to	57%	36%
Teaching offers little opportunity for promotion or career progression	52%	36%
Teachers are more stressed than most other people who work	50%	36%
Early childhood teachers are more like babysitters than like teachers	68%	28%
Teaching is a dangerous job	64%	27%
Teachers work shorter hours than most other working people	67%	26%
Primary school teaching is easier than other types of teaching	69%	22%
Most people would want to be a teacher if they could	82%	11%
Teaching is an easy job to do compared to others	90%	6%

% of sample group

Key points

Barriers	Attractions
Pay: The majority believe that teachers are not paid enough for the work that they do. Given that pay is one of the two most important influences on career choice, this result suggests that pay is an important barrier to attracting teachers. However, there is a strong view amongst adults, and particularly amongst employers that outstanding teachers should be paid more than the rest, and people are generally divided as to whether teachers are well or poorly paid relative to others in the workforce.	**Influence / importance:** There is overwhelming agreement that teachers have a huge influence on people's lives, and that it is an honourable, respected and important profession. Almost everyone agrees that teachers make a difference, and that teaching is rewarding because you are shaping young minds. These are potentially the greatest attractions of a career in teaching.
Lack of authority / behaviour issues: There is overwhelming agreement that teachers do not have the authority they used to have, and that teaching would be more attractive if children were better behaved. People are somewhat more divided as to whether the attraction would increase if teachers had more authority to discipline children. However, it is clear that the issues of behaviour and discipline are seen as a significant barrier to teaching.	**Job security:** This was identified as a significant secondary influence on career decisions, and is clearly an attraction of teaching, with the vast majority of people agreeing that teaching is a job you can do for your whole working life, and where you will have a job for life if you want it.
Lack of support / appreciation: On balance people do agree that schools don't support teachers enough and that parents don't appreciate their children's teachers enough – this lack of perceived support therefore constitutes a potential barrier to attracting teachers.	**Wider opportunities:** There is general agreement that teachers have plenty of opportunities in the wider workforce, and even stronger agreement that teachers gain skills they can use in many other jobs. This transferability is therefore one of the potential attractions of teaching.
Teacher negativity: There is some agreement with the idea (particularly strong amongst youth) that teaching would be more attractive if teachers themselves were more positive about it. This highlights another potential barrier to entry – particularly amongst young people who are still at school.	**Diversity / interest:** Finding an interesting job was seen as one of the secondary influences on career choice, and there is widespread agreement that teaching would never be boring. As such this is a significant attraction of a teaching career. People also overwhelmingly agree that good teachers are the ones with an interest and a passion for teaching.
Stress: People were generally divided on this issue, with the general adult population tending to agree slightly that teachers are more stressed than others, the youth sample being divided on the issue and the employer sample tending to disagree. This suggests that while stress may be barrier to some, it is not seen as an overwhelming barrier to teaching.	**Career progression & fall back options:** People were generally divided about the extent to which teaching offers opportunities for career progression, and similarly divided as to whether or not teaching is a good job to fall back on if your first option doesn't work out. Thus these factors may provide some attraction for some potential teachers.
Entry threshold: People tended to disagree with the contention that most people could become a teacher if they wanted to, though youth were more divided on this issue. Nevertheless, there are clearly some entry barriers to a career in teaching (which are not necessarily a bad thing.) This is further supported by the fact that most people agree that you need to be intelligent and get good school grades to become a teacher.	

Key points continued

Some factors were identified as potential attractions but turned out not to be so…

- **Holidays:** People are generally divided as to the extent to which long holidays are one of the biggest advantages of being a teacher – thus the holidays may be an attraction to some, but subsequent results suggest that this is not the case.

- **Hours of work:** The idea that teachers work shorter hours than most other working people was rejected by the majority of people, and is therefore NOT seen as a potential attraction to a teaching career.

- **Easy & attractive work:** The idea that teaching is an easy job to do compared to others was roundly rejected by all three survey groups, as was the idea that primary teaching is easier than other types of teaching. People also tend to reject the idea that most people would want to be a teacher.

Some factors identified as potential barriers turned out similarly not to be so…

- A specific potential barrier to ECE teaching is the perception that ECE teachers are more like **babysitters**. On balance, all three sample groups rejected this idea, though there is a significant minority who believe it to be the case.

- **Danger:** The focus group participants felt that the physical and reputation danger of teaching constituted a major barrier, but the survey showed that this is not so, though there are significant minorities in each of the three sample groups who do believe that teaching is a dangerous job.

- **Lack of status:** People do agree on balance that teachers have less status than they used to have, but despite this they overwhelmingly agree that teaching is one of the most important jobs that there is, and that teachers are generally respected in New Zealand. This and other data reported in this report suggests that lack of status is therefore NOT a significant barrier to attracting teachers.

Importantly, there was generally a consistent opinion about the barriers and advantages of teaching – it was the strength of agreement and disagreement that varied, rather than the opinion itself.

In summary, teaching is an **attractive career** because it offers job security, diversity, the opportunity to make a difference as well as opportunities in the wider workforce.

It is an **unattractive career** because the pay is not commensurate with the effort, and does not compensate outstanding performance, because students' behaviour is difficult to deal with and because teachers appear to be unsupported by schools and unappreciated by parents. Teacher negativity undermines the attraction of teaching, particularly for youth – and for some, the stress and entry barriers constitute further disadvantages.

4. The attraction of teaching

Rating the appeal of different careers

One of the objectives of the survey was to understand the relative appeal of teaching as a career, so that we can determine the extent to which this appeal is influenced by the status of the career, as well as by the attitudes that people have about teachers and teaching.

Respondents were therefore asked to rate the appeal of a range of different careers on a 10 point scale, ranging from 1=completely unappealing to 10=extremely appealing. Results are shown as an average score out of 10 (a mean rating).

In general, the appeal of a career in teaching was rated below business owners, pilots and medical doctors, but ahead of other careers measured. Primary and secondary teaching had relatively similar appeal overall, but ECE teaching and particularly the role of school principal were much less appealing.

Appeal of different careers

Career	Adults aged 26+ years (n=411)	Youth aged 12 - 25 years (n=634)	Employers (n=162)
Teacher	5.8	5.3	5.3
ECE Teacher	5.2	4.9	4.6
Primary Teacher	5.8	5.3	5.0
Secondary Teacher	5.5	5.5	5.1
School Principal	4.4	4.2	4.1
Business Owner	6.6	7.1	7.5
Pilot	5.4	6.0	5.5
Medical Doctor	5.4	5.6	5.1
Lawyer	4.7	5.5	4.6
Builder	5.2	4.8	4.8
Journalist	4.7	5.1	4.5
Nurse	5.3	4.7	4.6
Accountant	4.7	4.7	4.3
Actor	3.7	5.4	3.8
Plumber	4.4	3.6	3.8
Shop Assistant	3.9	4.0	3.2
Politician	3.1	3.8	3.3
Factory Worker	3.1	3.0	2.7

Note where 5.5 shows on one or other side of the axis it is due to rounding up or down.

Low status   Average status rating out of 10   High status

There are significant ethnic group variations in terms of the appeal of teaching, which are detailed on the following pages.

Amongst the general adult population, Pacific Islanders are significantly more positive than others about all types of teaching careers, while Māori are significantly more positive about ECE and Primary teaching careers.

Career appeal rating - Adult

Career	General adult population	Pakeha Adults	Other Adults	Maori Adults	PI Adults
Teacher	5.8	5.5	6.2	6.2	6.5
ECE Teacher	5.2	5.1	5.4	6.0	5.9
Primary Teacher	5.8	5.6	5.9	6.4	6.9
Secondary Teacher	5.5	5.2	5.6	5.6	7.1
School Principal	4.4	4.1	4.4	4.9	5.7
Business Owner	6.6	6.3	6.0	7.2	7.6
Pilot	5.4	5.4	5.3	5.5	6.5
Medical Doctor	5.4	5.2	5.3	5.8	6.0
Lawyer	4.7	4.6	4.5	5.1	5.4
Builder	5.2	5.2	4.8		6.1
Journalist	4.7	4.6	4.6		5.3
Nurse	5.3	5.4	5.1	5.6	5.9
Accountant	4.7	5.0	4.5	4.7	5.5
Actor	3.7	4.6	3.6	4.6	3.6
Plumber	4.4	4.2	5.7	5.0	4.4
Shop Assistant	3.9	3.9	3.9	4.2	3.7
Politician	3.1	2.8	2.9	4.4	3.3
Factory Worker	3.1	3.0	3.5		3.4

1 2 3 4 5 6 7 8 9 10

Low appeal   **Average status rating out of 10**   **High appeal**

■ General adult population aged 26+ years (n=411)   ▨ Maori Adults (n=30)
■ Pakeha Adults (n=300)   □ PI Adults (n=40)
□ Other Adults (n=48)

Amongst youth a similar effect is noted, with Pacific Island youth significantly more positive about teaching as a career. However, the most significant result within this sample group is that Pakeha youth are significantly more negative than any other sample group about teaching in general, as well as ECE and primary teaching specifically.

Career appeal ratings - youth

Career	Youth aged 12-25 years (n=634)	Maori Youth (n=80)	Pakeha Youth (n=439)	PI Youth (n=58)	Other Youth (n=84)
Teacher	5.3	5.5	5.2	6.1	5.7
ECE Teacher	4.9	5.5	4.6	5.4	5.4
Primary Teacher	5.3	5.8	5.1	6.0	5.6
Secondary Teacher	5.5	5.6	5.2	7.0	5.6
School Principal	4.2		4.1	4.1	4.6
Business Owner	7.1	7.7	7.0	7.5	7.0
Pilot	6.0	6.0		6.1	6.0
Medical Doctor	5.6	5.5	5.5	6.2	6.2
Lawyer	5.5	5.7	5.5	6.0	5.5
Builder	4.8	5.6	4.8	5.3	4.3
Journalist	5.1	5.1	4.6	5.4	5.4
Nurse	4.7	4.6	4.6	5.1	5.5
Accountant	4.7		4.4	5.5	5.5
Actor	5.4	5.5	5.3	5.7	5.5
Plumber	3.6	3.7	3.6	4.1	3.4
Shop Assistant	4.0	4.1	4.0	3.5	4.2
Politician	3.8	3.7	3.7	3.9	
Factory Worker	3.0	3.1	2.9	2.6	3.1

1 2 3 4 5 6 7 8 9 10

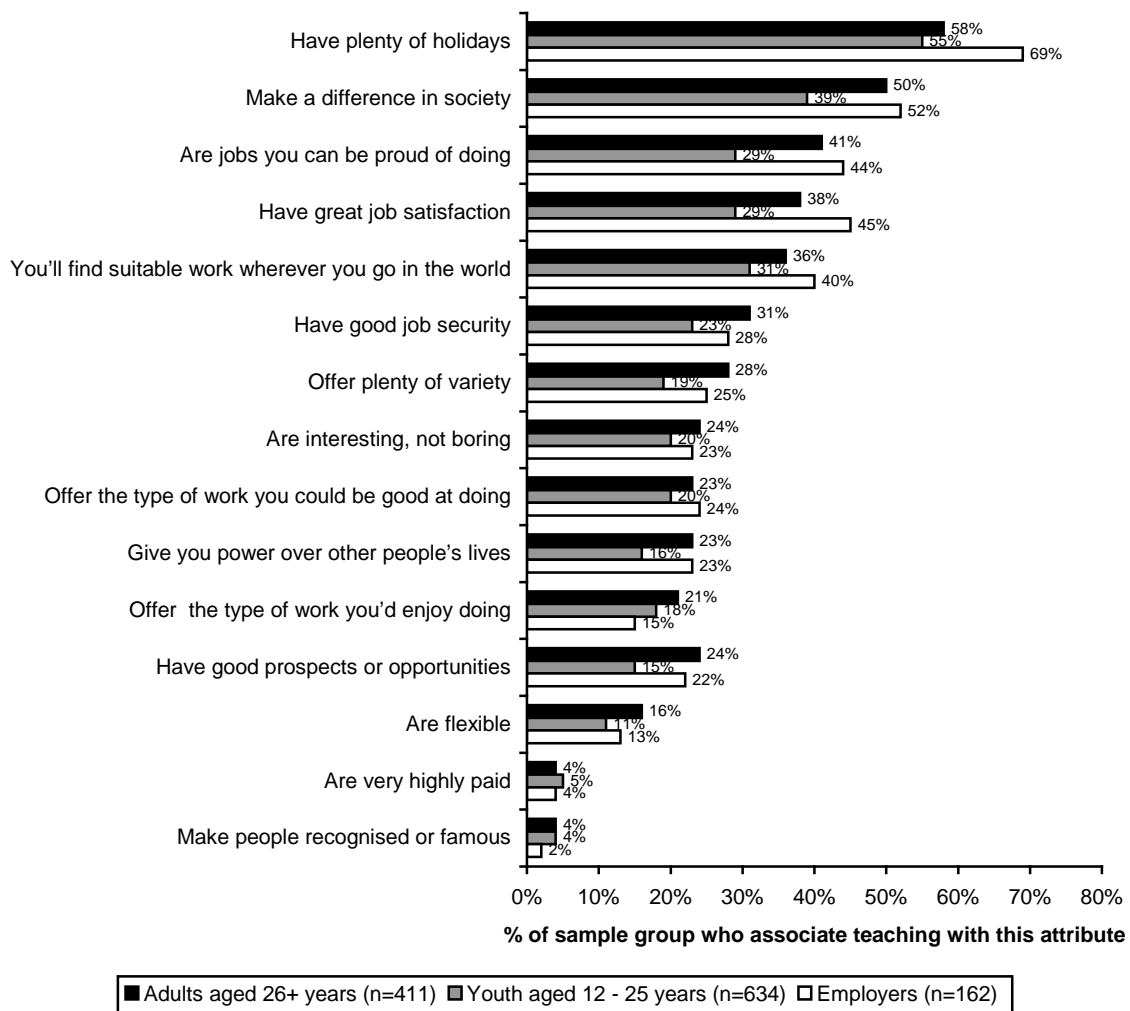Low appeal   Average status rating out of 10   High appeal

Youth, and particularly those still at school, tended to see greater appeal in careers in law and acting than did other people, placing these ahead of teaching overall.

The image of teaching vs other careers

Having discussed a range of different careers, including the ones they are trained or training for, and are currently working in, respondents were asked to say which careers they associate with a small list of attributes, which were identified in the qualitative research as being key career differentiators.

The chart below shows the extent to which different people associated **teaching** with each of the attributes. Teaching is most strongly associated with having plenty of holidays, but also making a difference in society, being a job you can be proud of doing, having great job satisfaction and being able to work anywhere in the world.

The 'image' of teaching

Attribute	Adults aged 26+ years (n=411)	Youth aged 12-25 years (n=634)	Employers (n=162)
Have plenty of holidays	58%	55%	69%
Make a difference in society	50%	39%	52%
Are jobs you can be proud of doing	41%	29%	44%
Have great job satisfaction	38%	29%	45%
You'll find suitable work wherever you go in the world	36%	31%	40%
Have good job security	31%	23%	28%
Offer plenty of variety	28%	19%	25%
Are interesting, not boring	24%	20%	23%
Offer the type of work you could be good at doing	23%	20%	24%
Give you power over other people's lives	23%	16%	23%
Offer the type of work you'd enjoy doing	21%	18%	15%
Have good prospects or opportunities	24%	15%	22%
Are flexible	16%	11%	13%
Are very highly paid	4%	5%	4%
Make people recognised or famous	4%	4%	2%

% of sample group who associate teaching with this attribute

■ Adults aged 26+ years (n=411) ▨ Youth aged 12 - 25 years (n=634) ☐ Employers (n=162)

Note that those in the youth sample were consistently less likely to associate teaching with the various image attributes considered.

The position of teaching on these key attributes can be mapped against other types of careers, as shown in the chart below. This is a correspondence analysis map, which summarises the most significant 2 dimensional view of the data matrix, in a way which enables us to understand how different careers sit in the mind of the market.
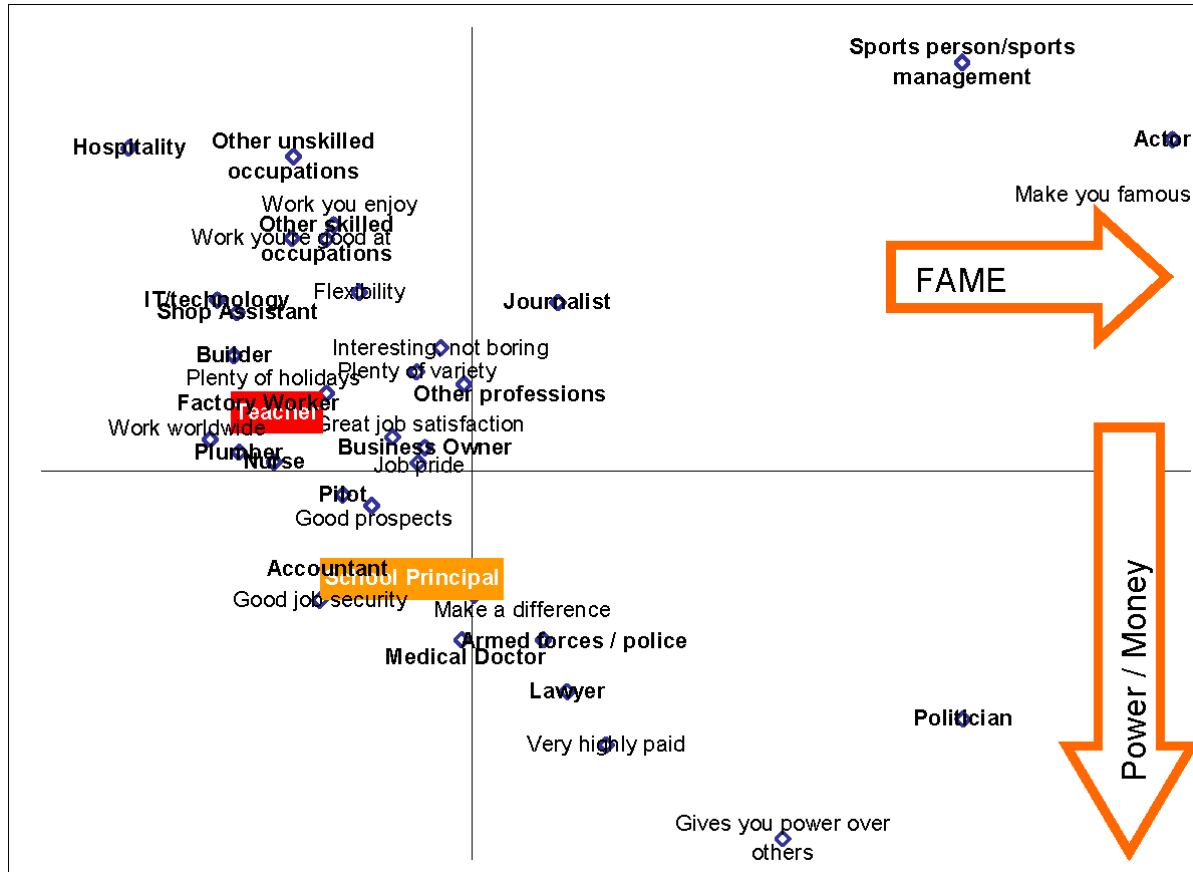

This map, even when based on the total survey sample without subgroup filtering, reinforces the findings of the focus groups, positioning teachers with other 'lower status' positions such as factory workers, plumbers, builders and nurses, on the basis that they lack fame (accounting for the primary axis, explaining 35% of the variation between careers), and also lack power & high pay (accounting for the secondary axis, explaining 25% of the variation between careers).

Technical note:

Correspondence analysis maps the multi-dimensional data matrix, showing the level of association of every occupation with every statement, into the most significant 2 dimensional space. The representation is therefore a compromise showing the best fit – note that in this case the third dimension (which is significant) is shown on the following page. The axes are NOT predefined, but are formed by the dataset. Labels in the arrows have been attributed by the researcher, based on the underlying statistics that form the map.

There is a significant tertiary axis in the data set, which accounts for 17% of the variation between careers and separates the power and pay attributes, showing that underlying people's primary perception is the acknowledgement that teachers and school principals do in fact make a difference, and have power over the lives of other people, in a similar way to the armed forces / police and politicians.
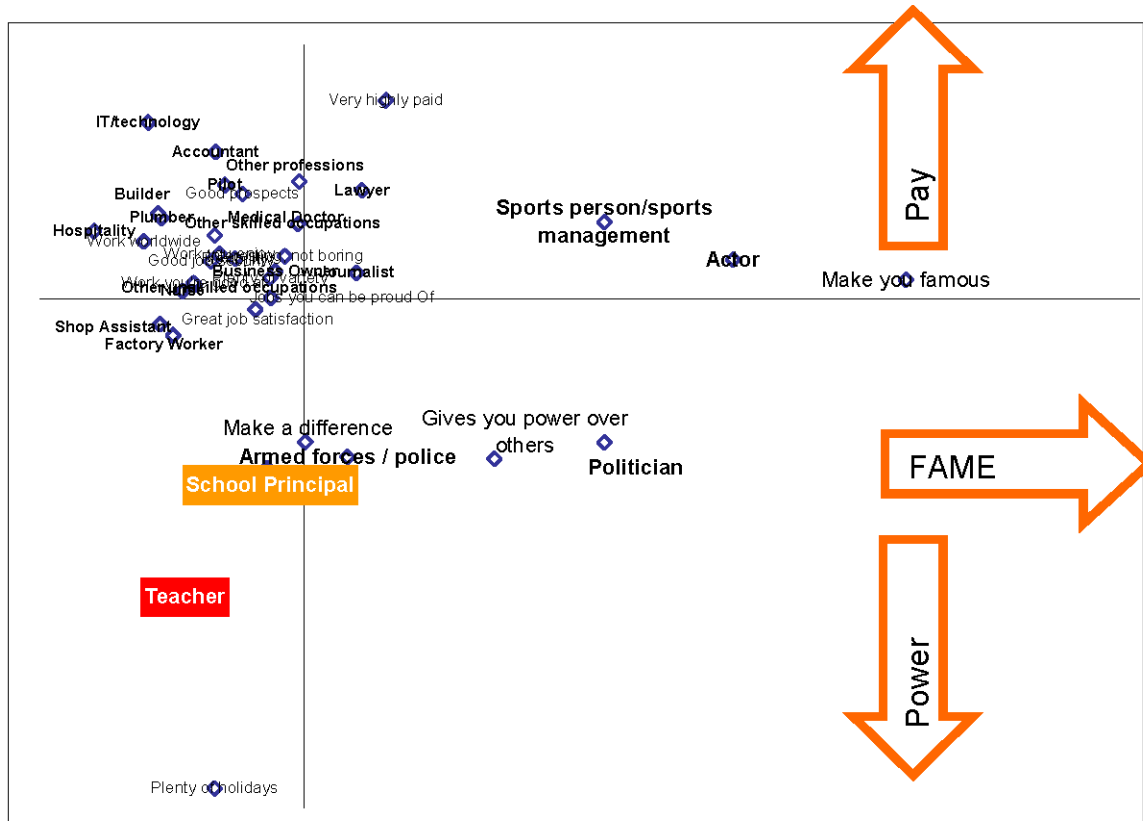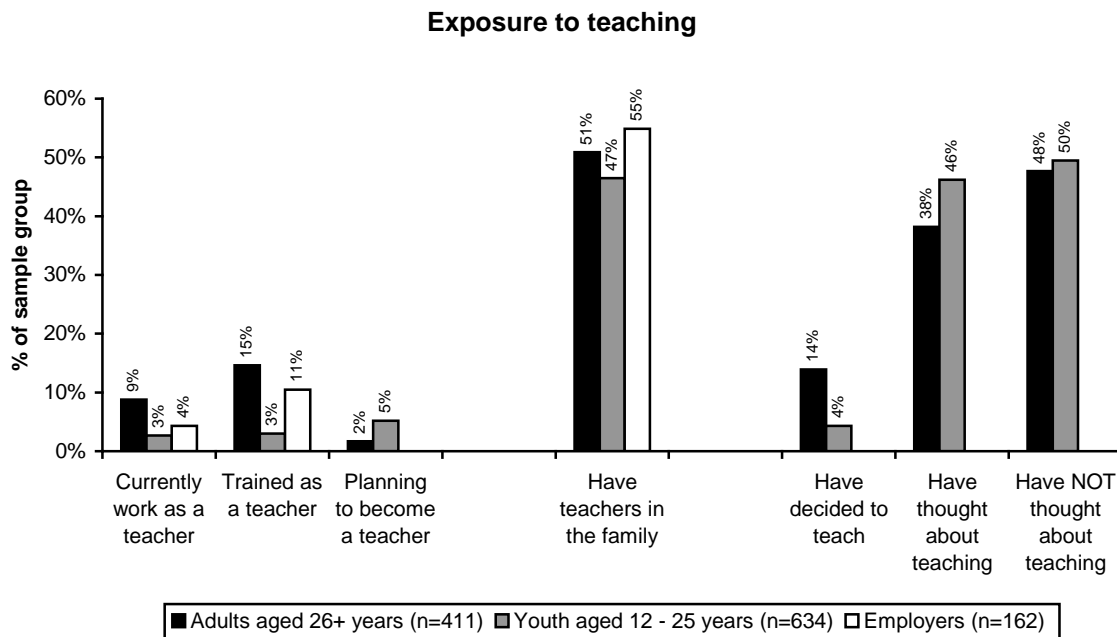
Direct & indirect exposure to teaching as a career

Respondents were asked to say whether or not they have ever considered teaching as a career, and whether or not there are any teachers in their immediate family.

In addition to this, teachers were not excluded from the survey sample, which naturally included people who are studying to become teachers, trained as teachers and / or currently working as teachers.

The chart below summarises the extent to which each of the subgroups of interest has exposure to teachers and teaching beyond what they received as students at school.

Amongst the general adult population, some 15% of people indicated that they were trained teachers, but only 60% of these (9% of the sample) are currently working as teachers. Trained teachers (and a few practising teachers) were also found within the employer subgroup.

A small proportion of the youth sample, some 3%, are currently working as teachers, and just 5% reported that they are planning to become a teacher.

Exposure to teaching

Legend: ■ Adults aged 26+ years (n=411) ▨ Youth aged 12 - 25 years (n=634) □ Employers (n=162)

When specifically asked, some 14% of adults and 4% of youth reported that they had decided to teach (including those already teaching), while a further 38% and 46% respectively reported that they had considered teaching but decided against it.

In the focus group analysis, we suggested that teachers themselves are the primary (almost the only) influence on people's career decisions to teach or not to teach, based on the fact that teaching is almost the only career that people feel they actually understand (from the fact of being at school). However, it is important to note that around half of all people report having teachers in their family as well. Thus, many have a more personal insight into teaching as a career than that provided as a student in a classroom.

The types of people who consider teaching / decide to teach

The analysis below shows the most significant attitudinal differences between the three groups – those who consider teaching, those who decide to teach and those who don't even consider teaching as career option.

General adult population aged 26 years and older

The major attitudinal differences within the **general adult population** are apparent amongst those who are already teachers, or are training to be teachers. Having made the decision to teach, they have much stronger views on specific issues when compared to the rest of the sample group. They are….

More likely to **strongly disagree** that…
o   Teaching is an easy job;
o   Secondary teachers are more skilled / trained;
o   Primary teaching is easier;
o   ECE teachers are more like babysitters;
o   Teaching is a job to fall back on;
o   Long holidays are one of the big attractions;
o   Teaching would be more attractive if kids were better behaved;
o   Teachers need more power to discipline kids;
o   Teachers work shorter hours than most.

More likely to **disagree** overall that…
o   Outstanding teachers should be paid more than others;
o   Schools don't support teachers enough

More likely to **strongly agree** that…
o   Teaching is one of the most important jobs;
o   Teaching is never boring;
o   Teachers are not paid enough

However, when we examine the rest of the general adult population sample, we find that there is almost no difference at all between those who considered teaching and those who did not even consider it. The only significant differences found were that those who **did** consider teaching …

o   were somewhat more likely to feel that it is a good career to fall back on if your first choice doesn't work out;
o   felt more strongly that teachers have a huge influence on people's lives;
o   and felt more strongly that teaching is a job for life.

They were <u>less likely</u> to feel that teaching would be more attractive if teachers had more power to discipline kids; or that teachers work shorter hours, and that they are relatively well paid compared to others.

Examining the other variations within the general adult population sample, in terms of consideration of teaching as a career, we find that….

o   Those who have already decided on a career in teaching are significantly more likely to be women - 72% of those who have decided to teach vs 59% of those who considered teaching and 45% of those who did not consider teaching;

o   Those who considered teaching, and particularly those who decided to teach, are significantly more likely to say that they discuss their career decisions with **friends** (32% and 39% respectively, compared to 18% of those who did not consider teaching);

o   Teachers were a significantly greater influence on those who decided to teach (still low at 15%, compared to only 9% of the considerers and just 4% of those who did not consider teaching as a career);

o   Those who did NOT consider teaching were significantly more likely than others to say that no one influenced their choice of career (28% vs 14% of those who decided to teach, and 20% of those who considered teaching);

o   The exposure to other family members who teach does have a significant influence – 63% of those who decided to teach and 57% of those who considered teaching reported that they have family members who teach, significantly higher than the 42% of those who did not consider teaching.

Youth aged 12 – 25 years

Amongst the survey sample of **youth aged 12 – 25 years**, the small group who have already decided to teach are again the ones with the most disparate attitudinal views. These people are….

More likely to **strongly disagree** that…
o   Almost anyone could teach if they wanted to;
o   Teaching is an easy job compared to others;
o   Secondary teachers are more skilled / trained than other teachers;
o   Primary teaching is easier;
o   Teaching would be more attractive if teachers were more positive;
o   Teachers work shorter hours than other workers.

More likely to **strongly agree** that…
o   Teaching gives you skills that are useful in other jobs;
o   Teachers have a huge influence over others;
o   Teaching is never boring;
o   Teaching is an honourable profession;
o   Teachers make a difference in people's lives;
o   Teaching is a job for life.

The differences between those who have considered teaching and those who have not done so were much smaller, but more apparent than in the adult survey sample. Essentially, young people who have **not considered teaching** are less likely to associate teaching with being a rewarding career, reflected in a variety of ways. They are <u>less likely</u> to feel that….

o Most people would want to teach if they could;
o Teaching is one of the most important jobs there is;
o Teachers have a huge influence on others;
o Teaching is never boring;
o Teaching is an honourable profession;
o Teaching is rewarding because you are shaping young minds;
o Teachers make a difference in people's lives.

They also appear to be less informed about the reality of teaching and teacher training, being more likely to be of the opinion that….

o Secondary teachers are more skilled / trained than other types of teachers;
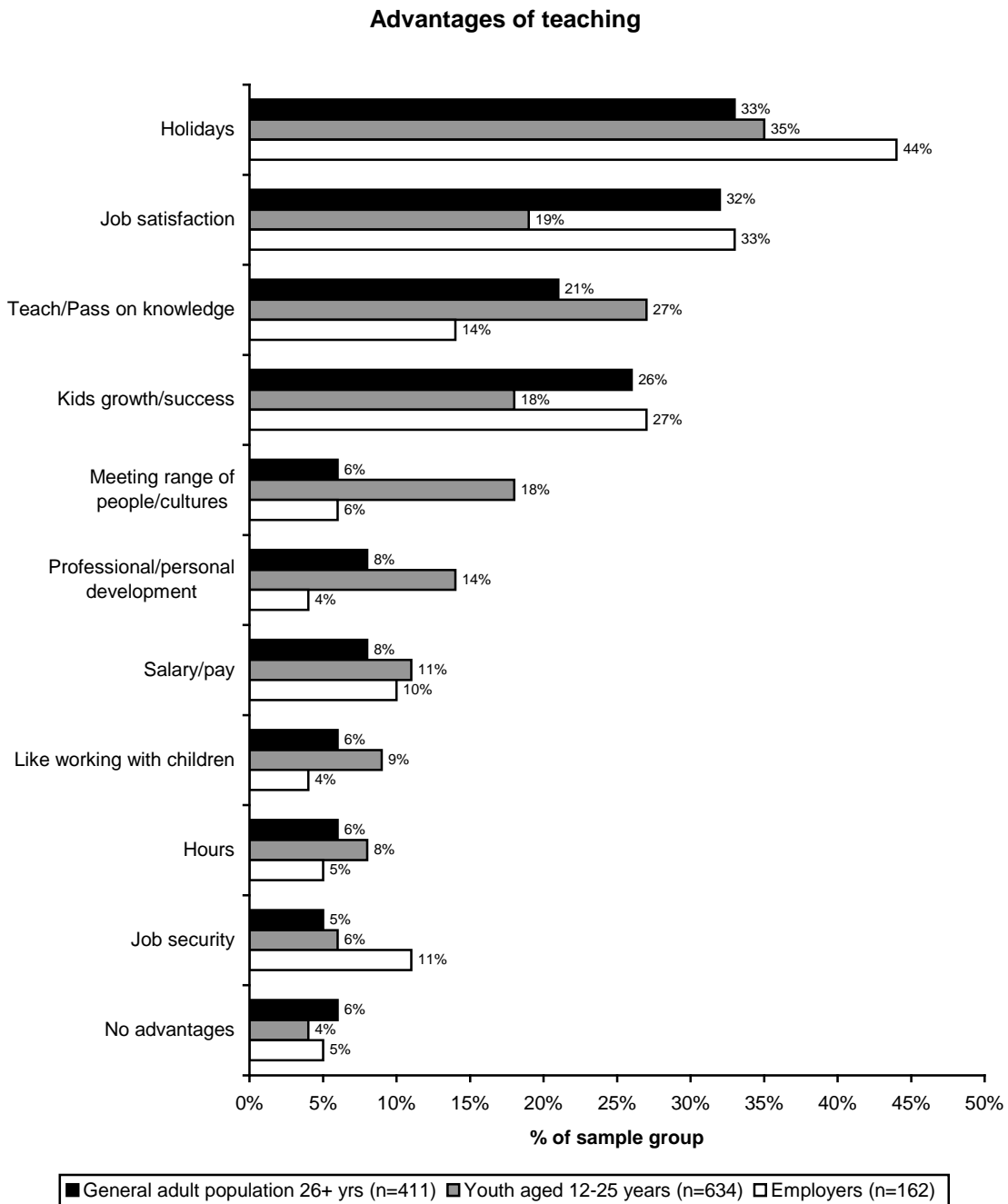o ECE teachers are more likely babysitters.

Examining the other variations within the youth sample, in terms of consideration of teaching as a career, we find that….

o The gender bias is even stronger than in the adult sample, with 89% of those who have decided to teach being women, compared to 56% of those who have considered teaching and 42% of those who have not done so;

o Careers advisers are a significant influence on those who have decided to teach, 59%, compared to just 28% amongst those who considered it and 21% of those who did not do so;

o Those who have decided to teach are significantly more likely to cite flexibility as an important influence on their career choice;

o Those who have considered teaching are significantly more likely than others to have discussed their career decisions with friends, 51% vs 40% of those who have not considered teaching, and 48% of those who have decided to teach;

o The presence of teachers in the family is again a significant influence, with just 40% of those who did not consider teaching reporting that they have family members who teach. In contrast, 52% of considerers, and 59% of those who have decided to teach, have family members who are teachers.

The pros & cons of a career in teaching

Advantages

When respondents were specifically asked what they personally perceived to be the advantages and disadvantages of a career in teaching, there were a wide variety of responses. The chart below shows the advantages that were identified by 5% or more of the sample.

Advantages of teaching

Category	General adult population 26+ yrs (n=411)	Youth aged 12-25 years (n=634)	Employers (n=162)
Holidays	33%	35%	44%
Job satisfaction	32%	19%	33%
Teach/Pass on knowledge	21%	27%	14%
Kids growth/success	26%	18%	27%
Meeting range of people/cultures	6%	18%	6%
Professional/personal development	8%	14%	4%
Salary/pay	8%	11%	10%
Like working with children	6%	9%	4%
Hours	6%	8%	5%
Job security	5%	6%	11%
No advantages	6%	4%	5%

% of sample group

■ General adult population 26+ yrs (n=411) ■ Youth aged 12-25 years (n=634) □ Employers (n=162)

Overall, holidays were perceived as the key advantage (mentioned by 36% of respondents)…

"more holidays to match in with the kids"

"long breaks and numerous breaks during the year

"public holidays and school holidays off school"

… followed by job satisfaction, which was commented upon by one in four respondents…

"job satisfaction would be huge that you have touched someone's life"

"doing something satisfying – personally rewarding"

"something that you can feel significantly satisfied with as a career and see significant results as children grow and develop"

"job satisfaction where kids are achieving will be rewarding".

Being involved in passing on learning was commented upon by 23% of respondents…

"the opportunity to educate children and give them knowledge"

"knowing you are helping kids with learning, giving them skills they will use in the future"

"teaching a subject interested in & have a passion to share with others in that field".

21% commented on being involved with the growth or success of children…

"watch children grow and learn, help and see the children make their way in the world"

"ability to have an influence on the next generation & to get them ready for the next step"

"the desire of bringing out the best when they make good progress, love the fun, making a difference to someone's lives"

Overall, the views of employers differed little from those of the general adult sample in terms of the key advantages of a career in teaching, with the exception that they commented more upon being involved with the growth and success of children (27%) than they did on teaching or passing on knowledge (at 14% this was significantly lower than the 23% of respondents overall who made this type of comment)…

"making a difference – seeing goals achieved"

"rewards seeing pupils develop and learn from what is taught, to achieve well"

Employers were significantly more likely than adults in general to comment positively about holidays (44% vs. 33%)…

"if you have a family holidays suit that…"

… or job security (11% vs. 5%)…

"stable employment – portable skills…"

They were significantly less likely to comment on being able to pass on knowledge (14% vs. 21% as noted above) or about the opportunities for professional or personal development (4% vs. 8%).

Compared with adults in general, youth were significantly more likely to comment upon teaching as a means of passing on knowledge (27% vs. 21%) and to make positive comments about working with children (9% vs. 6%)…

"the feeling that you have passed knowledge on – pleasure in helping children"

"kids are cool, you can have fun at work"

They were also more likely to comment on the opportunities for personal or professional development (14% vs. 8%), or meeting a range of people and cultures (18% vs. 6%)…

"as a teacher you can also learn as much as your students"

"the diversity – different cultures and range of personalities"

Youth were however significantly less likely to comment upon job satisfaction (19% vs. 32%) or being involved with the growth and success of children (18% vs. 26%).

The Adult View – Advantages Of A Career In Teaching

The chart below shows the proportion of adult respondents who made each type of comment about the advantages of a career in teaching. Advantages that were talked about by fewer than 5% of adults are not shown.

Advantages of teaching - Adult

Legend:
- General adult population 26+ yrs (n=411)
- Maori Adults (n=30)
- Pakeha Adults (n=300)
- PI Adults (n=40)
- Other Adults (n=48)
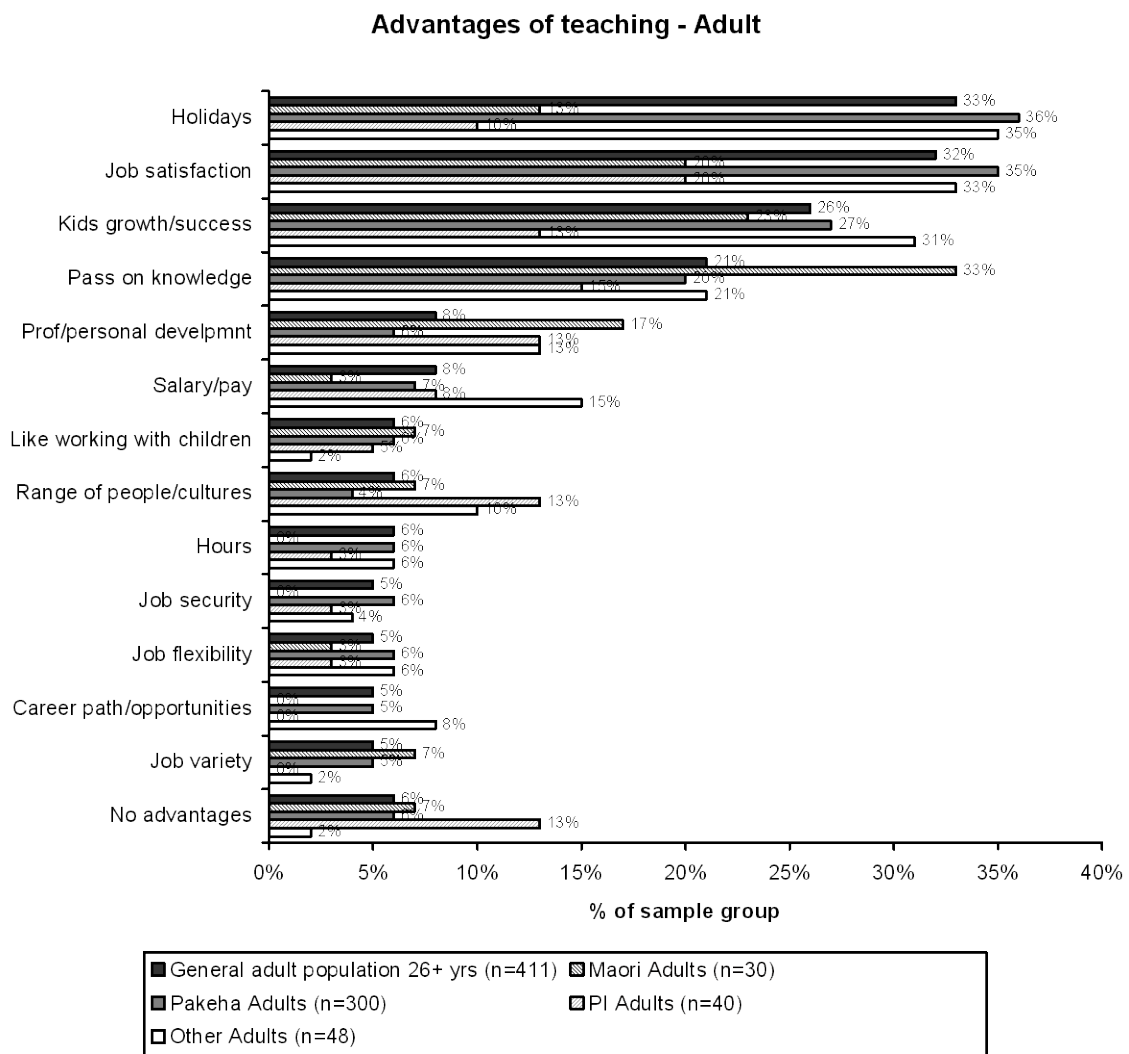
One third of the general adult population saw the holidays available to teachers as an advantage of a career in teaching.

Nearly the same proportion (32%) felt that job satisfaction was a key advantage while around one in four (26%) saw the advantage of being involved with the growth and success of children. One in five (21%) made comments on being able to help or teach others and pass on knowledge.

Six percent of the general adult sample felt that there were no particular advantages associated with teaching as a career.

There were some significant variations between the ethnic sub-groups.

Māori Adults - Advantages of Teaching

Māori adults were mostly likely to comment upon the advantage of being able to help or teach others or pass on knowledge (33%). Although not statistically significant, this was a noticeably higher proportion than among the adult population in general (21%). Māori adults were also noticeably more likely than the general adult population to see the opportunity for professional or personal growth as an advantage of a teaching career (17% vs. 8% overall).

Māori adults were significantly less likely to comment upon holidays as an advantage of a career in teaching (13% vs. 33% for the general adult population). They were also less likely to talk about job satisfaction (20% vs. 32% overall), pay (3% vs. 8%) or flexibility (3% vs. 5%) and did not make any positive comments on hours, career opportunities or job security.

Pakeha Adults - Advantages of Teaching

More than one in three Pakeha adults spoke of the advantages of teachers' holidays (36%) or of job satisfaction (35%). Slightly fewer, 27%, spoke of being involved with the growth or success of children.

There were no significant differences between the views of Pakeha adults and those of the adult population in general.

Pacific Island Adults - Advantages of Teaching

Pacific Island adults were most likely to comment on the advantages of job satisfaction (20%), although they were relatively less likely to do so than the general adult population was (32%). They were somewhat more likely than the general adult population to comment upon meeting a range of people and cultures (13% vs. 6%), or on the opportunities for professional or personal development (13% vs. 8%). However, they were also more likely to say that there were no particular advantages to a career in teaching (13% vs. 6% for the adult population in general).

Pacific Island adults were significantly less likely than adults in general to comment upon the advantages of teachers' holidays (10% vs. 33%) or upon being involved with the growth and success of children (13% vs. 26%). They were somewhat less likely to comment upon job satisfaction (20% vs. 32%) or on being able to help others or pass on knowledge (15% vs. 21%).

They did not comment positively at all about teaching offering a career path.

Other Adults - Advantages of Teaching

More than one in three (35%) adults from "other" ethnic groups spoke of the advantages of holidays, making this the most common comment from this group. This was closely followed by comments on job satisfaction (33%) and the opportunities of contributing to the growth and success of children (31%).

Although there were no significant differences between the comments made by these adults and adults overall, they were somewhat more likely than the general adult sample to comment upon meeting a range of people and cultures (10% vs. 6% overall), having a career path (8% vs. 5%), opportunities for professional and personal development (13% vs. 8%), the salary or pay (15% vs. 8%) or being involved in the growth and success of children (31% vs. 26%). These adults were somewhat less likely than the general adult sample to comment that they like working with children (2% vs. 6%) and were also less likely to say that teaching as a career held no particular advantages (2% vs. 6%).

The Youth View – Advantages Of A Career In Teaching

The chart below shows the proportion of youth respondents who made each type of comment about the advantages of a career in teaching.

Advantages of teaching - Youth
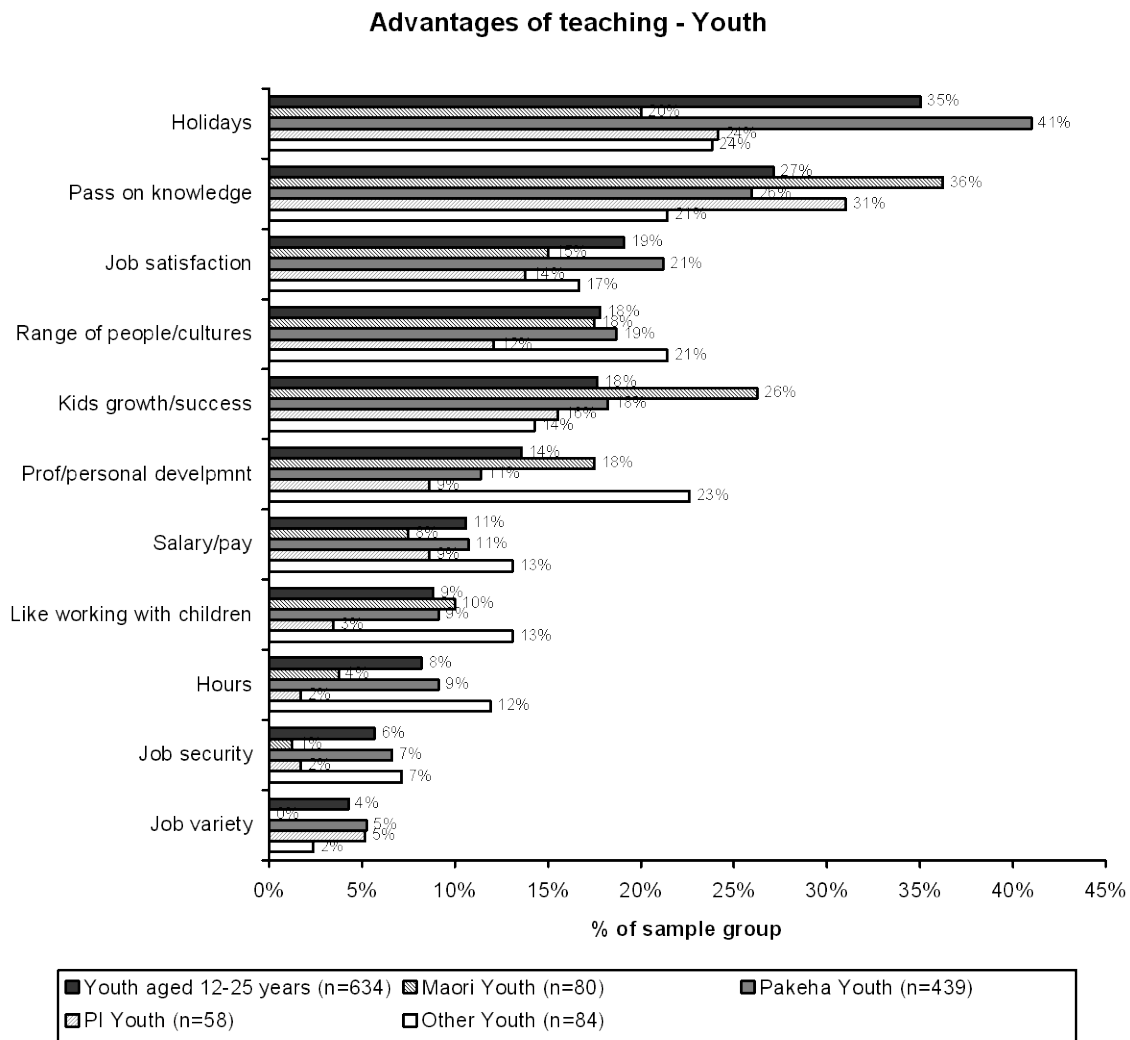
The main advantage of a career in teaching identified by youth was the holidays (35%), followed by the ability to teach others or pass knowledge on (27%) and job satisfaction (19%).

Those still studying were significantly less likely than youth overall to comment that being involved with growth or success of children was an advantage of a teaching career (14% vs. 18% for youth overall). They were however slightly more likely to talk about professional or personal development (16% vs. 14%) or meeting a range of people and cultures (20% vs. 18%). Students still at school were significantly less likely than students overall to see job satisfaction as an advantage of teaching (12% vs. 17% for students overall), while tertiary students were significantly more likely to do so (25% vs. 17% for students overall). Tertiary students were also significantly more likely than other students to comment that being involved with the growth and success of children was an advantage of teaching (21% vs. 14% of students overall) or that holidays were an advantage (39% vs. 31% for students overall).

There were some significant differences between the views of youth overall and those of the ethnic sub-groups.

Māori Youth - Advantages of Teaching

Māori youth commented most upon the advantages of being able to help others or pass on knowledge (36% vs. 27% for youth overall), followed by being involved in the growth or success of children (this was significantly higher for Māori youth than for youth overall at 26% vs. 18% for youth overall). Māori youth were significantly less likely than youth in general to comment upon holidays (20% vs. 35%). All could mention at least one advantage to a career in teaching.

Pakeha Youth - Advantages of Teaching

Pakeha youth commented most upon the holidays offered by a teaching career (significantly higher than youth overall at 41% vs. 35% for youth overall). The ability to pass on knowledge was commented upon by around one in four Pakeha youth (26% vs. 27% for youth overall).

Pacific Island Youth - Advantages of Teaching

Pacific Island youth commented most upon the advantages of being able to teach others or pass on knowledge (31% vs. 27% for youth in general). Holidays were the second most commonly perceived advantage, although mentioned less often among this group than among youth overall (24% vs. 35% for youth in general).

Pacific Island youth were significantly more likely than youth in general not to provide a comment about the advantages of teaching (either indicating that they did not know or did not wish to answer the question - 14% vs. 6% for youth in general). They were also somewhat more likely than youth overall to say that they saw no advantages (7% vs. 4%).

Other Youth - Advantages of Teaching

Youth from "other" ethnic groups commented most often upon holidays (24% vs. 35% for youth in general) or upon the opportunities for personal or professional development (this was significantly higher than for youth overall at 23% vs. 14% for youth in general). This group was significantly less likely than overall to comment upon holidays (24% vs. 35% for youth in general). They were somewhat less likely to comment upon the advantages of teaching others or passing on knowledge (21% vs. 27% for youth overall).

Disadvantages

There were a wide variety of comments concerning the disadvantages of teaching as a career. The chart below shows the disadvantages that were identified, grouped for the purpose of analysis. Ideas mentioned by fewer than 5% of the sample are not shown in the chart.

Disadvantages of teaching
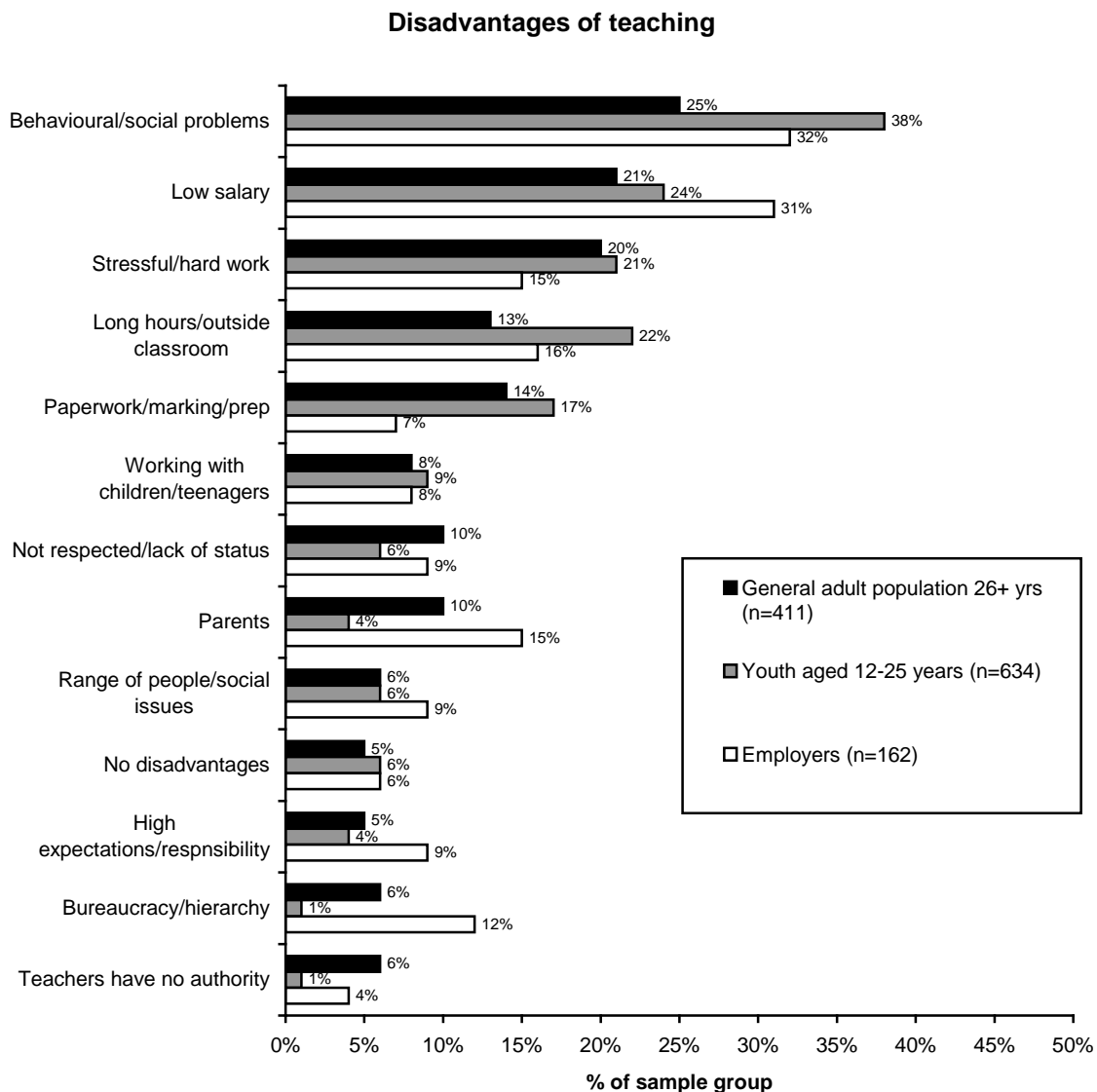
The main disadvantage that respondents commented upon was dealing with behavioural or social problems (mentioned by 33% of respondents overall)…

"having to try and look after people that don't want to be there and don't want to learn"

"discipline – spending quality teaching time having to deal with disciplinary issues rather than teaching"

"discipline – trying to teach kids who do not want to learn or who are disruptive"

"troubled kids – those with problems would be hard and there are those who misbehave"

… followed by a low salary (mentioned by 23% of respondents)…

"they do not get paid as much as they should for the work they put in – the work beyond the classroom"

"poor money compared to other graduate jobs"

"hard work, the pay is not fully reflective of work put into the job"

One in five respondents commented on aspects of stress…

"high stress, lots of work – demanding"

"lots of pressure preparing and interacting with kids, parents and administration"

… and 18% commented upon the long hours involved…

"extra work you have to put in like sports activities, marking and preparing lessons"

"a lot of extra time required after hours, they do not just work 9 –3"

The views of employers differed from those of adults overall in that employers were significantly more likely to comment on teachers having to deal with behavioural or social problems (32% vs. 25%)…

"kids do not have the same standard of behaviour they used to have to work now"

"end of the line for behaviour problems"

… having to deal with parents (15% vs. 10%)…

"hassles with students' parents"

"the amount of flak put back on teachers – parents need to take a responsibility too"

… low salaries (31% vs. 21%)…

"pay – they are underpaid, it should be assessed by how good they are at teaching in terms of pay"

"poorly paid for what you are expected to do"

… or bureaucracy (12% vs. 6%)…

"restrictive management practices"

"rules and restraints – bureaucracy"

They were significantly less likely to comment that a career in teaching had the disadvantage of a lot of paperwork (7% vs. 14%).

Compared to adults, youth are significantly more likely to comment on behavioural or social problems (38% of youth vs. 25% of adults commented on this)….

> *"teaching snooty little kids who don't listen, putting up with behavioural problems, getting frustrated because you can't focus on the good kids in the class because of having to deal with the bad people"*

They are also significantly more likely to comment upon long hours and work outside the classroom (22% vs. 13%)…

> *"extra hours, working extra hours when marking exams and homework"*

> *"the hours – I would not have time to myself"*

… and significantly more likely to talk about the lack of variety within the job (4% vs. 1%)…

> *"amount of paperwork, repetition of the work, teaching the same thing year in year out"*

> *"monotonous doing the same topics year after year"*

However, youth are significantly less likely than adults to talk about teachers having no authority (1% vs. 6%), bureaucracy or hierarchy issues (1% vs. 6%) or having to deal with parents (4% vs. 10%).

The Adult View – Disadvantages Of A Career In Teaching

The chart below shows the proportion of adult respondents who made each type of comment about the disadvantages of a career in teaching.

Disadvantages of teaching - Adult
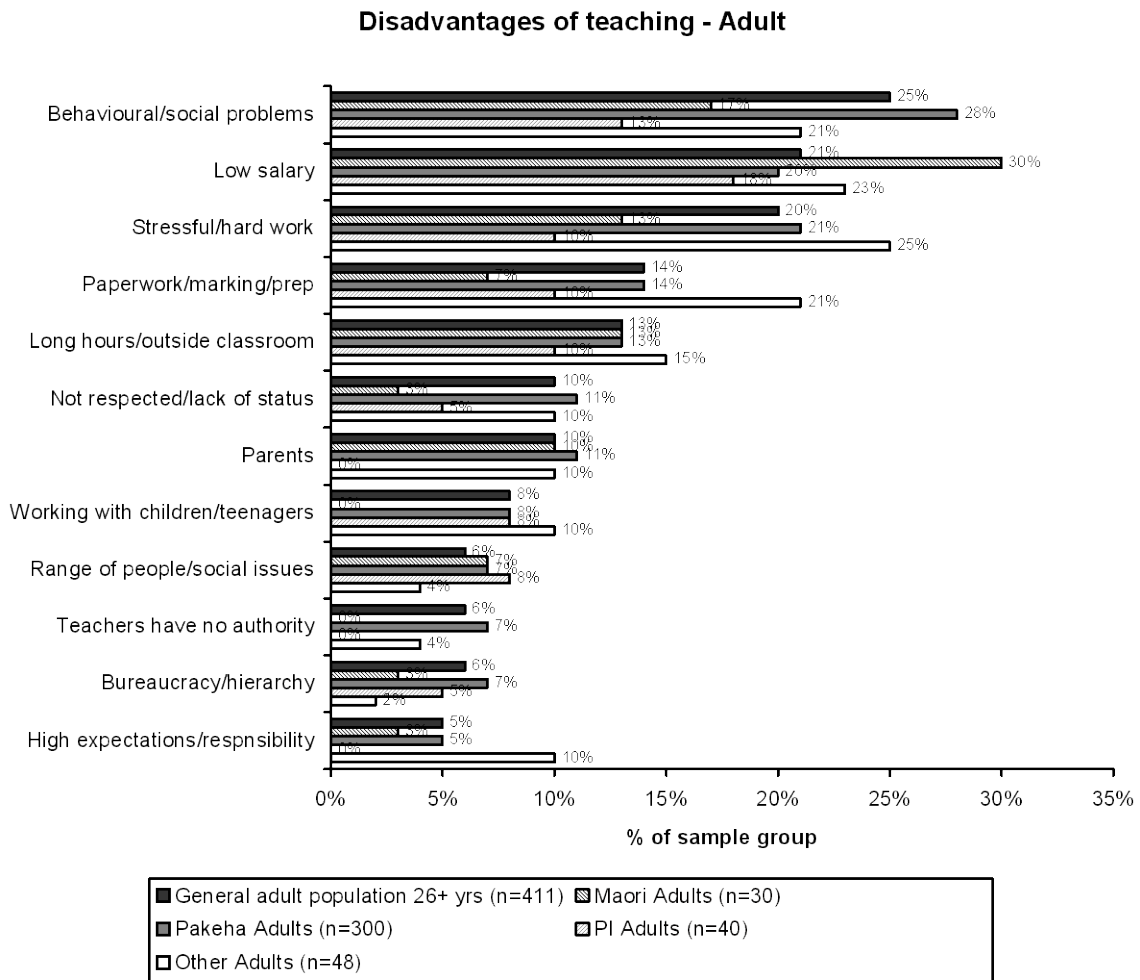
The most commonly mentioned disadvantage of teaching as a career (mentioned by one in four respondents) was the need to deal with behavioural or social problems. This was closely followed by comments about low pay (21%) and stressful or hard work (20%).

There were again some significant variations between the ethnic sub-groups, with 5% of adults overall who indicated they could find no particular disadvantage with teaching.

Māori Adults – Disadvantages of Teaching

Māori adults were most likely to comment upon the low salary of teachers, and were more likely (although not with statistical significance) than the general adult sample to do so (30% vs. 21%).

Māori adults were less likely than the general adult sample to comment on the disadvantages of a lack of authority (0% vs. 6%), a lack of respect or status (3% vs. 10%), dealing with social or behavioural problems (17% vs. 25%), paperwork (7% vs. 14%), stress (13% vs. 20%) or working with children or teenagers (0% vs. 8%).

Pakeha Adults – Disadvantages of Teaching

Pakeha adults commented most often upon behavioural or social problems (28% vs. 25% for adults overall), on stress or hard work (21% vs. 20% for adults overall) and on teachers' salaries being low (20% vs. 21% for adults overall).

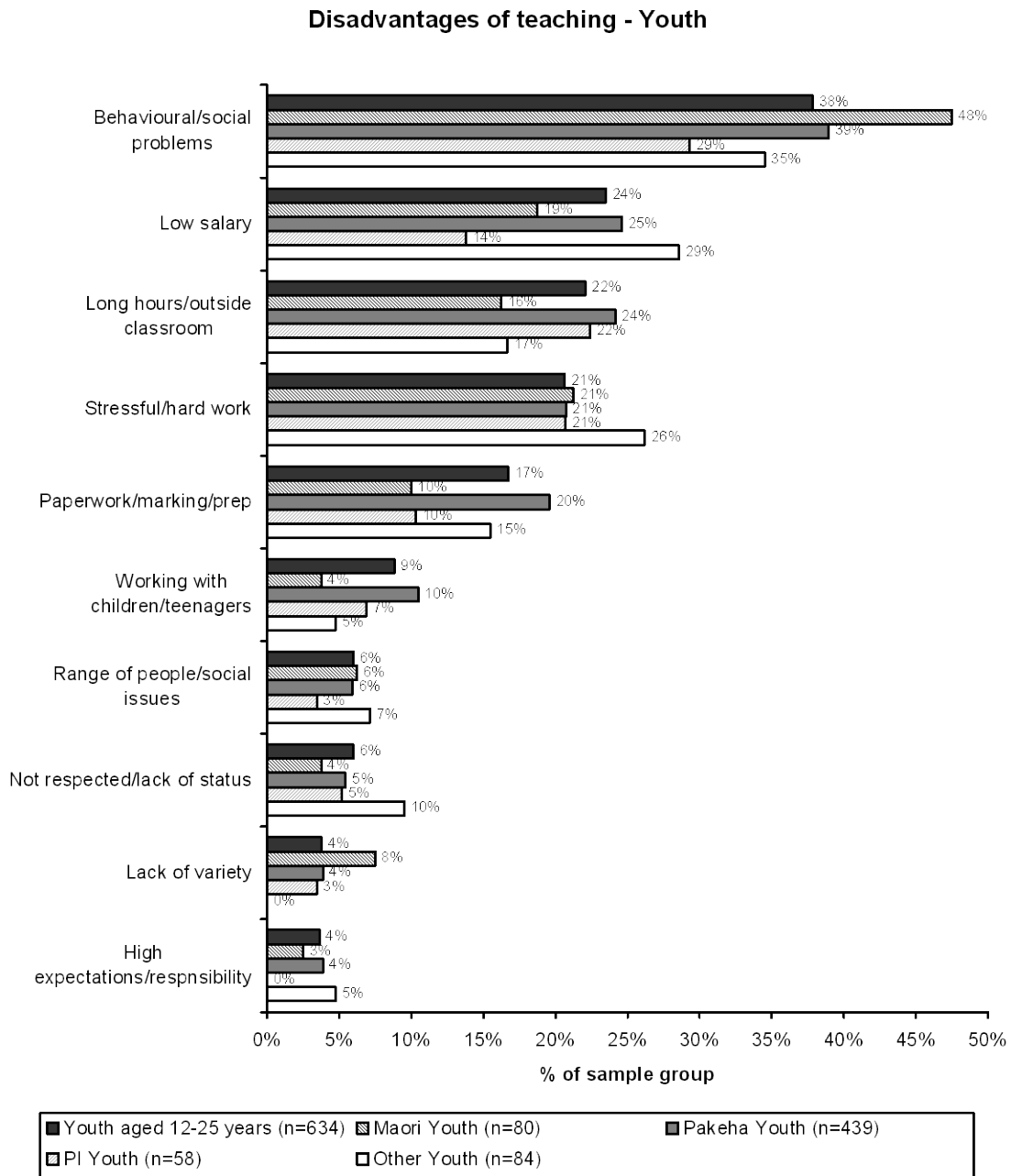### *Pacific Island Adults – Disadvantages of Teaching*

Pacific Island adults commented most often that there were no disadvantages to a career in teaching (this was a significant difference at 20% vs. 5% for adults overall). They also commented upon a low salary (18% vs. 21% for adults overall) and on the problems of dealing with behavioural issues (at 13% vs. 25% this was at a significantly lower level than for adults in general).

Other Adults – Disadvantages of Teaching

Adults from "other" ethnic groups commented most often upon the stress or hard work involved (25% vs. 20% in general), a low salary (23% vs. 21%), behavioural or social problems (21% vs. 25% in general) or paperwork (21% vs. 14% in general). Compared to the general adult sample, these adults were significantly more likely to comment upon the difficulties faced by male teachers (8% vs. 2%).

The Youth View – Disadvantages Of A Career In Teaching

The chart below shows the proportion of youth respondents who made each type of comment about the disadvantages of a career in teaching.

Disadvantages of teaching - Youth

Category	Youth aged 12-25	Maori Youth	Pakeha Youth	PI Youth	Other Youth
Behavioural/social problems	38%	48%	39%	29%	35%
Low salary	24%	19%	25%	14%	29%
Long hours/outside classroom	22%	16%	24%	22%	17%
Stressful/hard work	21%	21%	21%	21%	26%
Paperwork/marking/prep	17%	10%	20%	10%	15%
Working with children/teenagers	9%	4%	10%	7%	5%
Range of people/social issues	6%	6%	6%	3%	7%
Not respected/lack of status	6%	4%	5%	5%	10%
Lack of variety	4%	8%	4%	3%	0%
High expectations/respnsibility	4%	3%	4%	0%	5%

% of sample group

■ Youth aged 12-25 years (n=634) ▨ Maori Youth (n=80)   ▧ Pakeha Youth (n=439)
▩ PI Youth (n=58)   □ Other Youth (n=84)

The most commonly mentioned disadvantage of teaching as a career was the behavioural and social problems encountered by teachers (mentioned by 38% of youth.

One in four young people (24%) commented upon the low salary, while slightly more than one in five (22%) of the youth group commented on the long hours teachers work. A similar proportion (21%) commented upon the stress and hard work of the job.

Students' views did not differ greatly from those of youth overall. Within the student group there was also little variation. Those still at school were significantly less likely than students overall to comment upon teachers having a low salary (18% vs. 34%), while those studying at tertiary level were significantly more likely to identify this disadvantage (33% vs. 24%). Those studying at tertiary level were also significantly more likely than students in general to comment upon the lack of respect or status enjoyed by teachers (11% vs. 7%).

Māori Youth – Disadvantages of Teaching

Māori youth were mostly likely to comment upon the behavioural or social problems faced by teachers, and did so at a noticeably (but not statistically significantly) higher level than youth overall (48% vs. 38%). They were somewhat less likely than youth in general to comment upon the low salary (19% vs. 24%), long hours (16% vs. 22%) or paperwork (10% vs. 17%).

Pakeha Youth – Disadvantages of Teaching

The comments from Pakeha youth followed a similar pattern to those made by youth overall, with behavioural and social problems being most commonly mentioned (39% vs. 38% for youth overall).

Pacific Island Youth – Disadvantages of Teaching

Pacific Island youth also commented most often upon behavioural and social issues, although at a lower level than youth overall did (29% vs. 38%). Long hours (22% vs. 22% for youth overall) and comments about stress or hard work (21% vs. 21% for youth overall) however took precedence over comments about a low salary (14% vs. 24% for youth overall). Pacific Island youth were somewhat less likely than youth in general to comment upon paperwork (10% vs. 17%). They were significantly more likely than youth overall to comment that there were no disadvantages to a career in teaching (12% vs. 6%).

Other Youth – Disadvantages of Teaching

Other youth again commented most often upon behavioural or social problems (35% vs. 38% for youth overall), but commented more about salary (29% vs. 24% overall) and stress (26% vs. 21%) than the long hours required (17% vs. 22%). As with Pacific Island youth, this sub-group were significantly more likely than youth overall to comment that there were no disadvantages to a career in teaching (12% vs. 6%).

Key Points About The Advantages and Disadvantages Of A Career In Teaching

➢ Holidays were the most commented upon advantage of a teaching career (36%), followed by job satisfaction (25%), and the fact that teachers pass on learning to help children grow and succeed (23%). Behavioural problems were the most commonly observed disadvantage (33%), followed by a low salary (23%) and stress / hard work (20%).

➢ Employers commented noticeably more than others about the advantages of holidays (44%), job satisfaction (33%) and supporting the growth and success of children (27%) – though adults also mention this latter point at a similar level. They also commented more upon the advantage of job security (11%). Medium and large employers were significantly more likely than adults in general to comment upon holidays and large employers were significantly more likely to comment on job security.

➢ Employers commented noticeably more than respondents overall on the disadvantages of salary (31%), dealing with parents (15%) or bureaucracy (12%).

➢ Adults commented noticeably more than youth on job satisfaction (32% vs. 19%) or supporting the growth and success of children (26% vs. 18%).

➢ Youth commented noticeably more than adults on the advantages of passing on knowledge (27%), meeting people (18%) and the opportunities for professional or personal development (14%). They also commented more on the disadvantages of having to deal with behavioural issues (38%).

➢ Māori were more likely than respondents overall to comment upon the advantages of passing on knowledge, being involved in kids' growth and success, and the opportunities for professional or personal growth. They were less likely to comment upon the advantages of holidays or job satisfaction.

➢ In terms of the disadvantages of teaching, Māori adults and Māori youth had different views. While Māori adults were more likely than other adults to talk about a low salary, Māori youth were less likely than other youth to do so. Māori adults were less likely to talk about behavioural issues than adults overall, while Māori youth were more likely to do so compared to youth overall.

➢ Pacific Island respondents were less likely than others to comment upon the advantages of teachers' holidays, and significantly more likely to feel there were no particular disadvantages to teaching. They were also less likely to comment on a low salary or the problems with dealing with behavioural issues.

➢ While Pacific Island adults were more likely than other adults to comment upon job satisfaction, meeting people, or professional or personal development, they were less likely to comment upon passing on knowledge, or the children's growth and success. This was in contrast to Pacific Island youth, who were more likely than youth in general to comment on passing on knowledge.
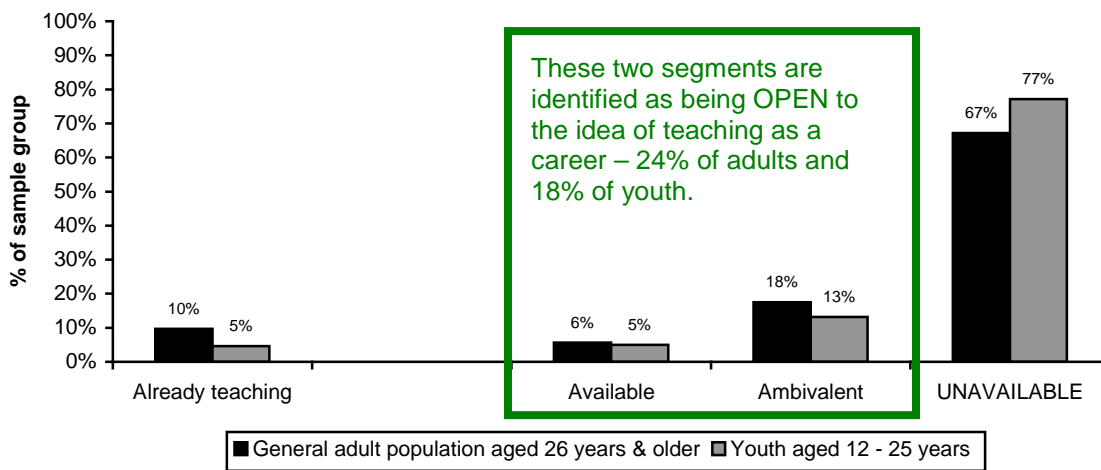
Overall, it is important to note that the vast majority of respondents could identify both advantages and disadvantages of a career in teaching.

Identifying potential teachers

The Conversion Model™ is a proprietary research methodology that allows us to identify more finely the segment who are genuinely open to the idea of becoming teachers, by laying teaching alongside the other occupations that they already do, could do or have considered doing.

The model takes into account not only the appeal of teaching, but its relative appeal compared to other career options, the level of importance people place on the career decision, as well as the degree to which people feel that there are reasons for and against taking up a career in teaching.

Conversion line for a career in teaching

These two segments are identified as being OPEN to the idea of teaching as a career – 24% of adults and 18% of youth.

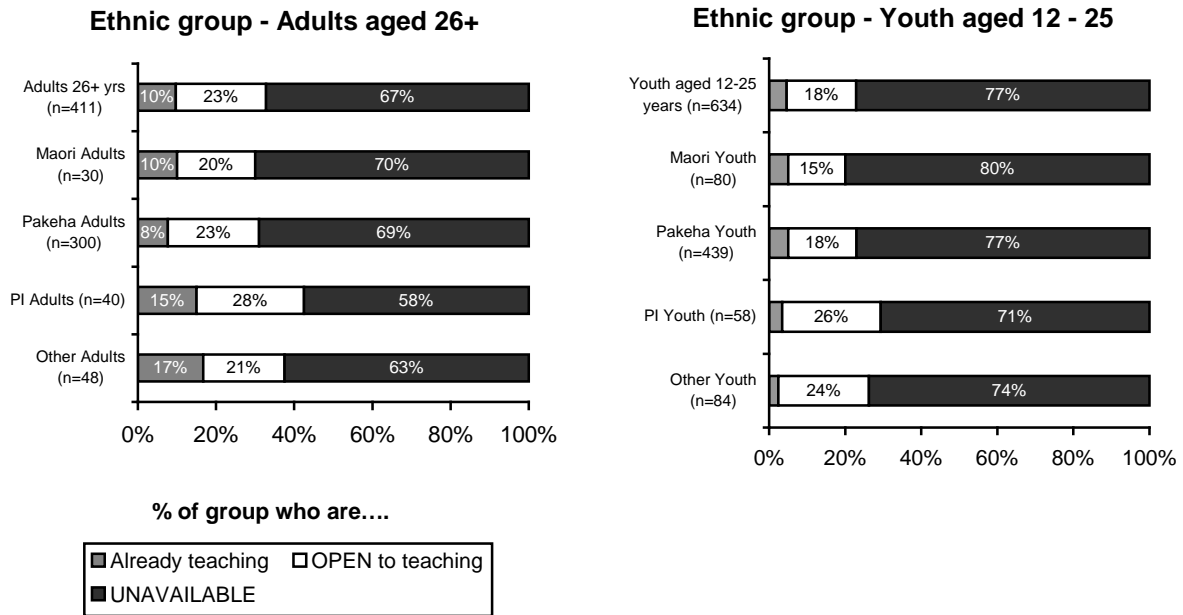■ General adult population aged 26 years & older ☐ Youth aged 12 - 25 years

In the following pages, we explore the demographic characteristics of those who are open to a career in teaching, but have not already decided to teach.
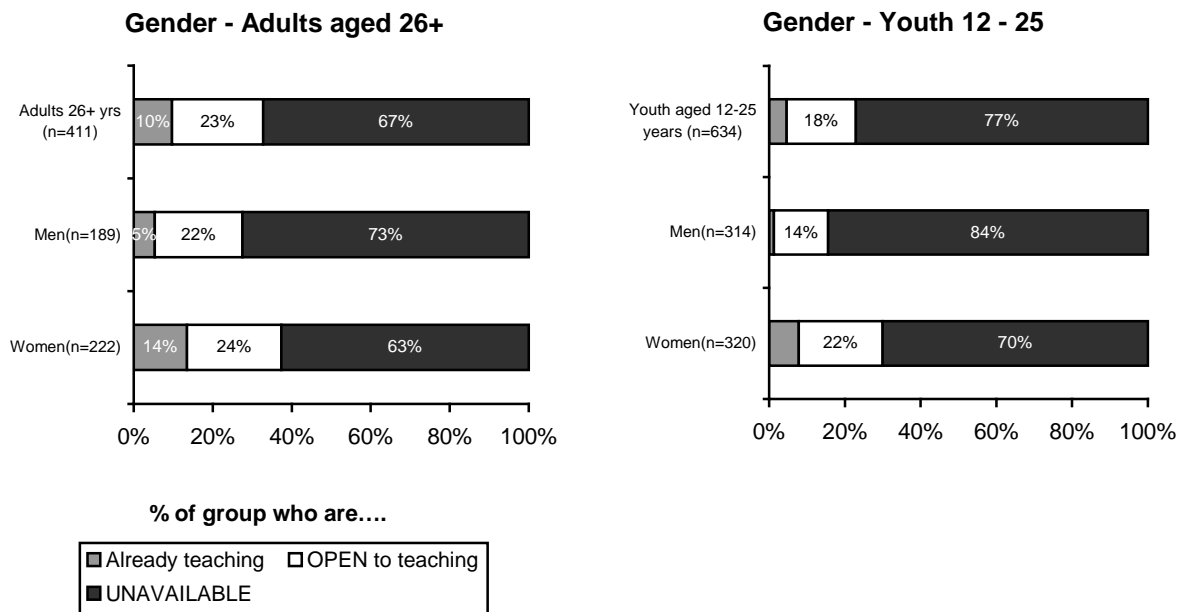
Apart from a significantly lower proportion of existing teachers in the Pakeha part of the adult survey sample, there was relatively little significant variation in terms of the potential to attract teachers from different ethnic groups.

Overall, Pacific Island adults are more open to teaching as a career, with slightly higher proportions of both existing and potential teachers within this sample segment.

Amongst the youth sample, there was no significant variation in terms of potential across the various ethnic groups, although Pacific Island youth were slightly more likely to be identified as open to the idea of teaching as a career.

Ethnic group - Adults aged 26+

Ethnic group - Youth aged 12 - 25

% of group who are….

- Already teaching □ OPEN to teaching
- UNAVAILABLE

In terms of gender, there is a significantly greater proportion of women already in the teaching workforce – however, the attraction of teaching as a career is similar between adult men and women. In contrast, young men are significantly less likely to be open to a career in teaching than their female counterparts.

Gender - Adults aged 26+

Gender - Youth 12 - 25

% of group who are….

- Already teaching □ OPEN to teaching
- UNAVAILABLE

In terms of age, there is a peak in terms of the potential attraction of a teaching career amongst adults in their thirties, with the proportion unavailable to teaching falling to 60% or lower in this age group.

Amongst the youth sample, some 24% of those in the 19 – 25 year age group are open to the idea of a teaching career, in addition to the 10% who have already decided on teaching (and are either teaching or studying to become a teacher).

In the younger age groups, some 13% - 15% are open to the idea of teaching.

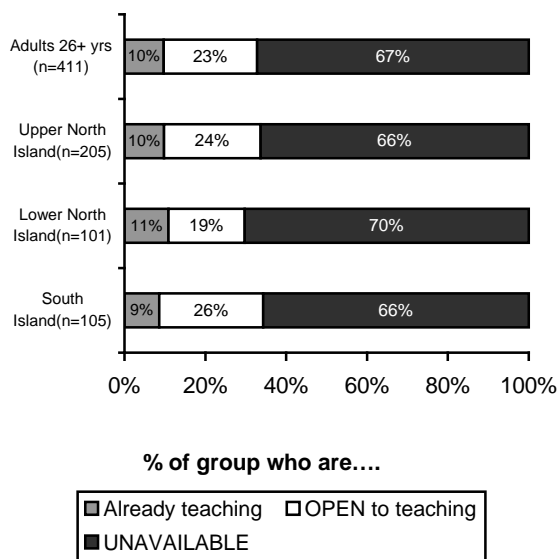**Age subgroups - Adults aged 26+**
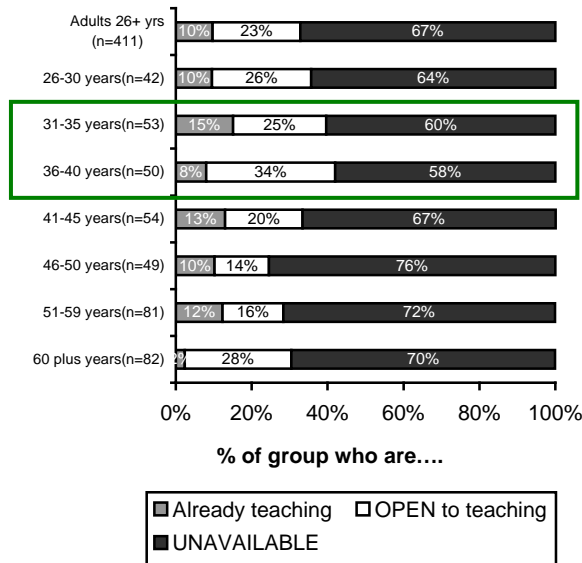
Age subgroups - Youth aged 12 -25

% of group who are….

☐ Already teaching ☐ OPEN to teaching
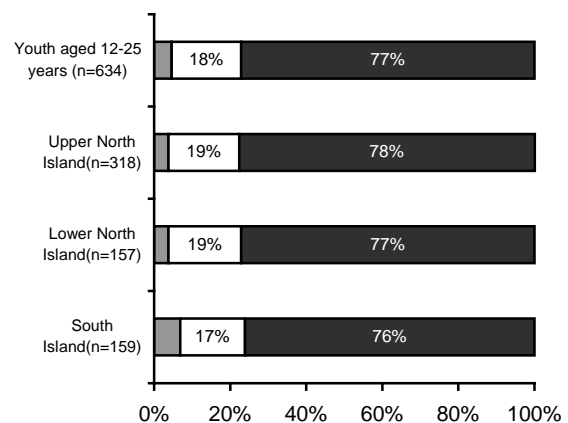■ UNAVAILABLE
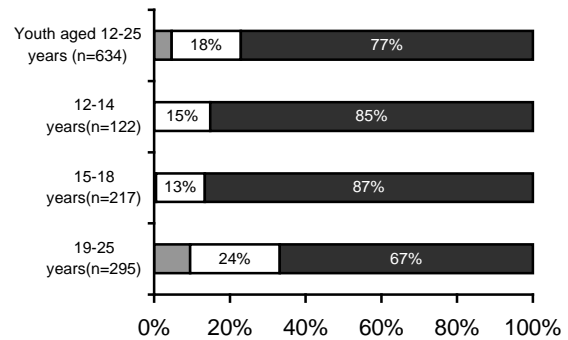
Considering the geographical location of the respondents, we find that there are no significant variations in the attraction of a teaching career in either the adult or the youth survey sample.
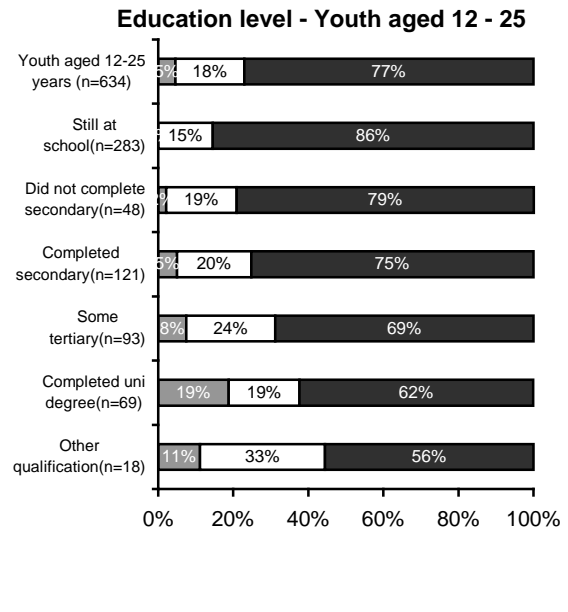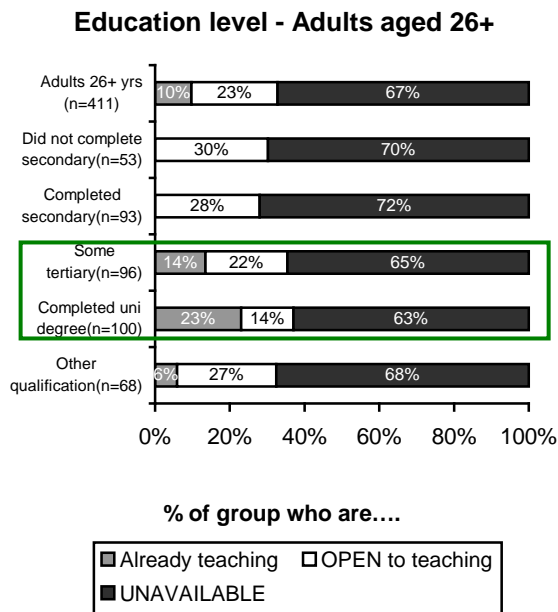
Location - Adults aged 26+

Location - Youth aged 12 - 25

% of group who are….

☐ Already teaching ☐ OPEN to teaching
■ UNAVAILABLE

The extent to which people are open to a career in teaching is relatively unaffected by educational level in the general adult population, though those who are unavailable are somewhat less likely than others to have some tertiary education or a completed university degree.
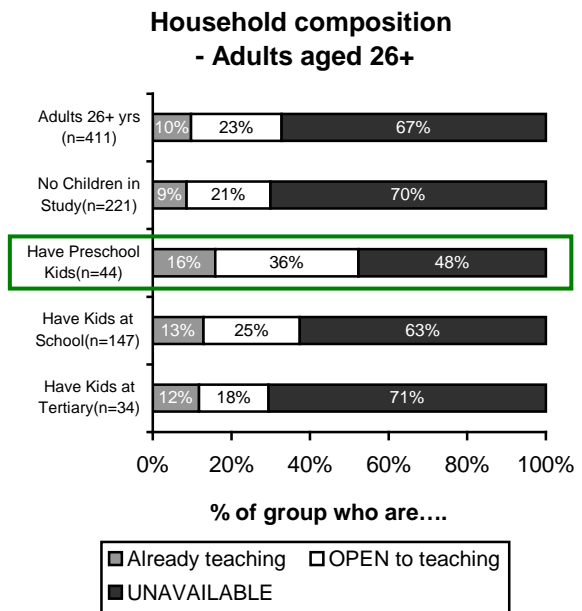
Amongst youth, however, the proportion of people open to a career in teaching increases with increasing educational levels (reflecting in part the age results discussed on the previous page).

Education level - Adults aged 26+

Education level - Youth aged 12 - 25

% of group who are….

■ Already teaching　　□ OPEN to teaching
■ UNAVAILABLE

The presence of preschool children in the household is a significant indicator of potential teachers – the proportion of those with preschoolers who are open to a teaching career rises to 36% (in addition to the already higher proportion who have decided on this as a career).

In terms of work status, 41% of those who are open to teaching are currently working full time, and 15% work part time.

Possibly as a consequence of the pre-school skew, we find that those who are open to teaching are significantly more likely than average to be currently working in unskilled occupations (45%).

**Household composition
- Adults aged 26+**

% of group who are….

■ Already teaching　　□ OPEN to teaching
■ UNAVAILABLE

5. Understanding the drivers

In this chapter we examine the inter-relationships between the various variables of interest, in terms of the attitudinal drivers of status, appeal and ultimately the potential to take up a career in teaching. The potential drivers examined include…

- What people see as the advantages & disadvantages of teaching;
- What their top of mind thoughts are about teaching;
- What characteristics they believe make a good teacher;
- The image that they have of teaching (vs. other occupations);
- The attitudes that they expressed in the prompted agree / disagree questions about teachers and teaching;
- The apparent influence of the types of schools they are in or exposed to as parents;
- And their views on teacher-related advertising, and media coverage in general.

Firstly however, we examine the extent to which status, appeal and potential to teach are inter-related.

The relationship between status, appeal & potential to teach

For the general adult population aged 26 years and older, the group who felt that teaching is a high status occupation is in fact significantly more open to a teaching career. However, in terms of the actual status rating that they gave to teaching, the differences were not as significant, with only slightly greater open-ness to teaching amongst those who gave teaching a status rating of 8 – 10 out of 10.

On the other hand, the appeal of teaching as a career does significantly influence the degree to which people are open to teaching, with 28% of those who rated teaching as 8 – 10 on the appeal scale already decided on teaching, and a further 42% open to teaching as a career.

Nevertheless it is important to note that even amongst those who rate teaching at 8 – 10 on the appeal scale, some 30% of adults are unavailable to the idea of teaching as a career (generally because they already have an option that is better for them).
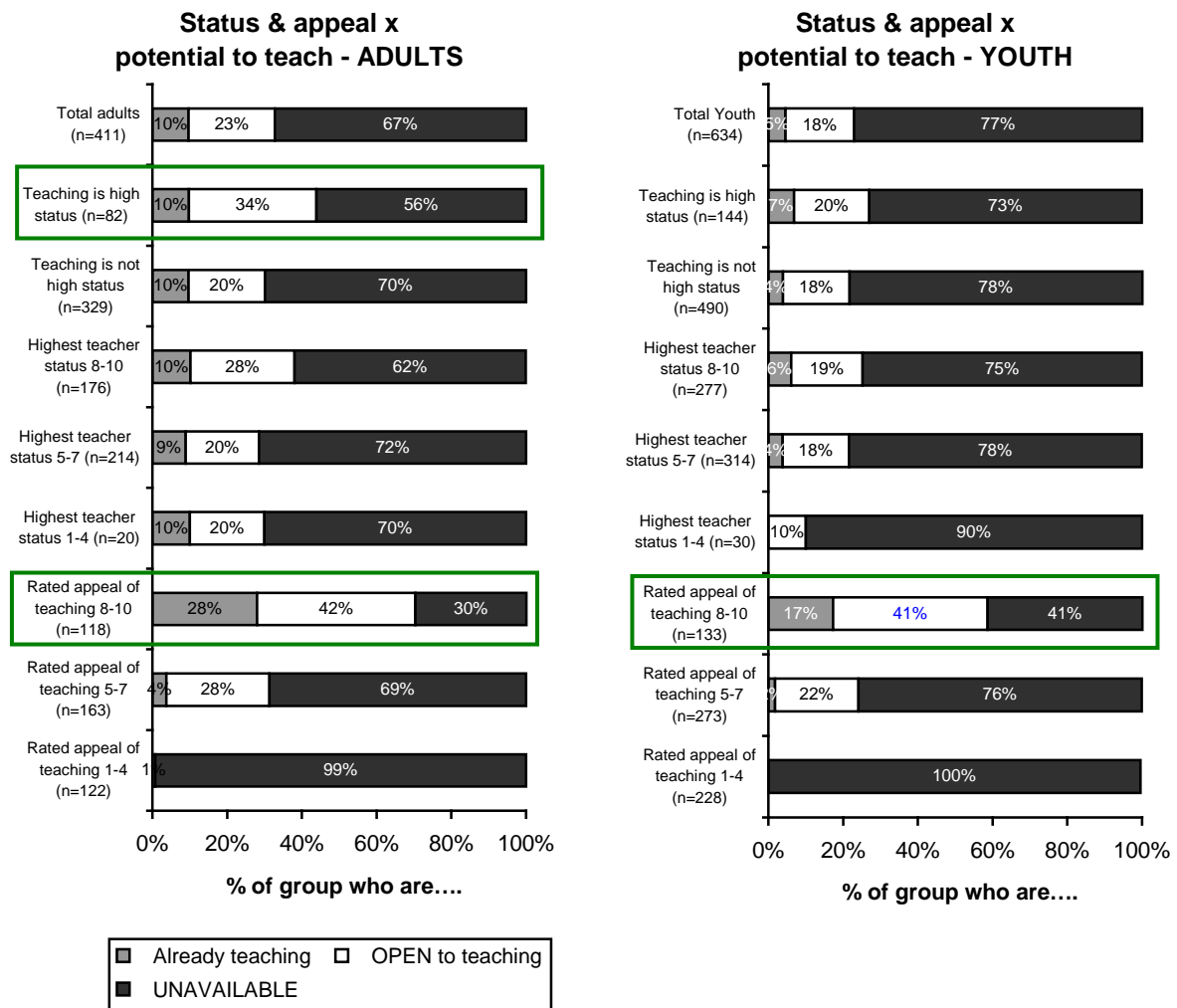
A similar analysis for the youth sample shows that youth are even less influenced to be open to teaching by their rating of the status of teachers, with no significant status differences identified at all.

As with the adult survey sample, the appeal of teaching as a career is a significant influence on the open-ness of people to teaching, though again it should be noted that even amongst those who rate the appeal of teaching at 8 – 10 out of 10, some 41% are unavailable to a teaching career themselves.

Examining the interaction between **status and appeal**, we find that those who rated the appeal of teaching higher were in fact more likely to give teaching a higher status rating. However, this relationship is NOT strong. There are significant segments of both the youth and adult sample who gave high appeal ratings but only moderate status ratings.

Teacher status ratings ADULTS

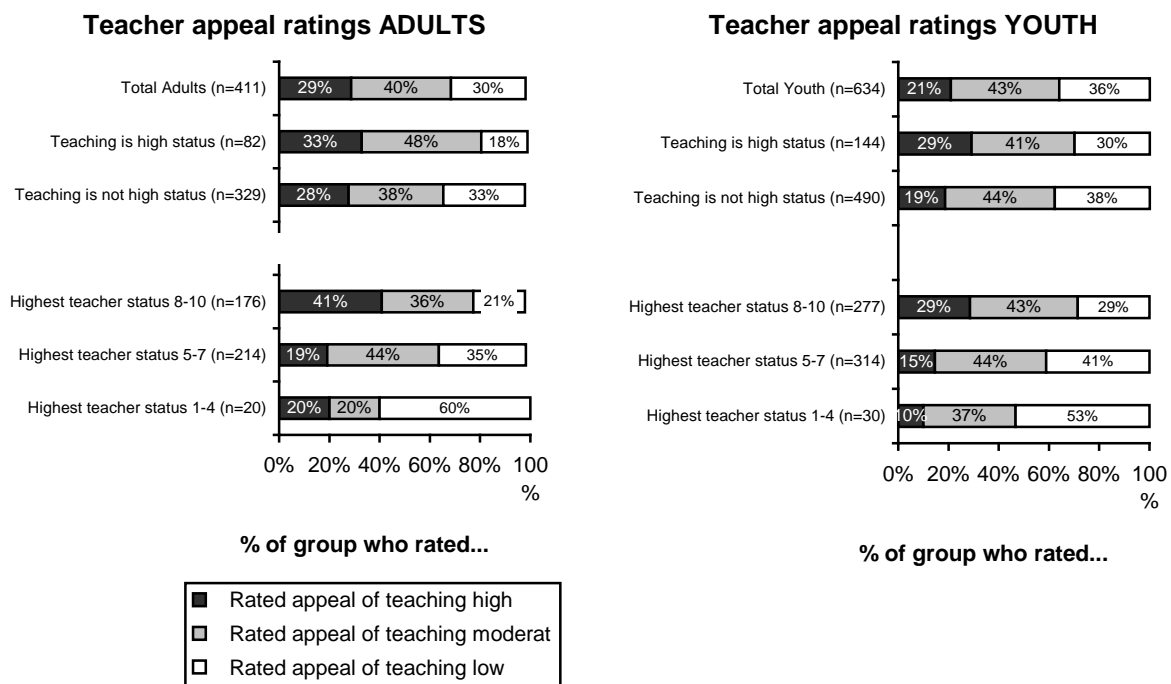| Group	8-10	5-7	1-4
Total Adults (n=411)	43%	52%	5%
Rated appeal of teaching high (n=118)	61%	35%	3%
Rated appeal of teaching moderate (n=163)	39%	58%	3%
Rated appeal of teaching low (n=122)	30%	61%	0%

% of group who rated...

■ Highest teacher status 8-10
□ Highest teacher status 5-7
□ Highest teacher status 1-4

Teacher status ratings YOUTH

| Group	8-10	5-7	1-4
Total Youth (n=634)	44%	50%	5%
Rated appeal of teaching high (n=133)	59%	35%	2%
Rated appeal of teaching moderate (n=273)	44%	51%	4%
Rated appeal of teaching low (n=228)	35%	57%	7%

% of group who rated...

While there is clearly a relationship between status and appeal, it is important to note that even amongst those who rate the status of teachers at 8 – 10 out of 10 there are significant groups who then go on to rate the appeal of teaching of all three types at lower than 5 out of 10 (21% in the adult sample and 29% in the youth sample).

Teacher appeal ratings ADULTS

Group	high	moderate	low
Total Adults (n=411)	29%	40%	30%
Teaching is high status (n=82)	33%	48%	18%
Teaching is not high status (n=329)	28%	38%	33%
Highest teacher status 8-10 (n=176)	41%	36%	21%
Highest teacher status 5-7 (n=214)	19%	44%	35%
Highest teacher status 1-4 (n=20)	20%	20%	60%

% of group who rated...

■ Rated appeal of teaching high
□ Rated appeal of teaching moderat
□ Rated appeal of teaching low

Teacher appeal ratings YOUTH

Group	high	moderate	low
Total Youth (n=634)	21%	43%	36%
Teaching is high status (n=144)	29%	41%	30%
Teaching is not high status (n=490)	19%	44%	38%
Highest teacher status 8-10 (n=277)	29%	43%	29%
Highest teacher status 5-7 (n=314)	15%	44%	41%
Highest teacher status 1-4 (n=30)	10%	37%	53%

% of group who rated...

The chart below shows the average appeal of a career in teaching (from the 10 point scale) plotted against the maximum status that each group accorded to teachers (also on the 10 point scale – each person given the rating for whichever type of teacher they feel has the highest status). The diagonal line shows the average relationship between the two variables.

The elevated status accorded to teachers by Māori and Pacific Island people is clearly highlighted, as is the fact that this does not always translate to appeal (particularly for youth).
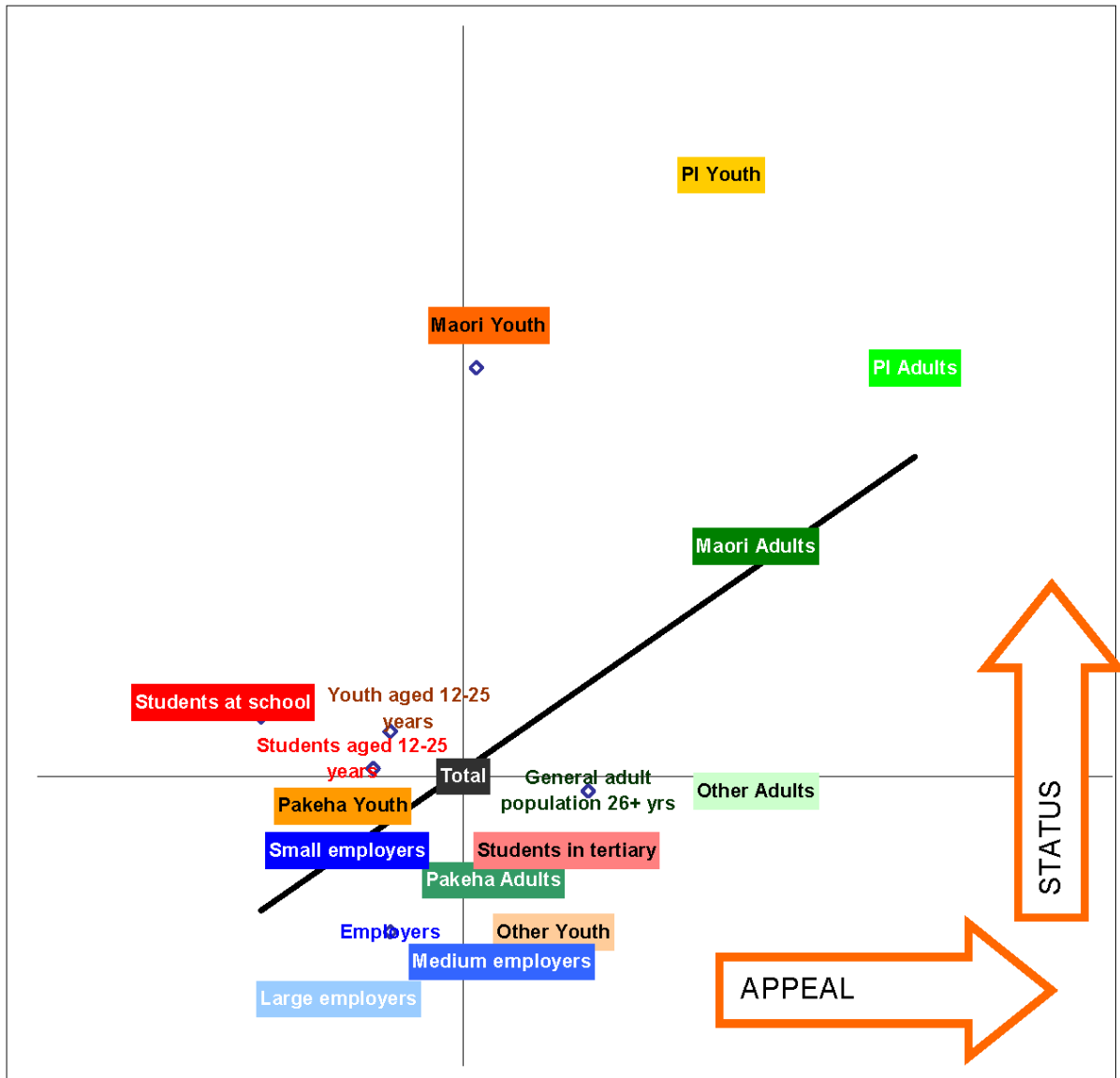
These results mean that we would expect to find different drivers of status and appeal.

The drivers of status

As previously discussed in both the qualitative and quantitative sections of this report, career status has come through very clearly as being attributed on the basis of perceptions that a particular occupation makes one rich, powerful or famous (or a combination of the three).

In this section, we explore the extent to which those who feel teachers have high status differ from the rest of the population, in terms of their attitudes and beliefs about teaching.

The **advantages** and **disadvantages** of teaching that people talked about were NOT significantly different across the three status segments – with one exception. That is, people who felt teaching is a high status profession identified exactly the same advantages and disadvantages as those who felt it is a low status profession, EXCEPT that….

o   Those who felt teaching is a high status profession were significantly less likely to cite **low salary** as a disadvantage, at just 17%, compared to 28% of those who felt teaching is moderate status and 35% of those who felt that it is low status.

This finding reinforces the view that status is related to perceptions of how much money people can earn in that particular occupation.

Similarly, when talking about the **top of mind** thoughts about teaching, those who feel teachers are low status were significantly more likely to say that **teachers are not paid enough** (26% compared to just 7% of those who feel that teaching is a high status job).

Those who felt teachers are low status were also significantly more likely to talk about good teachers being **patient** (43% vs 30% of the high status group) and **kind** (19% vs 9% of the high status group). This suggests that the perceptions of teachers as **carers** significantly undermines the status of the profession.

The map below shows the **image of teaching** amongst the three different status groups. This highlights the fact that even if we only look at what people associate with teaching, those who feel that teaching has high status tend to position teaching closer to the fame & fortune attributes, but also see it as being interesting work with plenty of variety. Those who feel that it has moderate status are more likely to position teaching as having job security, power over others, making a difference and plenty of holidays. Those who accord low status to teaching are less likely to associate it with ANY of the attributes considered.
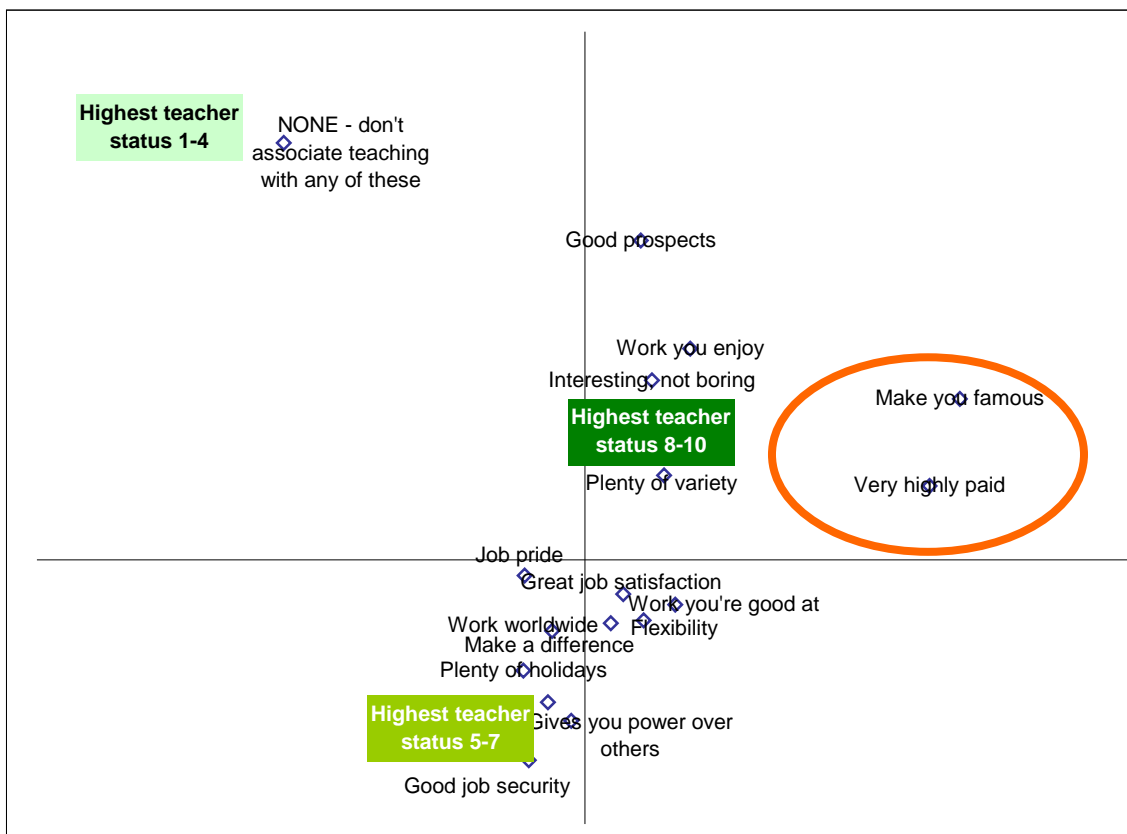

Finally, we consider the extent to which the attitudes to teachers and teaching differ depending on the status level accorded to teaching. The chart on the next page shows the various attitudinal statements ranked in order of the difference between the nett level of agree / disagree between the high and low status groups. Essentially, attitudes at the bottom of the chart are those where the nett level of agreement or disagreement does not vary between those who feel teaching is a high status or a low status profession.

Those attitudes which do appear to be related to status are as follows. Those who rate teaching as a high status profession are significantly more likely than those who feel it is low status to agree that…

o Teachers are generally respected in New Zealand;
o Teaching is a good job to fall back on if your first choice doesn't work out;
o Teachers have skills and experiences which are useful for other jobs;
o Teachers have plenty of opportunities in the wider business workforce;
o Teachers are relatively well paid compared to others in the workforce;

o   Teaching is one of the most important jobs that there is;
o   And relatively less likely to disagree that most people would want to teach.

Attitudes to teaching by teacher status rating
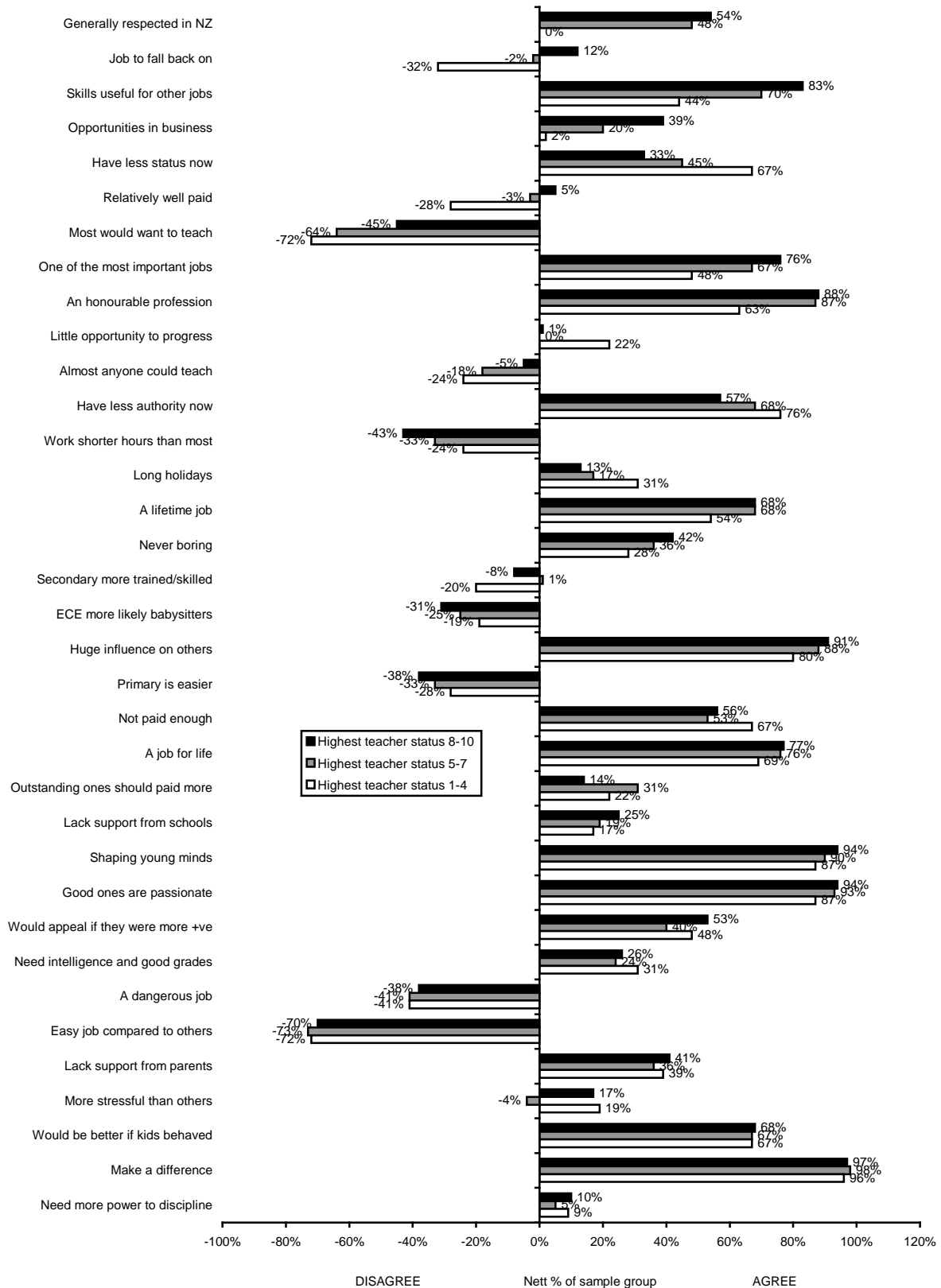
Although the differences are not statistically significant, the data suggests that the perceived status of teachers is higher amongst those who have links to schools (either through their children, or being at school themselves) that are on average lower decile.

This effect is particularly noted amongst the adult sample – that is, adults with children at lower decile schools tend to give teachers a somewhat higher status rating than do those with children at higher decile schools.

School decile
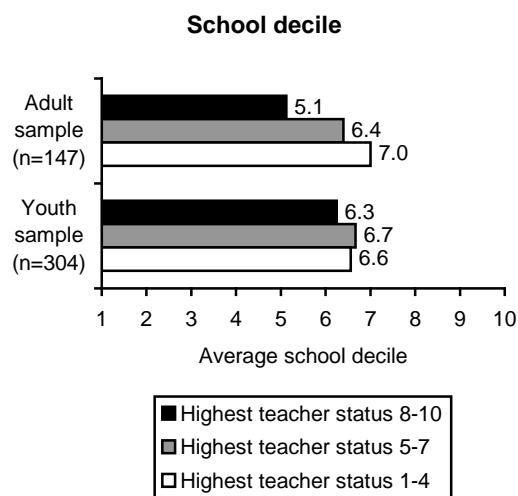
There were however no significant differences noted based on links to the type of school (state, integrated or private), or the level of school, though there was a slight increase in the incidence of having children at primary school amongst those in the high status group.

In terms of advertising recall, we find that recall of the advertising relating to attracting teachers is significantly lower amongst those who perceive teachers to have low status (ie. 1 – 4 on the 10 point scale), with just 46% recalling the advertising compared to 61% of the moderate status group, and 62% of the high status group. Further to that, those in the low status group who did recall the advertising had significantly more negative feelings about it (24% negative vs less than 10% in the other two status segments).

There is also an apparent relationship between the perceptions of teacher status and the perceived tone of media coverage of teaching. Those who accord teachers high status rate the media coverage slightly positive (5.9 out of 10, where 10=extremely positive), with this rating dropping to 5.5 amongst the moderate status group, and a significantly lower 4.9 amongst the low status group.

Key points

- The data shows that the perceived lack of status of teachers can be linked to perceptions relating to **pay** – the low salary being a significant disadvantage, and the perception that teachers are not paid enough for the work that they do.

- Low status is also related to the perception of good teachers as **patient & kind**.

- Negative media coverage appears to be linked to poor perceptions of status, though the relationship between the two may well be circular, with those feeling that teaching is low status perceiving the coverage to be more negative.

- High status is supported by the perception of teaching as offering diversity and opportunity, and being an important and respected job that is not for everyone.

- Those with children at lower decile schools appear to place teaching higher on the status scale, though this is most likely an ethnic group effect.

The drivers of appeal

As discussed, the propensity for people to be attracted to a career in teaching is more directly related to the appeal of the career than to the status that they accord it. For the purposes of this analysis, we have divided the sample into those who feel teaching has high, moderate and low appeal, and explored the differences in their attitudes and beliefs about teaching.

There are a small number of significant differences in terms of the **advantages** and **disadvantages** of teaching that people talked about, depending on whether they find teaching appealing or not.

o Those who feel teaching is an appealing career were significantly more likely to talk about the positive aspects of being **involved in children's future growth** and success, 28% vs 22% of those who find teaching moderately appealing and just 15% of those who find it unappealing.

o They are significantly less likely to see **working with children** as a disadvantage, 4% vs 7% of those who find teaching moderately appealing and 12% of those who find it unappealing.

o Those who feel that teaching is an appealing career were significantly less likely to cite the **holidays** as an advantage, 28% vs 39% of those who find teaching moderately appealing and 37% of those who find it unappealing.

There were no other advantages or disadvantages which were recognised to a significantly greater or lesser extent by those who found teaching appealing as a career option.

When talking about the **top of mind** thoughts about teaching, those who feel teaching is an appealing career option are significantly more likely to talk about….

o Teachers **making a difference** in society, 21% of those who feel it is very appealing, vs 13% of the moderate appeal group and just 6% of those who feel it is an unappealing career.

o The role of teachers in **educating children**, 22% of those who find teaching very appealing, vs 16% of the moderate appeal group, and 10% of those who feel it is unappealing.

o Good teachers as being **open-minded or unprejudiced**, mentioned by 14% of those who find the career very appealing vs just 5% who feel it is unappealing.

As might be expected, those who rate teaching as an unappealing career option were significantly more likely to talk about the negative aspects of the job as they saw it, including issues with student **discipline**, mentioned by just 4% of those who find teaching very appealing, compared to a high 23% of those who find it unappealing.

In identifying the main factors that people look for in a career, we find that those who find teaching unappealing place significantly higher importance on **pay** when choosing a career, with 20% mentioning pay as the first thing they consider, and 60% mentioning it at all (compared to just 9% and 47% respectively of those who feel a career in teaching is appealing).

The map on the next page shows the **image of teaching** amongst the three different appeal groups. This highlights the fact that the drivers of appeal are significantly different from those of status.

Those who rate teaching as being a highly appealing career position teaching as being the type of work they'd enjoy and be good at, which is interesting, never boring, offers them good job prospects with plenty of variety, great job satisfaction and the opportunity to work wherever in the world they choose.

In contrast, those who feel teaching has only moderate appeal are the ones who position teaching in terms of making a difference, having job security, flexibility and plenty of holidays.

This highlights the fact that teaching is most appealing to those who have a passion and an interest in this type of work, and do not need additional motivators to feel that it is an appealing job. Whether they actually teach or not appears to relate more to the logistics of becoming a teacher than to the attitudinal attraction of teaching per se.
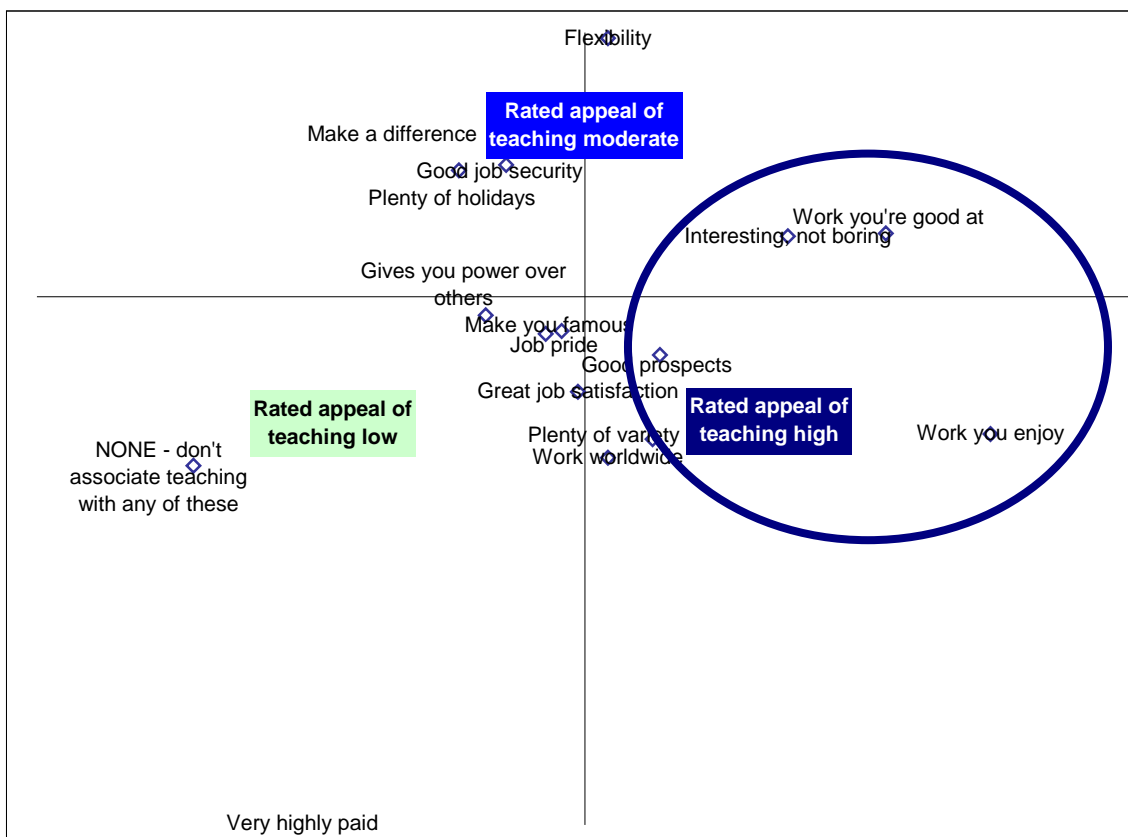
Finally, we consider the extent to which the attitudes to teachers and teaching differ depending on the appeal of teaching. The chart on the next page shows the various attitudinal statements ranked in order of the difference between the nett level of agree / disagree between the high and low appeal groups. Essentially, attitudes at the bottom of the chart are those where the nett level of agreement or disagreement does not vary between those who feel teaching is an appealing or unappealing career.

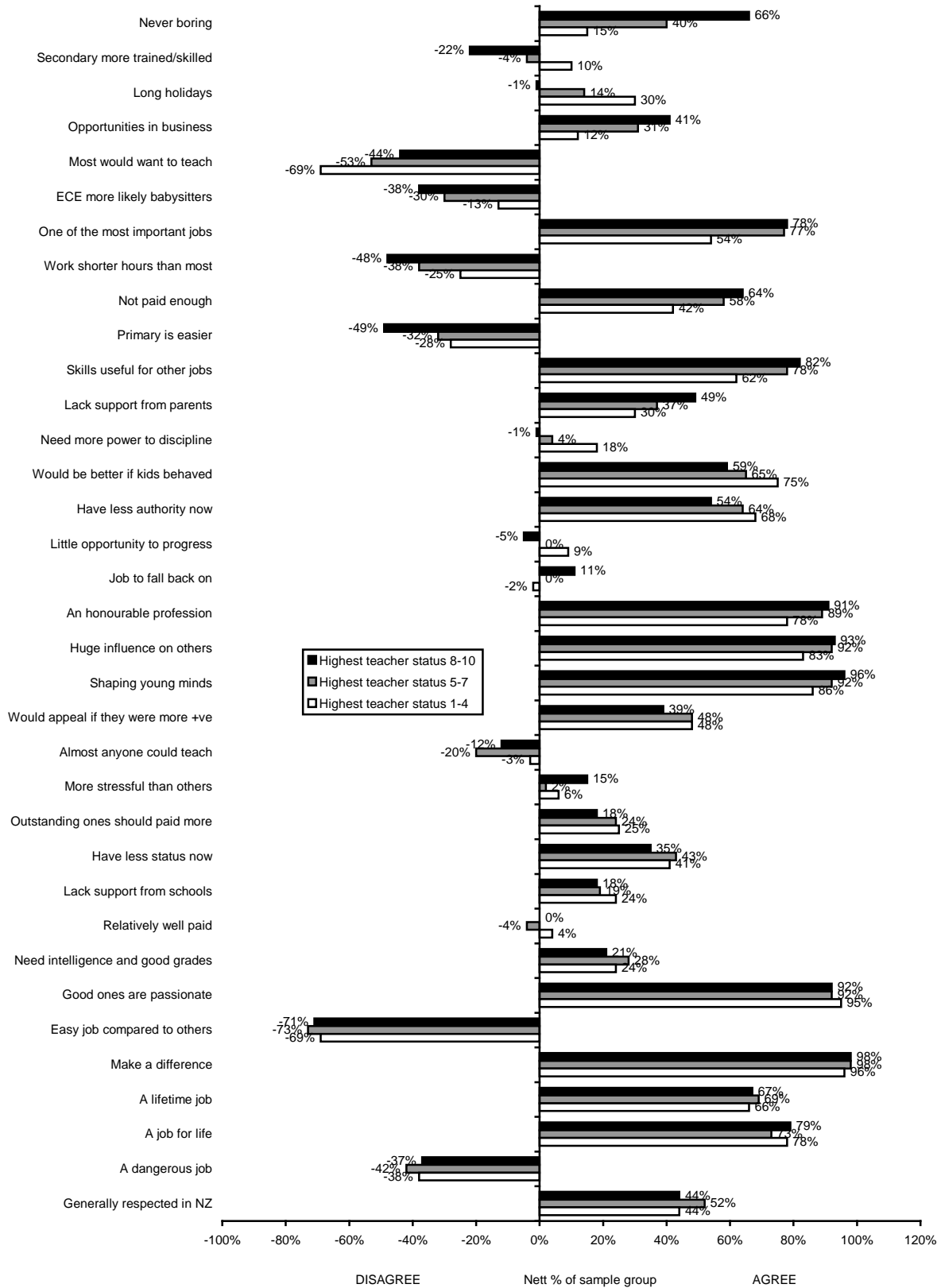Those attitudes which do appear to be related to job appeal are as follows. Those who feel teaching is an appealing profession are significantly more likely than those who feel it is unappealing to agree that…

o   Teaching is never boring – the number one appeal factor;

o   Teachers have plenty of opportunities in the wider business workforce;

o   Teaching is one of the most important jobs that there is.

They are more likely to disagree that secondary teachers are more skilled / trained, and that the long holidays are one of the biggest advantages of a career in teaching.
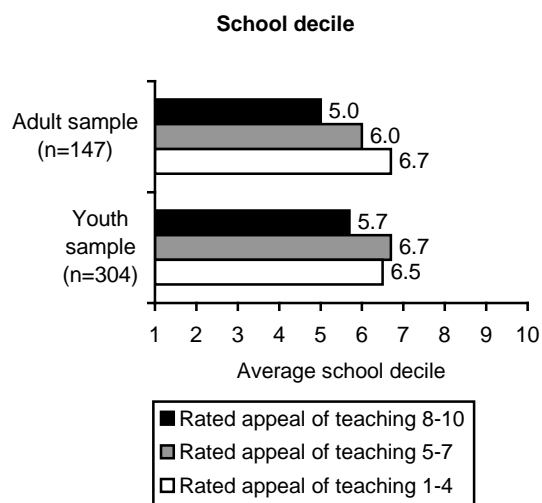
Attitudes to teaching by teacher status rating

■	Highest teacher status 8-10	
▨	Highest teacher status 5-7	
□	Highest teacher status 1-4	

Never boring: 66%, 40%, 15%
Secondary more trained/skilled: -22%, -4%, 10%
Long holidays: -1%, 14%, 30%
Opportunities in business: 41%, 31%, 12%
Most would want to teach: -44%, -53%, -69%
ECE more likely babysitters: -38%, -30%, -13%
One of the most important jobs: 78%, 77%, 54%
Work shorter hours than most: -48%, -38%, -25%
Not paid enough: 64%, 58%, 42%
Primary is easier: -49%, -32%, -28%
Skills useful for other jobs: 82%, 78%, 62%
Lack support from parents: 49%, 37%, 30%
Need more power to discipline: -1%, 4%, 18%
Would be better if kids behaved: 59%, 65%, 75%
Have less authority now: 54%, 64%, 68%
Little opportunity to progress: -5%, 0%, 9%
Job to fall back on: -2%, 0%, 11%
An honourable profession: 91%, 89%, 78%
Huge influence on others: 93%, 92%, 83%
Shaping young minds: 96%, 92%, 86%
Would appeal if they were more +ve: 39%, 48%, 48%
Almost anyone could teach: -12%, -20%, -3%
More stressful than others: 15%, 2%, 6%
Outstanding ones should paid more: 18%, 24%, 25%
Have less status now: 35%, 43%, 41%
Lack support from schools: 18%, 19%, 24%
Relatively well paid: 0%, -4%, 4%
Need intelligence and good grades: 21%, 28%, 24%
Good ones are passionate: 92%, 92%, 95%
Easy job compared to others: -71%, -73%, -69%
Make a difference: 98%, 88%, 96%
A lifetime job: 67%, 69%, 66%
A job for life: 79%, 73%, 78%
A dangerous job: -37%, -42%, -38%
Generally respected in NZ: 44%, 52%, 44%

-100% -80% -60% -40% -20% 0% 20% 40% 60% 80% 100% 120%

DISAGREE   Nett % of sample group   AGREE

Clearly, the types of schools that people have experience of could influence the appeal of a teaching career.

Amongst those who do have links to schools (either through their children, or being at school themselves), we find that the appeal of teaching is highest amongst those with links to lower decile schools.

This effect is particularly apparent amongst the adult sample – that is, adults with children at lower decile school rate a career in teaching more appealing.

School decile

Adult sample (n=147)	5.0 / 6.0 / 6.7
Youth sample (n=304)	5.7 / 6.7 / 6.5

Average school decile

■ Rated appeal of teaching 8-10
▨ Rated appeal of teaching 5-7
□ Rated appeal of teaching 1-4

There were however no significant differences noted based on the type of school (state, integrated or private), although there is a slight increase noted amongst youth at integrated schools. There was also a slight increase in the appeal of teaching amongst adults with children at primary school.

There was no significant difference between the three appeal segments in terms of their recall of teacher related advertising, though it was slightly higher amongst those who found teaching more appealing. However, amongst those who did recall the advertising, the reaction of those who find teaching appealing was significantly more positive (90%) than amongst those who find it unappealing (72%).

Those who feel that teaching is a highly appealing career rate the general tone of media coverage of teaching as significantly more positive (5.9 on a 10 point scale where 10=extremely positive) than do those who find teaching unappealing (5.4).

Key points

⇂ As expected, the drivers of appeal are significantly different from the drivers of status. They specifically relate to the opportunity for teachers to make a difference by being involved with children and shaping their future. Essentially, teaching is appealing to people who want to work with children to educate them and make society better. Those who are motivated primarily by pay are less likely to find teaching appealing.

⇂ Teaching is appealing to those who feel that it is interesting, enjoyable, and offers plenty of variety and opportunity. This variety is a particularly important element of teacher appeal.

⇂ Long holidays are interestingly NOT associated with the appeal of teaching – rather they appear to be used as a reason to teach amongst those who find the career unappealing and are seeking to explain why some of their peers wish to teach.

⇂ Discipline and behavioural issues are the key factors that undermine the appeal of teaching.

The drivers of being open to a career in teaching

A more refined view of the potential to attract people into a teaching career was provided by the Conversion Model™ segmentation discussed in a previous chapter. In this section, we contrast the attitudes to teaching of the potential teachers (those identified as open to a career in teaching) to those classified as being unavailable to considering teaching as a career.

There is only one of significant difference in terms of the **advantages** and **disadvantages** of teaching that people talked about, depending on whether are open to a career in teaching or not.

o Those who are open to a career in teaching are significantly more likely to talk about being **involved in children's future growth** and success, 26% vs 20% of those who are unavailable to the idea of teaching.

Beyond that, it is the group who have already decided on teaching who were significantly more likely than others to identify BOTH advantages and disadvantages of teaching, including….

o Significantly higher mentions of the advantages in terms of working with children, job variety, career opportunities (including the opportunity to travel / work overseas), and the challenge of the job itself;

o And significantly higher mentions of the disadvantages of the low salary, long hours and stressful work, as well as having to deal with difficult parents.

When talking about their **top of mind** thoughts about teaching, there were more disparate views, with those who are open to a teaching career being significantly more likely to talk about…..

o Teachers **making a difference** in society, 18% of those who are open to teaching (and 20% of those who already are teaching) vs 11% of those who are not open to the idea.

o The role of teachers in **educating children**, 23% of potential teaching (and 21% of current teachers) vs 13% of those who are unavailable to teaching.

As might be expected, those who are unavailable to teaching as a career choice were significantly more likely to talk about the negative aspects of the job as they saw it, including in particular the problems that they perceive in dealing with students, including **discipline**, mentioned by just 3% of current teachers, 8% of potential teachers, but a high 20% of those who are unavailable to teaching.

In identifying the main factors that people look for in a career, we find that there are almost no significant differences in the priorities of the different groups. Those who are already decided on a teaching career were significantly less likely to cite pay as the most important consideration, but no less likely to include it in their consideration overall. Those who are classified as 'readily available' – ie. most open to becoming teachers – are significantly more likely to mention the opportunity to **make a difference** as a consideration in career choice.

The map on the next page shows the **image of teaching** amongst the various Conversion Model™ segments in relation to a career in teaching.

Those who are open to a career in teaching tend to position teaching relatively similarly to those who are already teaching – a job that they can enjoy and be good at (and proud of), with good prospects, job security and the opportunity to work worldwide.
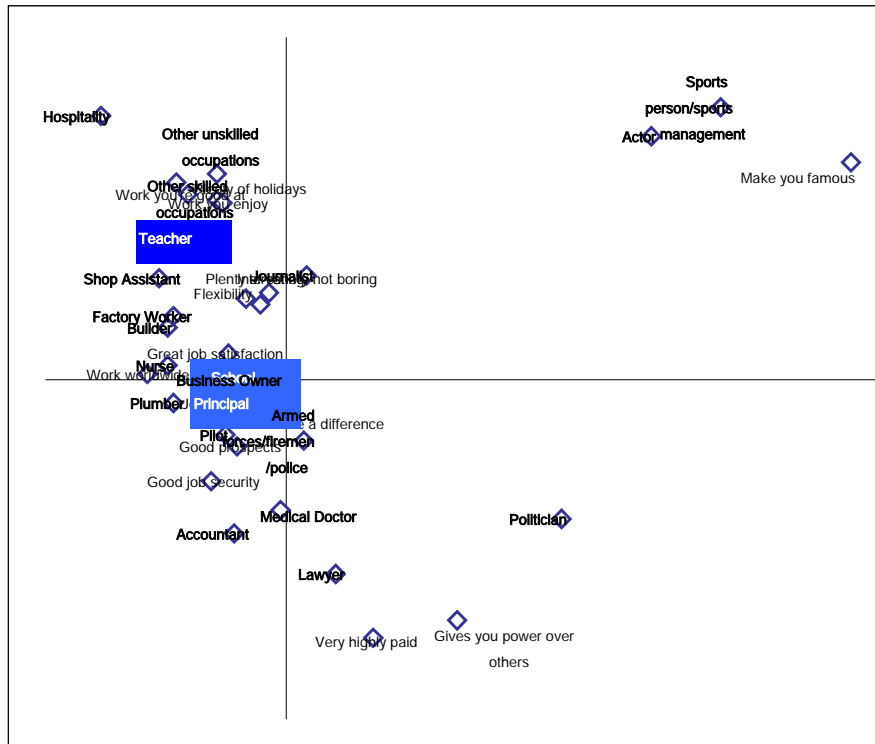
In contrast, those who are unavailable to teaching are more likely to position teaching as having plenty of holidays, and having power over others.
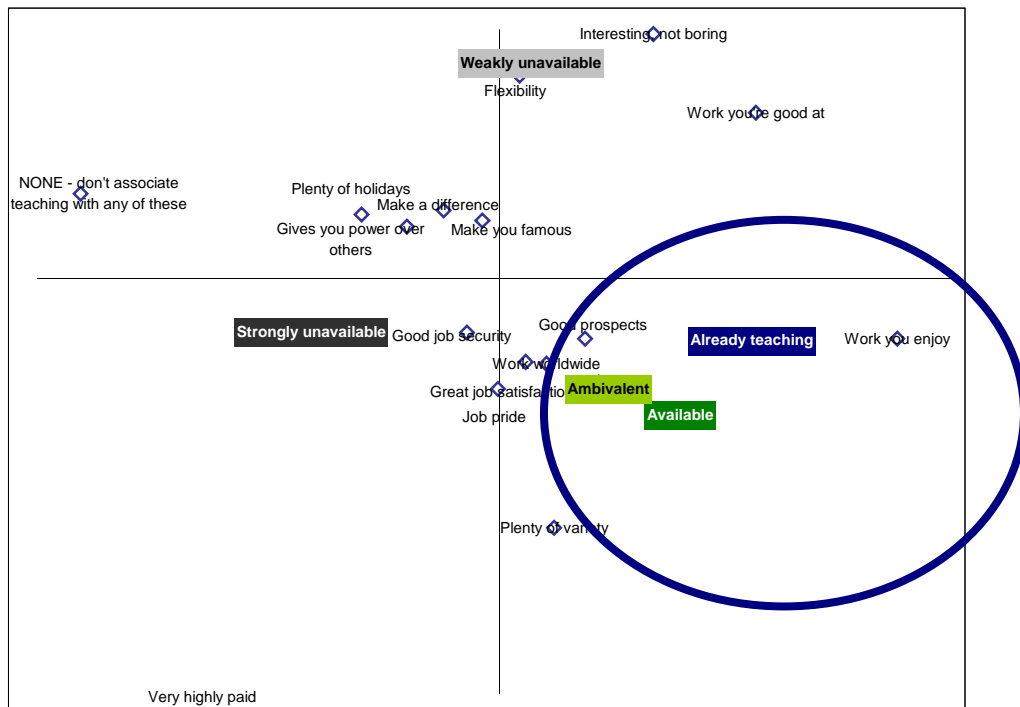

The maps on the next page show the relative position of teaching in the context of other occupations, comparing those who are open to teaching to those who are unavailable to teaching.

Although the differences are quite small, those who are open to teaching tend to position teaching amongst the less skilled occupations, while those who are unavailable to teaching tend to position it somewhat closer to the more skilled occupations which have an influence on people's lives. This may reflect a situation where those most open to teaching are less likely to consider themselves 'fit' for other more skilled occupations (in their perception).

Open to teaching

Unavailable to teaching
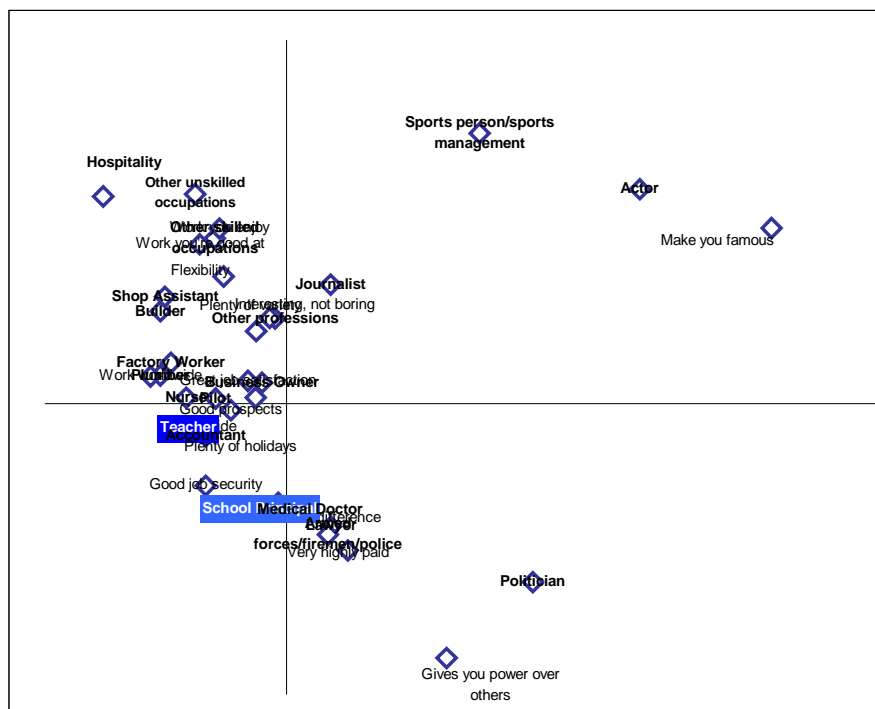
We should also consider the extent to which the attitudes to teachers and teaching differ between those who are open to a teaching career and those who are unavailable to this option. The chart on the next page shows the various attitudinal statements ranked in order of the difference between the nett level of agree / disagree between the open and unavailable segments. Essentially, attitudes at the bottom of the chart are those where the nett level of agreement or disagreement does not vary between those who are open to a teaching career and those who are not.

Those attitudes which do appear to differentiate potential teachers from others are as follows. Those who are open to teaching are significantly more likely than those who are unavailable to agree on balance that…

o   A career in teaching would never be boring;

o   Teachers are generally respected in New Zealand;

o   Teachers are not paid enough;

o   Parents do not support teachers enough;

o   And that teaching is one of the most important jobs that there is.

The chart also highlights the significant differences between those who have decided to teach and those who are open to the idea, but have not made the decision. They are even more likely than others to agree on balance that….

> o   Teaching is never boring;

> o   Teachers are not paid enough for the work that they do;

….and significantly more likely than others to <u>disagree</u> on balance that….

> o   Secondary teachers are more skilled / trained than others;

> o   Teachers work shorter hours than most;

> o   ECE teachers are more like babysitters than teachers;

> o   Teachers are relatively well paid compared to other workers;

> o   Teaching would be more attractive if teachers had more power to discipline children;

> o   Schools do not support teachers enough;

> o   Primary teaching is easier than other types of teaching;

> o   And that almost anyone could teach if they wanted to do so.

Clearly, potential teachers are attracted to the diversity of teaching, despite their awareness of the disadvantages including their perceptions of poor pay levels. This analysis further underlines the finding that the attraction of teaching relates to the characteristics of the role and what it offers, and that those who are attracted to this role appear to accept the disadvantages along with the advantages.

Attitudes to teaching by availability to teaching

	DISAGREE	Nett % of sample group	AGREE
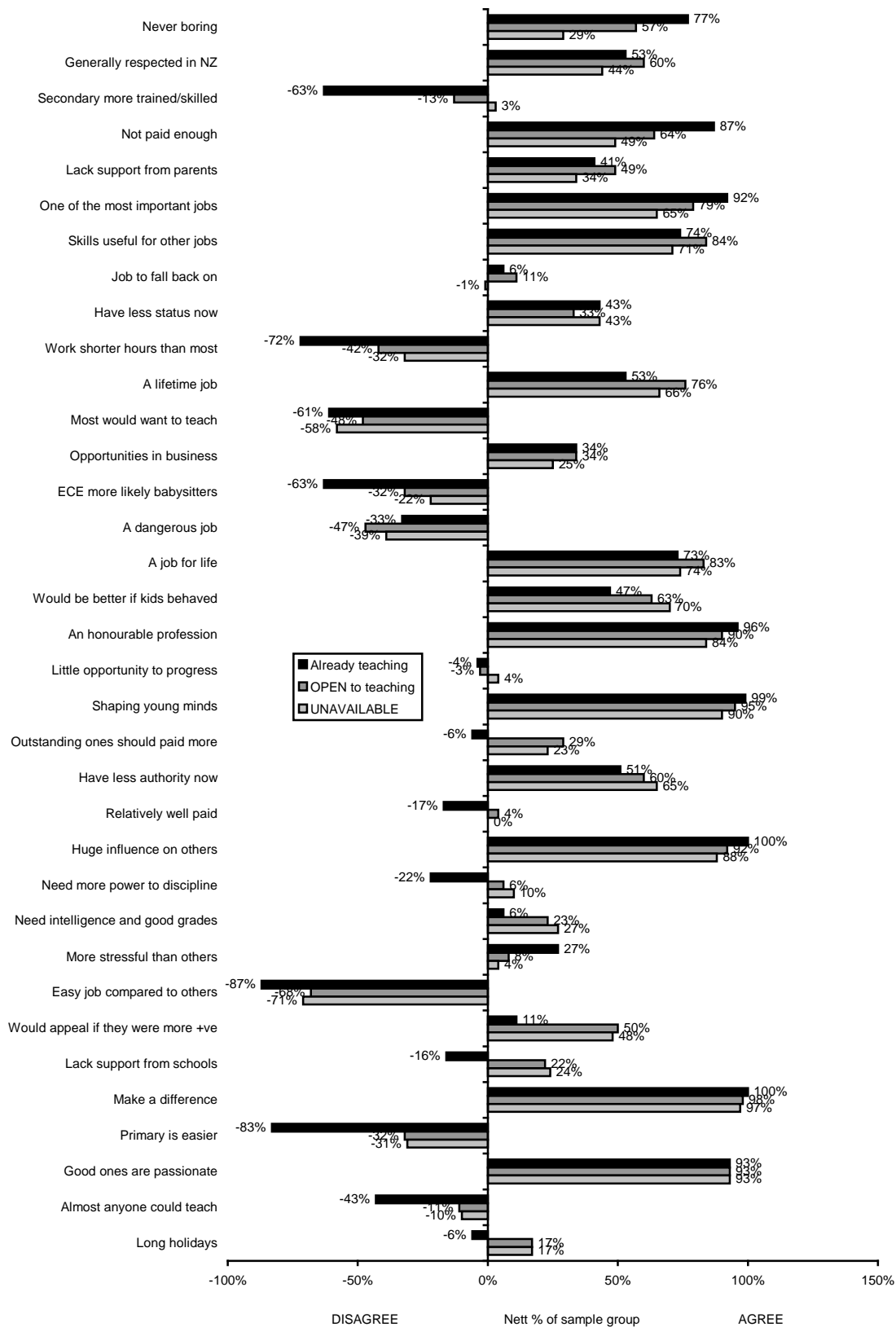
Clearly, the types of schools that people have experience of could also influence their propensity to be open to a teaching career.

Amongst those who do have links to schools (either through their children, or being at school themselves), we find that those who are open to teaching are significantly more likely to be involved with lower decile schools.

This effect is particularly significant amongst the adult sample – that is, adults with children at lower decile schools are more open to a career in teaching.

School decile

Adult sample (n=147): 6.0 / 4.8 / 6.2

Youth sample (n=304): 6.0 / 5.8 / 6.6

Average school decile (1 3 5 7 9)

■Already teaching   □OPEN to teaching   □UNAVAILABLE

There were however no significant differences noted based on the type of school (state, integrated or private), or the level of school, though there was a slight increase in openness to teaching amongst those with children at primary school.

As we would expect, those who are already teaching are significantly more likely to recall seeing advertising encouraging people to become teachers (87% vs 73% of those who are open to teaching and 75% of the unavailable segment).

Amongst those who did recall the advertising, those already teaching recalled significantly more messages, in particular relating to scholarships or grants, and that secondary teachers are needed.

There is no significant difference in the attitudes of those open to teaching to the advertising (compared to those unavailable), or indeed their views about the tone of media coverage of the teaching profession.
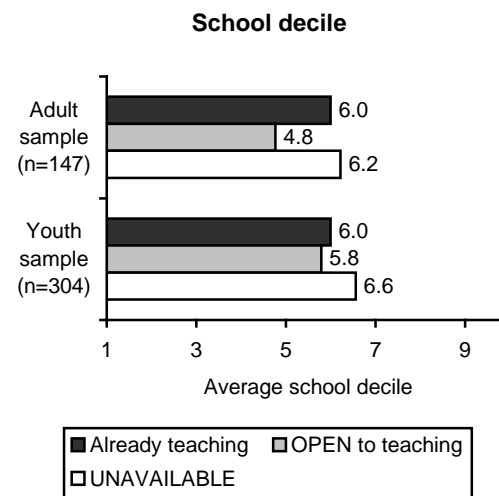
Key points:

- Those who are most open to the idea of becoming a teacher appear to be primarily motivated by the importance of the job, and the ability to make a difference to children, and therefore to society. Diversity – ie. a job that is never boring – is also an attraction for them.
- They are more keenly aware than others of both the advantages and disadvantages of teaching
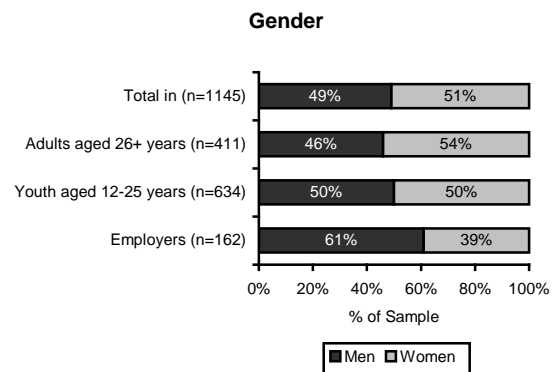
Appendix 1

1. Survey sample characteristics

This section of the report details the demographic and educational characteristics of the sample. Note that any of the results in this report can be provided cross-analysed by the variables shown in this section.

Demographic characteristics

Gender

The total sample was almost evenly split by gender (49% men and 51% women), with the youth sample evenly split, the adult sample slightly skewed towards women and the employer sample at 61% men and 39% women.

Gender

	Men	Women
Total in (n=1145)	49%	51%
Adults aged 26+ years (n=411)	46%	54%
Youth aged 12-25 years (n=634)	50%	50%
Employers (n=162)	61%	39%

% of Sample

Age

The chart opposite shows the spread of age groups across the three different parts of the survey sample, showing that the adult sample is broadly representative of the population.

The youth sample slightly under-represents the 12 – 14 year age group (who were more difficult to access, and less willing to complete the lengthy survey).

Note that the initially randomly selected sample was boosted with specific ethnic groups in order to correct for expected under-representation of these groups in that initial sample.

AGE

Total in (n=1145)	11% 19% 26% 5% 6% 5% 5% 10% 8%	
Adults aged 26+ years (n=411)	10% 13% 12% 13% 12% 20% 20%	
Youth aged 12-25 years (n=634)	19% 34% 47%	
Employers (n=162)	1% 8% 14% 12% 12% 14% 25% 9%	

% of Sample

▨ 12-14 years	▨ 15-18 years	▨ 19-25 years
☐ 26-30 years	☐ 31-35 years	☐ 36-40 years
☐ 41-45 years	▨ 46-50 years	▨ 51-59 years
■ 60 plus years		

Additional demographic questions are available in the data set for analysis purposes.