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THE FIRST YEAR OF TEACHING:  
A GROUNDED THEORY STUDY

DAVID BATTERSBY

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APPENDIX A

BACKGROUND DETAILS ABOUT THE SAMPLE  
OF FIRST YEAR TEACHERS, AND THE  
SCHOOLS, INVOLVED IN THE RESEARCH

## AN EXPLANATORY NOTE

This Appendix contains background information about the sample of first year teachers, and the schools, involved in the research. Its prime objective is to supplement Chapter Four of Volume I, and, in particular, to shed light on the people and places which were the sources of data for the grounded theory.

Each beginning teacher in the sample has been assigned a Data Card which contains details on:

- (a) Personal Background
- (b) Teacher Training Background
- (c) Background Details of the School posted to in 1979
- (d) Details of Class
- (f) Details of Supervising Teacher
- (g) School Policy on Assisting/Guiding Year One Teachers
- (h) Researcher's Comments on Year One Teacher
- (i) Principal's Comments on Year One Teacher
- (j) Senior Teacher's Comments on Year One Teacher

The following notes clarify further some of the information contained in the Data Cards under the above sub-headings.

### Teacher Training Background

Selection Committee Rating: Prior to entering teachers college, a person is interviewed by a selection panel which then rates the person using the criteria below. A one to nine rating scale is used, where nine is the highest rating.

1. Academic: Potential for success in tertiary education; capacity for independent study; etc.
2. Use of English: Fluency of expression; command of words; voice; speech; etc.
3. Personal - Overt Qualities: Confidence; vitality; deportment; etc.
4. Personal - Covert Qualities: Industry; self-discipline; concern for people; etc.
5. Involvement in School and Community: Range and depth; degree of commitment; balance of interests; etc.

Aggregate of Compulsory Subject Marks: The compulsory subjects comprised:

- (a) Certificate Subjects (N=6)
- (b) Professional Studies (N=5)
- (c) Studies in Teaching (N=6)
- (d) Supportive Studies (N=1)

The student teacher's performance in these subjects is rated by the teachers college on a one to five scale where one is the highest rating and five the lowest. The aggregate used on the Data Card is based on a summing of the person's 13 highest rating subjects.

Practical Training: The rating scale used by the teachers college is: Excellent, Average, Very Fair, and, Fair.

Teachers College Diploma Award: The rating scale used by the teachers college is: Distinction, Commendation, and, Pass.

E2/16A Report: This is a confidential report on the beginning teacher, sent from the teachers college to the Education Board, and to the teacher's Principal, prior to the start of the school year.

### Background Details of School Posted to in 1979

School Code Number: 1/38, for example, would indicate that 1-M and 38-M were teachers at this school.

School Type: The three types of school referred to are:

- (a) Full Primary: Age range of pupils is from five to 12 years.
- (b) Contributing Primary: Age range of pupils is from five to 10 years.
- (c) Intermediate: Age range of pupils is 11 and 12 years.

### Researcher's Comments

This contains brief details about each beginning teacher's personal life, level of commitment to teaching and intended career plans. Information pertaining to the latter two items was derived from questionnaire responses (see Appendix E, pp.123-125).

### Principal's and Senior Teacher's Comments

This provides an insight into the reaction of the Principal and the Senior

Teacher to the beginning teacher. The information has been derived from either open-ended questionnaire responses, or, where an asterisk appears, from a conversation with the researcher.

DATA CARD: 1-M
----------------

PERSONAL BACKGROUND:

SEX: *Male*                      AGE: *40*                      ETHNIC GROUP: *Pakeha*

MARITAL STATUS: *Married*                      NUMBER OF CHILDREN: *3*

RELIGION: *Presbyterian*                      PAST F/T WORK EXPERIENCE: *Industry (16 years)*

FATHER'S OCCUPATION: *Farmer*                      MOTHER'S OCCUPATION: *Housewife*

FAMILY SIZE: *6*                      PLACE IN FAMILY: *5*

SECONDARY SCHOOL(S): *Single Sex (State)*

HIGHEST QUALIFICATION ON ENTERING TEACHERS COLLEGE: *School Certificate*

TEACHER TRAINING BACKGROUND:

YEAR ENTERED TEACHERS COLLEGE: *1975*                      SELECTION COMMITTEE RATING: *32*

AGGREGATE OF COMPULSORY SUBJECT MARKS: *21*

PRACTICAL TRAINING: *Very Good*

AWARDED TEACHERS COLLEGE DIPLOMA WITH: *Distinction*

- COMPLETED B.Ed COURSES IN 1978 AND AWARDED DEGREE IN 1979
- COMPLETING B.Ed COURSES P/T IN 1979
- OTHER:

SYNOPSIS OF E2/16A REPORT TO EDUCATION BOARD AND PRINCIPALS:

*"He has a strong, well-balanced sense of self"*

*"... his approach to life and happenings is positive"*

*"... he has consistently demonstrated a positive, enthusiastic attitude to all aspects of teaching"*

*"He is a sound, responsible teacher displaying confidence and purpose in all teaching situations"*

*"... he will be a strong asset to any school"*

BACKGROUND DETAILS OF SCHOOL POSTED TO IN 1979:

CODE NUMBER: 1/38

TYPE: *Intermediate School*DESCRIPTION OF LOCALITY: *City residential/middle socio-economic area/  
15% Maori/Polynesian students*

NUMBER OF PUPILS: 622

NUMBER OF TEACHERS: 31.4

NUMBER OF NEW TEACHERS TO THE SCHOOL IN 1979: 12

NUMBER OF YEAR ONE TEACHERS OVER PREVIOUS THREE YEARS: 7

DETAILS OF CLASS:

NUMBER OF PUPILS: 29

SINGLE CELL

OPEN PLAN

AGES: *11-12 years*

NUMBER OF TEACHERS:

DETAILS OF SUPERVISING TEACHER:SEX: *Female*

YEARS OF TEACHING EXPERIENCE: 14

POSITION OF RESPONSIBILITY: *Senior Teacher*SCHOOL POLICY ON ASSISTING/GUIDING YEAR ONE TEACHERS:

- . *Pairing with a Senior Teacher*
- . *Regular weekly meetings*
- . *Master teacher supervising the induction of year 1-4 teachers*
- . *Opportunities for the observation of other teachers*
- . *Discussions with Principal and/or Deputy*
- . *Working in a 3/4 teacher syndicate*
- . *Serving on a curriculum committee*

RESEARCHER'S COMMENTS ON 1-M:

*Teacher 1-M was 40 years of age and had worked in industry and private business for 16 years prior to entering teaching. One of his major ambitions was to become a teacher. He was married with three teenage children. His intention was to remain teaching until retirement, and he described his commitment to teaching as very high.*

PRINCIPAL'S COMMENTS ON 1-M:

*Teacher 1-M made significant efforts to improve his teaching performance with respect to his teaching strategies and management. He showed refinement as he came to recognise the need for clearer objectives and practical, realistic short-term planning. He became better organised within himself*

as the year progressed.

SENIOR TEACHER'S COMMENTS ON 1-M:

*Teacher 1-M has been pleasant to work with, but not always receptive to suggestions made to him to improve his classroom techniques. He appeared to me to be really uptight, and although he knew he was having difficulties, he wasn't prepared to act on advice given. This situation has improved greatly now though, and, he is a much more relaxed person. Teacher 1-M has had a number of difficulties with his rapport with his classroom pupils. He was inclined to be overbearing, antagonistic, slightly boring (he talked too much) and didn't permit the children to get started on their part of the assignment until the vital time was well nigh dead. He has great difficulty in meeting deadlines, no matter what kind. Since 1-M has realised that having a class of children is not always easy, and his attitude has improved, he has had fewer difficulties and much more success.*

DATA CARD: 2-F
----------------

PERSONAL BACKGROUND:

SEX: *Female*      AGE: *22*      ETHNIC GROUP: *Pakeha*  
 MARITAL STATUS: *Married*      NUMBER OF CHILDREN: *0*  
 RELIGION: *Christian*      PAST F/T WORK EXPERIENCE: *No*  
 FATHER'S OCCUPATION: *Milk Vendor*      MOTHER'S OCCUPATION: *Registered Nurse*  
 FAMILY SIZE: *4*      PLACE IN FAMILY: *3*  
 SECONDARY SCHOOL(S): *Co-educational (State)*  
 HIGHEST QUALIFICATION ON ENTERING TEACHERS COLLEGE: *Higher Leaving Certificate*

TEACHER TRAINING BACKGROUND:

YEAR ENTERED TEACHERS COLLEGE: *1975*      SELECTION COMMITTEE RATING: *34*  
 AGGREGATE OF COMPULSORY SUBJECT MARKS: *23*  
 PRACTICAL TRAINING: *Average*  
 AWARDED TEACHERS COLLEGE DIPLOMA WITH: *Commendation*

COMPLETED B.Ed COURSES IN 1978 AND AWARDED DEGREE IN 1979

COMPLETING B.Ed COURSES P/T IN 1979

OTHER:

SYNOPSIS OF E2/16A REPORT TO EDUCATION BOARD AND PRINCIPALS:

"... she has a serious attitude to work"

"She has not a very strong self-image"

"... she is especially successful with slow learners"

"She does apply herself wholeheartedly to teaching, and staff she has associated with have found her invariably helpful and accommodating"

"... she has real potential"

BACKGROUND DETAILS OF SCHOOL POSTED TO IN 1979:

CODE NUMBER: 2/28                      TYPE: *Contributing Primary School*  
 DESCRIPTION OF LOCALITY: *City residential/lower-middle socio-economic area/school 40% Maori/Polynesian students*  
 NUMBER OF PUPILS: 305                      NUMBER OF TEACHERS: 12  
 NUMBER OF NEW TEACHERS TO THE SCHOOL IN 1979: 4  
 NUMBER OF YEAR ONE TEACHERS OVER PREVIOUS THREE YEARS: 6

DETAILS OF CLASS:

NUMBER OF PUPILS: 28                      SINGLE CELL                       OPEN PLAN   
 AGES: 8-9 years                      [ NUMBER OF TEACHERS:

DETAILS OF SUPERVISING TEACHER:

SEX: *Male*                      YEARS OF TEACHING EXPERIENCE: 29  
 POSITION OF RESPONSIBILITY: *Deputy Principal*

SCHOOL POLICY ON ASSISTING/GUIDING YEAR ONE TEACHERS:

- . *General over-sight and supervision by Senior Teacher*
- . *Year One teachers given duplicated booklet on hints and tips*

RESEARCHER'S COMMENTS ON 2-F:

*Teacher 2-F started her first year of teaching as a newly wed, married to a second year teachers college student. During the year she became sports mistress at her school and enjoyed the responsibility of this task. She said she expected to teach for 10 to 20 years with a break for child rearing. She regarded her commitment to her career as being moderate.*

PRINCIPAL'S COMMENTS ON 2-F:

*Teacher 2-F's performance has followed a steady pattern of development during the year. She has been a quiet, but receptive staff member.*

SENIOR TEACHER'S COMMENTS ON 2-F:

*Teacher 2-F has been excellent to work with. She is very receptive to advice and acts on it. She uses a considerable amount of her own initiative.*

DATA CARD: 3-F
----------------

PERSONAL BACKGROUND:

SEX: *Female*      AGE: *20*      ETHNIC GROUP: *Pakeha*  
 MARITAL STATUS: *Single*      NUMBER OF CHILDREN: *0*  
 RELIGION: *Presbyterian*      PAST F/T WORK EXPERIENCE: *No*  
 FATHER'S OCCUPATION: *Farmer*      MOTHER'S OCCUPATION: *School  
Teacher*  
 FAMILY SIZE: *2*      PLACE IN FAMILY: *1*  
 SECONDARY SCHOOL(S): *Single Sex (State)*  
 HIGHEST QUALIFICATION ON ENTERING TEACHERS COLLEGE: *University Entrance*

TEACHER TRAINING BACKGROUND:

YEAR ENTERED TEACHERS COLLEGE: *1975*      SELECTION COMMITTEE RATING: *30*  
 AGGREGATE OF COMPULSORY SUBJECT MARKS: *22*  
 PRACTICAL TRAINING: *Very Good*  
 AWARDED TEACHERS COLLEGE DIPLOMA WITH: *Commendation*

- COMPLETED B.Ed COURSES IN 1978 AND AWARDED DEGREE IN 1979  
 COMPLETING B.Ed COURSES P/T IN 1979  
 OTHER:

SYNOPSIS OF E2/16A REPORT TO EDUCATION BOARD AND PRINCIPALS:

"... *pleasant, vivacious extrovert*"

"... *mature and conscientious attitude to work*"

"... *has enthusiasm and personality*"

"... *demonstrates a firm and positive commitment to teaching in ability, aptitude and attitude*"

BACKGROUND DETAILS OF SCHOOL POSTED TO IN 1979:

CODE NUMBER: 3                      TYPE: *Contributing Primary*  
 DESCRIPTION OF LOCALITY: *City residential/upper middle socio-economic area/8% Maori students*  
 NUMBER OF PUPILS: 432                      NUMBER OF TEACHERS: 20  
 NUMBER OF NEW TEACHERS TO THE SCHOOL IN 1979: 5  
 NUMBER OF YEAR ONE TEACHERS OVER PREVIOUS THREE YEARS: 7

DETAILS OF CLASS:

NUMBER OF PUPILS: 30                      SINGLE CELL                       OPEN PLAN   
 AGES: *9-10 years*                      NUMBER OF TEACHERS:

DETAILS OF SUPERVISING TEACHER:

SEX: *Male*                      YEARS OF TEACHING EXPERIENCE: 15  
 POSITION OF RESPONSIBILITY: *Deputy Principal*

SCHOOL POLICY ON ASSISTING/GUIDING YEAR ONE TEACHERS:

- . *Placed under the supervision of Senior Teacher*
- . *Informal discussions between Year One and Principal*
- . *Offered help in syndicate*

RESEARCHER'S COMMENTS ON 3-F:

*Early in the first school term, 3-F was reappointed to a school 150 kilometres from the research base. Because of this, she was excluded from the sample in the second and third terms. During the first term, 3-F suffered health problems and returned to her parents' farm for a period of convalescence.*

PRINCIPAL'S COMMENTS ON 3-F:\*

*Teacher 3-F is a good kid. She tried hard. She's a good sport with the kids, and they like her. She works very well and puts a lot of effort into her work.*

SENIOR TEACHER'S COMMENTS ON 3-F:\*

*Teacher 3-F is a good Year One teacher. She's floundered in places, but she has learnt from her mistakes. I'm delighted with her, and I'll be sorry to lose her from the syndicate next year.*

DATA CARD: 4-F
----------------

PERSONAL BACKGROUND:

SEX: *Female*      AGE: *24*      ETHNIC GROUP: *Pakeha*

MARITAL STATUS: *Married*      NUMBER OF CHILDREN: *0*

RELIGION: *Anglican*      PAST F/T WORK EXPERIENCE: *Shop Assistant  
(2 years)*

FATHER'S OCCUPATION: *Engineer*      MOTHER'S OCCUPATION: *Housewife*

FAMILY SIZE: *7*      PLACE IN FAMILY: *6*

SECONDARY SCHOOL(S): *Single Sex (State)*

HIGHEST QUALIFICATION ON ENTERING TEACHERS COLLEGE: *Higher Leaving  
Certificate*

TEACHER TRAINING BACKGROUND:

YEAR ENTERED TEACHERS COLLEGE: *1975*      SELECTION COMMITTEE RATING: *34*

AGGREGATE OF COMPULSORY SUBJECT MARKS: *24*

PRACTICAL TRAINING: *Very Good*

AWARDED TEACHERS COLLEGE DIPLOMA WITH: *Commendation*

- COMPLETED B.Ed COURSES IN 1978 AND AWARDED DEGREE IN 1979
- COMPLETING B.Ed COURSES P/T IN 1979
- OTHER:

SYNOPSIS OF E2/16A REPORT TO EDUCATION BOARD AND PRINCIPALS:

*"... approaches her work with a high level of dedication and concern"*

*"... enthusiastic and very dedicated young teacher"*

*"Provided she receives guidance and encouragement as she gains experience, she should develop along very sound professional lines"*

BACKGROUND DETAILS OF SCHOOL POSTED TO IN 1979:

CODE NUMBER: 4                      TYPE: *Contributing Primary School*  
 DESCRIPTION OF LOCALITY: *Small town/residential and rural/upper middle socio-economic area/ 10% Maori students*  
 NUMBER OF PUPILS: 420                      NUMBER OF TEACHERS: 19  
 NUMBER OF NEW TEACHERS TO THE SCHOOL IN 1979: 10  
 NUMBER OF YEAR ONE TEACHERS OVER PREVIOUS THREE YEARS: 6

DETAILS OF CLASS:

NUMBER OF PUPILS: 26                      SINGLE CELL                       OPEN PLAN   
 AGES: 8-9 years                      NUMBER OF TEACHERS:

DETAILS OF SUPERVISING TEACHER:

SEX: *Male*                      YEARS OF TEACHING EXPERIENCE: 17  
 POSITION OF RESPONSIBILITY: *Deputy Principal*

SCHOOL POLICY ON ASSISTING/GUIDING YEAR ONE TEACHERS:

- . *Overall responsibility for Year One teacher lies with the Principal*
- . *Delegated responsibility to Senior Teacher*
- . *Any problems with year one teachers are talked about at the twice weekly Senior Teacher meetings*

RESEARCHER'S COMMENTS ON 4-F:

*Teacher 4-F was 24 years of age and married to a mechanic. For two years prior to her marriage, she was a shop assistant. She commenced teacher training despite opposition from her husband, and during her first year of teaching, 4-F spent long hours at school so that little class-related work needed to be done at home. During the year, her husband had a number of job changes. Teacher 4-F said she expected to teach for a period of four to nine years and then take a break for child rearing. She described her commitment to teaching as high.*

PRINCIPAL'S COMMENTS ON 4-F:\*

*Teacher 4-F is over-conscientious. She's a teacher that doesn't need to work so much. I think she's worked too hard. You come back here at five o'clock at night and she is still here. She's also a born worrier.*

SENIOR TEACHER'S COMMENTS ON 4-F:

*Teacher 4-F is no problem. She has shown a sensible and responsible attitude throughout the year. She has been resourceful and has shown plenty of initiative and vitality and has been a lively member of the staff. Early in the year she had some initial difficulties with the Inspector, but these have now been resolved. Her teaching has been enthusiastic and she has worked hard at it.*

DATA CARD: 5-F
----------------

PERSONAL BACKGROUND:

SEX: *Female*      AGE: *25*      ETHNIC GROUP: *Pakeha*

MARITAL STATUS: *Married (2nd term)*      NUMBER OF CHILDREN: *0*

RELIGION: *Christian*      PAST F/T WORK EXPERIENCE: *Horticultural Assistant (1 year)*

FATHER'S OCCUPATION: *Company Director*      MOTHER'S OCCUPATION: *Housewife*

FAMILY SIZE: *2*      PLACE IN FAMILY: *2*

SECONDARY SCHOOL(S): *Single Sex (State)*

HIGHEST QUALIFICATION ON ENTERING TEACHERS COLLEGE: *University Entrance*

TEACHER TRAINING BACKGROUND:

YEAR ENTERED TEACHERS COLLEGE: *1975*      SELECTION COMMITTEE RATING: *28*

AGGREGATE OF COMPULSORY SUBJECT MARKS: *28*

PRACTICAL TRAINING: *Average*

AWARDED TEACHERS COLLEGE DIPLOMA WITH: *Pass*

- COMPLETED B.Ed COURSES IN 1978 AND AWARDED DEGREE IN 1979
- COMPLETING B.Ed COURSES P/T IN 1979
- OTHER:

SYNOPSIS OF E2/16A REPORT TO EDUCATION BOARD AND PRINCIPALS:

"... invariably pleasant and willing, academically capable"

"... needs to establish sound classroom standards, and class management skills, to ensure teaching goals are realised"

"... involves herself beyond the classroom situation and in the total school programme"

BACKGROUND DETAILS OF SCHOOL POSTED TO IN 1979:

CODE NUMBER: 5

TYPE: *Full Primary School*DESCRIPTION OF LOCALITY: *Small town/ residential lower middle socio-economic area/ 60% Maori students*

NUMBER OF PUPILS: 374

NUMBER OF TEACHERS: 15

NUMBER OF NEW TEACHERS TO THE SCHOOL IN 1979: 6

NUMBER OF YEAR ONE TEACHERS OVER PREVIOUS THREE YEARS: 6

DETAILS OF CLASS:

NUMBER OF PUPILS: 30

SINGLE CELL OPEN PLAN AGES: *7-8 years*

NUMBER OF TEACHERS:

DETAILS OF SUPERVISING TEACHER:SEX: *Male*YEARS OF TEACHING EXPERIENCE: *13 years*POSITION OF RESPONSIBILITY: *Deputy Principal*SCHOOL POLICY ON ASSISTING/GUIDING YEAR ONE TEACHERS:

- . *Initial meeting where teachers given induction notes*
- . *Guidance by Senior Teacher and help with planning*
- . *Constant visits from Principal and Senior Teacher*

RESEARCHER'S COMMENTS ON 5-F:

*Before entering teachers college, 5-F had worked as a Horticultural Assistant in the South Island. She married during her first year of teaching. Late in the year, she entertained thoughts of moving into secondary teaching to exercise her forte in mathematics and geography. She said she expected to teach from four to nine years with a break for child rearing and travel. She ranked her commitment to teaching as moderate.*

PRINCIPAL'S COMMENTS ON 5-F:\*

*Teacher 5-F is a fairly equitable sort of person. She's also a muddly-type of teacher. She often has kids around her like bees around a honey pot. It looks as though it's chaotic, but she manages to give individual attention to her kids. She gets on well with the staff.*

SENIOR TEACHER'S COMMENTS ON 5-F:

*Teacher 5-F is generally friendly, co-operative and easy to get along with.*

DATA CARD: 6-F
----------------

PERSONAL BACKGROUND:

SEX: *Female*      AGE: *22*      ETHNIC GROUP: *Pakeha*  
 MARITAL STATUS: *Single*      NUMBER OF CHILDREN: *0*  
 RELIGION: *Christian*      PAST F/T WORK EXPERIENCE: *No*  
 FATHER'S OCCUPATION: *Builder*      MOTHER'S OCCUPATION: *Housewife*  
 FAMILY SIZE: *4*      PLACE IN FAMILY: *1*  
 SECONDARY SCHOOL(S): *Single Sex (State)*  
 HIGHEST QUALIFICATION ON ENTERING TEACHERS COLLEGE: *Higher Leaving Certificate*

TEACHER TRAINING BACKGROUND:

YEAR ENTERED TEACHERS COLLEGE: *1975*      SELECTION COMMITTEE RATING: *33*  
 AGGREGATE OF COMPULSORY SUBJECT MARKS: *31*  
 PRACTICAL TRAINING: *Very Good*  
 AWARDED TEACHERS COLLEGE DIPLOMA WITH: *Commendation*

COMPLETED B.Ed COURSES IN 1978 AND AWARDED DEGREE IN 1979

COMPLETING B.Ed COURSES P/T IN 1979

OTHER:

SYNOPSIS OF E2/16A REPORT TO EDUCATION BOARD AND PRINCIPALS:

"... quiet, fairly shy personality"

"She is reliable and dependent"

"... demonstrates very sound, all round professional competence"

"In manner and aptitude, she displays attitudes particularly suited to junior class teaching"

BACKGROUND DETAILS OF SCHOOL POSTED TO IN 1979:

CODE NUMBER: 6/26                      TYPE: *Contributing Primary School*

DESCRIPTION OF LOCALITY: *City residential/upper middle socio-economic area/ 12% Maori/Polynesian students*

NUMBER OF PUPILS: 298                      NUMBER OF TEACHERS: 12

NUMBER OF NEW TEACHERS TO THE SCHOOL IN 1979: 3

NUMBER OF YEAR ONE TEACHERS OVER PREVIOUS THREE YEARS: 6

DETAILS OF CLASS:

NUMBER OF PUPILS: 23                      SINGLE CELL                       OPEN PLAN

AGES: 6-7 years                      NUMBER OF TEACHERS:

DETAILS OF SUPERVISING TEACHER:

SEX: *Female*                      YEARS OF TEACHING EXPERIENCE: 17

POSITION OF RESPONSIBILITY: *Senior Teacher of Junior Classes*

SCHOOL POLICY ON ASSISTING/GUIDING YEAR ONE TEACHERS:

- . *Principal has overall control of Year One teacher*
- . *Professional advancement of Year One teacher entrusted with Senior Teacher*
- . *Meetings with Year One teachers and Principal*

RESEARCHER'S COMMENTS ON 6-F:

*Early in the first school term, 6-F broke off her marriage engagement. At this time, she turned to her church group for support and subsequently became involved with the group's regular, voluntary work on the weekends. During the year, 6-F moved residence several times. She indicated that she would like to teach from four to nine years with a break for child rearing. She described her commitment to teaching as high.*

PRINCIPAL'S COMMENTS ON 6-F:

*From my point of view, I have been completely satisfied with 6-F. I have no complaints about her. She has been an excellent Year One.*

SENIOR TEACHER'S COMMENTS ON 6-F:

*Not only is 6-F a highly intelligent person, she is also a sincere, reliable, calm person with exceptionally perceptive insights into the behaviour of young children. She is highly conscientious.*

DATA CARD: 7-F
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PERSONAL BACKGROUND:

SEX: *Female*      AGE: *33*      ETHNIC GROUP: *Pakeha*

MARITAL STATUS: *Married*      NUMBER OF CHILDREN: *2*

RELIGION: *Anglican*      PAST F/T WORK EXPERIENCE: *Assorted (6 years)*

FATHER'S OCCUPATION: *Labourer*      MOTHER'S OCCUPATION: *Housewife*

FAMILY SIZE: *6*      PLACE IN FAMILY: *6*

SECONDARY SCHOOL(S): *Co-educational (State)*

HIGHEST QUALIFICATION ON ENTERING TEACHERS COLLEGE: *Attended secondary school for 1 year*

TEACHER TRAINING BACKGROUND:

YEAR ENTERED TEACHERS COLLEGE: *1975*      SELECTION COMMITTEE RATING: *29*

AGGREGATE OF COMPULSORY SUBJECT MARKS: *21*

PRACTICAL TRAINING: *Very Good*

AWARDED TEACHERS COLLEGE DIPLOMA WITH: *Commendation*

- COMPLETED B.Ed COURSES IN 1978 AND AWARDED DEGREE IN 1979
- COMPLETING B.Ed COURSES P/T IN 1979
- OTHER:

SYNOPSIS OF E2/16A REPORT TO EDUCATION BOARD AND PRINCIPALS:

"... mature woman with noticeable poise, charm and liveliness of mind"

"... practical teaching reflects her professional dedication, maturity, intelligence, sensitivity and sense of humour"

BACKGROUND DETAILS OF SCHOOL POSTED TO IN 1979:

CODE NUMBER: 7 TYPE: *Intermediate School*  
 DESCRIPTION OF LOCALITY: *City residential/ middle socio-economic area/  
 18% Maori/Polynesian students*  
 NUMBER OF PUPILS: 500 NUMBER OF TEACHERS: 26  
 NUMBER OF NEW TEACHERS TO THE SCHOOL IN 1979: 9  
 NUMBER OF YEAR ONE TEACHERS OVER PREVIOUS THREE YEARS: 6

DETAILS OF CLASS:

NUMBER OF PUPILS: 27 SINGLE CELL  OPEN PLAN   
 AGES: 11-12 years NUMBER OF TEACHERS:

DETAILS OF SUPERVISING TEACHER:

SEX: *Female* YEARS OF TEACHING EXPERIENCE: *10 years*  
 POSITION OF RESPONSIBILITY: *Senior Teacher*

SCHOOL POLICY ON ASSISTING/GUIDING YEAR ONE TEACHERS:

- . *Year One teachers are placed in the care of an experienced Senior Teacher who is also the syndicate leader*
- . *Timetable arranged so that the Senior Teacher can visit the Year One while s/he is teaching*
- . *Regular meetings with Principal for discussion*
- . *Visits to the Year One's classroom by the Principal*

RESEARCHER'S COMMENTS ON 7-F:

*Although she only had a limited secondary education, 7-F completed her Bachelor of Education degree with distinction. Married to a company director, 7-F was 33 years of age with two children under the age of 12 years. During her first year of teaching, 7-F referred to home tensions which resulted from her husband's resentment of the time she spent on school work. She said she expected to teach from one to three years, and she described her commitment to teaching as moderate.*

PRINCIPAL'S COMMENTS ON 7-F:\*

*Teacher 7-F experienced some stress with pupils who showed a lack of interest. She found visits by Inspectors very stressful. She found settling in at the beginning of the year very stressful, but since then has managed to cope with the job.*

SENIOR TEACHER'S COMMENTS ON 7-F:

*Teacher 7-F has been particularly satisfactory. She has a good, tenacious attitude to succeeding in the classroom and is prepared to really work at her teaching. She sets herself a high standard, and if she's not sure about something, she gets help (no false modesty here), and she sets about getting whatever it is straightened out. The initial contact she had with her class was hesitant. However, this quickly disappeared, and her handling of the more difficult children shows her great promise as an Intermediate teacher.*

DATA CARD: 8-M
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PERSONAL BACKGROUND:

SEX: *Male*                      AGE: *23*                      ETHNIC GROUP: *Pakeha*

MARITAL STATUS: *Married*                      NUMBER OF CHILDREN: *0*

RELIGION: *Anglican*                      PAST F/T WORK EXPERIENCE: *No*

FATHER'S OCCUPATION: *Builder*                      MOTHER'S OCCUPATION: *Housewife*

FAMILY SIZE: *3*                      PLACE IN FAMILY: *3*

SECONDARY SCHOOL(S): *Single Sex (Private)*

HIGHEST QUALIFICATION ON ENTERING TEACHERS COLLEGE: *Higher Leaving Certificate*

TEACHER TRAINING BACKGROUND:

YEAR ENTERED TEACHERS COLLEGE: *1974*                      SELECTION COMMITTEE RATING: *29*

AGGREGATE OF COMPULSORY SUBJECT MARKS: *32*

PRACTICAL TRAINING: *Very Good*

AWARDED TEACHERS COLLEGE DIPLOMA WITH: *Pass*

- COMPLETED B.Ed COURSES IN 1978 AND AWARDED DEGREE IN 1979
- COMPLETING B.Ed COURSES P/T IN 1979
- OTHER: *Completed B.Ed courses in 1977 and undertook Masters' courses in 1978*

SYNOPSIS OF E2/16A REPORT TO EDUCATION BOARD AND PRINCIPALS:

"... *clean cut and honest young man, keen and versatile at all sports*"

"... *has a good sense of humour and relates easily to others*"

"... *shows determination in improving all facets of his teaching*"

"... *high personal standards and keenness have helped him to develop markedly into a versatile and competent beginning teacher*"



DATA CARD: 9-F
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PERSONAL BACKGROUND:

SEX: *Female*      AGE: 29      ETHNIC GROUP: *Pakeha*  
 MARITAL STATUS: *Separated*      NUMBER OF CHILDREN: 2  
 RELIGION: *Not applicable*      PAST F/T WORK EXPERIENCE: *Library Assistant (2 years)*  
 FATHER'S OCCUPATION: *Watersider*      MOTHER'S OCCUPATION: *Bank Teller*  
 FAMILY SIZE: 5      PLACE IN FAMILY: 1  
 SECONDARY SCHOOL(S): *Single Sex and Co-educational (State)*  
 HIGHEST QUALIFICATION ON ENTERING TEACHERS COLLEGE: *University Entrance*

TEACHER TRAINING BACKGROUND:

YEAR ENTERED TEACHERS COLLEGE: 1978      SELECTION COMMITTEE RATING: 30  
 AGGREGATE OF COMPULSORY SUBJECT MARKS: 11  
 PRACTICAL TRAINING: *Average*  
 AWARDED TEACHERS COLLEGE DIPLOMA WITH: *Pass*

- COMPLETED B.Ed COURSES IN 1978 AND AWARDED DEGREE IN 1979  
 COMPLETING B.Ed COURSES P/T IN 1979  
 OTHER: *Had completed B.A. degree previously: undertook 1 year end-on course in 1978*

SYNOPSIS OF E2/16A REPORT TO EDUCATION BOARD AND PRINCIPALS:

"... the breakup of her marriage has left her two young children and a defensive attitude which requires effort to overcome"

"... does not suffer fools gladly"

"... happier in a formal structured classroom situation"

"... will require a careful supervisor to gain her confidence and allow the full use of her undoubted talents"

BACKGROUND DETAILS OF SCHOOL POSTED TO IN 1979:

CODE NUMBER: 9/14                      TYPE: *Contributing Primary School*  
 DESCRIPTION OF LOCALITY: *City residential/lower middle socio-economic area/20% Maori students*  
 NUMBER OF PUPILS: 650                      NUMBER OF TEACHERS: 24  
 NUMBER OF NEW TEACHERS TO THE SCHOOL IN 1979: 9  
 NUMBER OF YEAR ONE TEACHERS OVER PREVIOUS THREE YEARS: 6

DETAILS OF CLASS:

NUMBER OF PUPILS: 29                      SINGLE CELL                       OPEN PLAN   
 AGES: 8-9 years                      [ NUMBER OF TEACHERS:

DETAILS OF SUPERVISING TEACHER:

SEX: *Female*                      YEARS OF TEACHING EXPERIENCE: 12  
 POSITION OF RESPONSIBILITY: *Senior Teacher*

SCHOOL POLICY ON ASSISTING/GUIDING YEAR ONE TEACHERS:

- . *Class is handpicked to eliminate potential behaviour problems*
- . *Senior Teacher is delegated the task of helping Year One*
- . *Year Ones are given a booklet for young teachers which is helpful*
- . *Certain stipulations are made e.g., full planning*
- . *Principal visits Year One's classroom mainly to offer support and suggestions*

RESEARCHER'S COMMENTS ON 9-F:

*Teacher 9-F was the mother of two, school aged children and was separated from her husband. She had chosen teaching, she said, because it offered the best compromise between employment and the role of mother. She said she expected to teach for about four to five years, or until her children were "old enough to cope with a mum working a longer day." She described her commitment to teaching as moderate and said her level of commitment had decreased to this point during the year.*

PRINCIPAL'S COMMENTS ON 9-F:

*Teacher 9-F, having a degree, tries to apply her knowledge sometimes beyond the limits of her function. She tries to see a cause for every apparent deviation from what she counts to be normal behaviour. However,*

*she is quite strong in all areas and I feel her maturity allows her to be well adjusted.*

SENIOR TEACHER'S COMMENTS ON 9-F:

*Teacher 9-F has demonstrated a gentle but firm approach. She has shown genuine concern about the social aspect of the pupils in her care and a strongly developed insight into their total needs - not merely academic needs. I feel 9-F has been able to discuss any problems she has had, with me, and has the maturity to state her own beliefs if they contradict the status quo.*

DATA CARD: 10-F
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PERSONAL BACKGROUND:

SEX: *Female*      AGE: *35*      ETHNIC GROUP: *Pakeha*  
 MARITAL STATUS: *Divorced*      NUMBER OF CHILDREN: *4*  
 RELIGION: *Anglican*      PAST F/T WORK EXPERIENCE: *Nurse (3 years)*  
 FATHER'S OCCUPATION: *Salesman*      MOTHER'S OCCUPATION: *Housewife*  
 FAMILY SIZE: *3*      PLACE IN FAMILY: *1*  
 SECONDARY SCHOOL(S): *Co-educational (State)*  
 HIGHEST QUALIFICATION ON ENTERING TEACHERS COLLEGE: *School Certificate*

TEACHER TRAINING BACKGROUND:

YEAR ENTERED TEACHERS COLLEGE: *1976*      SELECTION COMMITTEE RATING: *28*  
 AGGREGATE OF COMPULSORY SUBJECT MARKS: *35*  
 PRACTICAL TRAINING: *Average*  
 AWARDED TEACHERS COLLEGE DIPLOMA WITH: *Pass*

- COMPLETED B.Ed COURSES IN 1978 AND AWARDED DEGREE IN 1979  
 COMPLETING B.Ed COURSES P/T IN 1979  
 OTHER:

SYNOPSIS OF E2/16A REPORT TO EDUCATION BOARD AND PRINCIPALS:

"... has increased in confidence over the three years and has coped well"

"... has consistently demonstrated reliability and common sense and a degree of independence in her thinking about education"

"She displays fully professional attitudes and a diligent approach to her work"

"... her organisational ability is efficient and she shows adaptability in a variety of teaching situations"

BACKGROUND DETAILS OF SCHOOL POSTED TO IN 1979:

CODE NUMBER: 10/16                    TYPE: *Contributing Primary School*  
 DESCRIPTION OF LOCALITY: *City residential/middle socio-economic area/  
 5% Maori students*

NUMBER OF PUPILS: 536                    NUMBER OF TEACHERS: 19.4

NUMBER OF NEW TEACHERS TO THE SCHOOL IN 1979: 9

NUMBER OF YEAR ONE TEACHERS OVER PREVIOUS THREE YEARS: 6

DETAILS OF CLASS:

NUMBER OF PUPILS: 28                    SINGLE CELL                     OPEN PLAN   
 AGES: 7-8 years                    NUMBER OF TEACHERS: 2

DETAILS OF SUPERVISING TEACHER:

SEX: *Male*                    YEARS OF TEACHING EXPERIENCE: 14

POSITION OF RESPONSIBILITY: *Senior Teacher*

SCHOOL POLICY ON ASSISTING/GUIDING YEAR ONE TEACHERS:

- . *Each Year One is assigned to a Senior Teacher who teaches in the same block*
- . *Senior Teacher plans and evaluates with the Year One, observes lessons and discusses with them*
- . *Principal has discussion meetings with Year Ones*

RESEARCHER'S COMMENTS ON 10-F:

*Teacher 10-F was a 35 year old divorcee and mother of four children of whom she had custody. She said she expected to teach from four to nine years with a break for overseas travel. She ranked her commitment to teaching as moderate, although she said she had considered abandoning teaching during the year, but was persuaded to stay because of "pride" and the prospect of no other job.*

PRINCIPAL'S COMMENTS ON 10-F:\*

*Teacher 10-F is an older solo parent who was late going into training college. Her attitude at the beginning of the year was bloody appalling. It was cynical. I think it was the personality of the woman. However, 10-F has become a much better teacher. I'm not saying she's good. Her attitude has changed. She is now working without having to be told to.*

SENIOR TEACHER'S COMMENTS ON 10-F:

*My immediate impressions about 10-F were all negative, particularly about the attitudes she showed toward children - she did not tolerate those children who did not reach perfect behavioural standards. The behavioural problems in her class originated, in most instances, from her poor planning and preparation. I have often discussed this with 10-F and she has made a sincere effort to correct her errors. When I compare her control and teaching techniques with her earlier efforts I can see that an improvement has been made.*

DATA CARD: 11-F
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PERSONAL BACKGROUND:

SEX: *Female*      AGE: *21*      ETHNIC GROUP: *British*  
 MARITAL STATUS: *Single*      NUMBER OF CHILDREN: *1*  
 RELIGION: *Not applicable*      PAST F/T WORK EXPERIENCE: *No*  
 FATHER'S OCCUPATION: *Engineer*      MOTHER'S OCCUPATION: *Housewife*  
 FAMILY SIZE: *2*      PLACE IN FAMILY: *1*  
 SECONDARY SCHOOL(S): *Co-educational (State)*  
 HIGHEST QUALIFICATION ON ENTERING TEACHERS COLLEGE: *University Entrance*

TEACHER TRAINING BACKGROUND:

YEAR ENTERED TEACHERS COLLEGE: *1976*      SELECTION COMMITTEE RATING: *33*  
 AGGREGATE OF COMPULSORY SUBJECT MARKS: *30*  
 PRACTICAL TRAINING: *Very Good*  
 AWARDED TEACHERS COLLEGE DIPLOMA WITH: *Pass*

- COMPLETED B.Ed COURSES IN 1978 AND AWARDED DEGREE IN 1979  
 COMPLETING B.Ed COURSES P/T IN 1979  
 OTHER:

SYNOPSIS OF E2/16A REPORT TO EDUCATION BOARD AND PRINCIPALS:

*"... a quiet, sincere, mature person"*

*"She has a strong attachment to home commitments"*

*"... demonstrates a responsible attitude toward teaching"*

*"She relates easily to children, but could sometimes develop a warmer concern for children with individual needs"*

*"... she plans reliably and adequately, and teaches to good purpose, but could be more effective if she evaluated her own performance"*

*"She will undoubtedly be a very pleasant staffroom colleague"*

BACKGROUND DETAILS OF SCHOOL POSTED TO IN 1979:

CODE NUMBER: 11/19                      TYPE: *Contributing Primary School*

DESCRIPTION OF LOCALITY: *City residential/lower middle socio-economic area/22% Maori/Polynesian students*

NUMBER OF PUPILS: 310                      NUMBER OF TEACHERS: 14

NUMBER OF NEW TEACHERS TO THE SCHOOL IN 1979: 5

NUMBER OF YEAR ONE TEACHERS OVER PREVIOUS THREE YEARS: 6

DETAILS OF CLASS:

NUMBER OF PUPILS: 27                      SINGLE CELL                       OPEN PLAN

AGES: 9-10 years                      NUMBER OF TEACHERS:

DETAILS OF SUPERVISING TEACHER:

SEX: *Male*                      YEARS OF TEACHING EXPERIENCE: 14

POSITION OF RESPONSIBILITY: *Senior Teacher*

SCHOOL POLICY ON ASSISTING/GUIDING YEAR ONE TEACHERS:

- . *Senior Teachers are immediately responsible for the guidance and support of Year One teachers*
- . *Written notes are issued to them covering administration and professional matters*
- . *Senior Teachers are released to work in the Year One's classroom daily*

RESEARCHER'S COMMENTS ON 11-F:

*Teacher 11-F was an unmarried mother of one pre-school child. She was English-born and emigrated to New Zealand with her family during her teens. She said she had frequently considered leaving teaching during her first year because she said she had no control over the children. She considered that her commitment to teaching had decreased to a point she described as low. She said the need to support her young child had persuaded her not to resign. She was unsure as to how long she would remain in the teaching profession.*

PRINCIPAL'S COMMENTS ON 11-F:

*Teacher 11-F seemed to tire noticeably as the year progressed. In fact, she had a daily pattern of "good" mornings and "bad" afternoons which I relate to her physical condition. Teacher 11-F steadily developed control problems with four or five pupils - sometimes the whole class -*

*which worsened until she literally "walked off the job" one afternoon.*

SENIOR TEACHER'S COMMENTS ON 11-F:

*Teacher 11-F is an introvert and in many ways lacks confidence. Too many problems have arisen through pupil/teacher clashes. I have found her difficult to help at times. Her performance this year shows a lack of understanding about the role of a successful teacher. She has a tendency to set tasks without involving herself in helping children find the solutions. In short, she teaches the "subject" rather than the "child".*

DATA CARD: 12-F
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PERSONAL BACKGROUND:

SEX: *Female*      AGE: *21*      ETHNIC GROUP: *Pakeha*  
 MARITAL STATUS: *Single*      NUMBER OF CHILDREN: *0*  
 RELIGION: *Methodist*      PAST F/T WORK EXPERIENCE: *No*  
 FATHER'S OCCUPATION: *Engineer*      MOTHER'S OCCUPATION: *Shopkeeper*  
 FAMILY SIZE: *3*      PLACE IN FAMILY: *1*  
 SECONDARY SCHOOL(S): *Co-educational (State)*  
 HIGHEST QUALIFICATION ON ENTERING TEACHERS COLLEGE: *University Entrance*

TEACHER TRAINING BACKGROUND:

YEAR ENTERED TEACHERS COLLEGE: *1976*      SELECTION COMMITTEE RATING: *36*  
 AGGREGATE OF COMPULSORY SUBJECT MARKS: *33*  
 PRACTICAL TRAINING: *Very Good*  
 AWARDED TEACHERS COLLEGE DIPLOMA WITH: *Commendation*

- COMPLETED B.Ed COURSES IN 1978 AND AWARDED DEGREE IN 1979  
 COMPLETING B.Ed COURSES P/T IN 1979  
 OTHER:

SYNOPSIS OF E2/16A REPORT TO EDUCATION BOARD AND PRINCIPALS:

"... she has undergone tremendous growth while at teachers' college"

"She has become outgoing and confident and is willing to attempt anything new"

"She is conscientious toward her responsibilities and has an interest in activities beyond normal obligations"

"... she is a conscientious, hardworking person who can exact good responses from the children"

BACKGROUND DETAILS OF SCHOOL POSTED TO IN 1979:

CODE NUMBER: 12/23                      TYPE: *Contributing Primary School*  
 DESCRIPTION OF LOCALITY: *Small town residential/middle socio-economic area/5% Maori students*  
 NUMBER OF PUPILS: 320                      NUMBER OF TEACHERS: 12.9  
 NUMBER OF NEW TEACHERS TO THE SCHOOL IN 1979: 6.9  
 NUMBER OF YEAR ONE TEACHERS OVER PREVIOUS THREE YEARS: 6

DETAILS OF CLASS:

NUMBER OF PUPILS: 31                      SINGLE CELL                       OPEN PLAN   
 AGES: 9-10 years                      [ NUMBER OF TEACHERS:

DETAILS OF SUPERVISING TEACHER:

SEX: *Female*                      YEARS OF TEACHING EXPERIENCE: 22  
 POSITION OF RESPONSIBILITY: *Senior Teacher*

SCHOOL POLICY ON ASSISTING/GUIDING YEAR ONE TEACHERS:

- . *Initial induction meeting*
- . *Scheme material loaned to Year One*
- . *Senior staff members assigned special responsibilities for Year Ones*
- . *Careful selection of children in Year One's class*
- . *Additional guidance through sectional meetings, class visits, etc*
- . *Discussions with Principal*
- . *Year Ones participate in school in-service programmes*

RESEARCHER'S COMMENTS ON 12-F:

*Teacher 12-F shared a flat with her boyfriend during the first school term. Late in the term, he left to go to Australia and 12-F moved residence, and did so twice during the remainder of the year. Teacher 12-F said she would remain in the profession from four to nine years with a break for overseas travel and child rearing. She described her commitment to teaching as moderate.*

PRINCIPAL'S COMMENTS ON 12-F:

*Teacher 12-F is intelligent, enthusiastic, innovative and cares deeply about the individuals in her class. Her very positive attitudes and*

*capacity for work are reflected in the programmes provided and the progress of individual children.*

SENIOR TEACHER'S COMMENTS ON 12-F:

*Teacher 12-F is an extremely conscientious person who teaches individuals rather than a class containing 30 children. She has invigorated other staff members through her enthusiasm. She quickly recognises individual differences in the capabilities of her pupils and has worked untiringly to meet their needs.*

DATA CARD: 13-M
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PERSONAL BACKGROUND:

SEX: *Male*                      AGE: *20*                      ETHNIC GROUP: *Pakeha*  
 MARITAL STATUS: *Married (3rd Term)* NUMBER OF CHILDREN: *0*  
 RELIGION: *Christian*                      PAST F/T WORK EXPERIENCE: *0*  
 FATHER'S OCCUPATION: *Printer*                      MOTHER'S OCCUPATION: *Teacher*  
 FAMILY SIZE: *4*                      PLACE IN FAMILY: *2*  
 SECONDARY SCHOOL(S): *Co-educational (State)*  
 HIGHEST QUALIFICATION ON ENTERING TEACHERS COLLEGE: *University Entrance*

TEACHER TRAINING BACKGROUND:

YEAR ENTERED TEACHERS COLLEGE: *1976*                      SELECTION COMMITTEE RATING: *29*  
 AGGREGATE OF COMPULSORY SUBJECT MARKS: *41*  
 PRACTICAL TRAINING: *Average*  
 AWARDED TEACHERS COLLEGE DIPLOMA WITH: *Pass*

- COMPLETED B.Ed COURSES IN 1978 AND AWARDED DEGREE IN 1979  
 COMPLETING B.Ed COURSES P/T IN 1979  
 OTHER:

SYNOPSIS OF E2/16A REPORT TO EDUCATION BOARD AND PRINCIPALS:

"... he has a very pleasant personality, is honest and co-operative and has matured considerably over the three years"

"... as his personal development has occurred so has his commitment to teaching and his confidence in his own ability"

"Schools have found him a willing worker and a co-operative colleague in all fields"

"Support and encouragement will help him to continue his steady growth as a teacher"

BACKGROUND DETAILS OF SCHOOL POSTED TO IN 1979:

CODE NUMBER: 13/33                      TYPE: Full Primary School

DESCRIPTION OF LOCALITY: Small town residential/lower middle socio-economic area/60% Maori students

NUMBER OF PUPILS: 450                      NUMBER OF TEACHERS: 18.5

NUMBER OF NEW TEACHERS TO THE SCHOOL IN 1979: 4

NUMBER OF YEAR ONE TEACHERS OVER PREVIOUS THREE YEARS: 6

DETAILS OF CLASS:

NUMBER OF PUPILS: 25                      SINGLE CELL                       OPEN PLAN

AGES: 10-11 years                      NUMBER OF TEACHERS:

DETAILS OF SUPERVISING TEACHER:

SEX: Female                      YEARS OF TEACHING EXPERIENCE: 18

POSITION OF RESPONSIBILITY: Senior Teacher

SCHOOL POLICY ON ASSISTING/GUIDING YEAR ONE TEACHERS:

- . Given assistance with the school scheme
- . Provided with a school organisation folio
- . Given guidance from the Senior Teacher
- . Given access to resource teachers

RESEARCHER'S COMMENTS ON 13-M:

In his spare time during the year, 13-M took flying lessons as one of his ambitions was to become a commercial pilot. During the third school term, a boy from 13-M's class was badly injured at school in a mower accident, and this caused 13-M some distress. Toward the end of the year, 13-M married. Although he described his commitment to teaching as high, he said he would leave the profession as soon as he had acquired his commercial pilot's license.

PRINCIPAL'S COMMENTS ON 13-M:

Teacher 13-M is a good lad and gets on well with the children. He has worked hard during the year. He is particularly gifted in the area of art and craft and was an inspiration to the school this year with some of the things he and his class achieved.

SENIOR TEACHER'S COMMENTS ON 13-M:

*Teacher 13-M has been very easy to get on with. Possibly I could have given him more assistance but he gave me the impression of being extremely capable. He has done a lot of work in the PE and Art area and this has enhanced pupil/teacher rapport. He has got a good response from the low-ability pupils.*

DATA CARD: 14-F
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PERSONAL BACKGROUND:

SEX: *Female*      AGE: *37*      ETHNIC GROUP: *Pakeha*  
 MARITAL STATUS: *Married*      NUMBER OF CHILDREN: *3*  
 RELIGION: *Not applicable*      PAST F/T WORK EXPERIENCE: *Housewife*  
 FATHER'S OCCUPATION: *Farmer*      MOTHER'S OCCUPATION: *Housewife*  
 FAMILY SIZE: *3*      PLACE IN FAMILY: *3*  
 SECONDARY SCHOOL(S): *Co-educational (State)*

HIGHEST QUALIFICATION ON ENTERING TEACHERS COLLEGE: *University Entrance (Had already completed a teachers' training course in the 1960's and was therefore only required to undertake a 2 year training course)*

TEACHER TRAINING BACKGROUND:

YEAR ENTERED TEACHERS COLLEGE: *1977*      SELECTION COMMITTEE RATING: *30*  
 AGGREGATE OF COMPULSORY SUBJECT MARKS: *15*  
 PRACTICAL TRAINING: *Excellent*  
 AWARDED TEACHERS COLLEGE DIPLOMA WITH: *Distinction*

- COMPLETED B.Ed COURSES IN 1978 AND AWARDED DEGREE IN 1979  
 COMPLETING B.Ed COURSES P/T IN 1979  
 OTHER:

SYNOPSIS OF E2/16A REPORT TO EDUCATION BOARD AND PRINCIPALS:

"... she is a mature student, already a trained teacher, but choosing to go through college again rather than do a three month re-training course"

"She has brought a maturity of outlook and experience to her student group"

"She impresses with her calm stability and will be a great asset to any school"

"This is a most competent teacher with a keen awareness of children's needs"

BACKGROUND DETAILS OF SCHOOL POSTED TO IN 1979:

CODE NUMBER: 9/14                      TYPE: *Contributing Primary School*

DESCRIPTION OF LOCALITY: *City residential/lower middle socio-economic area/20% Maori students*

NUMBER OF PUPILS: 650                      NUMBER OF TEACHERS: 24

NUMBER OF NEW TEACHERS TO THE SCHOOL IN 1979: 9

NUMBER OF YEAR ONE TEACHERS OVER PREVIOUS THREE YEARS: 6

DETAILS OF CLASS:

NUMBER OF PUPILS: 24                      SINGLE CELL                       OPEN PLAN

AGES: 6-7 years                      NUMBER OF TEACHERS:

DETAILS OF SUPERVISING TEACHER:

SEX: *Female*                      YEARS OF TEACHING EXPERIENCE: 23

POSITION OF RESPONSIBILITY: *Senior Teacher*

SCHOOL POLICY ON ASSISTING/GUIDING YEAR ONE TEACHERS:

*(As for teacher 9-F)*

RESEARCHER'S COMMENTS ON 14-F:

*Teacher 14-F was a 37 year old mother of three children and was married to an agricultural scientist. She had undertaken teacher training when she was 20. However, she had never taught, and so completed a two year course to upgrade her previous qualification. She said she intended to teach for a period of between 10 and 20 years with a break for overseas travel. She described her commitment to teaching as high.*

PRINCIPAL'S COMMENTS ON 14-F:\*

*Teacher 14-F is the best Year One teacher we've had. I'm not only talking about her classroom confidence, but also her staff relationships. She would not be typical of Year One teachers. She's just one out of the box.*

SENIOR TEACHER'S COMMENTS ON 14-F:

*I have found it most enjoyable working with 14-F this year. She has a mature and professional approach to her teaching, and has experienced few difficulties. She'll make an excellent teacher, which she already is.*

DATA CARD: 15-F
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PERSONAL BACKGROUND:

SEX: *Female*      AGE: *20*      ETHNIC GROUP: *Pakeha*  
 MARITAL STATUS: *Married (1st Term)* NUMBER OF CHILDREN: *0*  
 RELIGION: *Not applicable*      PAST F/T WORK EXPERIENCE: *No*  
 FATHER'S OCCUPATION: *Primary Teacher*      MOTHER'S OCCUPATION: *Radiologist*  
 FAMILY SIZE: *2*      PLACE IN FAMILY: *1*  
 SECONDARY SCHOOL(S): *Co-educational (State)*  
 HIGHEST QUALIFICATION ON ENTERING TEACHERS COLLEGE: *University Entrance*

TEACHER TRAINING BACKGROUND:

YEAR ENTERED TEACHERS COLLEGE: *1976*      SELECTION COMMITTEE RATING: *29*  
 AGGREGATE OF COMPULSORY SUBJECT MARKS: *36*  
 PRACTICAL TRAINING: *Average*  
 AWARDED TEACHERS COLLEGE DIPLOMA WITH: *Pass*

- COMPLETED B.Ed COURSES IN 1978 AND AWARDED DEGREE IN 1979  
 COMPLETING B.Ed COURSES P/T IN 1979  
 OTHER:

SYNOPSIS OF E2/16A REPORT TO EDUCATION BOARD AND PRINCIPALS:

"... she is a capable, co-operative person"

"... she promises to be a competent teacher"

"She is conscientious in her preparation and thorough and effective in her planning"

"With her calm, sincere, friendly manner, she relates well to children and is sensitive to individual differences"

"... she should cope satisfactorily in her first year of teaching, at the junior level"

BACKGROUND DETAILS OF SCHOOL POSTED TO IN 1979:

CODE NUMBER: 15/22

TYPE: *Contributing Primary School*DESCRIPTION OF LOCALITY: *City residential/upper middle socio-economic area/4% Maori students*

NUMBER OF PUPILS: 490

NUMBER OF TEACHERS: 18

NUMBER OF NEW TEACHERS TO THE SCHOOL IN 1979: 8

NUMBER OF YEAR ONE TEACHERS OVER PREVIOUS THREE YEARS: 6

DETAILS OF CLASS:

NUMBER OF PUPILS: 27

SINGLE CELL

OPEN PLAN

AGES: 6-7 years

NUMBER OF TEACHERS:

DETAILS OF SUPERVISING TEACHER:SEX: *Female*

YEARS OF TEACHING EXPERIENCE: 22

POSITION OF RESPONSIBILITY: *Senior Teacher of Junior Classes*SCHOOL POLICY ON ASSISTING/GUIDING YEAR ONE TEACHERS:. *Year One appointed to the guidance of Senior Teacher*RESEARCHER'S COMMENTS ON 15-F:

*Teacher 15-F was married early in the first school term. She experienced some stress at home during the year because her husband, a printer, was regularly on strike. She said her commitment to teaching had increased during the year to a level she described as high. She said she intended to teach continuously for about four to nine years.*

PRINCIPAL'S COMMENTS ON 15-F:\*

*Teacher 15-F has been on top of her job nearly 100%. She's been co-operative, reliable and really she's been a pleasure to have on the staff. She gets on well with people.*

SENIOR TEACHER'S COMMENTS ON 15-F:

*Teacher 15-F is a quiet, but keen worker. She always tries to do her best. She participates with the Junior Syndicate as and when required, and is always willing to share the workload. She is a very stable person with a genuine interest in the children she teaches.*

DATA CARD: 16-F
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PERSONAL BACKGROUND:

SEX: *Female* AGE: *21* ETHNIC GROUP: *Pakeha*  
 MARITAL STATUS: *Single* NUMBER OF CHILDREN: *0*  
 RELIGION: *Anglican* PAST F/T WORK EXPERIENCE: *No*  
 FATHER'S OCCUPATION: *Farmer* MOTHER'S OCCUPATION: *Housewife*  
 FAMILY SIZE: *6* PLACE IN FAMILY: *3*  
 SECONDARY SCHOOL(S): *Single Sex and co-educational (State)*  
 HIGHEST QUALIFICATION ON ENTERING TEACHERS COLLEGE: *University Entrance*

TEACHER TRAINING BACKGROUND:

YEAR ENTERED TEACHERS COLLEGE: *1976* SELECTION COMMITTEE RATING: *29*  
 AGGREGATE OF COMPULSORY SUBJECT MARKS: *40*  
 PRACTICAL TRAINING: *Average*  
 AWARDED TEACHERS COLLEGE DIPLOMA WITH: *Pass*

- COMPLETED B.Ed COURSES IN 1978 AND AWARDED DEGREE IN 1979  
 COMPLETING B.Ed COURSES P/T IN 1979  
 OTHER:

SYNOPSIS OF E2/16A REPORT TO EDUCATION BOARD AND PRINCIPALS:

"... a person of courage and perseverance"

"She has a quiet, pleasant classroom manner"

"She has a genuine interest in children, and is capable of building warm, supportive relationships with them"

"She should make a real contribution to the classroom and school life, as a beginning teacher"

BACKGROUND DETAILS OF SCHOOL POSTED TO IN 1979:

CODE NUMBER: 10/16                   TYPE: *Contributing Primary School*  
 DESCRIPTION OF LOCALITY: *City residential/middle socio-economic area/  
 5% Maori students*  
 NUMBER OF PUPILS: 536                   NUMBER OF TEACHERS: 19.4  
 NUMBER OF NEW TEACHERS TO THE SCHOOL IN 1979: 9  
 NUMBER OF YEAR ONE TEACHERS OVER PREVIOUS THREE YEARS: 6

DETAILS OF CLASS:

NUMBER OF PUPILS: 28                   SINGLE CELL                    OPEN PLAN   
 AGES: 6-7 years                   NUMBER OF TEACHERS: 5

DETAILS OF SUPERVISING TEACHER:

SEX: *Female*                   YEARS OF TEACHING EXPERIENCE: 15  
 POSITION OF RESPONSIBILITY: *Senior Teacher of Junior Classes*  
SCHOOL POLICY ON ASSISTING/GUIDING YEAR ONE TEACHERS:

*(As for teacher 10-F)*

RESEARCHER'S COMMENTS ON 16-F:

*Teacher 16-F was an out-going person who lived with her boyfriend, and several other couples, in a communal establishment. She said she would teach from four to nine years with a break for child rearing and overseas travel. She said her commitment to teaching had increased during the year and she regarded it as very high.*

PRINCIPAL'S COMMENTS ON 16-F:

*Teacher 16-F is a most mature young lady. She is an example of the depth of mental maturity which Year One teachers should have. She has a very positive attitude and a willingness to work for clear-cut objectives.*

SENIOR TEACHER'S COMMENTS ON 16-F:

*Teacher 16-F is delightful! She has shown herself to be mature for her age. She's conscientious towards pupils and teacher-related tasks. She's hardworking without letting teaching dominate her personal life. She has established an excellent attitude as a Year One teacher. She's confident, yet willing to ask for assistance.*

DATA CARD: 17-M
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PERSONAL BACKGROUND:

SEX: *Male*                      AGE: *25*                      ETHNIC GROUP: *Pakeha*

MARITAL STATUS: *Married*                      NUMBER OF CHILDREN: *2*

RELIGION: *Mormon*                      PAST F/T WORK EXPERIENCE: *Assorted (4 years)*

FATHER'S OCCUPATION: *Contractor*                      MOTHER'S OCCUPATION: *Housewife*

FAMILY SIZE: *7*                      PLACE IN FAMILY: *4*

SECONDARY SCHOOL(S): *Single Sex (Private)*

HIGHEST QUALIFICATION ON ENTERING TEACHERS COLLEGE: *University Entrance*

TEACHER TRAINING BACKGROUND:

YEAR ENTERED TEACHERS COLLEGE: *1976*                      SELECTION COMMITTEE RATING: *29*

AGGREGATE OF COMPULSORY SUBJECT MARKS: *38*

PRACTICAL TRAINING: *Average*

AWARDED TEACHERS COLLEGE DIPLOMA WITH: *Pass*

COMPLETED B.Ed COURSES IN 1978 AND AWARDED DEGREE IN 1979

COMPLETING B.Ed COURSES P/T IN 1979

OTHER:

SYNOPSIS OF E2/16A REPORT TO EDUCATION BOARD AND PRINCIPALS:

*"... a mature responsible person with a strong professional commitment to teaching"*

*"His approach to teaching is always thorough"*

*"He sets a fine model for children"*

*"His teaching is based on substantial planning, careful thought for detail and is followed by sound evaluations"*

*"He shows real promise as a beginning teacher"*

BACKGROUND DETAILS OF SCHOOL POSTED TO IN 1979:

CODE NUMBER: 17/37                      TYPE: *Contributing Primary School*

DESCRIPTION OF LOCALITY: *City residential/upper middle socio-economic area/5% Maori students*

NUMBER OF PUPILS: 454                      NUMBER OF TEACHERS: 19.5

NUMBER OF NEW TEACHERS TO THE SCHOOL IN 1979: 4

NUMBER OF YEAR ONE TEACHERS OVER PREVIOUS THREE YEARS: 6

DETAILS OF CLASS:

NUMBER OF PUPILS: 30                      SINGLE CELL                       OPEN PLAN

AGES: 9-10 years                      NUMBER OF TEACHERS:

DETAILS OF SUPERVISING TEACHER:

SEX: *Female*                      YEARS OF TEACHING EXPERIENCE: 16

POSITION OF RESPONSIBILITY: *Senior Teacher*

SCHOOL POLICY ON ASSISTING/GUIDING YEAR ONE TEACHERS:

- . *Each Year One is under the wing of the Senior Teacher for the area*
- . *The Principal and other staff help by observation and guidance*
- . *Early in the year the Year One is given extensive support in setting up routines and curriculum*

RESEARCHER'S COMMENTS ON 17-M:

*Prior to entering teachers college, 17-M had spent four years in an assortment of jobs, including 12 months as a Mormon Missionary in Europe. He was married with two children. Although he said he was completely undecided about plans for his career, he ranked his commitment to teaching as high. He noted that he had occasionally considered abandoning teaching for reasons he described as "lack of financial rewards for efforts".*

PRINCIPAL'S COMMENTS ON 17-M:\*

*Teacher 17-M had great control problems early. After he had settled down, he improved. Until then, 17-M tried to do all the talking and got nowhere because he didn't involve the kids. He's turned into quite a good teacher now. He will gain strength as his experience widens.*

SENIOR TEACHER'S COMMENTS ON 17-M:

*Teacher 17-M is hardworking and receptive to advice. No complaints.*

DATA CARD: 18-F

PERSONAL BACKGROUND:

SEX: *Female*      AGE: *20*      ETHNIC GROUP: *Maori*  
MARITAL STATUS: *Single*      NUMBER OF CHILDREN: *0*  
RELIGION: *Anglican*      PAST F/T WORK EXPERIENCE: *No*  
FATHER'S OCCUPATION: *Farmer*      MOTHER'S OCCUPATION: *Teacher*  
FAMILY SIZE: *8*      PLACE IN FAMILY: *1*  
SECONDARY SCHOOL(S): *Single Sex (Private)*  
HIGHEST QUALIFICATION ON ENTERING TEACHERS COLLEGE: *University Entrance*

TEACHER TRAINING BACKGROUND:

YEAR ENTERED TEACHERS COLLEGE: *1976*      SELECTION COMMITTEE RATING: *37*  
AGGREGATE OF COMPULSORY SUBJECT MARKS: *34*  
PRACTICAL TRAINING: *Average*  
AWARDED TEACHERS COLLEGE DIPLOMA WITH: *Pass*

- COMPLETED B.Ed COURSES IN 1978 AND AWARDED DEGREE IN 1979  
 COMPLETING B.Ed COURSES P/T IN 1979  
 OTHER:

SYNOPSIS OF E2/16A REPORT TO EDUCATION BOARD AND PRINCIPALS:

*"She is intelligent and has personal dignity"*

*"She has drive and an organised way of applying discipline to her life"*

*"She has a sincere sense of self-worth which is readily identified by others"*

*"... she has positive and professional attitudes to teaching"*

*"She works in well with others and accepts and acts on professional advice"*

*"She is friendly, but firm and very fair with children"*

*"... she has a care for the individual, and is able, increasingly, to establish a good working atmosphere"*

*"... she has much potential and is still growing in skill"*

*"... professional encouragement, reinforcement and advice will see her making further growth"*

BACKGROUND DETAILS OF SCHOOL POSTED TO IN 1979:

CODE NUMBER: 18/32                      TYPE: Full Primary School

DESCRIPTION OF LOCALITY: Small town residential/lower middle socio-economic area/80% Maori students

NUMBER OF PUPILS: 198                      NUMBER OF TEACHERS: 9

NUMBER OF NEW TEACHERS TO THE SCHOOL IN 1979: 4

NUMBER OF YEAR ONE TEACHERS OVER PREVIOUS THREE YEARS: 4

DETAILS OF CLASS:

NUMBER OF PUPILS: 30                      SINGLE CELL                       OPEN PLAN

AGES: 6-7 years                      NUMBER OF TEACHERS:

DETAILS OF SUPERVISING TEACHER:

SEX: Female                      YEARS OF TEACHING EXPERIENCE: 12

POSITION OF RESPONSIBILITY: Senior Teacher Junior Classes

SCHOOL POLICY ON ASSISTING/GUIDING YEAR ONE TEACHERS:

- . Senior Teacher has particular responsibility for guiding, directing and encouraging Year Ones in all curriculum areas
- . Year Ones are encouraged to use Advisers
- . Arrangements are made for another young teacher to 'shepherd' the Year One

RESEARCHER'S COMMENTS ON 18-F:

Teacher 18-F was one of three Maori teachers in the study. During the year, she had occasionally considered abandoning teaching because, she said, her personal life was upsetting her emotionally and physically and was affecting her job. She intended to teach from four to nine years with a break for child rearing. Teacher 18-F described her commitment to teaching as moderate.

PRINCIPAL'S COMMENTS ON 18-F:\*

In the first term, 18-F was extremely confident as a Year One. Then, she had some personal difficulties which started to affect her classroom performance. But this is one of the things with 18-F, she just doesn't communicate. The other teachers have also noticed this about her.

SENIOR TEACHER'S COMMENTS ON 18-F:

*This year has been a rewarding experience for both 18-F and myself. She is quick and thorough in following up guidance and suggestions given her. Evaluation of her pupils and her own self-evaluation has been her strength this year. Her techniques and skills should further develop and take her a long way in teaching provided she can retain enthusiasm.*

DATA CARD: 19-F

PERSONAL BACKGROUND:

SEX: *Female*      AGE: *21*      ETHNIC GROUP: *Fakeña*  
MARITAL STATUS: *Single*      NUMBER OF CHILDREN: *0*  
RELIGION: *Christian*      PAST P/T WORK EXPERIENCE: *No*  
FATHER'S OCCUPATION: *Carpenter*      MOTHER'S OCCUPATION: *Teacher*  
FAMILY SIZE: *4*      PLACE IN FAMILY: *3*  
SECONDARY SCHOOL(S): *Co-educational (State)*  
HIGHEST QUALIFICATION ON ENTERING TEACHERS COLLEGE: *Higher Leaving Certificate*

TEACHER TRAINING BACKGROUND:

YEAR ENTERED TEACHERS COLLEGE: *1976*      SELECTION COMMITTEE RATING: *38*  
AGGREGATE OF COMPULSORY SUBJECT MARKS: *32*  
PRACTICAL TRAINING: *Average*  
AWARDED TEACHERS COLLEGE DIPLOMA WITH: *Pass*

COMPLETED B.Ed COURSES IN 1978 AND AWARDED DEGREE IN 1979

COMPLETING B.Ed COURSES P/T IN 1979

OTHER:

SYNOPSIS OF E2/16A REPORT TO EDUCATION BOARD AND PRINCIPALS:

*"She is a quiet, shy young lady, with a pleasant personality"*

*"... she is conscientious and shows a strong sense of responsibility"*

*"She does not make friends easily, but she has established sound relationships with a small circle of close friends"*

*"... in every way, she is a fine young lady"*

BACKGROUND DETAILS OF SCHOOL POSTED TO IN 1979:

CODE NUMBER: 11/19                      TYPE: *Contributing Primary School*

DESCRIPTION OF LOCALITY: *City residential/lower middle socio-economic area/22% Maori/Polynesian students*

NUMBER OF PUPILS: 310                      NUMBER OF TEACHERS: 14

NUMBER OF NEW TEACHERS TO THE SCHOOL IN 1979: 5

NUMBER OF YEAR ONE TEACHERS OVER PREVIOUS THREE YEARS: 6

DETAILS OF CLASS:

NUMBER OF PUPILS: 29                      SINGLE CELL                       OPEN PLAN   
AGES: 6-7 years                      [ NUMBER OF TEACHERS:

DETAILS OF SUPERVISING TEACHER:

SEX: *Female*                      YEARS OF TEACHING EXPERIENCE: 20

POSITION OF RESPONSIBILITY: *Senior Teacher of Junior Classes*

SCHOOL POLICY ON ASSISTING/GUIDING YEAR ONE TEACHERS:

*(As for teacher 11-F)*

RESEARCHER'S COMMENTS ON 19-F:

*Teacher 19-F was a quiet, shy person who devoted a lot of her spare time to studying music. She intended to teach for a period of one to three years, but had been granted leave during her second year of teaching so that she could participate in a Christian singing troupe touring the country. She said her commitment to teaching had increased during the year to a level she described as high.*

PRINCIPAL'S COMMENTS ON 19-F:\*

*After a good start to the year, 19-F got into a bit of an organisational muddle, in term two, mainly because she didn't (wouldn't) ask the STJC for help until it was too late. Teacher 19-F has tired badly over this third term, also.*

SENIOR TEACHER'S COMMENTS ON 19-F:

*I have not given 19-F the guidance she should have received because of my outside commitments. Her quiet, confident manner at first led me to believe that she was coping well, but it became apparent during term two that this was not so. We then started off again and she agreed to let me help her. She initially expected a lot from herself.*

DATA CARD: 20-1

PERSONAL BACKGROUND:

SEX: *Female*      AGE: *23*      ETHNIC GROUP: *British*  
MARITAL STATUS: *Single*      NUMBER OF CHILDREN: *0*  
RELIGION: *Methodist*      PAST F/T WORK EXPERIENCE: *Bank Teller*  
*(2 years)*  
FATHER'S OCCUPATION: *Manager*      MOTHER'S OCCUPATION: *Clerk*  
FAMILY SIZE: *2*      PLACE IN FAMILY: *2*  
SECONDARY SCHOOL(S): *Single Sex (Private)*  
HIGHEST QUALIFICATION ON ENTERING TEACHERS COLLEGE: *University Entrance*

TEACHER TRAINING BACKGROUND:

YEAR ENTERED TEACHERS COLLEGE: *1976*      SELECTION COMMITTEE RATING: *30*  
AGGREGATE OF COMPULSORY SUBJECT MARKS: *24*  
PRACTICAL TRAINING: *Excellent*  
AWARDED TEACHERS COLLEGE DIPLOMA WITH: *Distinction*

- COMPLETED B.Ed COURSES IN 1978 AND AWARDED DEGREE IN 1979  
 COMPLETING B.Ed COURSES P/T IN 1979  
 OTHER:

SYNOPSIS OF E2/16A REPORT TO EDUCATION BOARD AND PRINCIPALS:

*"... she is a serious minded student, with considerable strength of character and fine personal qualities"*

*"She has good leadership potential, and the ability to respond to personal challenges in an enthusiastic manner"*

*"She has grown in confidence in social and professional situations to the point where she initiates and organises activities amongst her peers"*

*"... she reveals sympathetic and kind-hearted attitudes toward children and she has outstanding skills in communicating with them"*

*"She should have an outstanding career"*

BACKGROUND DETAILS OF SCHOOL POSTED TO IN 1979:

CODE NUMBER: 20/36                      TYPE: *Contributing Primary School*

DESCRIPTION OF LOCALITY: *City residential/middle socio-economic area/  
9% Maori/Polynesian students*

NUMBER OF PUPILS: 580                      NUMBER OF TEACHERS: 27

NUMBER OF NEW TEACHERS TO THE SCHOOL IN 1979: 11

NUMBER OF YEAR ONE TEACHERS OVER PREVIOUS THREE YEARS: 6

DETAILS OF CLASS:

NUMBER OF PUPILS: 24                      SINGLE CELL                       OPEN PLAN

AGES: 7-8 years                                      NUMBER OF TEACHERS: 4

DETAILS OF SUPERVISING TEACHER:

SEX: *Male*                                      YEARS OF TEACHING EXPERIENCE: 19

POSITION OF RESPONSIBILITY: *Senior Teacher of Junior Classes*

SCHOOL POLICY ON ASSISTING/GUIDING YEAR ONE TEACHERS:

- . *Each Year One teacher is placed under the guidance of a Senior Teacher*
- . *Year One teachers are provided with an induction booklet by the District Senior Inspector of Schools*
- . *Year One teachers obtain support from the members of their teaching team*

RESEARCHER'S COMMENT ON 20-F:

*Teacher 20-F was English-born and had emigrated to New Zealand with her family as a child. Prior to entering teachers college, she had worked for two years as a bank teller. Teacher 20-F anticipated that she would remain in the teaching profession for about four to nine years with a break for overseas travel. Her commitment to teaching was described by her as being high.*

PRINCIPAL'S COMMENTS ON 20-F:

*Teacher 20-F has settled into the system successfully. I think her success can be attributed to her ability to fit into the "team" of teachers. She's a bright, out-going person who speaks her own mind.*

SENIOR TEACHER'S COMMENTS ON 20-F:

*Teacher 20-F has performed extremely well this year, taking into account*

*the initial reservations she had about co-operative teaching. She has found it a little difficult adjusting to the organisational changes which her teaching team have gone through this year. However, 20-F is mature enough to seek and accept advice and directions. Overall, the year for 20-F has been a profitable one, I think.*

DATA CARD: 21-M
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PERSONAL BACKGROUND:

SEX: *Male*                      AGE: *23*                      ETHNIC GROUP: *Pakeha*

MARITAL STATUS: *Married*                      NUMBER OF CHILDREN: *1*

RELIGION: *Not applicable*                      PAST F/T WORK EXPERIENCE: *Assorted (2 years)*

FATHER'S OCCUPATION: *Farmer*                      MOTHER'S OCCUPATION: *Housewife*

FAMILY SIZE: *4*                      PLACE IN FAMILY: *3*

SECONDARY SCHOOL(S): *Single Sex (Private)*

HIGHEST QUALIFICATION ON ENTERING TEACHERS COLLEGE: *Higher Leaving Certificate*

TEACHER TRAINING BACKGROUND:

YEAR ENTERED TEACHERS COLLEGE: *1976*                      SELECTION COMMITTEE RATING: *28*

AGGREGATE OF COMPULSORY SUBJECT MARKS: *29*

PRACTICAL TRAINING: *Very Good*

AWARDED TEACHERS COLLEGE DIPLOMA WITH: *Commendation*

COMPLETED B.Ed COURSES IN 1978 AND AWARDED DEGREE IN 1979

COMPLETING B.Ed COURSES P/T IN 1979

OTHER:

SYNOPSIS OF E2/16A REPORT TO EDUCATION BOARD AND PRINCIPALS:

"... a mature, capable, co-operative and helpful person"

"He has a pleasant, sincere, cheerful manner"

"... he promises to be a very good teacher indeed"

"He is thorough, resourceful and imaginative in his planning"

"He should do very well in his first year of teaching"

BACKGROUND DETAILS OF SCHOOL POSTED TO IN 1979:

CODE NUMBER: 21                      TYPE: *Contributing Primary School*  
 DESCRIPTION OF LOCALITY: *City residential/upper middle socio-economic area/5% Maori students*

NUMBER OF PUPILS: 487                      NUMBER OF TEACHERS: 19

NUMBER OF NEW TEACHERS TO THE SCHOOL IN 1979: 7

NUMBER OF YEAR ONE TEACHERS OVER PREVIOUS THREE YEARS: 6

DETAILS OF CLASS:

NUMBER OF PUPILS: 25                      SINGLE CELL                       OPEN PLAN   
 AGES: 7-8 years                      [ NUMBER OF TEACHERS: 5

DETAILS OF SUPERVISING TEACHER:

SEX: *Male*                      YEARS OF TEACHING EXPERIENCE: 16

POSITION OF RESPONSIBILITY: *Deputy Principal*

SCHOOL POLICY ON ASSISTING/GUIDING YEAR ONE TEACHERS:

- . *Year One teacher placed in a co-operative team teaching situation*
- . *Year One teacher under direction from Senior Teacher*

RESEARCHER'S COMMENTS ON 21-M:

*Teacher 21-M was married with one child. Prior to entering teaching he had worked in a variety of occupations over a period of two years. During his first year of teaching he became heavily involved with the teachers union. He said he planned to continue teaching, but would take a break every four or five years. He described his commitment to teaching as high.*

PRINCIPAL'S COMMENTS ON 21-M: \*

*I disagree with 21-M's political views, but I couldn't give a damn about that. I think he will end up a communist. He's a bit too bloody outspoken, but he can work. We need people like him in the teaching profession to make us think about and question what we're doing.*

SENIOR TEACHER'S COMMENTS ON 21-M:

*I have found 21-M to be satisfactory. He has been responsive to suggestions I have made.*

DATA CARD: 22-M
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PERSONAL BACKGROUND:

SEX: *Male*                      AGE: *20*                      ETHNIC GROUP: *Pakeha*

MARITAL STATUS: *Single*                      NUMBER OF CHILDREN: *0*

RELIGION: *Open Brethren*                      PAST F/T WORK EXPERIENCE: *No*

FATHER'S OCCUPATION: *Manager*                      MOTHER'S OCCUPATION: *Housewife*

FAMILY SIZE: *6*                      PLACE IN FAMILY: *2*

SECONDARY SCHOOL(S): *Co-educational (State)*

HIGHEST QUALIFICATION ON ENTERING TEACHERS COLLEGE: *University Entrance*

TEACHER TRAINING BACKGROUND:

YEAR ENTERED TEACHERS COLLEGE: *1976*                      SELECTION COMMITTEE RATING: *30*

AGGREGATE OF COMPULSORY SUBJECT MARKS: *30*

PRACTICAL TRAINING: *Average*

AWARDED TEACHERS COLLEGE DIPLOMA WITH: *Pass*

- COMPLETED B.Ed COURSES IN 1978 AND AWARDED DEGREE IN 1979
- COMPLETING B.Ed COURSES P/T IN 1979
- OTHER:

SYNOPSIS OF E2/16A REPORT TO EDUCATION BOARD AND PRINCIPALS:

*"He has a very pleasant disposition and displays a good sense of humour"*

*"... he has a very real contribution to make as a teacher"*

*"... he is developing confidence in his teaching and is able to accept constructive criticism and act upon it"*

*"He has developed a relaxed, but familiar relationship with his students"*

*"He has a very good academic record and has all the attributes of being a fine and highly committed teacher"*



DATA CARD: 23-F
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PERSONAL BACKGROUND:

SEX: *Female*      AGE: *22*      ETHNIC GROUP: *Pakeha*

MARITAL STATUS: *Married*      NUMBER OF CHILDREN: *0*

RELIGION: *Bahai*      PAST F/T WORK EXPERIENCE: *1 year at university*

FATHER'S OCCUPATION: *Farmer*      MOTHER'S OCCUPATION: *Housewife*

FAMILY SIZE: *6*      PLACE IN FAMILY: *3*

SECONDARY SCHOOL(S): *Co-educational (State)*

HIGHEST QUALIFICATION ON ENTERING TEACHERS COLLEGE: *University Entrance*

TEACHER TRAINING BACKGROUND:

YEAR ENTERED TEACHERS COLLEGE: *1976*      SELECTION COMMITTEE RATING: *29*

AGGREGATE OF COMPULSORY SUBJECT MARKS: *27*

PRACTICAL TRAINING: *Average*

AWARDED TEACHERS COLLEGE DIPLOMA WITH: *Pass*

- COMPLETED B.Ed COURSES IN 1978 AND AWARDED DEGREE IN 1979
- COMPLETING B.Ed COURSES P/T IN 1979
- OTHER:

SYNOPSIS OF E2/16A REPORT TO EDUCATION BOARD AND PRINCIPALS:

"... she is a very positive person"

"She is enthusiastic about teaching and she relates easily to children"

"... her teaching can lack imagination and flexibility"

"She sometimes tends to teach above the children"



*appreciated the suggestions made, the help given and the example shown. But, she tends to teach on the surface and ignore what you have said. Despite this, she has a lovely class which relievers enjoy teaching in. The main problem as I see it is keeping all children at task and the noise level down when they are working. She has shown a very casual attitude toward attendance at school, staff meetings and inservice courses.*

DATA CARD: 24-M
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PERSONAL BACKGROUND:

SEX: *Male*            AGE: *21*            ETHNIC GROUP: *Pakeha*

MARITAL STATUS: *Married*            NUMBER OF CHILDREN: *0*

RELIGION: *Anglican*            PAST F/T WORK EXPERIENCE: *No*

FATHER'S OCCUPATION: *Insurance Manager*    MOTHER'S OCCUPATION: *Shop Assistant*

FAMILY SIZE: *6*            PLACE IN FAMILY: *3*

SECONDARY SCHOOL(S): *Single Sex (State)*

HIGHEST QUALIFICATION ON ENTERING TEACHERS COLLEGE: *University Entrance*

TEACHER TRAINING BACKGROUND:

YEAR ENTERED TEACHERS COLLEGE: *1976*            SELECTION COMMITTEE RATING: *40*

AGGREGATE OF COMPULSORY SUBJECT MARKS: *26*

PRACTICAL TRAINING: *Average*

AWARDED TEACHERS COLLEGE DIPLOMA WITH: *Commendation*

- COMPLETED B.Ed COURSES IN 1978 AND AWARDED DEGREE IN 1979
- COMPLETING B.Ed COURSES P/T IN 1979
- OTHER:

SYNOPSIS OF E2/16A REPORT TO EDUCATION BOARD AND PRINCIPALS:

*"He is a dignified, slightly shy young man, having a good deal of maturity and educational insight"*

*"... he is a conscientious worker, applying himself diligently to every challenge"*

*"... actively pursues ways of improving his teaching performance, accepting advice, and always proceeding from sound principles"*

*"In the classroom, he prefers a quiet, somewhat low-key approach, seeking warm personal responses from his pupils"*

*"His sincerity and dedication will mean that his contribution to the teaching profession will be soundly based"*

BACKGROUND DETAILS OF SCHOOL POSTED TO IN 1979:

CODE NUMBER: 24/35                      TYPE: *Contributing Primary School*  
DESCRIPTION OF LOCALITY: *City residential/middle socio-economic area/  
8% Maori students*  
NUMBER OF PUPILS: 306                      NUMBER OF TEACHERS: 13  
NUMBER OF NEW TEACHERS TO THE SCHOOL IN 1979: 4  
NUMBER OF YEAR ONE TEACHERS OVER PREVIOUS THREE YEARS: 6

DETAILS OF CLASS:

NUMBER OF PUPILS: 27                      SINGLE CELL                       OPEN PLAN   
AGES: 8-9 years                      NUMBER OF TEACHERS:

DETAILS OF SUPERVISING TEACHER:

SEX: *Female*                      YEARS OF TEACHING EXPERIENCE: 17  
POSITION OF RESPONSIBILITY: *Senior Teacher*

SCHOOL POLICY ON ASSISTING/GUIDING YEAR ONE TEACHERS:

- . *The induction of the Year One teacher is delegated to the Senior Teacher*
- . *The Senior Teacher gives guidance, assistance and advice to the Year One*
- . *Senior Teacher works within the Year One's classroom as circumstances permit*

RESEARCHER'S COMMENTS ON 24-M:

*Teacher 24-M was married to a final year teachers college student, whom he relied on for assistance with planning during the early part of the year. His commitment to teaching had decreased during the year to a level he described as low. He intended, however, to teach for a period of between four and nine years, with a break for overseas travel.*

PRINCIPAL'S COMMENTS ON 24-M: \*

*Teacher 24-F is a quiet, retiring sort of fellow. He's a nice boy. He's not over-communicative. He's done a great job and won't make a bad teacher.*

SENIOR TEACHER'S COMMENTS ON 24-M:

*I feel that 24-M has had a most successful year. He has been a keen teacher and his planning has been excellent. His one main disadvantage is that he is subdued, and won't readily ask for help.*

DATA CARD: 25-F
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PERSONAL BACKGROUND:

SEX: *Female*      AGE: *21*      ETHNIC GROUP: *Pakeha*  
 MARITAL STATUS: *Single*      NUMBER OF CHILDREN: *0*  
 RELIGION: *Presbyterian*      PAST F/T WORK EXPERIENCE: *No*  
 FATHER'S OCCUPATION: *Armed Forces*      MOTHER'S OCCUPATION: *Deceased*  
 FAMILY SIZE: *5*      PLACE IN FAMILY: *2*  
 SECONDARY SCHOOL(S): *Co-educational (State)*  
 HIGHEST QUALIFICATION ON ENTERING TEACHERS COLLEGE: *University Entrance*

TEACHER TRAINING BACKGROUND:

YEAR ENTERED TEACHERS COLLEGE: *1976*      SELECTION COMMITTEE RATING: *33*  
 AGGREGATE OF COMPULSORY SUBJECT MARKS: *33*  
 PRACTICAL TRAINING: *Average*  
 AWARDED TEACHERS COLLEGE DIPLOMA WITH: *Pass*

- COMPLETED B.Ed COURSES IN 1978 AND AWARDED DEGREE IN 1979  
 COMPLETING B.Ed COURSES P/T IN 1979  
 OTHER:

SYNOPSIS OF E2/16A REPORT TO EDUCATION BOARD AND PRINCIPALS:

*"She is a shy girl who finds it hard to relax in the early stages of a relationship"*

*"... she sometimes appears almost surly and seldom contributes much in a large group situation"*

*"... she relates very well to young children, showing a vitality that is often lacking with adults"*

*"... she prepares thoroughly and imaginatively, and is very serious in her desire to do well in teaching"*

BACKGROUND DETAILS OF SCHOOL POSTED TO IN 1979:

CODE NUMBER: 25                      TYPE: *Full Primary School*  
 DESCRIPTION OF LOCALITY: *School serves dairy farming region/5% Maori students*  
 NUMBER OF PUPILS: 87                      NUMBER OF TEACHERS: 4  
 NUMBER OF NEW TEACHERS TO THE SCHOOL IN 1979: 1  
 NUMBER OF YEAR ONE TEACHERS OVER PREVIOUS THREE YEARS: 3

DETAILS OF CLASS:

NUMBER OF PUPILS: 14                      SINGLE CELL                       OPEN PLAN   
 AGES: 7-8 years                      [ NUMBER OF TEACHERS:

DETAILS OF SUPERVISING TEACHER:

SEX: *Male*                      YEARS OF TEACHING EXPERIENCE: 25  
 POSITION OF RESPONSIBILITY: *Principal*

SCHOOL POLICY ON ASSISTING/GUIDING YEAR ONE TEACHERS:

- . *Initial and continuing guidance by Principal*
- . *Year One teacher's programmes linked with those of Senior Teacher*
- . *Periodic observation of teaching and checking of pupils' progress by Principal*

RESEARCHER'S COMMENTS ON 25-F:

*Teacher 25-F taught in a small country school, although she lived in the nearby city with her boyfriend. During her first year of teaching her commitment had increased to a level she described as high. She intended to teach for 10 to 20 years, with a break for child rearing and overseas travel.*

PRINCIPAL'S COMMENTS ON 25-F:\*

*During the year, I don't think 25-F encountered any difficulties at all. She's a fairly self-possessed, young lady. She's competent and quite confident.*

DATA CARD: 26-F
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PERSONAL BACKGROUND:

SEX: *Female*      AGE: *22*      ETHNIC GROUP: *Pakeha*  
 MARITAL STATUS: *Married*      NUMBER OF CHILDREN: *0*  
 RELIGION: *Roman Catholic*      PAST F/T WORK EXPERIENCE: *No*  
 FATHER'S OCCUPATION: *Contractor*      MOTHER'S OCCUPATION: *Housewife*  
 FAMILY SIZE: *3*      PLACE IN FAMILY: *3*  
 SECONDARY SCHOOL(S): *Co-educational (State)*  
 HIGHEST QUALIFICATION ON ENTERING TEACHERS COLLEGE: *University Entrance*

TEACHER TRAINING BACKGROUND:

YEAR ENTERED TEACHERS COLLEGE: *1976*      SELECTION COMMITTEE RATING: *29*  
 AGGREGATE OF COMPULSORY SUBJECT MARKS: *37*  
 PRACTICAL TRAINING: *Average*  
 AWARDED TEACHERS COLLEGE DIPLOMA WITH: *Pass*

- COMPLETED B.Ed COURSES IN 1978 AND AWARDED DEGREE IN 1979  
 COMPLETING B.Ed COURSES P/T IN 1979  
 OTHER:

SYNOPSIS OF E2/16A REPORT TO EDUCATION BOARD AND PRINCIPALS:

"... a most likeable person, very sociable, friendly and polite"  
 "She has considerable potential as a teacher"  
 "She establishes fine relationships with both children and staff"

BACKGROUND DETAILS OF SCHOOL POSTED TO IN 1979:

CODE NUMBER: 6/26

TYPE: *Contributing Primary School*DESCRIPTION OF LOCALITY: *City residential/upper middle socio-economic area/12% Maori/Polynesian students*

NUMBER OF PUPILS: 298

NUMBER OF TEACHERS: 12

NUMBER OF NEW TEACHERS TO THE SCHOOL IN 1979: 3

NUMBER OF YEAR ONE TEACHERS OVER PREVIOUS THREE YEARS: 6

DETAILS OF CLASS:

NUMBER OF PUPILS: 27

SINGLE CELL OPEN PLAN 

AGES: 8-9 years

NUMBER OF TEACHERS:

DETAILS OF SUPERVISING TEACHER:SEX: *Female*

YEARS OF TEACHING EXPERIENCE: 19

POSITION OF RESPONSIBILITY: *Senior Teacher*SCHOOL POLICY ON ASSISTING/GUIDING YEAR ONE TEACHERS:*(As for teacher 6-F)*RESEARCHER'S COMMENTS ON 26-F:

*Teacher 26-F was married to another beginning teacher in the study, 27-M, and began the year three months pregnant with her first child. At the end of the first school term she took maternity leave for the remainder of the year. She said she intended to return to teaching after a period of child rearing.*

PRINCIPAL'S COMMENTS ON 26-F:\*

*During the time she was here, 26-F proved to be quite a competent Year One. She had a tendency to shout at children.*

SENIOR TEACHER'S COMMENTS ON 26-F:\*

*Teacher 26-F was a girl who knew her own mind, and would not tolerate any nonsense from her children. She tended to be a wee bit overbearing at times.*

DATA CARD: 27-M
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PERSONAL BACKGROUND:

SEX: *Male*                      AGE: *22*                      ETHNIC GROUP: *Pakeha*

MARITAL STATUS: *Married*                      NUMBER OF CHILDREN: *0*

RELIGION: *Catholic*                      PAST F/T WORK EXPERIENCE: *Assorted (1 year)*

FATHER'S OCCUPATION: *Farmer*                      MOTHER'S OCCUPATION: *Housewife*

FAMILY SIZE: *7*                      PLACE IN FAMILY: *7*

SECONDARY SCHOOL(S): *Co-educational (State)*

HIGHEST QUALIFICATION ON ENTERING TEACHERS COLLEGE: *University Entrance*

TEACHER TRAINING BACKGROUND:

YEAR ENTERED TEACHERS COLLEGE: *1976*                      SELECTION COMMITTEE RATING: *26*

AGGREGATE OF COMPULSORY SUBJECT MARKS: *35*

PRACTICAL TRAINING: *Very Good*

AWARDED TEACHERS COLLEGE DIPLOMA WITH: *Commendation*

- COMPLETED B.Ed COURSES IN 1978 AND AWARDED DEGREE IN 1979
- COMPLETING B.Ed COURSES P/T IN 1979
- OTHER:

SYNOPSIS OF E2/16A REPORT TO EDUCATION BOARD AND PRINCIPALS:

"... a well-built, confident young man, of considerable outlook"

"He is a diligent worker and has plenty of initiative"

"... he relates easily to people and has a sense of humour"

"He shows considerable drive and vitality and this should stand him in good stead"

BACKGROUND DETAILS OF SCHOOL POSTED TO IN 1979: *17-M was appointed to the following school, but did not take up appointment*

CODE NUMBER: 1/38

TYPE: Intermediate School

appointment

DESCRIPTION OF LOCALITY: *City residential/middle socio-economic area/15% Maori/Polynesian students*

NUMBER OF PUPILS: 622

NUMBER OF TEACHERS: 31.4

NUMBER OF NEW TEACHERS TO THE SCHOOL IN 1979: 12

NUMBER OF YEAR ONE TEACHERS OVER PREVIOUS THREE YEARS: 7

DETAILS OF CLASS: *(27-M was not allocated a class)*

NUMBER OF PUPILS:

SINGLE CELL

OPEN PLAN

NUMBER OF TEACHERS:

DETAILS OF SUPERVISING TEACHER:

SEX:

YEARS OF TEACHING EXPERIENCE:

POSITION OF RESPONSIBILITY:

SCHOOL POLICY ON ASSISTING/GUIDING YEAR ONE TEACHERS:

*(As for teacher 1-M)*

RESEARCHER'S COMMENTS ON 27-M:

*Teacher 27-M, the husband of 26-F, did not take up his appointment. Just prior to the start of the year, 27-M's father had died, leaving the family farm unattended. Although his elder brother took over management of the farm, 27-F decided to go share-milking with the hope of moving onto the family farm within a couple of years. He said he did not regret spending the three years at teachers college, as teaching was an occupation he could return to.*

DATA CARD: 28-F
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PERSONAL BACKGROUND:

SEX: *Female*      AGE: *28*      ETHNIC GROUP: *Pakeha*  
 MARITAL STATUS: *Divorced*      NUMBER OF CHILDREN: *2*  
 RELIGION: *Not applicable*      PAST F/T WORK EXPERIENCE: *Assorted (2 years)*  
 FATHER'S OCCUPATION: *Mechanic*      MOTHER'S OCCUPATION: *Housewife*  
 FAMILY SIZE: *4*      PLACE IN FAMILY: *2*  
 SECONDARY SCHOOL(S): *Co-educational (State)*  
 HIGHEST QUALIFICATION ON ENTERING TEACHERS COLLEGE: *University Entrance*

TEACHER TRAINING BACKGROUND:

YEAR ENTERED TEACHERS COLLEGE: *1976*      SELECTION COMMITTEE RATING: *35*  
 AGGREGATE OF COMPULSORY SUBJECT MARKS: *36*  
 PRACTICAL TRAINING: *Very Good*  
 AWARDED TEACHERS COLLEGE DIPLOMA WITH: *Pass*

- COMPLETED B.Ed COURSES IN 1978 AND AWARDED DEGREE IN 1979  
 COMPLETING B.Ed COURSES P/T IN 1979  
 OTHER:

SYNOPSIS OF E2/16A REPORT TO EDUCATION BOARD AND PRINCIPALS:

*"Has particularly strong empathy for children who are underprivileged"*

*"Can allow her emotions to overcome her objectivity at times"*

BACKGROUND DETAILS OF SCHOOL POSTED TO IN 1979:

CODE NUMBER: 2/28                      TYPE: *Contributing Primary School*

DESCRIPTION OF LOCALITY: *City residential/lower middle socio-economic area/40% Maori/Polynesian students*

NUMBER OF PUPILS: 305                      NUMBER OF TEACHERS: 12

NUMBER OF NEW TEACHERS TO THE SCHOOL IN 1979: 4

NUMBER OF YEAR ONE TEACHERS OVER PREVIOUS THREE YEARS: 6

DETAILS OF CLASS:

NUMBER OF PUPILS: 31                      SINGLE CELL                       OPEN PLAN   
AGES: 6-7 years                      [ NUMBER OF TEACHERS:

DETAILS OF SUPERVISING TEACHER:

SEX: *Female*                      YEARS OF TEACHING EXPERIENCE: 25

POSITION OF RESPONSIBILITY: *Senior Teacher of Junior Classes*

SCHOOL POLICY ON ASSISTING/GUIDING YEAR ONE TEACHERS:

*(As for teacher 2-F)*

RESEARCHER'S COMMENTS ON 28-F:

*Teacher 28-F was strongly interested in astrology, and regarded herself as an independent person. She was a 28 year old divorcee, with two children, one in his teens. She lived on a small farm block and shared the cottage with a male friend. In the second term of the school year, 28-F found that she was pregnant, and subsequently applied for maternity leave for the year following. She said she felt no commitment to the teaching profession, and, although she said she enjoyed the children, she was anxious to leave teaching by the end of the year.*

PRINCIPAL'S COMMENTS ON 28-F:

*Teacher 28-F's performance has been erratic. She would have bursts of enthusiasm, and then there would be long gaps of disorganised programme development. Her performance during the year also suffered because of the personality conflict she had with the STJC.*

SENIOR TEACHER'S COMMENTS ON 28-F:

*Teacher 28-F has been a very difficult Year One to deal with. She likes to do her own thing in her own way. She does not like being told anything with which she does not agree.*

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DATA CARD: 29-F

PERSONAL BACKGROUND:

SEX: *Female*      AGE: *23*      ETHNIC GROUP: *Pakeha*  
MARITAL STATUS: *Married*      NUMBER OF CHILDREN: *0*  
RELIGION: *Anglican*      PAST F/T WORK EXPERIENCE: *Clerk (2 years)*  
FATHER'S OCCUPATION: *Manager*      MOTHER'S OCCUPATION: *Housewife*  
FAMILY SIZE: *5*      PLACE IN FAMILY: *3*  
SECONDARY SCHOOL(S): *Single Sex (State)*  
HIGHEST QUALIFICATION ON ENTERING TEACHERS COLLEGE: *University Entrance*

TEACHER TRAINING BACKGROUND:

YEAR ENTERED TEACHERS COLLEGE: *1976*      SELECTION COMMITTEE RATING: *29*  
AGGREGATE OF COMPULSORY SUBJECT MARKS: *38*  
PRACTICAL TRAINING: *Very Good*  
AWARDED TEACHERS COLLEGE DIPLOMA WITH: *Pass*

- COMPLETED B.Ed COURSES IN 1978 AND AWARDED DEGREE IN 1979  
 COMPLETING B.Ed COURSES P/T IN 1979  
 OTHER:

SYNOPSIS OF E2/16A REPORT TO EDUCATION BOARD AND PRINCIPALS:

*"Has a mature outlook on life"*

*"... has an outgoing personality and uses this to advantage in the classroom"*

*"She plans thoroughly and has developed good professional attitudes"*

*"... should be an asset to any school"*

BACKGROUND DETAILS OF SCHOOL POSTED TO IN 1979:

CODE NUMBER: 29                      TYPE: *Full Primary School*  
 DESCRIPTION OF LOCALITY: *School serves dairy farming region/5% Maori students*

NUMBER OF PUPILS: 150                      NUMBER OF TEACHERS: 6

NUMBER OF NEW TEACHERS TO THE SCHOOL IN 1979: 2

NUMBER OF YEAR ONE TEACHERS OVER PREVIOUS THREE YEARS: 3

DETAILS OF CLASS:

NUMBER OF PUPILS: 28                      SINGLE CELL                       OPEN PLAN   
 AGES: 7-8 years                      NUMBER OF TEACHERS: 3

DETAILS OF SUPERVISING TEACHER:

SEX: *Female*                      YEARS OF TEACHING EXPERIENCE: *23 years*

POSITION OF RESPONSIBILITY: *Senior Teacher of Junior Classes*

SCHOOL POLICY ON ASSISTING/GUIDING YEAR ONE TEACHERS:

- . *Year One is under the direct responsibility of Senior Teacher*
- . *Other staff of school provide advice and example*

RESEARCHER'S COMMENTS ON 29-F:

*Prior to entering teachers college, 29-F had spent two years as a clerk in the Public Service. She was married to a Health Inspector and had no children. She and her husband owned a home a short distance from the country school she taught at. She said she intended to teach until retirement, taking a break for child rearing and overseas travel. Her commitment to teaching had increased during the year, she said, to a level she described as high.*

PRINCIPAL'S COMMENTS ON 29-F:

*Teacher 29-F has been pleasant, personable, hardworking and honest. She is a sincere friend to the children and the staff. She seems to be well-trained for her task, and is very loyal to the school.*

SENIOR TEACHER'S COMMENTS ON 29-F:

*I have found working with 29-F to be very refreshing. She has been enthusiastic and most co-operative. She has worked hard and achieved success with her children.*

DATA CARD: 30-F
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PERSONAL BACKGROUND:

SEX: *Female*      AGE: *20*      ETHNIC GROUP: *British*

MARITAL STATUS: *Single*      NUMBER OF CHILDREN: *0*

RELIGION: *Not applicable*      PAST F/T WORK EXPERIENCE: *No*

FATHER'S OCCUPATION: *Planning Officer*      MOTHER'S OCCUPATION: *Shop Assistant*

FAMILY SIZE: *3*      PLACE IN FAMILY: *2*

SECONDARY SCHOOL(S): *Co-educational (State)*

HIGHEST QUALIFICATION ON ENTERING TEACHERS COLLEGE: *University Entrance*

TEACHER TRAINING BACKGROUND:

YEAR ENTERED TEACHERS COLLEGE: *1976*      SELECTION COMMITTEE RATING: *37*

AGGREGATE OF COMPULSORY SUBJECT MARKS: *24*

PRACTICAL TRAINING: *Excellent*

AWARDED TEACHERS COLLEGE DIPLOMA WITH: *Distinction*

- COMPLETED B.Ed COURSES IN 1978 AND AWARDED DEGREE IN 1979
- COMPLETING B.Ed COURSES P/T IN 1979
- OTHER:

SYNOPSIS OF E2/16A REPORT TO EDUCATION BOARD AND PRINCIPALS:

*"... intelligent and sensible person with some excellent personal qualities for teaching"*

*"She is confident, perceptive and warmly enthusiastic in personal relations"*

*"She has the versatility and ability to succeed at whatever she puts her hand to"*

*"... she is enthusiastic and highly creative in the classroom, preferring the more open styles of teaching"*

*"She is supportive of children and aware of their needs"*

*"Her approach is thorough and professional and her potential as a teacher is outstanding"*

BACKGROUND DETAILS OF SCHOOL POSTED TO IN 1979:

CODE NUMBER: 30                      TYPE: *Contributing Primary School*

DESCRIPTION OF LOCALITY: *Small town residential/upper middle socio-economic area/10% Maori students*

NUMBER OF PUPILS: 390                      NUMBER OF TEACHERS: 13

NUMBER OF NEW TEACHERS TO THE SCHOOL IN 1979: 4

NUMBER OF YEAR ONE TEACHERS OVER PREVIOUS THREE YEARS: 6

DETAILS OF CLASS:

NUMBER OF PUPILS: 30                      SINGLE CELL                       OPEN PLAN   
AGES: 8-9 years                      NUMBER OF TEACHERS:

DETAILS OF SUPERVISING TEACHER:

SEX: *Female*                      YEARS OF TEACHING EXPERIENCE: 21

POSITION OF RESPONSIBILITY: *Deputy Principal*

SCHOOL POLICY ON ASSISTING/GUIDING YEAR ONE TEACHERS:

- . *Year Ones are paired with experienced teachers teaching the same class level, who assist with planning, advice, etc.*
- . *Each week Year Ones receive duplicated handouts on professional matters, teaching units, N.Z.E.I. information, etc.*
- . *Regular informal sessions are held between year one and the Deputy Principal or Principal*

RESEARCHER'S COMMENTS ON 30-F:

*Teacher 30-F flatted with her boyfriend who was a high school teacher. Her parents, whom she would stay with on the weekends, lived in the nearby city. She described her commitment to teaching as low. Although she indicated that she intended to teach from one to three years, she said she would take each year as it came.*

PRINCIPAL'S COMMENTS ON 30-F:

*Teacher 30-F started the year well and is finishing in fine form. She is an extremely intelligent girl, and a very competent teacher. She's dedicated to her job and to the children.*

SENIOR TEACHER'S COMMENTS ON 30-F:

*Teacher 30-F is very pleasant. A professional person, 30-F gives that*

*extra effort to her position, which is very pleasing. The children respect and love her, and the classroom is a busy, hardworking area of the school. She is one of those dedicated teachers so necessary in a demanding profession.*

DATA CARD: 31-M
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PERSONAL BACKGROUND:

SEX: *Male*                      AGE: *24*                      ETHNIC GROUP: *Pakeha*

MARITAL STATUS: *Married*                      NUMBER OF CHILDREN: *0*

RELIGION: *Roman Catholic*                      PAST F/T WORK EXPERIENCE: *Assorted (4 years)*

FATHER'S OCCUPATION: *Horticulturalist*                      MOTHER'S OCCUPATION: *Buyer*

FAMILY SIZE: *3*                      PLACE IN FAMILY: *2*

SECONDARY SCHOOL(S): *Co-educational (State)*

HIGHEST QUALIFICATION ON ENTERING TEACHERS COLLEGE: *University Entrance*

TEACHER TRAINING BACKGROUND:

YEAR ENTERED TEACHERS COLLEGE: *1976*                      SELECTION COMMITTEE RATING: *29*

AGGREGATE OF COMPULSORY SUBJECT MARKS: *36*

PRACTICAL TRAINING: *Very Fair*

AWARDED TEACHERS COLLEGE DIPLOMA WITH: *Pass*

COMPLETED B.Ed COURSES IN 1978 AND AWARDED DEGREE IN 1979

COMPLETING B.Ed COURSES P/T IN 1979

OTHER:

SYNOPSIS OF E2/16A REPORT TO EDUCATION BOARD AND PRINCIPALS:

*"... a mature, capable, co-operative person"*

*"He has a pleasant, cheerful manner"*

*"... he promises to be a good teacher"*

*"He is generally well-organised, conscientious in his preparation, thorough and thoughtful in his planning and skilful in his teaching"*

*"He relates very well to children, takes a genuine interest in them and is sensitive to individual differences"*

*"... he should cope very satisfactorily in his first teaching post"*

*"... he may well need help with organisation and management, especially initially"*

BACKGROUND DETAILS OF SCHOOL POSTED TO IN 1979:

CODE NUMBER: 31/34

TYPE: *Contributing Primary School*DESCRIPTION OF LOCALITY: *City residential/lower middle socio-economic area/22% Maori/Polynesian students*

NUMBER OF PUPILS: 234

NUMBER OF TEACHERS: 19

NUMBER OF NEW TEACHERS TO THE SCHOOL IN 1979: 0

NUMBER OF YEAR ONE TEACHERS OVER PREVIOUS THREE YEARS: 6

DETAILS OF CLASS:

NUMBER OF PUPILS: 25

SINGLE CELL OPEN PLAN 

AGES: 7-8 years

NUMBER OF TEACHERS: 4

DETAILS OF SUPERVISING TEACHER:SEX: *Female*

YEARS OF TEACHING EXPERIENCE: 19

POSITION OF RESPONSIBILITY: *Senior Teacher of Junior Classes*SCHOOL POLICY ON ASSISTING/GUIDING YEAR ONE TEACHERS:

- . *Principal allocates special times for discussion sessions*
- . *Senior Teacher also has regular discussions with Year One*
- . *Year Ones are encouraged to express their views in staff meetings*
- . *Year One's rights as a teacher are explained early in the year*

RESEARCHER'S COMMENTS ON 31-M:

*Before entering teachers college 31-M held a number of labouring and clerical positions. During training he married a university student. He said he intended to teach for 10 to 20 years with a break for over-seas travel. He described his commitment to teaching as high.*

PRINCIPAL'S COMMENTS ON 31-M:

*Working in an open-space, co-operative situation places many demands on teachers, and 31-M has responded to those demands in a positive, professional manner.*

SENIOR TEACHER'S COMMENTS ON 31-M:

*Initially, 31-M had a few difficulties coping with the children. However, he has learned from his mistakes. He gets on well with the children and the staff. His out-going personality is an asset he has and uses.*

DATA CARD: 32-F
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PERSONAL BACKGROUND:

SEX: *Female*      AGE: *21*      ETHNIC GROUP: *Pakeha*  
 MARITAL STATUS: *Single*      NUMBER OF CHILDREN: *0*  
 RELIGION: *Anglican*      PAST F/T WORK EXPERIENCE: *No*  
 FATHER'S OCCUPATION: *Engineer*      MOTHER'S OCCUPATION: *Red Cross Worker*  
 FAMILY SIZE: *2*      PLACE IN FAMILY: *1*  
 SECONDARY SCHOOL(S): *Co-educational (State)*  
 HIGHEST QUALIFICATION ON ENTERING TEACHERS COLLEGE: *University Entrance*

TEACHER TRAINING BACKGROUND:

YEAR ENTERED TEACHERS COLLEGE: *1976*      SELECTION COMMITTEE RATING: *30*  
 AGGREGATE OF COMPULSORY SUBJECT MARKS: *37*  
 PRACTICAL TRAINING: *Average*  
 AWARDED TEACHERS COLLEGE DIPLOMA WITH: *Pass*

- COMPLETED B.Ed COURSES IN 1978 AND AWARDED DEGREE IN 1979  
 COMPLETING B.Ed COURSES P/T IN 1979  
 OTHER:

SYNOPSIS OF E2/16A REPORT TO EDUCATION BOARD AND PRINCIPALS:

*"Confidence in her own professional ability is not always evident in practice"*

*"... will function more successfully in a syndicate where strong leadership and direction are given"*

*"She has a predilection for strong and often unthinking comment in relation to teaching matters, although this is not as abrasive as it was formerly"*

*"... she has developed a more mature approach to professional criticism but it is recommended that any comments praising her efforts in the classroom be rather muted during her first year"*

*"Her obvious energy and effort will return greater dividends if channelled into more established teaching strategies"*





BACKGROUND DETAILS OF SCHOOL POSTED TO IN 1979:

CODE NUMBER: 13/33

TYPE: Full Primary School

DESCRIPTION OF LOCALITY: Small town residential/lower middle socio-economic area/60% Maori students

NUMBER OF PUPILS: 450

NUMBER OF TEACHERS: 18.5

NUMBER OF NEW TEACHERS TO THE SCHOOL IN 1979: 4

NUMBER OF YEAR ONE TEACHERS OVER PREVIOUS THREE YEARS: 6

DETAILS OF CLASS:

NUMBER OF PUPILS: 30

SINGLE CELL OPEN PLAN 

AGES: 6-7 years

NUMBER OF TEACHERS:

DETAILS OF SUPERVISING TEACHER:

SEX: Male

YEARS OF TEACHING EXPERIENCE: 28

POSITION OF RESPONSIBILITY: Senior Teacher of Junior Classes

SCHOOL POLICY ON ASSISTING/GUIDING YEAR ONE TEACHERS:*(As for teacher 13-M)*RESEARCHER'S COMMENTS ON 33-F:

*Early in the first school term, 33-F separated from her husband and took her two year old child to live in a school house in the same town as the school she taught at. Teacher 33-F was 21 years of age. During the year, she became involved in teacher politics and regularly attended union meetings. She described her commitment to teaching as high. She had been granted leave without pay to take the following year of teaching to spend more time with her daughter. Her intention was to teach until retirement with a break for overseas travel and for child rearing.*

PRINCIPAL'S COMMENTS ON 33-F:

*Early in the year, 33-F had some difficulty keeping personal/family problems from affecting her school effort. In the second and third terms she's put her mind to the job and has enjoyed teaching.*

SENIOR TEACHER'S COMMENTS ON 33-F:

*I have found it most enjoyable working with 33-F. She has a professional outlook. She was ready to receive advice and prepared to follow same.*

DATA CARD: 34-F
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PERSONAL BACKGROUND:

SEX: *Female*      AGE: *19*      ETHNIC GROUP: *Pakeha*

MARITAL STATUS: *Married (3rd Term)* NUMBER OF CHILDREN: *0*

RELIGION: *Mormon*      PAST F/T WORK EXPERIENCE: *No*

FATHER'S OCCUPATION: *Unsure*      MOTHER'S OCCUPATION: *Office Manager*

FAMILY SIZE: *5*      PLACE IN FAMILY: *2*

SECONDARY SCHOOL(S): *Single Sex (State) and Co-educational (Private)*

HIGHEST QUALIFICATION ON ENTERING TEACHERS COLLEGE: *University Entrance*

TEACHER TRAINING BACKGROUND:

YEAR ENTERED TEACHERS COLLEGE: *1976*      SELECTION COMMITTEE RATING: *33*

AGGREGATE OF COMPULSORY SUBJECT MARKS: *41*

PRACTICAL TRAINING: *Very Good*

AWARDED TEACHERS COLLEGE DIPLOMA WITH: *Pass*

- COMPLETED B.Ed COURSES IN 1978 AND AWARDED DEGREE IN 1979
- COMPLETING B.Ed COURSES P/T IN 1979
- OTHER:

SYNOPSIS OF E2/16A REPORT TO EDUCATION BOARD AND PRINCIPALS:

*"... in the classroom she establishes very good rapport with the children"*

*"She is warm and sensible with children, sensitive to individual differences and she involves herself in their activities both in and out of the classroom"*

*"A good, imaginative approach and her use of initiative are also strengths"*

*"She plans her work thoroughly and is strong organisationally"*

*"She should develop into a very capable teacher"*

BACKGROUND DETAILS OF SCHOOL POSTED TO IN 1979:

CODE NUMBER: 31/34                    TYPE: *Contributing Primary School*  
 DESCRIPTION OF LOCALITY: *City residential/lower middle socio-economic area/22% Maori/Folynesian students*  
 NUMBER OF PUPILS: 234                    NUMBER OF TEACHERS: 19  
 NUMBER OF NEW TEACHERS TO THE SCHOOL IN 1979: 0  
 NUMBER OF YEAR ONE TEACHERS OVER PREVIOUS THREE YEARS: 6

DETAILS OF CLASS:

NUMBER OF PUPILS: 18                    SINGLE CELL                     OPEN PLAN   
 AGES: 6-7 years                    NUMBER OF TEACHERS: 2

DETAILS OF SUPERVISING TEACHER:

SEX: *Female*                    YEARS OF TEACHING EXPERIENCE: 19  
 POSITION OF RESPONSIBILITY: *Senior Teacher of Junior Classes*  
SCHOOL POLICY ON ASSISTING/GUIDING YEAR ONE TEACHERS:

*(As for teacher 31-M)*

RESEARCHER'S COMMENTS ON 34-F:

*Teacher 34-F was the youngest teacher in the sample, being 19 years of age. She was engaged during the first school term, and married her fiance late in the year. She described her commitment to teaching as high, and expected to remain teaching for a period of four to nine years with a break for overseas travel.*

PRINCIPAL'S COMMENT ON 34-F:

*Teacher 34-F had some difficulties coping with the team teaching situation she was placed in. However, she has worked hard and has planned well. She should make an excellent teacher with a little more experience.*

SENIOR TEACHER'S COMMENTS ON 34-F:

*Teacher 34-F was very uptight at the beginning of the year. She underestimated her own ability with children. She has developed more confidence as the year has gone on.*

DATA CARD: 35-F
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PERSONAL BACKGROUND:

SEX: *Female*      AGE: *20*      ETHNIC GROUP: *British*  
 MARITAL STATUS: *Married (1st Term)*      NUMBER OF CHILDREN: *0*  
 RELIGION: *Presbyterian*      PAST F/T WORK EXPERIENCE: *No*  
 FATHER'S OCCUPATION: *Truck Driver*      MOTHER'S OCCUPATION: *Housewife*  
 FAMILY SIZE: *2*      PLACE IN FAMILY: *1*  
 SECONDARY SCHOOL(S): *Single Sex (Private) and Co-educational (State)*  
 HIGHEST QUALIFICATION ON ENTERING TEACHERS COLLEGE: *University Entrance*

TEACHER TRAINING BACKGROUND:

YEAR ENTERED TEACHERS COLLEGE: *1976*      SELECTION COMMITTEE RATING: *32*  
 AGGREGATE OF COMPULSORY SUBJECT MARKS: *32*  
 PRACTICAL TRAINING: *Very Fair*  
 AWARDED TEACHERS COLLEGE DIPLOMA WITH: *Pass*

- COMPLETED B.Ed COURSES IN 1978 AND AWARDED DEGREE IN 1979  
 COMPLETING B.Ed COURSES P/T IN 1979  
 OTHER:

SYNOPSIS OF E2/16A REPORT TO EDUCATION BOARD AND PRINCIPALS:

*"She is pleasant and always friendly"*  
*"... she has potential which is yet to be realised"*  
*"... would probably need direction during her first year of teaching"*

BACKGROUND DETAILS OF SCHOOL POSTED TO IN 1979:

CODE NUMBER: 24/35

TYPE: *Contributing Primary School*DESCRIPTION OF LOCALITY: *City residential/middle socio-economic area/  
8% Maori students*

NUMBER OF PUPILS: 306

NUMBER OF TEACHERS: 13

NUMBER OF NEW TEACHERS TO THE SCHOOL IN 1979: 4

NUMBER OF YEAR ONE TEACHERS OVER PREVIOUS THREE YEARS: 6

DETAILS OF CLASS:

NUMBER OF PUPILS: 29

SINGLE CELL OPEN PLAN 

AGES: 6-7 years

NUMBER OF TEACHERS:

DETAILS OF SUPERVISING TEACHER:SEX: *Female*

YEARS OF TEACHING EXPERIENCE: 14

POSITION OF RESPONSIBILITY: *Senior Teacher*SCHOOL POLICY ON ASSISTING/GUIDING YEAR ONE TEACHERS:*(As for teacher 24-M)*RESEARCHER'S COMMENTS ON 35-F:

*During the first school term, 35-F lived with her parents on their farm. However, at the beginning of the second term she married and moved onto an adjacent farm with her husband. Her intention was to teach from one to three years continuously and then help her husband on the farm. She described her commitment to teaching as moderate.*

PRINCIPAL'S COMMENTS ON 35-F: \*

*Teacher 35-F has done an excellent job this year. She's a corker! Originally I had the impression that she was going to be some trouble, but I was quickly proved wrong. She's a good Year One.*

SENIOR TEACHER'S COMMENTS ON 35-F: \*

*Teacher 35-F is a good infants teacher. She has been no trouble this year.*

DATA CARD: 36-F
-----------------

PERSONAL BACKGROUND:

SEX: *Female*      AGE: *20*      ETHNIC GROUP: *Pakeha*  
 MARITAL STATUS: *Married*      NUMBER OF CHILDREN: *0*  
 RELIGION: *Presbyterian*      PAST F/T WORK EXPERIENCE: *No*  
 FATHER'S OCCUPATION: *Butcher*      MOTHER'S OCCUPATION: *Housewife*  
 FAMILY SIZE: *4*      PLACE IN FAMILY: *1*  
 SECONDARY SCHOOL(S): *Single Sex (State)*  
 HIGHEST QUALIFICATION ON ENTERING TEACHERS COLLEGE: *University Entrance*

TEACHER TRAINING BACKGROUND:

YEAR ENTERED TEACHERS COLLEGE: *1976*      SELECTION COMMITTEE RATING: *33*  
 AGGREGATE OF COMPULSORY SUBJECT MARKS: *26*  
 PRACTICAL TRAINING: *Very Good*  
 AWARDED TEACHERS COLLEGE DIPLOMA WITH: *Commendation*

COMPLETED B.Ed COURSES IN 1978 AND AWARDED DEGREE IN 1979

COMPLETING B.Ed COURSES P/T IN 1979

OTHER:

SYNOPSIS OF E2/16A REPORT TO EDUCATION BOARD AND PRINCIPALS:

"... an enthusiastic young woman, keen to become a good teacher"

"... she brings a freshness and imagination to all activities and enterprises"

"... she presents herself well, is a young woman of upright character, and a good model for children"

"She is warm, sincere and compassionate and her willingness to hear the other point of view and to accept and act on advice, command affection and respect from adults and children"

"She has proved to be a consistently good classroom teacher"

"She is highly professional in all respects"

"She will give a great deal to all aspects of school life"

BACKGROUND DETAILS OF SCHOOL POSTED TO IN 1979:

CODE NUMBER: 20/36                      TYPE: *Contributing Primary School*

DESCRIPTION OF LOCALITY: *City residential/middle socio-economic area/  
9% Maori/Polynesian students*

NUMBER OF PUPILS: 580                      NUMBER OF TEACHERS: 27

NUMBER OF NEW TEACHERS TO THE SCHOOL IN 1979: 11

NUMBER OF YEAR ONE TEACHERS OVER PREVIOUS THREE YEARS: 6

DETAILS OF CLASS:

NUMBER OF PUPILS: 23

SINGLE CELL

OPEN PLAN

AGES: 6-7 years

NUMBER OF TEACHERS: 5

DETAILS OF SUPERVISING TEACHER:

SEX: *Female*                      YEARS OF TEACHING EXPERIENCE: 20

POSITION OF RESPONSIBILITY: *Senior Teacher*

SCHOOL POLICY ON ASSISTING/GUIDING YEAR ONE TEACHERS:

*(As for teacher 20-F)*

RESEARCHER'S COMMENTS ON 36-F:

*Just prior to the start of the teaching year, 36-F married and moved into a new home. She expressed concern during the year that she and her husband had over-committed themselves on the new home and this was of some worry to her. Toward the end of the year, they sold the home and moved into rented accommodation. Teacher 36-F described her commitment to teaching as moderate and she said that she would teach from one to three years because, in her opinion, there were no promotional opportunities in teaching for women.*

PRINCIPAL'S COMMENTS ON 36-F:

*Teacher 36-F is a hard worker. She copes well in a team and has benefitted from her experience this year.*

SENIOR TEACHER'S COMMENTS ON 36-F:

*Teacher 36-F has been a conscientious and hard working member of a team. She has many original ideas and is not afraid to voice these. Fortunately she has also listened to suggestions and learned from others with more experience. She has had high expectations of the children and has*

*adopted a positive attitude towards them, She is still a little unsure when planning for the individual or atypical child. However she is gaining insight into this.*

DATA CARD: 37-F
-----------------

PERSONAL BACKGROUND:

SEX: *Female*      AGE: *21*      ETHNIC GROUP: *Maori*  
 MARITAL STATUS: *Married (3rd Term)* NUMBER OF CHILDREN: *0*  
 RELIGION: *Roman Catholic*      PAST F/T WORK EXPERIENCE: *No*  
 FATHER'S OCCUPATION: *Carpenter*      MOTHER'S OCCUPATION: *Housewife*  
 FAMILY SIZE: *5*      PLACE IN FAMILY: *4*  
 SECONDARY SCHOOL(S): *Co-educational (State)*  
 HIGHEST QUALIFICATION ON ENTERING TEACHERS COLLEGE: *Higher Leaving Certificate*

TEACHER TRAINING BACKGROUND:

YEAR ENTERED TEACHERS COLLEGE: *1976*      SELECTION COMMITTEE RATING: *28*  
 AGGREGATE OF COMPULSORY SUBJECT MARKS: *25*  
 PRACTICAL TRAINING: *Very Good*  
 AWARDED TEACHERS COLLEGE DIPLOMA WITH: *Commendation*

- COMPLETED B.Ed COURSES IN 1978 AND AWARDED DEGREE IN 1979  
 COMPLETING B.Ed COURSES P/T IN 1979  
 OTHER:

SYNOPSIS OF E2/16A REPORT TO EDUCATION BOARD AND PRINCIPALS:

"... she is an exceptionally talented young teacher"

"She is mature, sensible and out-going in personality"

"She is confident in public and exercises real gifts of leadership and organisation"

"She has a very real regard for her maori tradition and strong family ties"

"In the classroom she has a firm approach, but demonstrates real warmth and interest in children"

"She is thorough in all aspects of her work, and possesses a good sense of creativity and imagination"

"Her confidence and sincerity give her a well founded sense of security in teaching"

"She has outstanding potential as a teacher and as a leader in her profession"

BACKGROUND DETAILS OF SCHOOL POSTED TO IN 1979:

CODE NUMBER: 17/37

TYPE: *Contributing Primary School*DESCRIPTION OF LOCALITY: *City residential/upper middle socio-economic area/5% Maori students*

NUMBER OF PUPILS: 454

NUMBER OF TEACHERS: 19.5

NUMBER OF NEW TEACHERS TO THE SCHOOL IN 1979: 4

NUMBER OF YEAR ONE TEACHERS OVER PREVIOUS THREE YEARS: 6

DETAILS OF CLASS:

NUMBER OF PUPILS: 27

SINGLE CELL OPEN PLAN 

AGES: 6-7 years

NUMBER OF TEACHERS:

DETAILS OF SUPERVISING TEACHER:SEX: *Male*

YEARS OF TEACHING EXPERIENCE: 18

POSITION OF RESPONSIBILITY: *Senior Teacher of Junior Classes*SCHOOL POLICY ON ASSISTING/GUIDING YEAR ONE TEACHERS:*(As for teacher 17-M)*RESEARCHER'S COMMENTS ON 37-F:

*Teacher 37-F was 21 years of age and a Maori. She was responsible for the Maori programme operating in her school. She flatted with her boyfriend during the first two school terms, and they were married soon after the commencement of the third term. Her husband was a final year teachers college student. Teacher 37-F said she had a moderate commitment to teaching as a career. She intended to teach from four to nine years with a break for child rearing and overseas travel.*

PRINCIPAL'S COMMENTS ON 37-F:\*

*Teacher 37-F has been a good Year One, except that I don't think she understands what the school objectives are. She doesn't feel that she should know anything about them. She's been involved with the kids right from the start, particularly the Maori kids. She's good with them. She's acted as an adviser on Maoritanga in the school.*

SENIOR TEACHER'S COMMENTS ON 37-F:

*Teacher 37-F has special abilities as a teacher in that she can teach*

*Maoritanga. Her skill in this area is recognised by the other teachers in the school and she has been given opportunity to utilise this ability. In addition, she is, to me, a natural teacher, i.e., she achieves many positive aspects in teaching, especially in developing positive relationships with children.*



BACKGROUND DETAILS OF SCHOOL POSTED TO IN 1979:

CODE NUMBER: 1/38                      TYPE: *Intermediate School*  
 DESCRIPTION OF LOCALITY: *City residential/middle socio-economic area/  
 15% Maori/Polynesian students*  
 NUMBER OF PUPILS: 622                      NUMBER OF TEACHERS: 31.4  
 NUMBER OF NEW TEACHERS TO THE SCHOOL IN 1979: 12  
 NUMBER OF YEAR ONE TEACHERS OVER PREVIOUS THREE YEARS: 7

DETAILS OF CLASS:

NUMBER OF PUPILS: 28                      SINGLE CELL                       OPEN PLAN   
 AGES: 11-12 years                      [ NUMBER OF TEACHERS:

DETAILS OF SUPERVISING TEACHER:

SEX: *Male*                      YEARS OF TEACHING EXPERIENCE: 26  
 POSITION OF RESPONSIBILITY: *Deputy Principal*

SCHOOL POLICY ON ASSISTING/GUIDING YEAR ONE TEACHERS:

(As for teacher 1-M)

RESEARCHER'S COMMENTS ON 38-M:

*Teacher 38-M was a Maori who, prior to entering teachers college, worked in a freezing works for four years. He trained at a different teachers college to the other beginning teachers in the sample. During his first year, he experienced personal difficulties with his mother, and he eventually had to admit her to a mental institution. His wife gave birth to his second child during the year. Teacher 37-F said he had a moderate commitment to teaching, and intended to teach from four to nine years continuously.*

PRINCIPAL'S COMMENTS ON 38-M:

*Teacher 38-M established a very good classroom environment, but he failed to challenge the pupils in his class. He maintained a good tone and atmosphere, which was sustained despite the quality of the programme in action.*

SENIOR TEACHER'S COMMENTS ON 38-M:

*Teacher 38-F does not appear to have a depth of imagination. He has had some problems providing for the atypical child and in grouping to*

*provide for differences. His relationships with the children have been good. Teacher 38-M responded readily to advice and has been a keen listener when this has been relevant. He has not been very forthcoming with ideas himself.*

APPENDIX B

INTRODUCTORY LETTER TO THE BEGINNING TEACHERS  
OUTLINING THE RESEARCH



# University of Waikato

PRIVATE BAG : HAMILTON : NEW ZEALAND : TELEPHONE 62-889

Education Department

Dear *(Insert name)*

I am a doctoral student in education at the University of Waikato. For my research project, I am planning to follow the experiences of some beginning primary school teachers through their first year of teaching. I have noted that, in 1979, you have been posted to *(Insert name of school)*. As this school is in close vicinity to the university, would you be interested in participating in this research project?

I have enclosed a brief pamphlet describing the project, and in it I've outlined what will be required of you. If you are interested in participating, I would be grateful if you could complete the form which is attached.

I shall be contacting you in a few days to see if you have any queries about the project.

Thanking you for your help,

Yours sincerely,

David Battersby  
Commonwealth Scholar in Education

Encl:



## THE FIRST YEAR OF TEACHING

THE OBJECTIVE: To follow the experiences of some beginning primary teachers through their first year of teaching. I am particularly interested in finding out what it is like being a first year teacher in your school.

YOUR INVOLVEMENT: At various times throughout the year I will meet with you (perhaps during a lunch break or after school) to talk about your teaching experiences. Also, I would like you to keep a diary (which I will supply) of events which you would see as being especially important.

WHY YOU HAVE BEEN SELECTED: Two reasons: (a) in 1979 you have been posted to a school within the Hamilton region; and (b) it seems likely that you will take up your teaching appointment next year.

THE FINDINGS: A report of the project will be written up in 1980, and a personal copy of the main findings will be made available to you. Neither you nor your school will be identifiable in the report.

ABOUT THE RESEARCHER: Like you, I trained as a primary teacher. In 1975 and 1976 I taught in Australia, and last year I moved to Hamilton where I commenced graduate studies at the University. This year I am doing research in the Education Department at the University.

### WHERE TO CONTACT ME:

HOME ADDRESS: 7 Crescent Court,  
Melville,  
Hamilton.

HOME PHONE: 437050

UNIVERSITY: C/- Education Department,  
Room J 3.17.

PHONE: 62889 Ext 4996



University of Waikato

Name

Address

Phone No.

Contact During Holidays  Ph.

1979 School

Mis. Info

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APPENDIX C

STRUCTURED INTERVIEW SCHEDULES

INTERVIEW SCHEDULE ONE

(End-of-training)

1. How was section? ( $S_3$  Students)

How have the last few weeks been? ( $S_4$  Students)

2. How have you found teachers college (university)?

3. Have you been out to your school? If so, what did you do and whom did you meet?

4. What are you expecting next year to be like?

5. What are you looking forward to next year?

6. What aren't you looking forward to?

7. What future do you see for yourself in teaching?

8. What do you intend to do over these holidays?

9. Any general comments you would like to make?

INTERVIEW SCHEDULE TWO

(Term One)

1. Generally, what has the first term been like?
2. What have been the most satisfying aspects of teaching?
3. What have been the most dissatisfying aspects of teaching?
4. What changes have you noticed in yourself over the term?
5. Who has influenced you the most over the term?
6. What future do you see for yourself in teaching?
7. What are you expecting next term to be like?
8. What are you looking forward to next term?
9. What aren't you looking forward to?
10. Any general comments you would like to make?

INTERVIEW SCHEDULE THREE

(Term Two)

1. What has the second school term been like?
2. Are there any particular events or occasions that have stood out?
3. Describe the relationship you have with the children in your class.
4. Describe the relationship you have with the Principal and Senior Teacher.
5. How have your inspections been?
6. What are your plans for next year, and for teaching in general?
7. In the light of your experiences so far, has your teacher training been useful?
8. What are you expecting next term to be like?
9. Any general comments you would like to make?

INTERVIEW SCHEDULE FOUR

(Term Three)

1. What has this term been like?
2. Generally, how have you found this year?
3. How have you found your colleagues?
4. How have you found parents?
5. How have you found your pupils?
6. What have been the surprises during the year?
7. What school will you be at next year?
8. How have you found being involved in this research?
9. Any general comments you would like to make?

APPENDIX D

QUESTIONNAIRE SERIES ONE

BEGINNING TEACHERS' QUESTIONNAIRE

(May)

CONFIDENTIAL

ANY INFORMATION GIVEN IN THIS QUESTIONNAIRE WILL  
BE REGARDED AS STRICTLY CONFIDENTIAL

BIOGRAPHICAL QUESTIONNAIRE

AGE \_\_\_\_\_

PLACE OF BIRTH \_\_\_\_\_

RELIGIÓN \_\_\_\_\_

MARITAL STATUS \_\_\_\_\_

NUMBER OF CHILDREN \_\_\_\_\_

The eldest is \_\_\_\_\_ years old

The youngest is \_\_\_\_\_ years old

FATHER'S OCCUPATION \_\_\_\_\_

MOTHER'S OCCUPATION \_\_\_\_\_

NUMBER OF BROTHERS: OLDER \_\_\_\_\_

YOUNGER \_\_\_\_\_

NUMBER OF SISTERS: OLDER \_\_\_\_\_

YOUNGER \_\_\_\_\_

PAST FULL-TIME WORK EXPERIENCE:

JOB DESCRIPTION	DATE
_____	_____
_____	_____
_____	_____

HOBBIES AND SPECIAL INTERESTS:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

PLEASE INDICATE THE SECONDARY SCHOOLS YOU ATTENDED AND THE YEARS:

SCHOOL	TOWN/CITY	YEARS
_____	_____	_____
_____	_____	_____
_____	_____	_____

WHO WAS YOUR TEACHERS' COLLEGE ADVISER? \_\_\_\_\_

WHAT T-GROUP WERE YOU IN? \_\_\_\_\_

WHERE DID YOU SPEND YOUR

	SCHOOL	ASSOCIATE
(a) FIRST YEAR SECTION	_____	_____
(b) SECOND YEAR SECTIONS	_____	_____
(c) THIRD YEAR SECTION	_____	_____

WHAT SECTION DID YOU ENJOY THE MOST? \_\_\_\_\_

WHY? \_\_\_\_\_  
\_\_\_\_\_

WHICH SECTION DID YOU LEAST ENJOY? \_\_\_\_\_

WHY? \_\_\_\_\_  
\_\_\_\_\_

DID YOU GO OUT TO YOUR SCHOOL AT THE END OF LAST YEAR?

YES  NO

IF YES, WHEN? \_\_\_\_\_

HOW LONG DID YOU SPEND THERE? \_\_\_\_\_

WHAT DID YOU DO THERE? \_\_\_\_\_  
\_\_\_\_\_

WHOM DID YOU MEET THERE? \_\_\_\_\_  
\_\_\_\_\_

HOW MANY CHILDREN IN YOUR CLASS? \_\_\_\_\_

APPROXIMATELY WHAT IS THE TOTAL ENROLMENT AT YOUR SCHOOL THIS YEAR? \_\_\_\_\_

HOW MANY TEACHING STAFF ARE THERE IN YOUR SCHOOL? \_\_\_\_\_

OTHER THAN YOURSELF, HOW MANY YEAR ONE TEACHERS WERE APPOINTED TO YOUR SCHOOL THIS YEAR? \_\_\_\_\_

APPENDIX E

QUESTIONNAIRE SERIES TWO

BEGINNING TEACHERS' QUESTIONNAIRE

(October)

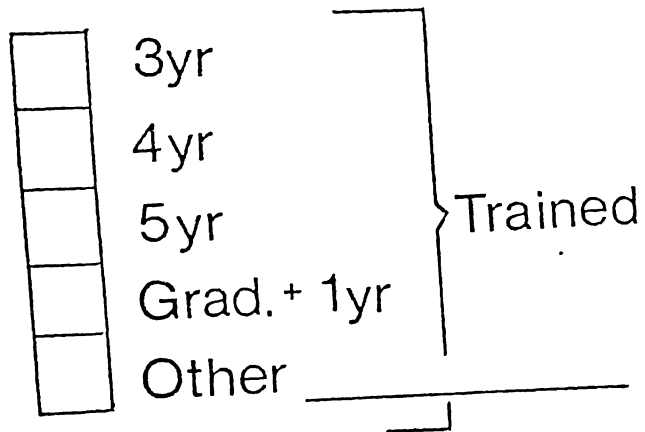
CONFIDENTIAL

ANY INFORMATION GIVEN IN THIS QUESTIONNAIRE WILL  
BE REGARDED AS STRICTLY CONFIDENTIAL

Name \_\_\_\_\_

School \_\_\_\_\_

Class Level \_\_\_\_\_



IS TEACHING STRESSFUL?

As a teacher, how great a source of STRESS have these factors been to you this year? Please place a cross  in the appropriate box.

	No Stress	Mild Stress	Moderate Stress	Much Stress	Extreme Stress
1 Administrative work (e.g. collecting money for books, banking, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Lack of time to prepare lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Punishing pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Too much work to do (e.g. planning, evaluating, attending meetings etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Not enough time to do work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Pupils who show a lack of interest in work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Trying to uphold/maintain values and standards set in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Lack of time for marking pupils' work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Responsibility for pupils (e.g. their learning, behaviour, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Lack of public awareness of what teaching involves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 Lack of consensus among teachers on acceptable standards (e.g. pupil behaviour, achievement, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 Attitudes and behaviour of your senior teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 Pupils non-acceptance of your authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 Having the status of a year one teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 Lack of time for further study (e.g. university, private reading etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16 Attitudes and behaviour of principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17 Attitudes and behaviour of some teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18 Shortage of equipment in school (e.g. A-V aids, games, staplers etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19 Lack of professional consultation between teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

No Stress  
 Mild Stress  
 Moderate Stress  
 Much Stress  
 Extreme Stress

20	Pupils of too wide an ability in your class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	Noisy pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	Maintaining class discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	Poor school facilities (e.g. overcrowded classrooms, lack of hygiene, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	Inadequate salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	Lack of time to relax during day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	Poor promotion opportunities in teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	Too much paper work (e.g. marking rolls, filling out reports, P&A's, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	Individual pupils who continually misbehave	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	Personal demands on you outside of teaching (e.g. family, friends, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	Visits by the inspector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	Parent-teacher interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	Demands on after-school time (e.g. sport, attending meetings, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	Pupils impolite behaviour or cheek	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34	Other teachers' lack of consultation with you on decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	Supervisory duties (e.g. playground, road patrol, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36	Applying for teaching positions for 1980	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37	Demands teaching makes on your personal life (e.g. time, changes in your life style, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38	Lack of feedback from your colleagues about the quality of your teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39	Lack of time to spend with individual pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40	Inability to teach in certain areas of the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In general, how STRESSFUL have you found being a teacher this year?

Not at all Stressful	Mildly Stressful	Moderately Stressful	Very Stressful	Extremely Stressful
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please estimate how frequently during the school term you feel in these ways.

	Never	Infrequently	About once every 2-3 weeks	About once a week	About once every 2-3 days	Once a day	Many times a day
1 Nervous							
2 Headaches							
3 Loss of voice							
4 Tearful							
5 Frustrated							
6 Anxious							
7 Panicky							
8 Very tense							
9 Heart beating fast							
10 Acid in stomach							
11 Cold sweat							
12 Under stress							
13 Depressed							
14 Unable to cope							
15 Exhausted							
16 Increased blood pressure							
17 Very angry							

Any additional comments you would like to make?

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GUIDANCE FROM YOUR SENIOR TEACHER

1 Who is the senior teacher responsible for your this year?

Mr

Ms

\_\_\_\_\_

2 Is he/she a

Principal

Deputy Principal

S.T.J.C.

Other Senior Teacher


3 Please outline any occurrence of extraordinary circumstance surrounding the guidance from your senior teacher this year (e.g., change of senior teacher).

---



---



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4 What do you think the role of the senior teacher responsible for a year one teacher should be?

---



---



---



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5 How well has your senior teacher done this?

Very Well

Fairly Well

Not at all

6 How important to you has your senior teacher been?

Very Important

Fairly Important

Not Important

7 Do you tend to go to someone else for advice?

Never	Sometimes	Often	All the time
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If so, what position does this person hold?

Principal	<input type="checkbox"/>	Teacher in same School	<input type="checkbox"/>
Deputy Principal	<input type="checkbox"/>	Teacher in another School	<input type="checkbox"/>
S.T.J.C.	<input type="checkbox"/>	Other (please specify)	<input type="checkbox"/>
Other Senior Teacher	<input type="checkbox"/>		

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8 There appear to be two extremes of guidance from senior teachers responsible for year one teachers:

Close - Senior teacher constantly instructs and directs the year one teacher and allows little opportunity for independence.

Remote - Little contact between senior teacher and year one teacher, and little attempt to direct teaching.

(a) Most guidance from senior teachers probably falls somewhere between these two extremes. This year, what type of guidance have you received from your senior teacher? Circle the appropriate response on the 5-point scale below.

Close					Remote
1	2	3	4	5	

(b) What kind of guidance would you have liked to received?

Close					Remote
1	2	3	4	5	

9 How regularly have you discussed your work with your senior teacher this year?

Daily	Weekly	Monthly	Less than Monthly
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10 When you meet with your senior teacher is it informally, or at a set time?

Usually Informally	Usually at a set time	Informally and at set times
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you meet informally, who usually initiates the meeting?

Senior Teacher	Me	Varies
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11 Has the contact with your senior teacher been useful?

Yes	No	Variable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12 Is your senior teacher readily approachable?

Yes	No	Variable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13 How often has your senior teacher given you encouragement?

Very often	Often	Sometimes	Rarely	Not at all
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14 Has your senior teacher been a good source of ideas this year?

Yes	No	Variable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15 Has your senior teacher appeared interested in your work?

Yes	No	Variable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16 Is your senior teacher willing to listen and discuss your work?

Yes	No	Variable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17 Has your senior teacher been constructive in any criticism he/she has made about your teaching this year?

Yes  No  Variable

18 Would you have preferred a different senior teacher?

Yes  No

Please state your reasons for answering Yes or No.

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19 Any general comments about the guidance you have received from your senior teacher so far this year?

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	<u>SERIOUSNESS</u>				<u>FREQUENCY</u>			
	Serious	Moderate	Minor	No Problem	Often	Sometimes	Rarely	Never
Helping the atypical child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coping with the combined workload of teaching and non-teaching duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because of lack of parental interest in school matters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because of lack of guidance from more experienced teachers on the staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because of lack of familiarity with school or educational system policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being unable to make my approach appropriate to the ability of the pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being regarded as too inexperienced by other teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because of pupils' family problems intervening with school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Producing my own teaching programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being able to achieve appropriate balance between friendliness to the pupils and my authority as a teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because I am not being kept informed of important school matters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintaining pupil attention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishing the most efficient sequence of lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing for individual differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicating with parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working in a bureaucracy in which my personal identity is lost	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using variety in planning for different purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finding sufficient time to complete teaching and non-teaching duties and still supply sufficient attention to my pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because of conflicts with the ways in which educational administrators manage the school of system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because of conflict with parents who hold opposing views on the nature of education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<u>SERIOUSNESS</u>				<u>FREQUENCY</u>			
	Serious	Moderate	Minor	No Problem	Often	Sometimes	Rarely	Never
Teaching too many pupils or large classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing and maintaining pupil respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because of criticism of teachers by parents of pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having enough preparation time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because I am not being given assistance by other teachers when it is needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In having to conform to administrative requirements, in which I don't believe, because of impending inspection or certification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting pupils to produce appropriate behaviour for different situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting the understanding and support of administrators and other teachers so that I can be efficient and feel professional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selecting appropriate content to teach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because of visits to the school by irate parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because of lack of informal or social contact with teachers on the school staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because of lack of teacher training in techniques required to cope with a class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because I have an over-zealous senior teacher who provides very close oversight of my activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowing how to appropriately relate to pupils outside the classroom or school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using my professional time in the most functional, effective manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helping students who have personal problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because I am required to teach a subject or subjects in which I am not-qualified	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Any additional comments about problems you have had this year?

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WHAT FUTURE DO YOU SEE FOR YOURSELF IN TEACHING?

Now that you are nearing the completion of your first year in the profession, which of the following factors are at present influencing you to stay in the job?

Using the 5-point scale provided, please rate the factors carefully, according to their degree of influence on you at present.

	Very strong influence	Strong influence	Moderate influence	Weak influence	No influence
1 Teaching presents me with an opportunity to eventually go into a more desirable job					
2 Teaching gives me an opportunity to eventually travel overseas					
3 No other suitable job is available at this time					
4 I can't think of anything better to do					
5 Teaching allows me to give service to other people					
6 Teaching is a job which satisfies me					
7 Teaching offers me the opportunity to develop a particular aptitude (e.g. in mathematics, art and craft, etc)					
8 The social life at school attracts me					
9 Teaching offers stable employment					
10 Teaching allows me to express my liking for children					
11 Many of my friends are teachers					
12 My friends encourage me to stay teaching					
13 My parents or other close relatives suggest that I should stay teaching					
14 Because there is an opportunity to take university courses					
15 I feel an inherent desire to be a teacher					
16 Teaching has long holidays					
17 Teaching offers good opportunities for promotion					
18 Teaching gives a good financial reward					
19 Teaching permits me to influence the lives of others					

	Very strong influence	Strong influence	Moderate influence	Weak influence	No influence
20 Teaching allows me to further my personal studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21 Teaching gives me authority over children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22 Teachers are respected members of the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23 Teaching has relatively short working hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24 Teaching is a profession and I want to have a professional career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25 There is a tradition of teaching in my family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26 I enjoyed school and wish to keep my contact with it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Which of the following items most clearly approximate your career plans? Read all the items carefully and select ONE only.

I plan to teach	Until retirement, continuously	<input type="checkbox"/>
	Until retirement with a break for overseas travel	<input type="checkbox"/>
	Until retirement with a break for child rearing	<input type="checkbox"/>
	Until retirement with a break for child rearing and overseas travel	<input type="checkbox"/>
	For 10-20 years continuously	<input type="checkbox"/>
	For 10-20 years with a break for overseas travel	<input type="checkbox"/>
	For 10-20 years with a break for child rearing	<input type="checkbox"/>
	For 10-20 years with a break for child rearing and overseas travel	<input type="checkbox"/>
	For 4-9 years continuously	<input type="checkbox"/>
	For 4-9 years with a break for overseas travel	<input type="checkbox"/>
	For 4-9 years with a break for child rearing	<input type="checkbox"/>
	For 4-9 years with a break for child rearing and overseas travel	<input type="checkbox"/>
	For 1-3 years continuously	<input type="checkbox"/>
	For 1-3 years with a break for overseas travel	<input type="checkbox"/>
	For 1-3 years with a break for child rearing	<input type="checkbox"/>
	For 1-3 years with a break for child rearing and overseas travel	<input type="checkbox"/>
Only until another job opportunity arises	<input type="checkbox"/>	
Until a chance of moving into a job related to teaching arises (e.g. mission work)	<input type="checkbox"/>	
I am using teaching as a deliberate preparation for another job. Specify job _____	<input type="checkbox"/>	
Some other plan (specify) _____	<input type="checkbox"/>	

1 Have you thought seriously about abandoning teaching during this year?

Frequently

Occasionally

Never

If frequently or occasionally, what circumstances caused you to think about leaving?

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2 Do you consult the "situations vacant" column in the newspapers?

Frequently

Occasionally

Never

3 Have you discussed leaving teaching with friends, relatives or teachers?

Yes

No

If yes, what persuaded you to stay?

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4 At this stage of my career I believe that my degree of dedication or commitment to teaching is:

Very high

High

Moderate

Low

Non-existent



INSPECTIONS

- 1 Who is your inspector? \_\_\_\_\_
- 2 How many visits have you had from your inspector so far this year?  
Tick a box to correspond with each visit and then give the  
approximate date of each visit.

Date

	Visit 1
	Visit 2
	Visit 3
	Visit 4
	Visit 5

(If you have had more  
than 5 visits please  
indicate)

- 3 Approximately how long did the inspector spend with you on each visit?

Time in Minutes

Visit 1

Visit 2

Visit 3

Visit 4

Visit 5

(If you have had more  
than 5 visits please  
indicate)

continued ...

4 How helpful has the inspector been on each visit?

	Extremely Helpful				No Help
	5	4	3	2	1
Visit 1	5	4	3	2	1
Visit 2	5	4	3	2	1
Visit 3	5	4	3	2	1
Visit 4	5	4	3	2	1
Visit 5	5	4	3	2	1

(If you have had more than 5 visits please indicate)

5 Have you been in touch with your inspector other than when he/she has visited your school?

Yes  No

If so, please give details \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

6 What do you think the role of the inspector should be in relation to year one teachers?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

7 How well has your inspector done this?

Very Well  Fairly Well  Not at all

8 Imagine at the end of the year, your inspector had to rate how successful he/she thought you were on each of the following factors.

(a) In the left hand column, indicate how you think your inspector would rate your performance on each factor.

(b) In the middle column, indicate whether you think your inspector, on the basis of his/her contact with you this year, would be in a position to make such a judgement on each of these factors.

(c) Finally, in the right hand column, indicate how you would judge your own performance on each of these items.

	<u>Inspector's Rating of Your Performance</u>					<u>Judgement?</u>		<u>Self Rating of Performance</u>				
	Successful		Unsuccessful			Yes	No	Successful		Unsuccessful		
Shows concern for children	5	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	5	4	3	2	1
Establishes warm and friendly relations with children and gains their respect	5	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	5	4	3	2	1
Helps children individually	5	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	5	4	3	2	1
Creates enthusiasm by the children for learning and participation in classroom activities	5	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	5	4	3	2	1
Provides opportunities for children to influence the direction of their own learning	5	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	5	4	3	2	1
Establishes an organisation that permits individuals and groups to work without interference from others	5	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	5	4	3	2	1
Operates an organisation that makes provision for all children to work at differing ability levels	5	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	5	4	3	2	1
Adapts the curriculum to allow for a variety of ability levels	5	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	5	4	3	2	1
Selects content that is suited to the children's level	5	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	5	4	3	2	1
Involves the pupils in building up an educationally useful physical environment	5	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	5	4	3	2	1

	<u>Inspector's Rating of Your Performance</u>					<u>Judgement?</u>		<u>Self Rating of Performance</u>				
	Successful		Unsuccessful			Yes	No	Successful		Unsuccessful		
Provides experiences for children in all aspects of the curriculum	5	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	5	4	3	2	1
Ensures that children practise learning	5	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	5	4	3	2	1
Provides opportunities for children to apply their learning	5	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	5	4	3	2	1
Uses concrete experiences and appropriate aids to develop children's understanding	5	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	5	4	3	2	1
Challenges children to think and reason	5	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	5	4	3	2	1
Makes effective use of the resources of the local environment	5	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	5	4	3	2	1
Plans to the extent that objectives are clear and that learning experiences are appropriate to these	5	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	5	4	3	2	1
Evaluates the children's work and progress and uses the information in a constructive way	5	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	5	4	3	2	1
Co-operates and works with other teachers in attaining class and school objectives	5	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	5	4	3	2	1

9 Any general comments about your inspector or your inspections?

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TEACHER TRAINING

1 What teachers' college did you attend? \_\_\_\_\_

2 Did you complete an S4 or an S5 year? Yes  No

If so, at what university? \_\_\_\_\_

3 In the left hand column, indicate how confident you feel with the following aspects of teaching. Then, in the right hand column, indicate the adequacy of your teacher training in preparing you for these areas.

	Extremely Confident					No Confidence	Very Adequate					Very Inadequate				
	5	4	3	2	1		5	4	3	2	1	5	4	3	2	1
Art	5	4	3	2	1		5	4	3	2	1	5	4	3	2	1
Language	5	4	3	2	1		5	4	3	2	1	5	4	3	2	1
Mathematics	5	4	3	2	1		5	4	3	2	1	5	4	3	2	1
Music	5	4	3	2	1		5	4	3	2	1	5	4	3	2	1
Physical Education	5	4	3	2	1		5	4	3	2	1	5	4	3	2	1
Reading	5	4	3	2	1		5	4	3	2	1	5	4	3	2	1
Science	5	4	3	2	1		5	4	3	2	1	5	4	3	2	1
Social Studies	5	4	3	2	1		5	4	3	2	1	5	4	3	2	1
Parent meetings	5	4	3	2	1		5	4	3	2	1	5	4	3	2	1
Overall planning	5	4	3	2	1		5	4	3	2	1	5	4	3	2	1
Keeping class records	5	4	3	2	1		5	4	3	2	1	5	4	3	2	1
Classroom control	5	4	3	2	1		5	4	3	2	1	5	4	3	2	1
Working with other teachers	5	4	3	2	1		5	4	3	2	1	5	4	3	2	1
Understanding children of different ages	5	4	3	2	1		5	4	3	2	1	5	4	3	2	1
Catering for individual children's needs	5	4	3	2	1		5	4	3	2	1	5	4	3	2	1
Knowledge of outside help and services available to the teacher	5	4	3	2	1		5	4	3	2	1	5	4	3	2	1
Classroom organisation	5	4	3	2	1		5	4	3	2	1	5	4	3	2	1
Questioning and skills of communication	5	4	3	2	1		5	4	3	2	1	5	4	3	2	1
Use of audio-visual aids	5	4	3	2	1		5	4	3	2	1	5	4	3	2	1

4 In the light of your experiences over the past year, what changes, additions or deletions would you recommend to any of these courses?

Art \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Language \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Mathematics \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Physical Education \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Music \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Reading \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Science

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Social Studies

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5 Compared with what you experienced on section, how much time should student teachers spend in schools?

Much more	A little more	About the same	A little less	Much less
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6 Looking back on your teacher training, what aspect(s) stands out as the most valued to you personally?

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7 What aspect(s) of your teacher training caused you the greatest concern, frustration or even annoyance?

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8 How important to you was the support and encouragement received from your college adviser?

Always Important	Usually Important	Occasionally Important	Very Seldom Important	Never Important
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9 Do you believe the quality of work generally expected of you at college was,

Far too High	A little too High	About Right	A little too Low	Far too Low
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10 Suggest any improvements to teacher training which you feel would better prepare students for their first year of teaching:

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11 Since leaving college, have you sought professional or personal advice or help from any member(s) of the college staff?

Yes  No

If so, please give details \_\_\_\_\_

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12 Any additional comments about your teacher training?

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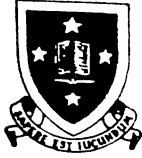
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APPENDIX F

QUESTIONNAIRE SERIES THREE



# University of Waikato

PRIVATE BAG : HAMILTON : NEW ZEALAND : TELEPHONE 62-889

## \*\* LETTER ACCOMPANYING QUESTIONNAIRE SENT TO PRINCIPALS AND SENIOR TEACHERS

Dear Sir/Madam,

re: Mr. David BATTERSBY

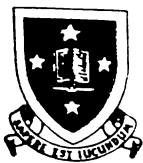
This letter introduces Mr. David Battersby, D.Phil student and Commonwealth Scholar in Education attached to the Education Department at the University of Waikato. As Mr. Battersby will outline to you he is currently conducting a major research study in order to identify factors which may contribute to the successful adjustment of beginning primary school teachers during their first year of teaching.

The University of Waikato's Committee on Research Liaison with Schools has interviewed Mr. Battersby concerning his research project and, along with the General Manager and District Senior Inspector of Primary Schools for the South Auckland Education Board, has sanctioned the proposal.

Mr. Battersby impresses as being an able and sensitive researcher. Furthermore, his research findings could be of invaluable assistance to those who work with Year I teachers such as school principals, senior staff, teachers college lecturers, school advisors and inspectors. I hope, therefore, that you will be able to offer assistance to Mr. Battersby in his research undertaking.

Sincerely yours,

T.W. Nicholson (Dr.)  
 Chairman: Vice-Chancellor's  
 Permanent Sub-Committee on  
Research Liaison with Schools



# University of Waikato

PRIVATE BAG : HAMILTON : NEW ZEALAND : TELEPHONE 62-889

Education Department

## \*\* LETTER TO SENIOR TEACHERS

As you are probably aware, I am currently undertaking a study of teachers who are in their first year of teaching. (*Insert name*) is one such teacher.

Over the next few weeks, I am endeavouring to make contact with you, and your senior teacher colleagues from other schools who have been given responsibility for these year ones. In particular, I am interested in seeking your opinion on a wide range of issues which impinge on the induction and adjustment of first year teachers, such as the adequacy of teacher training, support from the inspectorate, etc..

In view of this, I would appreciate the opportunity to speak with you on these matters. During the next couple of weeks I will probably be visiting your school and perhaps we can arrange a time for a meeting then.

Enclosed is a series of brief questionnaires and I would be most grateful if you could complete them. I shall collect the questionnaires, and discuss any queries on issues they raise, when we meet. Should you need to contact me prior to this, my home telephone number is 437050.

I look forward to meeting with you,

Yours sincerely,

David Battersby  
Commonwealth Scholar in Education

Encl:

SENIOR TEACHERS' QUESTIONNAIRE

(October)

CONFIDENTIAL

ANY INFORMATION GIVEN IN THIS QUESTIONNAIRE WILL  
BE REGARDED AS STRICTLY CONFIDENTIAL

## INTRODUCTION

Over the past year, I have collected a great deal of practical information from the 38 beginning teachers involved in this research, and I anticipate that this will be invaluable to future year one teachers and those who are directly concerned with them.

On the following pages are a number of questionnaires which cover various topics. I hope that through your responses I can ascertain general trends, and then use this information to complement that which I have obtained throughout the year from the year one teachers involved in this study.

At this juncture, I would like to reiterate for your benefit an assurance I have given to the 38 teachers: any information given by you will be regarded as strictly confidential and no attempt will be made in any report of this study to identify teachers, schools or pupils.

Finally, I am most appreciative of your time and assistance, and I look forward to receiving your responses to this questionnaire.

QUESTIONNAIRE #1

1 Name \_\_\_\_\_

2 School Name \_\_\_\_\_

3 How many years have you been a teacher? \_\_\_\_\_

4 As the senior teacher responsible for what is your role?

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5 How have you found working with

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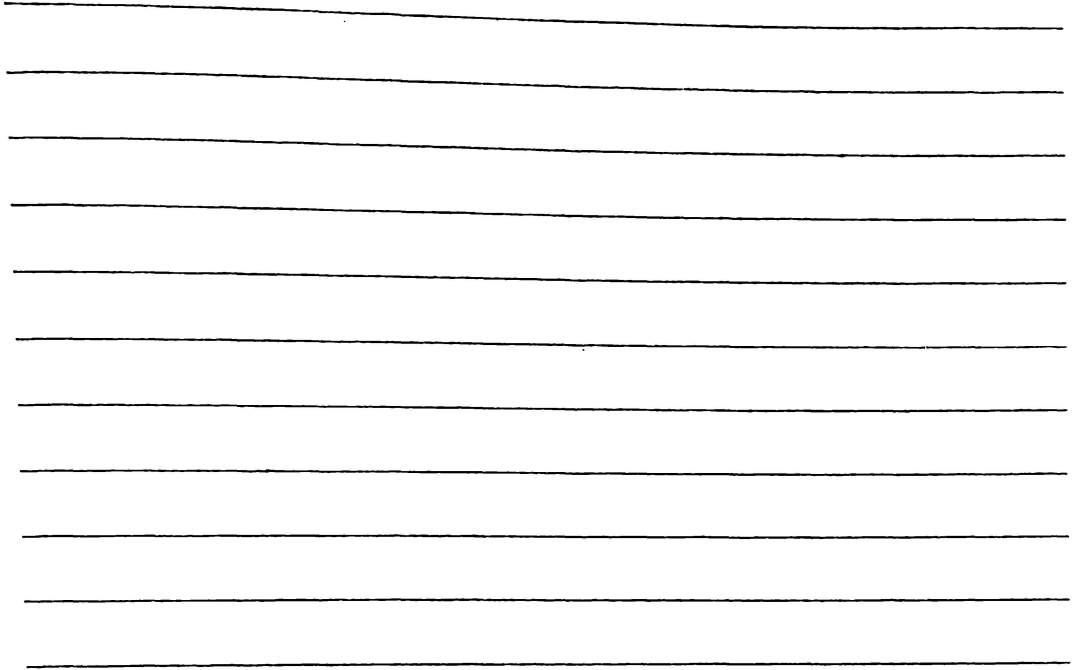
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6 Any general comments?

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QUESTIONNAIRE #2

Generally, how great a source of STRESS do you think these factors are to year one teachers. Please place a cross  in the appropriate box.

	No Stress	Mild Stress	Moderate Stress	Much Stress	Extreme Stress
1 Administrative work (e.g. collecting money for books, banking, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Lack of time to prepare lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Punishing pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Too much work to do (e.g. planning, evaluating, attending meetings, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Not enough time to do work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Pupils who show a lack of interest in work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Trying to uphold/maintain values and standards set in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Lack of time for marking pupils' work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Responsibility for pupils (e.g. their learning, behaviour, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Lack of public awareness of what teaching involves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 Lack of consensus among teachers on acceptable standards (e.g. pupil behaviour, achievement, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 Establishing rapport with his/her senior teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 Pupils non-acceptance of his/her authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 Having the status of a year one teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 Lack of time for further study (e.g. university, private reading etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

No Stress  
Mild Stress  
Moderate Stress  
Much Stress  
Extreme Stress

16	Establishing rapport with the principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Attitudes and behaviours of some teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Shortage of equipment in school (e.g. A-V aids, games, staplers, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Lack of professional consultation between teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Pupils of too wide an ability in his/her class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	Noisy pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	Maintaining class discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	Poor school facilities (e.g. over-crowded classrooms, lack of playground facilities, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	Inadequate salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	Lack of time to relax during day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	Poor promotion opportunities in teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	Too much paper work (e.g. marking rolls, filling out reports, P&As, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	Individual pupils who continually misbehave	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	Personal demands on him/her outside teaching (e.g. family, friends, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	Visits by the inspector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	Parent-teacher interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	Demands on after-school time (e.g. sport, attending meetings, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	Pupils impolite behaviour or cheek	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34	Other teachers' lack of consultation with him/her on decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	Supervisory duties (e.g. playground, road patrol, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36	Applying for teaching positions for the coming year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



QUESTIONNAIRE #3

The following problems have been reported by year one teachers. In your opinion, how serious have these problems been to

He/she has a problem ...	Serious	Moderate	Minor	No Problem	Not Sure
1 Creating interest in the topic being taught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Because of a lack of familiarity with the way the education system operates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Interpreting the curriculum into day-to-day lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Discovering weaknesses in his/her competency as a teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Because of a lack of educational resources for use as teaching aids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Organising the class for specific lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Because of personality conflicts with other teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Maintaining control of pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Seeking cooperation and support from school administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Because of a feeling of inadequacy in coping with parental inquiries or complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 Assessing his/her pupils' learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 Because of conflicts with other teachers over teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 Helping the atypical child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 Coping with the combined workload of teaching and non-teaching duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 Because of a lack of parental interest in school matters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<i>Serious</i>	<i>Moderate</i>	<i>Minor</i>	<i>No Problem</i>	<i>Not Sure</i>
16 Because of a lack of guidance from more experienced teachers on the staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17 Because of lack of familiarity with school or educational system policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18 Being unable to make his/her approach appropriate to the ability of the pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19 Being regarded as too inexperienced by other teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20 Because of pupils' family problems intervening with school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21 Producing his/her own teaching programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22 Being able to achieve appropriate balance between friendliness to the pupils and his/her authority as a teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23 Maintaining pupil attention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24 Establishing the most efficient sequence of lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25 Providing for individual differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26 Communicating with parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27 Working in a bureaucracy in which his/her identity is lost	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28 Using variety in planning for different purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29 Finding sufficient time to complete teaching and non-teaching duties and still supply sufficient attention to his/her pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30 Because of conflicts with the ways in which educational administrators manage the school or system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31 Because of conflict with parents who hold opposing views on the nature of education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32 Teaching too many pupils or large classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33 Developing and maintaining pupil respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Serious	Moderate	Minor	No Problem	Not Sure
34 Because of criticism of teachers by parents of pupils					
35 Having enough preparation time					
36 Because he/she is not given assistance by other teachers when it is needed					
37 In having to conform to administrative requirements, in which he/she doesn't believe, because of impending inspection or certification					
38 Getting pupils to produce appropriate behaviour for different situations					
39 Getting the understanding and support of administrators and other teachers so that he/she can be efficient and feel professional					
40 Selecting appropriate content to teach					
41 Because of visits to the school by irate parents					
42 Because of lack of teacher training in techniques required to cope with a class					
43 Because of an over-zealous senior teacher who provides very close oversight of his/her activities					
44 Knowing how to appropriately relate to pupils outside the classroom or school					
45 Using his/her professional time in the most functional, effective manner					
46 Helping students who have personal problems					

Any additional comments? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

QUESTIONNAIRE #4

On each of these factors, please indicate your rating of

	Successful			Unsuccessful	
1 Shows concern for children	1	2	3	4	5
2 Establishes warm and friendly relations with children and gains their respect	1	2	3	4	5
3 Helps children individually	1	2	3	4	5
4 Creates enthusiasm by the children for learning and participation in classroom activities	1	2	3	4	5
5 Provides opportunities for children to influence the direction of their own learning	1	2	3	4	5
6 Establishes an organisation that permits individuals and groups to work without interference from others	1	2	3	4	5
7 Operates an organisation that makes provision for all children to work at differing levels of ability	1	2	3	4	5
8 Adapts the curriculum to allow for a variety of ability levels	1	2	3	4	5
9 Selects content that is suited to the children's level	1	2	3	4	5
10 Involves the pupils in building up an educationally useful physical environment	1	2	3	4	5
11 Provides experiences for children in all aspects of the curriculum	1	2	3	4	5
12 Ensures that children practise learning	1	2	3	4	5
13 Provides opportunities for children to apply their learning	1	2	3	4	5
14 Uses concrete experiences and appropriate aids to develop children's understanding	1	2	3	4	5



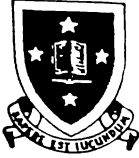
QUESTIONNAIRE #5

How adequate do you think teacher training is in preparing year one teachers in the following areas?

	Very Adequate		Very Inadequate		
	1	2	3	4	5
Art	1	2	3	4	5
Language	1	2	3	4	5
Mathematics	1	2	3	4	5
Music	1	2	3	4	5
Physical Education	1	2	3	4	5
Reading	1	2	3	4	5
Science	1	2	3	4	5
Social Studies	1	2	3	4	5
Parent meetings	1	2	3	4	5
Overall planning	1	2	3	4	5
Keeping class records	1	2	3	4	5
Classroom control	1	2	3	4	5
Working with other teachers	1	2	3	4	5
Understanding children of different ages	1	2	3	4	5
Catering for individual children's needs	1	2	3	4	5
Knowledge of outside help and services available to the teacher	1	2	3	4	5
Classroom organisation	1	2	3	4	5
Questioning and skills of communication	1	2	3	4	5
Use of audio-visual aids	1	2	3	4	5







# University of Waikato

PRIVATE BAG : HAMILTON : NEW ZEALAND : TELEPHONE 62-889

Education Department

## \*\* LETTER TO PRINCIPALS

As you are probably aware, I am currently undertaking a study of teachers who are in their first year of teaching.

Over the next few weeks, I am endeavouring to make contact with you, and the Principals of these year one teachers from other schools. In particular, I am interested in seeking your opinion on a wide range of issues which impinge on the induction and adjustment of first year teachers, such as the adequacy of teacher training, support from the school, etc..

In view of this, I would appreciate the opportunity to speak with you on these matters. During the next couple of weeks I shall telephone you at school and perhaps we can arrange a time for a meeting then.

Enclosed is a series of brief questionnaires and I would be most grateful if you could complete them. I shall collect the questionnaires, and discuss any queries on issues they raise, when we meet. Should you need to contact me prior to this, my home telephone number is 437050.

I look forward to meeting with you,

Yours sincerely,

David Battersby  
Commonwealth Scholar in Education

Encl:

PRINCIPALS' QUESTIONNAIRE

(October)

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## INTRODUCTION

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Finally, I am most appreciative of your time and assistance, and I look forward to receiving your responses to this questionnaire.

QUESTIONNAIRE #1

- 1 School Name \_\_\_\_\_
  
- 2 How many pupils are enrolled at your school? \_\_\_\_\_
  
- 3 How many teachers - full- and part-time - are there on your staff this year? \_\_\_\_\_
  
- 4 How many new staff - full- and part-time - were appointed to your school this year? \_\_\_\_\_
  
- 5 How many of these completed their teacher training in 1978 and were taking up their first appointment? \_\_\_\_\_
  
- 6 How many year one teachers have been appointed to your school in the last three years? \_\_\_\_\_
  
- 7 Has your school a policy on assisting or guiding year one teachers during their first year in the profession?  
Yes  No

If so, please describe briefly. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



QUESTIONNAIRE #2

Generally, how great a source of STRESS do you think these factors are to year one teachers. Please place a cross  in the appropriate box.

	No Stress	Mild Stress	Moderate Stress	Much Stress	Extreme Stress
1 Administrative work (e.g. collecting money for books, banking, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Lack of time to prepare lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Punishing pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Too much work to do (e.g. planning, evaluating, attending meetings, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Not enough time to do work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Pupils who show a lack of interest in work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Trying to uphold/maintain values and standards set in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Lack of time for marking pupils' work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Responsibility for pupils (e.g. their learning, behaviour, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Lack of public awareness of what teaching involves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 Lack of consensus among teachers on acceptable standards (e.g. pupil behaviour, achievement, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 Establishing rapport with his/her senior teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 Pupils non-acceptance of his/her authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 Having the status of a year one teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 Lack of time for further study (e.g. university, private reading etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

No Stress  
 Mild Stress  
 Moderate Stress  
 Much Stress  
 Extreme Stress

16	Establishing rapport with the principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Attitudes and behaviours of some teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Shortage of equipment in school (e.g. A-V aids, games, staplers, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Lack of professional consultation between teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Pupils of too wide an ability in his/her class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	Noisy pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	Maintaining class discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	Poor school facilities (e.g. overcrowded classrooms, lack of playground facilities, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	Inadequate salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	Lack of time to relax during day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	Poor promotion opportunities in teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	Too much paper work (e.g. marking rolls, filling out reports, P&As, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	Individual pupils who continually misbehave	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	Personal demands on him/her outside teaching (e.g. family, friends, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	Visits by the inspector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	Parent-teacher interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	Demands on after-school time (e.g. sport, attending meetings, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	Pupils impolite behaviour or cheek	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34	Other teachers' lack of consultation with him/her on decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	Supervisory duties (e.g. playground, road patrol, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36	Applying for teaching positions for the coming year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





	Serious	Moderate	Minor	No Problem	Not Sure
16 Because of a lack of guidance from more experienced teachers on the staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17 Because of lack of familiarity with school or educational system policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18 Being unable to make his/her approach appropriate to the ability of the pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19 Being regarded as too inexperienced by other teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20 Because of pupils' family problems intervening with school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21 Producing his/her own teaching programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22 Being able to achieve appropriate balance between friendliness to the pupils and his/her authority as a teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23 Maintaining pupil attention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24 Establishing the most efficient sequence of lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25 Providing for individual differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26 Communicating with parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27 Working in a bureaucracy in which his/her identity is lost	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28 Using variety in planning for different purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29 Finding sufficient time to complete teaching and non-teaching duties and still supply sufficient attention to his/her pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30 Because of conflicts with the ways in which educational administrators manage the school or system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31 Because of conflict with parents who hold opposing views on the nature of education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32 Teaching too many pupils or large classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33 Developing and maintaining pupil respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Serious	Moderate	Minor	No Problem	Not Sure
34 Because of criticism of teachers by parents of pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35 Having enough preparation time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36 Because he/she is not given assistance by other teachers when it is needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37 In having to conform to administrative requirements, in which he/she doesn't believe, because of impending inspection or certification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38 Getting pupils to produce appropriate behaviour for different situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39 Getting the understanding and support of administrators and other teachers so that he/she can be efficient and feel professional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40 Selecting appropriate content to teach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41 Because of visits to the school by irate parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42 Because of lack of teacher training in techniques required to cope with a class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43 Because of an over-zealous senior teacher who provides very close oversight of his/her activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44 Knowing how to appropriately relate to pupils outside the classroom or school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45 Using his/her professional time in the most functional, effective manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46 Helping students who have personal problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Any additional comments? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

QUESTIONNAIRE #4

On each of these factors, please indicate your rating of

	Successful			Unsuccessful	
1 Shows concern for children	1	2	3	4	5
2 Establishes warm and friendly relations with children and gains their respect	1	2	3	4	5
3 Helps children individually	1	2	3	4	5
4 Creates enthusiasm by the children for learning and participation in classroom activities	1	2	3	4	5
5 Provides opportunities for children to influence the direction of their own learning	1	2	3	4	5
6 Establishes an organisation that permits individuals and groups to work without interference from others	1	2	3	4	5
7 Operates an organisation that makes provision for all children to work at differing levels of ability	1	2	3	4	5
8 Adapts the curriculum to allow for a variety of ability levels	1	2	3	4	5
9 Selects content that is suited to the children's level	1	2	3	4	5
10 Involves the pupils in building up an educationally useful physical environment	1	2	3	4	5
11 Provides experiences for children in all aspects of the curriculum	1	2	3	4	5
12 Ensures that children practise learning	1	2	3	4	5
13 Provides opportunities for children to apply their learning	1	2	3	4	5
14 Uses concrete experiences and appropriate aids to develop children's understanding	1	2	3	4	5



QUESTIONNAIRE #5

How adequate do you think teacher training is in preparing year one teachers in the following areas?

	Very Adequate			Very Inadequate	
	1	2	3	4	5
Art	1	2	3	4	5
Language	1	2	3	4	5
Mathematics	1	2	3	4	5
Music	1	2	3	4	5
Physical Education	1	2	3	4	5
Reading	1	2	3	4	5
Science	1	2	3	4	5
Social Studies	1	2	3	4	5
Parent meetings	1	2	3	4	5
Overall planning	1	2	3	4	5
Keeping class records	1	2	3	4	5
Classroom control	1	2	3	4	5
Working with other teachers	1	2	3	4	5
Understanding children of different ages	1	2	3	4	5
Catering for individual children's needs	1	2	3	4	5
Knowledge of outside help and services available to the teacher	1	2	3	4	5
Classroom organisation	1	2	3	4	5
Questioning and skills of communication	1	2	3	4	5
Use of audio-visual aids	1	2	3	4	5





**TABLE 1:** Results of the Teaching Stress Questionnaire (Mean Response and Standard Deviation)

(Scale used: 1=No Stress; 2=Mild Stress; 3=Moderate Stress  
4=Much Stress; 5=Extreme Stress)

STRESS FACTORS	First Year Teachers (N=34)	Principals (N=23)	Senior Teachers (N=33)
1 Administrative work (e.g. collecting money for books, banking, etc)	1.52 (0.89)	2.11 (0.81)	2.25 (0.72)
2 Lack of time to prepare lessons	2.45 (0.89)	2.67 (0.84)	2.75 (1.05)
3 Punishing pupils	2.45 (0.99)	3.11 (1.05)	3.25 (0.80)
4 Too much work to do (e.g. planning, evaluating, attending meetings, etc)	2.59 (0.96)	2.63 (0.60)	2.94 (0.91)
5 Not enough time to do work	2.55 (0.93)	2.52 (0.97)	2.45 (1.16)
6 Pupils who show a lack of interest in work	2.29 (0.90)	3.24 (0.75)	3.12 (1.17)
7 Trying to uphold/maintain values and standards in class	2.26 (0.97)	2.94 (0.54)	2.84 (1.11)
8 Lack of time for marking pupils' work	1.74 (0.89)	2.58 (0.77)	2.40 (0.89)
9 Responsibility for pupils (e.g. their learning, behaviour, etc)	2.55 (0.96)	2.84 (0.69)	3.06 (1.08)
10 Lack of public awareness of what teaching involves	2.42 (1.12)	2.44 (1.20)	2.48 (0.99)
11 Lack of consensus among teachers on acceptable standards (e.g. pupil behaviour, achievement, etc)	2.07 (0.74)	2.22 (0.81)	2.34 (1.03)
12 Attitudes and behaviour of your senior teacher	1.84 (1.20)	- -	- -
12 Establishing rapport with his/her senior teacher	- -	2.16 (0.90)	2.06 (1.05)
13 Pupils' non-acceptance of your authority	1.94 (1.24)	2.42 (0.90)	2.75 (1.24)
14 Having the status of a year one teacher	1.42 (0.62)	1.89 (1.65)	2.09 (1.23)
15 Lack of time for further study (e.g. university, private reading, etc)	1.87 (0.96)	2.28 (1.18)	2.56 (1.89)
16 Attitudes and behaviour of principal	1.90 (0.82)	- -	- -
16 Establishing rapport with the principal	- -	2.25 (1.08)	2.26 (0.99)
17 Attitudes and behaviour of some teachers	1.71 (0.82)	2.41 (1.01)	2.33 (0.84)
18 Shortage of equipment in school (e.g. A-V aids, games, staplers, etc)	2.00 (1.21)	2.28 (0.99)	1.89 (0.81)
19 Lack of professional consultation between teachers	1.97 (1.11)	2.09 (0.77)	1.72 (0.67)
20 Pupils of too wide an ability in your class	2.19 (0.79)	2.72 (0.99)	2.53 (0.96)
21 Noisy pupils	2.34 (1.02)	3.23 (1.09)	2.68 (1.00)
22 Maintaining class discipline	2.13 (1.78)	3.19 (1.06)	2.95 (0.91)

TABLE 1: Continued

STRESS FACTORS		First Year Teachers (N=34)	Principals (N=23)	Senior Teachers (N=33)
23	Poor school facilities (e.g. over-crowded classrooms, lack of hygiene, etc)	1.61 (0.88)	1.82 (1.12)	1.61 (0.92)
24	Inadequate salary	1.97 (1.30)	1.78 (1.24)	2.06 (1.26)
25	Lack of time to relax during the day	1.97 (1.05)	2.16 (0.99)	2.21 (0.92)
26	Poor promotion opportunities in teaching	1.65 (1.05)	1.97 (1.15)	2.00 (1.05)
27	Too much paper work (e.g. marking rolls, filling out reports, P&A's, etc)	2.10 (1.11)	2.50 (1.05)	2.42 (0.77)
28	Individual pupils who continually misbehave	2.42 (1.15)	3.59 (0.67)	3.00 (1.00)
29	Personal demands on you outside of teaching (e.g. family, friends, etc)	2.55 (1.34)	2.57 (1.11)	2.82 (1.07)
30	Visits by the inspector	2.16 (1.32)	2.94 (1.11)	2.72 (1.02)
31	Parent-teacher interviews	2.16 (0.97)	3.00 (1.00)	3.00 (0.59)
32	Demands on after-school time (e.g. (sport, attending meetings, etc)	1.61 (0.84)	2.22 (1.04)	2.05 (0.84)
33	Pupils' impolite behaviour or cheek	1.81 (1.22)	2.82 (1.22)	2.63 (1.07)
34	Other teachers' lack of consultation with you on decision making	1.81 (1.08)	2.45 (1.29)	2.16 (1.07)
35	Supervisory duties (e.g. playground, road patrol, etc)	1.94 (1.09)	2.26 (0.89)	2.26 (0.73)
36	Applying for teaching positions for 1980	2.23 (1.45)	3.38 (1.58)	3.37 (1.12)
37	Demands teaching makes on your personal life (e.g. time, changes in your life style, etc)	2.35 (0.88)	2.81 (1.06)	2.58 (0.84)
38	Lack of feedback from your colleagues about the quality of your teaching	2.03 (1.07)	2.31 (1.00)	2.37 (1.01)
39	Lack of time to spend with individual pupils	2.68 (1.08)	3.03 (0.90)	2.29 (0.93)
40	Inability to teach in certain areas of the curriculum	2.35 (0.88)	2.78 (1.26)	3.05 (1.13)
ADDITIONAL COMMENTS ABOUT STRESS		(N=14) Varied	(N=19) Varied	(N=15) Varied

TABLE 2: Results of Teaching Problems Questionnaire (Mean Response and Standard Deviation)

(Scale used for 'seriousness' \* 1=Serious; 2=Moderate; 3=Minor; 4=no problem  
Scale used for 'frequency' 1=Often; 2=Sometimes; 3=Rarely; 4=Never)

TEACHING PROBLEMS	First Year Teachers (N=34)	Principals (N=23)	Senior Teachers (N=33)	First Year Teachers (N=34)
	SERIOUSNESS			FREQUENCY
1 Creating interest in the topic being taught	2.87 (0.67)	3.17 (0.80)	3.22 (0.94)	2.55 (0.77)
2 Because of a lack of familiarity with the ways the education system operates	3.03 (0.66)	3.07 (0.66)	3.17 (0.86)	2.90 (0.87)
3 Interpreting the curriculum into day-to-day lessons	2.93 (0.85)	3.07 (0.72)	3.09 (0.92)	2.90 (0.76)
4 Discovering weaknesses in my own competency as a teacher	2.45 (0.96)	2.86 (1.01)	3.00 (1.11)	1.94 (0.89)
5 Because of a lack of educational resources for use as teaching aids	2.71 (0.86)	3.41 (0.63)	3.17 (0.96)	2.32 (1.05)
6 Teaching in a school in which the principal is concerned more actively with administration than with the classroom situation	3.00 (1.11)	- -	- -	2.48 (1.39)
7 Organising the class for specific lessons	3.84 (3.47)	2.93 (1.02)	3.00 (0.94)	2.68 (1.19)
8 Because of personality conflicts with other teachers	3.29 (0.97)	3.54 (0.74)	3.54 (0.95)	3.00 (1.18)
9 Maintaining control of pupils	2.90 (1.11)	3.03 (0.94)	2.89 (1.02)	2.84 (1.26)
10 Getting cooperation and support from school administrators	3.32 (0.95)	3.56 (0.74)	3.56 (0.89)	3.03 (1.43)
11 Because of a feeling of inadequacy in coping with parental inquiries or complaints	2.87 (0.99)	3.46 (0.58)	3.39 (0.08)	2.74 (1.03)
12 Assessing pupils' learning	2.35 (0.80)	3.07 (0.75)	3.06 (0.87)	2.33 (0.80)
13 Because of conflicts with other teachers over teaching	3.39 (0.92)	3.70 (0.60)	3.60 (0.85)	3.13 (1.18)
14 Helping the atypical child	2.55 (0.85)	2.97 (0.76)	3.20 (0.93)	2.23 (0.99)
15 Coping with the combined workload of teaching and non-teaching duties	2.45 (0.81)	3.23 (0.86)	3.23 (1.03)	2.16 (1.23)
16 Because of a lack of parental interest in school matters	3.16 (0.90)	3.70 (0.46)	3.49 (0.74)	3.00 (1.03)
17 Because of a lack of guidance from more experienced teachers on the staff	3.00 (0.89)	3.54 (0.79)	3.51 (1.08)	2.74 (1.09)
18 Because of a lack of familiarity with school or educational system policy	2.94 (0.77)	3.25 (0.52)	3.11 (0.87)	2.81 (0.83)
19 Being unable to make my approach appropriate to the ability of the pupils	2.83 (0.65)	3.14 (0.79)	3.54 (0.98)	2.58 (0.76)
20 Being regarded as too inexperienced by other teachers	3.32 (0.87)	3.66 (0.55)	3.69 (0.58)	3.26 (0.96)
21 Because of pupils' family problems intervening with school activities	2.94 (0.89)	3.22 (0.85)	3.46 (0.89)	2.81 (0.91)
22 Producing my own teaching programme	2.71 (0.74)	2.79 (1.05)	3.17 (0.98)	2.52 (0.85)
23 Being able to achieve appropriate balance between friendliness to the pupils and my authority as a teacher	3.10 (0.75)	3.50 (0.82)	3.46 (0.89)	2.58 (1.03)
24 Because I am not being kept informed of important school matters	3.29 (0.90)	- -	- -	3.03 (1.34)
25 Maintaining pupils' attention	2.74 (0.77)	3.07 (0.98)	3.23 (0.88)	2.42 (0.99)
26 Establishing the most efficient sequence of lessons	2.90 (0.79)	3.07 (0.78)	3.06 (0.91)	2.81 (0.87)

\* In the questionnaire sent to the principals and senior teachers there was a fifth dimension (5=Not sure). As the number of responses to this item was insignificant, only responses in the first four cells were analysed.

TABLE 2: CONTINUED

TEACHING PROBLEMS	First Year Teachers (N=34)	Principals (N=23)	Senior Teachers (N=33)	First Year Teachers (N=34)
	SERIOUSNESS			FREQUENCY
27 Providing for individual differences	2.39 (0.72)	2.83 (0.79)	2.88 (0.81)	2.19 (0.83)
28 Communicating with parents	3.16 (0.91)	3.67 (0.50)	3.51 (0.82)	3.03 (1.03)
29 Working in a bureaucracy in which personal identity is lost	3.17 (1.05)	3.63 (0.77)	3.80 (0.80)	3.13 (1.20)
30 Using variety in planning for different purposes	2.65 (0.75)	3.33 (0.73)	3.29 (0.75)	2.30 (0.82)
31 Finding sufficient time to complete teaching and non-teaching duties and still supply sufficient attention to pupils	2.36 (0.95)	3.15 (0.82)	3.31 (0.98)	2.36 (0.98)
32 Because of conflicts with the ways in which educational administrators manage the school or system	2.90 (1.30)	3.60 (0.56)	3.69 (0.90)	2.78 (1.41)
33 Because of conflict with parents who hold opposing views on the nature of education	3.45 (0.93)	3.73 (0.58)	3.94 (0.64)	3.29 (1.13)
34 Teaching too many pupils or large classes	3.13 (0.96)	3.73 (0.52)	3.76 (0.24)	2.81 (1.25)
35 Developing and maintaining pupil respect	3.35 (0.80)	3.80 (0.33)	3.54 (0.78)	3.23 (0.88)
36 Because of criticism of teachers by parents of pupils	3.65 (0.66)	3.85 (0.37)	3.91 (0.85)	3.71 (0.59)
37 Having enough preparation time	2.58 (0.96)	3.04 (0.90)	3.11 (1.05)	2.45 (1.15)
38 Because no assistance is given by other teachers when it is needed	2.39 (0.83)	3.69 (0.71)	3.77 (0.60)	3.29 (0.86)
39 In having to conform to administrative requirements, in which I don't believe, because of impending inspection or certification	3.23 (0.88)	3.50 (0.90)	3.57 (0.88)	3.32 (0.97)
40 Getting pupils to produce appropriate behaviour for different situations	2.94 (0.73)	3.13 (0.86)	3.29 (0.86)	2.84 (0.90)
41 Getting the understanding and support of administrators and other teachers so that I can be efficient and feel professional	3.55 (0.24)	3.77 (0.51)	3.63 (0.91)	3.52 (0.44)
42 Selecting appropriate content to teach	2.61 (0.72)	3.07 (0.84)	3.03 (0.92)	2.58 (0.72)
43 Because of visits to school by irate parents	3.51 (0.99)	3.90 (0.31)	3.80 (0.58)	3.74 (0.51)
44 Because of lack of informal or social contact with teachers on the school staff	3.74 (0.58)	- -	- -	3.68 (0.60)
45 Because of lack of teacher training in techniques required to cope with a class	2.45 (0.81)	2.63 (1.00)	2.83 (1.01)	2.29 (0.74)
46 Because of an over-zealous senior teacher who provides very close over-sight of activities	3.88 (0.52)	3.64 (0.73)	3.89 (0.83)	3.71 (0.59)
47 Knowing how to relate appropriately to pupils outside the classroom or school	3.61 (0.57)	3.90 (0.31)	3.97 (0.38)	3.51 (0.72)
48 Using my professional time in the most functional, effective manner	2.71 (0.82)	3.31 (0.76)	3.37 (1.00)	2.55 (0.93)
49 Helping students who have personal problems	2.94 (0.96)	3.44 (0.75)	3.43 (0.88)	2.90 (0.33)
50 Because I am required to teach a subject or subjects in which I am not qualified	2.65 (0.88)	- -	- -	2.65 (0.66)
ADDITIONAL COMMENTS ABOUT TEACHING PROBLEMS	(N=12) Varied	(N=9) Varied	(N=14) Varied	- -

TABLE 2(a): The Degree to which being a Teacher is Stressful: Year One Teachers (N=34)  
(Raw Score)

Not at all Stressful	Mildly Stressful	Moderately Stressful	Very Stressful	Extremely Stressful
2	13	14	4	1

TABLE 2(b): The Frequency of Occurrence of Various Stress Symptoms: Year One Teachers (N=34) (Mean Response and Standard Deviation)

(Scale used: 1=Never; 2=Infrequently; 3=About once every 2-3 weeks; 4=About once a week; 5= About once every 2-3 days; 6=Once a day; 7=Many times a day)

1	Nervous	2.26	(0.58)
2	Headaches	2.19	(0.79)
3	Loss of voice	1.45	(0.68)
4	Tearful	1.35	(0.60)
5	Frustrated	3.09	(1.19)
6	Anxious	2.32	(1.11)
7	Panicky	1.16	(0.94)
8	Very tense	2.06	(1.15)
9	Heart beating fast	1.15	(0.77)
10	Acid in stomach	1.23	(0.42)
11	Cold sweat	1.23	(0.15)
12	Under stress	2.39	(1.31)
13	Depressed	2.13	(1.04)
14	Unable to cope	1.52	(0.77)
15	Exhausted	3.19	(1.54)
16	Increased blood pressure	1.11	(0.40)
17	Very angry	2.94	(1.41)

TABLE 3: Results of Teaching Performance Questionnaire (Mean and Standard Deviation)  
 (Questionnaire #4: Senior Teachers and Principals; Inspections: Year One Teachers)  
 (Scale used: Successful 1 2 3 4 5 Unsuccessful)

PERFORMANCE CRITERIA	First Year Teachers (N=34)		Principals (N=23)	Senior Teachers (N=33)
	Expected Rating by Inspector	Self-rating		
1 Shows concern for children	3.65 (0.71) (61%)*	3.93 (0.74)	1.73 (0.83)	1.57 (0.85)
2 Establishes warm and friendly relations with children and gains their respect	3.80 (0.81) (70%)	3.90 (0.88)	1.97 (0.96)	1.59 (0.96)
3 Helps children individually	3.50 (0.78) (65%)	3.63 (0.72)	2.30 (0.88)	2.36 (0.98)
4 Creates enthusiasm by the children for learning and participation in classroom activities	3.23 (0.85) (42%)	3.40 (0.86)	2.13 (0.90)	2.00 (0.91)
5 Provides opportunities for children to influence the direction of their own learning	2.87 (0.90) (38%)	2.80 (1.13)	2.76 (0.97)	2.55 (0.75)
6 Establishes an organisation that permits individuals and groups to work without interference from others	3.07 (0.78) (47%)	3.40 (0.79)	2.57 (1.10)	2.23 (0.81)
7 Operates an organisation that makes provision for all children to work at differing ability levels	3.13 (0.68) (61%)	3.17 (1.18)	2.37 (0.63)	2.23 (0.81)
8 Adapts the curriculum to allow for a variety of ability levels	3.30 (0.95) (44%)	3.33 (0.80)	2.56 (0.70)	2.46 (0.92)
9 Selects content that is suited to the children's level	3.45 (0.89) (52%)	3.37 (1.16)	2.47 (0.63)	2.26 (0.75)
10 Involves the pupils in building up an educationally useful physical environment	3.37 (0.81) (52%)	3.37 (0.81)	2.33 (0.80)	2.62 (0.78)
11 Provides experiences for children in all aspects of the curriculum	3.03 (0.96) (32%)	2.97 (1.07)	2.39 (0.74)	2.49 (0.82)
12 Ensures that children practise learning	3.10 (0.76) (41%)	3.23 (1.14)	2.63 (0.84)	2.29 (1.05)
13 Provides opportunities for children to apply their learning	3.03 (1.10) (38%)	2.90 (1.35)	2.69 (0.69)	2.40 (0.95)
14 Uses concrete experiences and appropriate aids to develop children's understanding	3.31 (0.66) (50%)	3.33 (1.03)	2.55 (0.85)	2.43 (0.86)
15 Challenges children to think and reason	3.13 (0.90) (55%)	3.27 (1.05)	2.32 (0.77)	2.25 (0.91)
16 Makes effective use of the resources of the local environment	2.90 (1.06) (32%)	2.97 (1.13)	2.43 (0.77)	2.51 (0.82)
17 Plans to the extent that objectives are clear and that learning experiences are appropriate to these	3.20 (0.76) (70%)	3.30 (1.18)	2.61 (0.88)	2.26 (1.15)
18 Evaluates the children's work and progress and uses the information in a constructive way	3.07 (0.94) (58%)	3.27 (1.11)	2.50 (1.01)	2.20 (1.05)
19 Co-operates and works with other teachers in attaining class and school objectives	3.20 (0.99) (38%)	3.30 (1.32)	2.17 (0.95)	1.72 (0.97)
ADDITIONAL COMMENTS ABOUT PERFORMANCE	(N=19) Varied		(N=12) Varied	(N=21) Varied

\* Denotes the percentage of the sample of first year teachers who responded "Yes" to the statement: On the basis of the inspector's contact with you this year, do you think s/he would be in a position to make a judgement on this criterion?

TABLE 4: Results of Teacher Training Questionnaire (Mean and Standard Deviation)

	(Scale used for 'adequacy' and 'confidence':																			
	Very Adequate					Very Inadequate		Extremely Confident			No Confidence									
	1	2	3	4	5	1	2	3	4	5										
ASPECTS OF TEACHER TRAINING	First Year Teachers (N=34)					Principals (N=23)					Senior Teachers (N=33)					First Year Teachers (N=34)				
	ADEQUACY OF TEACHER TRAINING										CONFIDENCE WITH									
1 Art	3.41 (1.24)					2.89 (1.02)					2.89 (0.88)					2.75 (0.92)				
2 Language	3.07 (0.96)					2.83 (0.62)					3.00 (0.89)					2.44 (0.76)				
3 Mathematics	3.07 (0.88)					3.28 (0.67)					3.14 (0.15)					2.82 (1.03)				
4 Music	3.07 (1.16)					3.83 (0.62)					3.61 (1.07)					3.29 (1.20)				
5 Physical Education	3.69 (1.33)					3.41 (0.62)					3.14 (1.24)					3.04 (1.17)				
6 Reading	3.88 (1.07)					4.05 (0.66)					3.71 (1.05)					2.96 (1.03)				
7 Science	3.75 (1.11)					3.12 (0.93)					3.14 (0.76)					2.99 (0.99)				
8 Social Science	3.07 (1.37)					2.76 (0.83)					3.00 (0.82)					2.39 (0.84)				
9 Parent meetings	4.72 (0.52)					3.82 (0.81)					3.75 (1.29)					2.63 (0.71)				
10 Overall planning	3.54 (1.08)					3.33 (0.91)					3.43 (0.88)					2.69 (0.82)				
11 Keeping class records	4.32 (0.97)					3.67 (0.84)					3.54 (0.79)					3.13 (1.04)				
12 Classroom control	4.10 (0.78)					3.61 (0.70)					3.68 (0.72)					2.38 (1.04)				
13 Working with other teachers	3.97 (0.99)					3.00 (0.69)					3.00 (0.90)					2.57 (1.01)				
14 Understanding children of different ages	3.44 (0.95)					2.78 (0.73)					3.00 (0.72)					2.82 (0.86)				
15 Catering for individual children's needs	3.66 (0.75)					3.11 (0.76)					3.25 (0.84)					3.19 (0.90)				
16 Knowledge of outside help and services available to the teacher	3.75 (0.80)					3.88 (0.86)					3.46 (0.84)					3.32 (0.74)				
17 Classroom organisation	3.75 (0.76)					3.67 (0.77)					3.64 (0.87)					2.60 (0.87)				
18 Questioning and skills of communication	3.13 (0.79)					2.83 (0.86)					2.89 (0.74)					2.73 (0.80)				
19 Use of audio-visual aids	2.66 (0.94)					2.78 (0.81)					2.64 (0.62)					2.49 (0.89)				
ADDITIONAL COMMENTS ABOUT TEACHER TRAINING	(N=11) Varied					(N=15) Varied					(N=20) Varied					-				

\* TABLE 4(a): The Year One Teachers' (N=34) Recommendations  
Concerning their Art Course at Teachers' College

- |   |  |
|---|--|
| 1 | Should be a compulsory S.I.T. course                   |
| 2 | Should provide a wide range of ideas for the classroom |
| 3 | Should be longer                                       |

TABLE 4(b): The Year One Teachers' (N=34) Recommendations  
Concerning their Language Course At Teachers' College

- |   |                               |
|---|-------------------------------|
| 1 | More practical instruction    |
| 2 | Should be a third year course |
| 3 | Present course adequate       |

TABLE 4(c): The Year One Teachers' (N=34) Recommendations  
Concerning their Mathematics Course at Teachers'  
College

- |   |   |
|---|---|
| 1 | Present course adequate                             |
| 2 | More emphasis on how to run a mathematics programme |
| 3 | Should be a third year course                       |

TABLE 4(d): The Year One Teachers' (N=34) Recommendations  
Concerning their Physical Education Course  
at Teachers' College

- |   |  |
|---|--|
| 1 | More emphasis on planning a physical education programme |
| 2 | Less theory  |
| 3 | Should be compulsory                                     |

TABLE 4(e): The Year One Teachers' (N=34) Recommendations  
Concerning their Music Course at Teachers' College

- |   |   |
|---|---|
| 1 | Should be compulsory                          |
| 2 | More practical ideas on how and what to teach |
| 3 | More help needed for non-musicians            |

\* Tables 4(a) to 4(h) represent Rank Responses derived from a Content Analysis of the solicited responses

TABLE 4(f): The Year One Teachers' (N=34) Recommendations  
Concerning their Reading Course at Teachers' College

- |   |  |
|---|--|
| 1 | More practical ideas and planning and organisation of reading  |
| 2 | More information needed on catering for different ages/ability |
| 3 | Should be a third year course                                  |

TABLE 4(g): The Year One Teachers' (N=34) Recommendations  
Concerning their Science Course at Teachers' College

- |   |   |
|---|---|
| 1 | Present course adequate                             |
| 2 | More practical ideas                                |
| 3 | More help needed for those who have done no science |

TABLE 4(h): The Year One Teachers' (N=34) Recommendations  
Concerning their Social Studies Course at Teachers'  
College

- |   |                                   |
|---|-----------------------------------|
| 1 | Present course adequate           |
| 2 | More practical instruction needed |
| 3 | Should be compulsory              |

TABLE 4(i): The Year One Teachers' (N=34) Opinion on How Much  
Time Student Teachers should spend in Schools,  
as Compared with the amount of Time they spent  
in Schools  
(Raw Score)

Much more	A little more	About the same	A little less	Much less
20	9	5		

TABLE 4(l): The Year One Teachers' (N=34) Opinion on the Importance of the Support and Encouragement They received from their Teachers' College Adviser  
(Raw Score)

Always Important	Usually Important	Occasionally Important	Very seldom Important	Never Important
1	6	6	12	9

TABLE 4(m): The Year One Teachers' (N=34) Opinion on the Quality of Work Expected of them at Teachers' College  
(Raw Score)

Far too high	A little too high	About right	A little too low	Far too low
	3	12	14	5

TABLE 4(n): The Year One Teachers' (N=34) Suggested Improvements to Teachers' Training that would better Prepare Students for their First Year of Teaching  
(Rank Response Derived from Content Analysis)

1	More practical training and classroom observation
2	Course in classroom management and organisation
3	More comprehensive reading programme

TABLE 4(o): Year One Teachers (N=34) who have sought Professional or Personal Help or Guidance from a Member of the Teachers' College Staff since Leaving College  
(Raw Score)

Yes	No
3	31

TABLE 4(j): Aspects of Teachers' Training Most Valued by the  
Year One Teachers (N=34)  
(Rank Response Derived from Content Analysis)

- |   |                                  |
|---|----------------------------------|
| 1 | Teaching practice                |
| 2 | Interaction with fellow students |
| 3 | Studies-in-Teaching courses      |
| 4 | Individual courses               |

TABLE 4(k): Aspects of Teachers' Training Which caused the  
Year One Teachers (N=34) the Greatest Concern,  
Frustration or Annoyance  
(Rank Response Derived from Content Analysis)

- |   |  |
|---|--|
| 1 | No relationship between theory and practice          |
| 2 | Poor staff-student relationships                     |
| 3 | Inadequate preparation in some subjects (e.g, Music) |

TABLE 5(a): The Type and Number of Senior Teachers Responsible for the Year One Teachers (N=34)

Principal	3
Deputy Principal	8
S.T.J.C.	12
Other Senior Teacher	11

TABLE 5(b): The Year One Teachers' (N=34) Expectations of the Role of the Senior Teacher (Rank Response derived from Content Analysis)

1	Support, encourage and advise
2	Supervisor
3	Resource person
4	A person who allows for individuality
5	Ensures the year one is happy and protected

TABLE 5(c): The Year One Teachers' (N=34) Judgements on How Well Senior Teachers Fulfilled the Role Expected of Them (Raw Score)

Very Well	Fairly Well	Not at all
18	10	6

TABLE 5(d): The Year One Teachers' (N=34) Perceptions of the Importance of Senior Teachers to Them (Raw Score)

Very Important	Fairly Important	Not Important
13	12	9



TABLE 5(h): The Timing of Meetings between the Year One Teachers (N=34) and their Senior Teachers  
(Raw Score)

	Usually Informally	Usually at a set time	Informally and at set times
	19	2	13
Initiator of Meeting	Senior Teacher	Me	Varies
	2	7	10

TABLE 5(i): The Year One Teachers' (N=34) Contact with their Senior Teachers  
(Raw Score)

Contact useful		Appears interested in year one's work	
Yes	22	Yes	14
No	2	No	5
Variable	8	Variable	11
Senior Teacher approachable		Willing to listen and to discuss work	
Yes	26	Yes	25
No	2	No	1
Variable	6	Variable	8
Gives Encouragement		Gives constructive criticism	
Very often	7	Yes	22
Often	9	No	5
Sometimes	10	Variable	7
Rarely	5	Preference for different senior teacher	
Not at all	3	Yes	12
Good source of ideas		No	22
Yes	14		
No	11		
Variable	9		
		Reasons for saying 'Yes' or 'No'	
	1	Helpful*	
	2	Allows independence	
	3	Gives no help	
	4	Incompatible teaching styles	

\* Rank Response derived from Content Analysis

**TABLE 6:** Factors Influencing the Year One Teachers to Stay in the Teaching Profession  
(Mean and Standard Deviation)  
(Scale used: 1=Very Strong Influence; 2=Strong Influence; 3=Moderate Influence; 4=Weak Influence; 5=No Influence)

FACTORS OF INFLUENCE		First Year Teachers (N=34)	
1	Teaching presents me with an opportunity to eventually go into a more desirable job	3.80	(1.11)
2	Teaching gives me an opportunity to eventually travel overseas	4.00	(1.03)
3	No other suitable job is available at this time	4.03	(1.30)
4	I can't think of anything better to do	4.35	(0.98)
5	Teaching allows me to give service to other people	2.87	(1.17)
6	Teaching is a job which satisfies me	2.16	(1.00)
7	Teaching offers me the opportunity to develop a particular aptitude (e.g. in mathematics, art and craft, etc)	3.74	(1.03)
8	The social life at school attracts me	4.65	(0.68)
9	Teaching offers stable employment	2.94	(1.31)
10	Teaching allows me to express my liking for children	2.90	(1.27)
11	Many of my friends are teachers	4.29	(1.10)
12	My friends encourage me to stay teaching	4.68	(0.70)
13	My parents or other close relatives suggest that I should stay teaching	4.42	(1.01)
14	Because there is an opportunity to take university courses	4.06	(1.34)
15	I feel an inherent desire to be a teacher	3.13	(1.50)
16	Teaching has long holidays	2.87	(1.28)
17	Teaching offers good opportunities for promotion	4.32	(0.87)
18	Teaching gives a good financial reward	3.61	(0.95)
19	Teaching permits me to influence the lives of others	4.03	(1.05)
20	Teaching allows me to further my personal studies	3.97	(1.11)
21	Teaching gives me authority over children	4.68	(0.54)
22	Teachers are respected members of the community	4.09	(0.91)
23	Teaching has relatively short working hours	3.94	(1.12)
24	There is a tradition of teaching in my family	4.77	(0.80)
25	I enjoyed school and wish to keep my contact with it	4.19	(1.05)

TABLE 6(a): Career Plans of the Year One Teachers (N=34)  
(Raw Score)

Until retirement, continuously	1
Until retirement with a break for child rearing and overseas travel	3
For 10-20 years with a break for overseas travel	2
For 10-20 years with a break for child rearing	1
For 10-20 years with a break for child rearing and overseas travel	1
For 4-9 years continuously	4
For 4-9 years with a break for overseas travel	5
For 4-9 years with a break for child rearing	2
For 4-9 years with a break for child rearing and overseas travel	5
For 1-3 years continuously	6
Some other plan	4

TABLE 6(b): The Frequency with which the Year One Teachers (N=34) have Thought about Abandoning Teaching, and the Circumstances Involved.  
(Raw Score and Rank Response derived from Content Analysis)

	Frequently	Occasionally	Never
	3	12	19
1 Frustrated with demands of the job			
2 Pressure from family			

TABLE 6(c): The Frequency with which the Year One Teachers (N=34) Consulted the "Situations Vacant" Column in the Newspapers  
(Raw Score)

	Frequently	Occasionally	Never
	4	15	15

TABLE 6(d): Details of the Year One Teachers (N= 34) who have Discussed Leaving Teaching with Friends, Relatives or Teachers, and the Reasons which have Persuaded Those who have Discussed Leaving to Stay  
(Raw Score and Rank Response Derived from Content Analysis)

	Yes	No
	19	15
<b>Reasons for staying</b>		
1	Rewarding and enjoyable	
2	Anticipate improvement	
3	Financial considerations	
4	Certification offers security and better chance of job	
5	Could not find anything better	

TABLE 6(e): The Year One Teachers' (N=34) Self-Rating of their Commitment to Teaching (Raw Score)

Very high	High	Moderate	Low	Non-existent
4	13	14	3	

TABLE 6(f): The Year One Teachers' (N=34) Assessment of the Change in Their Level of Commitment since they Started Teaching, and the Reasons for Change, if it Occurred  
(Raw Score and Rank Response Derived from Content Analysis)

	Increased	Decreased	Remained the same
	10	9	15
<b>Reasons for change</b>			
1	Attachment to children		
2	Poor job prospects		
3	Increase in teaching confidence		

TABLE 7(a): The Occurrence of Inspectorial Visits for the Year One Teachers (N=34)

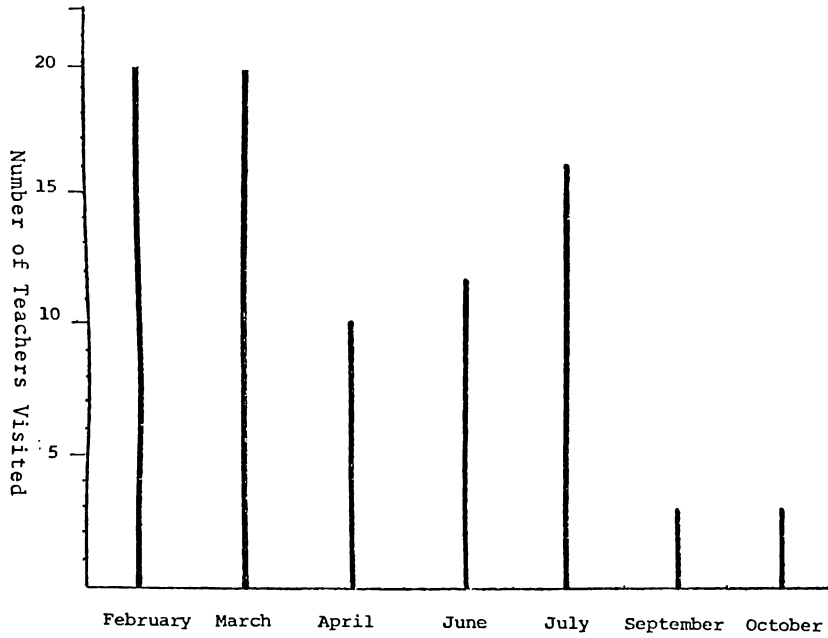


TABLE 7(b): The Duration of Inspectorial Visits for the Year One Teachers (N=34)

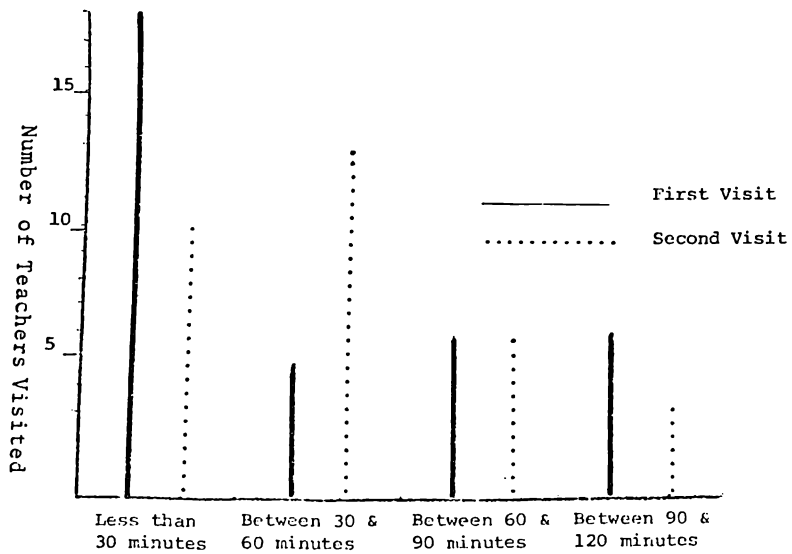




TABLE 8(a): The Principals' (N=23) Judgement as to Whether their School has a Policy on Assisting/Guiding Year One Teachers, and the Nature of the Policy  
(Raw Score and Rank Response Derived from Content Analysis)

	Yes	No
	23	
<b>School policy</b>		
1	Direct guidance from Senior Teacher	
2	General oversight and guidance from Principal	
3	Provide assistance where needed (e.g. books)	

TABLE 8(b): The Principals' (N=23) Opinion of the Role they fulfil in relation to the Year One Teacher(s) in their School  
(Rank Response Derived from Content Analysis)

1	Support and encouragement
2	Oversee work plans/visit classrooms
3	Encourage Year One to take professional responsibilities in the school.
4	Assist Senior Teacher in guidance

TABLE 8(c): The Principals' (N=16) Suggestions on Easing the Transition of Year One Teachers from College to School, and Ideas on the Type of Professional and Personal Guidance needed by Them during the Early Stages of the First Year of Teaching  
(Rank Response Derived from Content Analysis)

1	Visit to school for a week in the third year of training
2	Involvement of teachers college Lecturer or Inspectors in advising year one teachers
3	Greater support for year One teachers from Senior Teacher and Principal

TABLE 9(a): The Senior Teachers' (N=33) Opinion of the Role they fulfil as Persons Responsible for Year One Teachers  
(Rank Response Derived from Content Analysis)

- |   |                                |
|---|--------------------------------|
| 1 | Helper and adviser             |
| 2 | Organise and supervise         |
| 3 | Teacher trainer                |
| 4 | To give positive reinforcement |

TABLE 9(b): The Senior Teachers' (N=33) Experiences in Working with the Year One Teacher they were Responsible For  
(Rank Response Derived from Content Analysis)

- |   |                            |
|---|----------------------------|
| 1 | Refreshing and stimulating |
| 2 | S/he uses own initiative   |
| 3 | Receptive to advice        |

TABLE 9(c): The Senior Teachers' (N=20) Suggestions on Easing the Transition of Year One Teachers from College to School, and Ideas on the Type of Professional and Personal Guidance needed by Them during the Early Stages of the First Year of Teaching  
(Rank Response Derived from Content Analysis)

- |   |  |
|---|--|
| 1 | Year Ones should visit school prior to the commencement of the school year                   |
| 2 | Senior Teacher should have more release time to assist Year One teachers                     |
| 3 | Year Ones should be given outline of school routines/ programme at the beginning of the year |