

4.16 "Harry"

Harry is something of an unusual case, being "over 65" years of age, but maintaining that despite the fact he retired at the beginning of 1991, he was "forced out" by the Department and thus should be considered a resigned teacher. Harry was initially a steam engineer in New Zealand before completing a three year teacher training course in New Zealand in fine arts and languages. He taught Art for 10 years in New Zealand and 22 years in Australia. During his years in Australia, he also worked as an English as a second language teacher in evening colleges for 13 years. Harry had something of a continuing argument with the Department of School Education during the period he worked for it as his New Zealand teaching qualifications were only recognised as being equivalent to two year training, and thus he was classified as a "permanent casual" and could never go for promotion, despite the fact that for most of his years in N.S.W. secondary schools he was "in charge" of Art in unmastered departments. At the time of his leaving the Department he was on a salary of only \$31,000, despite his more than 30 years of experience as an Art teacher. Since his "forced retirement" Harry was occupying himself by doing repairs around his house, something he neglected during his last years of teaching.

As mentioned previously, Harry initially trained as a steam engineer as he thought this had potential in the nuclear age with atomic power generation, but realised that this would take longer to eventuate than he had originally envisaged, and thus turned to teaching, the "third generation" of his family to do so. At the time, Harry thought the standing of teachers in the community to be "quite good", and schools in New Zealand had few discipline problems. However, during his teacher training, he began to "see weaknesses in the system", and "didn't gain anything from the training ... the situation in New Zealand was a bit backward ... I had lived and studied Art in Paris".

The situation in New Zealand was different to the education system in Australia, with local school boards hiring teachers rather than a centralised staffing system, and Harry saw some problems with this. While teachers in rural areas were provided with housing, and teachers and the local community were "close knit", teachers were expected to take Saturday sport. Harry said that "the money was bloody awful in New Zealand" and with local school boards there was no opportunity for transfer, "you couldn't get out". However, despite these problems, Harry "enjoyed" teaching, and described himself as "totally in it ... My first Headmaster was extremely pleasant and we got on very well". Because Harry had a multi-cultural background and could speak four languages, he found "no problems with the Maori" students. Harry had lived for a time in Malaysia and Indonesia and found the cultures similar to that of the Maori, and as a result, unlike some teachers, he got on very well with them.

Despite the good discipline in New Zealand schools which Harry believed to be superior to Australia, he found the teachers "very passive" and change "more accepted and not resisted". He was also critical of the lack of provision of professional "self-improvement opportunities" in New Zealand, stating that "there was nil ... there was some summer schools in fine arts at the university but the Department gave no recognition to these, which was damaging to the system". Eventually, after 10 years of teaching, Harry left New Zealand due to a combination of "personal reasons ... I wanted to get out" and "professional reasons ... I wanted to widen my scope and wanted promotion but I could see that at my school the music teacher would be made head of the Art and Music department ... I couldn't see the point in staying, he didn't have a clue about Art ... I had achieved great results in Art and had a lot of public recognition ... in the newspapers ... I was a little identity in the area ... I had tried to change schools but the Principal of the school I applied for vetoed it. I felt chained to the school and had no future".

Harry's first appointment in Australia was to a western suburbs school. Harry found his Principal "pleasant, but he was hated by everyone else". Harry's Principal believed the Art section of the Department of Education to be "useless", and when he saw the results that Harry began to achieve at the school, he told Harry that his appointment must have been a "mistake as they always send me hopeless Art teachers". Harry had only two terms at his first Australian school, but "produced the goods". An Australian exchange art teacher he had met in New Zealand told him of a vacancy at an Eastern suburbs school and he moved there. He spent two years at that school, before being transferred to another school where he spent 16 years. He "worked well" at this school and "always had outstanding School Certificate and Higher School Certificate results" which gave him satisfaction. He had some "good friends" at the school, although he found the teachers to be "not as close as in New Zealand".

Harry's final two years at the school were far from pleasant as a new Deputy Principal was appointed and part of his duties was to supervise the unmastered Art department. According to Harry, he had a plan to build up the Art department so that a Head Teacher could be appointed, and that this would help his chances to be promoted to principal. Harry believed that he was "slaughtered by the Deputy Principal ... I found out that he was after the boys [sexually] ... a few years later I met some of the students, lawyers, doctors, and they said that if we had written a book about what happened at the school, it would have left the Department [of School Education] in tatters". Harry had also complained to the Deputy Principal about the conditions and "he didn't like it ... it was the worst possible situation, he added General Studies to Art to make an artificial department ... he got equipment under false pretences ... it was making 20 cents out of 10 cents ... I was transferred during the holidays ... He was then promoted to principal".

After two weeks at the school where he was to spend the final three years of his teaching career, Harry was approached by his former Principal to return to the school he had just been forced from, a situation Harry described by saying "what bloody cheek".

Early on at his new school, Harry approached the Principal about deficiencies in equipment and supplies and how the Art department had been run down. At first dubious about this, the Principal checked the records and found what Harry had said to be correct. The Principal was "most impressed and from then on, when I applied for equipment I got it". Because the other Art teacher at the school was first year out, Harry was again asked to lead the department in an unofficial capacity.

Each year after he had turned 60, Harry received a letter from the Department of School Education stating that he had reached the age for retirement and to "give reasons why I should be allowed to continue". Harry found this approach to be "most insulting, they are saying 'you are a fossil, get lost', they have no idea of the value of experience". Eventually, in 1990, Harry replied to the latest letter with his own "nasty letter saying that I was unlikely to keep going in 1991". However, in December that year Harry's Principal told him that he had received no notification from the Department that Harry was to leave "and tried to convince me to stay ... what next? ... There was too much to do, the school was being rebuilt". The Principal was also leaving however, and Harry, who "got on well with the Principal and the Deputy" decided it was "the right thing" to go. Harry's situation was clarified at the beginning of 1991 when he officially left the Department, although he has since been asked by schools to continue teaching. Harry thought that "I could be of great value but have not taken it up ... I doubt if I could survive ... I would only do it part-time and with Year 11 and 12 only ... teachers today are getting exhausted".

Looking back over his long career, Harry thought that most of his dissatisfaction stemmed from dealing with school executives and the Department. The issue of his two year permanent casual status has already been mentioned, but Harry also had trouble having his 10 years experience in New Zealand recognised. Eventually, with the assistance of the Teachers Federation, Harry received "six years back pay, I was rich overnight and bought a house". However, Harry was never granted three year trained status despite enlisting the aid of his local member of parliament, and thus was lowly paid in comparison with other less experienced teachers, Harry resenting "having to help others and part with my professional knowledge, yet the Department would not help me".

Harry believed that teaching had "helped considerably with my thinking processes, kept me going and on my toes", but realised the dangers of suddenly giving it up after 20 or 30 years of activity. Harry was however critical of some teachers, believing that "teachers don't realise they have to set an example ... if they don't, students will not look back kindly on the time they spent at school". Harry also thought that some female teachers have "too close" student teacher relationships, and that this is "not acceptable ... one trainee teacher turned up at the school wearing a see-through blouse with nothing underneath ... she said that it was all right as there were two pockets in the right place ... all the boys wanted to sit at the front". Harry believed that such attitudes were an "enormous weakness" in Australian education and that there was "a lack of training at colleges about this".

4.17 "Jan"

Jan is a 35 year old former secondary Social Sciences teacher who taught for 15 years at the same Department of School Education North Coast Region high school. At the time of her resignation at the end of the second term in 1991, Jan was a classroom teacher at the top of the four year trained scale on an annual salary of \$38,000. Since her resignation, Jan had been "a mother and wife" and was presently unemployed.

Jan originally had intended to become a secondary Home Sciences teacher and had been accepted to a concurrent BA Dip Ed training program at a Sydney university. However, the funding for this course was withdrawn in Jan's first year and she accepted an offer to transfer to a secondary Social Sciences teacher training course. At first, this caused Jan some "trauma", but later she was quite accepting of the situation, as she had studied Economics and Geography at school and "had always liked the subjects". At the time of her entry to teacher training, Jan thought teaching to be "a pretty reasonable job to have ... publicly it was accepted as a profession ... Holidays, hours and income-wise it was all right ... my parents were proud".

During her four years of training, Jan had "pretty reasonable pracs" and found the teachers she encountered to be "hard working, dedicated people". Jan was "a little bit daunted" by her first year of teaching, as she was posted to her school as a "reserve teacher" and taught "11 subjects, everything from Home Science to Art, to P.E. to Geography ... it was challenging and interesting although I was not trained for it".

Eventually Jan was made permanent at her school and taught there for 15 years, although during the last few years she "picked up the general malaise of teachers ... the job was not getting easier after 15 years ... there was more and more paperwork, more and more administration which was not relevant to teaching ... the general public and the media thought teachers the lowest of the low, especially in a country town with high unemployment ... it was not an academic area ... more and more students were pushed into going on to Years 11 and 12 and were not Year 11 material. Some of them could barely write half a page and they were completing the H.S.C. where they had to write essays". Jan believed that under the current state government, it had been "downhill all the way in education ... you can't run schools like a business, it is crazy ... I'm against privatisation".

During her career, Jan gained greatest satisfaction from "seeing kids that had been difficult coming around, seeing them achieve" and from excursions where "you worked, had a good time and they returned a united group". However, Jan was dissatisfied with "the lack of resources at school, the pressure on money" and the "lack of discipline ... your hands are tied now, there is little backup from the Department ... students are suspended for a short time when they really should be out ... pushing kids through to the H.S.C. is really a waste of time". Jan was also very critical of the new promotions procedures where teachers "big noted themselves" and were promoted on the basis of "how well they could present themselves and talk others around ... they make terrible Head Teachers and are not supporting or realistic, they are no good in the classroom and couldn't teach their own grandmother".

Jan had arranged to take long service leave for the first two terms in 1991 as her youngest child was starting school in 1992 and she wanted to spend some time with her. During Term 1, Jan "received a telephone call at a quarter to four telling me I was nominated to be a forced transfer" from her school. She believed that this was contrary to the rules governing forced transfers and contacted the Teachers Federation for assistance, and together they took the matter to the Industrial Commission. Jan believed her nomination as a forced transfer was "a political decision ... Social Science was a little bit overstaffed but not as much as other faculties". Jan's position had been declared "supernumerary" and a casual teacher who had been teaching Jan's classes during her leave was appointed for three and a half days per week for the next 12 months. Jan applied for this position to "replace myself", but her request was refused. Jan maintained that her Principal resigned over the way Jan was treated by the Department and that the form to nominate her as a forced transfer "had been signed by the Deputy and the [Social Science] Head Teacher". Jan was offered a position by the local Cluster Director as "supernumerary over the entire area, not my school ... a joke" and this would have involved a great deal of travel to the other schools in her area, something which was impossible for Jan, given her young family and the fact that her husband had to leave for work at 7-30 a.m. each morning. Eventually, she was offered a position as supernumerary at her school for the rest of 1991 as a result of her protests.

Jan had gone to see her new Principal to explain her situation, but found him very unsympathetic as "he said that he was not interested in my case". He had not given her a timetable despite the fact that Jan had four senior classes which the casual teacher had been taking during her leave, and informed Jan that "I would have to fill in for everyone for the rest of the year. He said 'look lovey, this sounds quite cushy' ... I felt that I was banging my head against a brick wall ... I had to babysit classes after 15 years of teaching". Jan believed that she was nominated as a forced transfer because she had "foolishly spoken to the Deputy about [obtaining] permanent part-time work ... it is wrong the way that married women and men are thought to have their cake and eat it too if they apply for permanent part-time work ... I talked it over with my husband and he said 'resign' rather than take leave. The building industry was not going well and we couldn't afford for me to take leave ... I decided to resign and cash in my superannuation".

Jan's fellow teachers "tried to talk me out of it ... the other teachers were very apprehensive ... they were worried and amazed I did it". Jan described her decision to resign as "a real trauma ... an agonising decision but I was really glad when I filled out the form". Jan stated how her new Principal's "negative vibes ... he really couldn't give a damn ... shattered me. The staff supported me but there was no handshake after 15 years, nothing. I was just a number, a piece of paper ... I was sad driving home but relieved. I'm really happy now".

Jan described how since her resignation there "was a lack of stress, no marking on the weekends. Other people, even teachers, don't realise how stressful it is, especially with a family ... it was having effects on my health, I had 'flu for months, it was mentally and physically starting to take its toll ... trying to be a mother, wife, teacher ... it was getting harder ... splitting yourself more ways".

Jan believed that teaching had given her "organisational ability" although she didn't feel as confident in communicating to large groups as others thought she was because in school she was "isolated from the public, you are used to communicating with kids and staff ... I feel quite nervous".

Jan believed that "a lot" would have to change before she would return to the Department" and that she "really objects to people saying that what they are doing is for the good of kids ... it's really to cut costs ... penny pinching, it's lousy for kids, teachers and schools". Jan regretted not writing to the Minister for Education at the

time of her resignation as she believed that education "should be like McDonalds ... the bureaucrats need face to face contact ... they should be made to make and serve hamburgers, they are so removed from the difficulties teachers face, the lack of facilities, the swearing, the threats, the lack of money, the lack of backup from parents ... I don't like the way the education is heading ... I'm out of it now but I'm still a parent and my kids are in the middle".

4.18 "Jack"

Jack is a 38 year old former secondary Industrial Arts teacher who resigned at the beginning of the 1991 school year after nine years with the Department of School Education. Jack had been a mature aged student when he completed his three year Diploma in Teaching and had previously worked as a surveyor's assistant and later as a clerk with the railways. At the top of the three year trained salary scale when he resigned, Jack was now earning "twice as much" in partnership with his wife "Wendy" (see 4.19) in their furniture manufacturing business. Jack stated that the higher income he now earned was "one of the reasons" for his resignation. At the time of his resignation, Jack was a classroom teacher in a Metropolitan West Region secondary school.

Jack recounted how he became interested in teaching as his wife was a teacher and he had been working as a railway booking clerk at a country town which had a teacher training college. Jack recalled that "the students that came to the station didn't seem too bright ... I thought 'I can do it'". At the time, Jack thought teaching to be "something that had a future ... a well respected job for life". Jack's opinion of teaching didn't change during his three years of training and he described himself then as "a conscientious mature aged student full of enthusiasm for the job".

Following his training, Jack was unable to obtain a permanent position and worked for 18 months as a casual teacher on the central coast north of Sydney, a period of his career that Jack "enjoyed". However, eventually the Department posted Jack to a permanent position at a "special school for juvenile delinquents in the western suburbs ... I hated it but was forced to take it as I thought that I would go to the bottom of the list [of teachers waiting for a permanent appointment] if I refused". Jack eventually spent three and a half years at the school, applying each year unsuccessfully for a transfer. Jack "wasn't trained for the job" and there was "little support ... I was the only Industrial Arts teacher and all the Executive were primary teachers". Eventually, when the school was closed, Jack was posted to a Metropolitan West secondary school.

Jack stated that his attitude to teaching "changed dramatically in the first job ... I was ill prepared for it and appealed for help from the Department but none was forthcoming ... I struggled through but it soured me ... on a number of occasions we took the Department to court to get help and we won a case in the early 1980s to get support ... It was unreal, my first appointment to a school like that".

Following the closure of his first school, Jack was posted to a pleasant rural school at the edge of Sydney where Jack's Head Teacher "was very supportive, but he had the attitude that there were problems at my previous school. He had heard stories of teachers coming out of that school but when he left he said that I was not as bad as he had thought". Jack said that the time at his second school "rekindled my faith in the system".

However after four years at his second school, Jack was nominated as a forced transfer to a another school in the Metropolitan West Region, a school with a very poor reputation. Jack "was not happy to go there ... I didn't like the attitude of the kids although the staff was most supportive.

Reflecting back over his career, after some thought Jack stated that he gained satisfaction when the "kids at my first school were successful in completing a job ... most were only there for three months". He also gained satisfaction at his second school "when parents spoke about their kids being really happy in my class and achieving well". However, dissatisfaction came from "the lack of support at my first school" and "being a nominated transfer after four years at my second school". As mentioned above, "the poor attitude of the kids at my last school" also contributed to Jack's dissatisfaction. Jack also recounted how he "was never appointed to a school where I wanted to go".

Jack described his decision to resign as a "gradual one". His wife has resigned shortly before him and being "a two income family with a mortgage" meant that they could no longer support themselves on one wage. Jack had been involved in making furniture for some time and he and his wife decided to go into this full-time, and thus, "it was an economic decision". However, Jack also "didn't like teaching at ----- High School" and "didn't agree with the changes that were happening with [the implementation of the] Scott [Report] ... it looked like we would lose our transfer points for teaching at ----- and I would never get out". Jack believed that his decision to resign "was easier than if I was still at -----[the second school]" where he had been more content.

When Jack announced his decision to resign his "Head Teacher tried to get me to stay" and because Jack "felt a commitment to the staff at the school ... not so much the kids", he "went back casual three days a week to replace myself until the end of the year when I was replaced". At the time he submitted his resignation, Jack "felt very happy once the decision was made ... I had no second thoughts ... I don't see myself ever going back to do it ... A lot of other teachers I know wish they could do the same [work for themselves]". Jack stated that there would have to be a major increase in salary before he would consider returning to the Department as "I can earn twice as much [making furniture], and the harder I work, the more I make ... I would also have to have a say in where I was teaching".

Reflecting upon how teaching had affected him, Jack said that "it made me realise that people who work for themselves or for someone else are in a lot more realistic world than the world teachers live in, most teachers anyway ... teachers straight from school haven't been in the real world ... teaching kids is a very closed situation for a lot of people". Jack also believed that "in New South Wales education there is a bit of a hidden conspiracy to keep children from learning as much as they should. The system keeps everyone else at the same level ... it encourages mediocrity". Jack also believed that "the system is too affected by money" and that in his area of Industrial Arts, "there is a tendency to make [student] jobs last for a long time" because of a lack of resources, something which "gives a wrong concept of what happens in the real world ... we had to drag the work out to last a long time because we couldn't afford the timber".

4.19 "Wendy"

Wendy is a 38 year old primary school teacher who taught for 13 years, including one year at a Catholic school and several periods of casual teaching. Wendy is married to "Jack" (4.18 above). Prior to entering a three year teacher training program, Wendy worked for six months as a psychiatric nurse while awaiting her mid-year intake into teacher training. At the time of her resignation, Wendy was at the top of the three year trained salary scale for teachers on a salary of around \$29,000. Since her resignation, Wendy had worked in partnership with her husband in their furniture business and "earns more for my time ... I realise now that the hours I put in [while teaching] were not being recognised", although she did state that it was not "money for me" that caused her resignation.

Wendy recalled that she "wanted to be a teacher. My father was in education and he and my mother said that I would make a 'natural teacher' ... I was the oldest of five children and had an affinity with kids, I always liked children ... The college was at hand [in Wendy's home town]". However, having worked as a nurse, Wendy knew what she was giving up as "I had no scholarship, I had to pay my own way ... Teachers were poorly regarded and I could earn more being a nurse, particularly while I was being trained".

During Wendy's training she "really liked it ... I viewed it fairly positively at that stage. I had good pracs at good schools with good teachers who seemed happy in their job ... energetic and happy with life generally ... I did well in college and at my pracs".

Following the completion of her training, Wendy recalled that "the Department forgot to appoint me, so I spent a year at a Catholic school where I had prac taught ... They offered me a permanent position but the following year I was appointed by the Department to a school in the area". Wendy described how over time, she "got a good name in the area and did a lot of dem [demonstration teaching] work for the College which I really enjoyed ... I had a terrific Principal who pushed staff to achieve ... If you had ability he gave you heaps of resources and help ... I was a bit spoilt".

However, in her fifth year at her Departmental school, Wendy was forced to resign because her husband had finished his teacher training and was unable to secure an appointment in the local area. Wendy had also just had their third child and she and her husband decided to move to the Central Coast where there was a better chance of them both obtaining casual teaching work. Wendy applied for leave from the Department, but was told that she would have to pay her superannuation contributions during her period of leave, something which Wendy and her husband could not afford and thus she was forced to resign. This "changed my attitude towards the Department", according to Wendy. When she had left the Catholic system, she had received a personalised letter of thanks detailing her actual contributions to the school over the year she had spent there, and offering to employ her at any time in the future. In contrast, she received nothing but a form letter from the Department when she resigned, something which Wendy found "impersonal, the Catholic system gives you great recognition".

On the Central Coast Wendy "had plenty of work", but her husband, being secondary, "had problems" in finding employment, and was ultimately posted to a special school for "juvenile delinquents" in western Sydney (see 4.18). He had difficulties at this school and Wendy took some casual work there in order to give him some assistance. She was "told by an Inspector that if I worked there, he would help get my husband out faster, but it

didn't happen ... They thought, 'here's two silly people, let's keep them there' ... It was rewarding in some ways but it was real burnout territory". Eventually, both Wendy and her husband left the school when it was closed and she taught for another six years at a Metropolitan West Region primary school before resigning a second time.

Reflecting back over her career, Wendy stated that she gained great satisfaction from "The kids, working with them ... it was a privilege seeing them enjoying, creating, achieving, extending them ... I enjoyed working with kids at that time of their lives".

However, as mentioned above, Wendy found the impersonality of the Department a source of dissatisfaction as "working in a system which was impersonal didn't do much for the self-esteem either for staff or students". The "negative publicity from the Department about teachers and schools was unhealthy and made negative teachers. This causes problems with the self-esteem of teachers and with pupil self-esteem. Good friends of mine are going down like sinking ships, losing their liking for kids. I still like kids". Wendy said that she was "not totally in favour of the system" and that "maybe there needs to be a two strand system, academic and technical, I don't really know. Kids are forced to go on and are ill equipped for the H.S.C. and for the world at large".

Wendy also believed that "teacher education is outmoded ... out of touch with the real world, e.g., violence, broken families ... teachers go straight back to school ... children have changed ... they don't think or act the same as years ago. A lot more support is needed, there is a need to look at teachers' roles ... too much is expected of one person. You have to juggle being an administrator, educator, specialist. People are needed for each role".

Wendy described the circumstances of her second resignation from the Department, saying that she "didn't want to go. I was due for long service [leave] and had been having some physical problems. I had a hysterectomy in 1988 but my Principal had tried to convince me to delay the operation as it was the Bicentenary and there was a lot to do at school. I had the operation, but did a lot of behind the scenes work [for the school]. Two years later I was having physical problems, my insides were in a mess, and I wanted to take long service later in the year when it was due, but my doctor questioned my continuing and said straight off that I had to leave teaching that day. He knew I was the sort of person who can't take it easy and would be heavily involved until I left. He was a friend but I resented it at the time ... I now realise that it is the best thing that could have happened".

Wendy's Principal "tried to talk me out of it [resignation] and said that he would recommend highly to the Department that they take me on again after some leave but when my decision was clear, he made life hell for me ... it was an angry reaction liking a kid taking his bat home. He had a few problems that fellow, and vented his problems on others ... he hit kids and was hard to deal with ... he found it impossible to recognise the achievement of others".

At the time of her resignation, Wendy felt "personally, a sense of loss, losing relationships with a lot of kids which was important to me ... sadness that I was losing good friends. It was a big adjustment ... to be told rather than choose, I had mixed feelings. The Department was impersonal to the end and not supportive".

Wendy maintained that she "would not go back with the Department. I would do voluntary work with kids but not in schools where they are exploiting teachers. I have been offered special education jobs, one to one, but no way. I'm the sort of person who gives, and after one day would be there for a week". Wendy believed that teaching had "opened my eyes, working with problem kids in and out of school ... I've seen the real world and are more worldly wise", although there have been negative effects in that she now sees how "Principals and others in control feel threatened by people with ability ... Teachers also feel threatened by their pupils and try to squash them down, which is sad. They should be trying to bounce off them, their energy and creativity ... I've taught five years olds with abilities far greater than mine", although now, in her furniture business, Wendy found it "very rewarding following my own creative abilities, not the kids".

Wendy had some final comments to make about education, including the fact that the Department "should support teachers rather than bashing them down" and that the Department "needs to recognise stress ... There also needs to be recognition, financial rewards for good teachers who are being burnt out ... Good friends of mine stay home, they're drained, not from the classroom but from changes ... they can't keep up e.g., with computers. We are losing a lot of good talents, good teachers ... others are angry and frustrated but still in the system waiting for their payout". Wendy believed that society was "not putting emphasis on education or educators as a good investment for the future ... by not putting an emphasis on quality, there are going to be a lot of problems in the future ... I know a lot of teachers and I don't know one happy one ... I used to know many".

4.20 "Paul"

Paul is a 55 year old former secondary Deputy Principal who resigned at the beginning of 1991, spent one term travelling around Australia, returned to classroom teaching as a casual teacher for the remainder of 1991 and then took up a permanent position in March 1992 as a classroom teacher at the school where he was formerly Deputy Principal. Paul was initially a two year trained Agriculture and Science teacher and later completed a BA and a Diploma of School Administration. Paul taught for 33 years with the Department of School Education, although he did take leave for one year after 18 months of teaching when he "went farming". When Paul resigned, he was earning an annual salary of \$51,000 and now earned the top graduate salary for a classroom teacher of \$38,000. However, due to the fact that he no longer had a very high superannuation payment to make, he maintained that he was actually getting a "much higher financial return now".

Paul recalled how he had spent two years at university after leaving high school, but had "failed and then went into a pub" with his father, something which he found was "not attractive", and so he applied for and received a scholarship to undertake a two year teacher training course. This "seemed like the right thing to do ... I had a lot of friends who were teachers and at the time, teachers had a very high standing". Paul's views on teaching "didn't change at all" during his training as he "was having too much fun". However, Paul described his first permanent appointment as "pretty arduous ... 32 periods a week and classes of 40 kids. As well, there was no protection from extras [extra periods] and I usually had a full day. I used to like Mondays because I had eight periods on and couldn't be given an extra". Paul described his first school as being "pretty wild ... it was a real eye opener, I had been sheltered during prac. There were knives, robberies ... it was interesting". After nine months at his first school, Paul was transferred to a position at a specialist agricultural college which he described as "marvellous, it was chalk and cheese compared with the first school".

Paul described himself as "a total enthusiast throughout my entire career, very loyal and supportive of colleagues and my bosses. I hardly ever took a day off and had 31 years without missing a day of school". Paul saw schools as "incredible places to express yourself, there is a plethora of talented people". Paul gained great satisfaction from "achievements of the kids I taught, I marvelled at how well they do, in spite of the lack of resources" and from "performing a difficult task under difficult circumstances ... having a win, success". Paul recounted several experiences where he was posted to very difficult schools as Deputy Principal and had "turned the school around in a matter of days, removing rubbish and graffiti and recognising the efforts of staff". Paul believed in "getting the job done ... if I had 200 things to do in a day, I got on and did them. I have a pile of books on my desk to mark and I will be up at 4-30 in the morning to do them to get them back on time".

However, Paul was very clear as to the major source of his dissatisfaction, which was "the bureaucracy which takes three quarters of the education dollar and does nothing for kids or teachers ... they are escapists from the system doing stuff all for the classroom. If they all disappeared, we would all be better off".

Paul recalled how from the age of "50 on, I had no ideas of going past 55. I'm keen on physical fitness and saw the job harming people physically ... I was probably the fittest Deputy in Met-West ... the others were frazzled, it got on top of them. I used to treat the job as a workout, I went to school and knocked it over". Despite his years of experience, Paul, saw "no point in pursuing a principal's job. When the promotion system was changed I lost all my seniority ... I went for two positions and all the males missed out ... it added weight to my decision which was reinforced by the best brains in the business on the Superannuation Board. Resigning was the only way to go financially and health wise".

Paul had fully intended to return to classroom teaching and described his feelings at the time of his resignation as "great, I had total security and the knowledge from the boss that I could be involved back in my school". One term spent touring around Australia following his resignation convinced Paul that he had made the correct decision. He described how he met other people in his age group and felt that he "mentally lost the edge [from the lack of activity] ... I was not all that keen on it". He returned to his school in a part-time capacity and continued a number of projects he had been involved in, including the school's environmental committee which was involved in beautifying the school grounds. He was greatly enjoying this work, particularly as "there are no meetings to attend ... I am the school's most experienced teacher". Paul was appointed as a permanent teacher early in 1992 but maintained that he "works for kids, not for the Department ... they are more meddlesome than helpful".

Reflecting on how his career had affected him, Paul maintained that he enjoyed a "tremendous lifestyle, I'm healthy and materially quite well off ... I enjoy working because I appreciate the breaks ... I'm writing a book on biology, I like to keep in touch, abreast". However, he was "disappointed that there is not recognition in the system for people who do wonderful things, nothing for what they do". Paul believed that the new promotion system was "so unwieldy, pulling people out of school for interviews ... it's ludicrous, the right people are not being appointed. Some [new appointees] have only lasted three weeks in a school, but this has been covered up ... What happens in schools is the main thing ... they have lost the plot".

4.21 "Malcolm"

Malcolm is a 40 year old former Social Sciences Head Teacher who took leave without pay at the end of 1991 to take up a position as a classroom teacher in a Catholic school. Formerly on an annual salary of \$44,000, Malcolm now earned \$38,000 as a classroom teacher. Malcolm is five year trained and holds a BEc (Hons) Dip Ed and taught with the Department of School Education for 17 years before leaving to take up his present position. He intended to resign at the end of 1992 when his leave expired. Malcolm took leave rather than resigning outright as he wanted to "keep the options open, an insurance policy". Despite his current drop in salary, Malcolm believed that he had a good chance of obtaining a promotion in a Catholic school at the end of 1992. Overall, salary was "not an issue" in Malcolm's decision to leave the Department.

Malcolm recalled how he "was always interested in teaching. In Years 11 and 12 I became interested in the subject areas [of Geography and Economics] ... I had no other great ambitions. I wanted a four year teacher training scholarship to a university, I got it and was happy with my lot". At the time, Malcolm stated that he "was confident in my ability to do the job". During his training, Malcolm "enjoyed life quite well ... I was admitted to an honours year, but realised that I didn't really like research. I was getting toey [keen] to get out". Following his four years of degree study at the university, Malcolm completed his Dip Ed at a Teachers' College, something he described as "a waste of time, it was a bit of a joke ... they didn't work us really hard ... it was treated a bit like a kindergarten. It's not the best system at all ... some did their degree and then took another job [other than teaching] and paid off their bond".

Malcolm's first teaching experiences at a country high school were "really good, I had 20 periods and was a Support Teacher. I had a very supportive Head Teacher although the boss was off the planet. He thought I was one of the kids ... I played football, wasn't married and had a good time". However, after one year in the northern part of the state where he had grown up, Malcolm was posted to a Central School in a country town in the Riverina Region, something he described as "a culture shock. There was a 100 per cent turnover of staff when I arrived, there was a primary trained executive ... The young [secondary] staff pulled together, although we were professionally and socially isolated. An Inspector promised to get us all out if we stayed two years and he did get us out".

Now married, Malcolm had applied for "50 or 60 schools" and was posted to one of his nominated schools in the Hunter Region, although he was classified as "surplus to staff" and was later transferred to another Hunter Region school. His wife had been employed in a bank and luckily she was able to transfer when Malcolm was transferred, but Malcolm felt that "there was not much humanity shown by the Department. I was moved out of the blue, there was no explanation". Malcolm spent nine years at the next school, one he described as "a good school, with supportive staff and good kids". During this time he passed inspection for appointment as a Head Teacher, and after a few years during which time he was content to stay where he was, he began to apply for promotion and received an offer to take up a position as Head Teacher at the end of 1988 at a Riverina Region secondary school, one of "hundreds" he had applied for. Malcolm stated that up until this last move, "everything was rosy ... everything changed after that".

Malcolm described his new posting as "a funny town, an irrigation [farming] town ... it was professional and quite cold socially ... the climate was also colder than what we were used to". Malcolm "enjoyed administering the faculty and saw self-growth and the staff responding in a collegiate atmosphere", although the administrative changes occurring at the time caused some concern. While "the motives may have been sincere, it was foisted on us without any consultation at all, a process which is important in change ... it was change come hell or high water, quantum change". Despite the fact that Malcolm "liked dealing with kids and liked seeing them later [after leaving school] when they could put a perspective on what you did" and that he "liked teaching seniors and the Social Sciences areas which are very relevant to kids", Malcolm became increasingly dissatisfied with "the method of change" and with "the present system of promotion which is not necessarily the best ... they could have modified the old system so that if you did not take a promotion after say four years, you would be re-inspected ... I am cynical of the selection process at the moment". Malcolm was concerned that local selection procedures would see a "regionalisation" of education, with teachers finding it very difficult to leave a region and he said he could "could see myself being locked into the [Riverina] Region ... West of the ranges is at threat, particularly if they abandon the 'points system' [where teachers accumulate transfer points for service at isolated schools] ... even if it is not true, and I have plenty of informal evidence from friends that it is, the perception will be harmful, whether it is accurate or inaccurate ... morale and mobility will suffer".

Malcolm and his wife wanted to return to the North Coast Region where he had grown up, and he had applied for transfer there, but a position was not available. His widowed mother was in a northern town and Malcolm wanted his family to be closer to her, and so when a position at a north coast Catholic College was advertised, Malcolm successfully applied for it and took leave without pay for one year from the Department.

When told of his decision, Malcolm's Principal was "supportive", and did not try to stand in his way, despite the fact that he was taking leave rather than resigning. At the time he left his last school, Malcolm described his feelings as "professionally a bit sad ... it was a good school and staff, but this was outweighed by other personal factors". When Malcolm's leave expired, he intended to apply for a Head Teacher's position with the Department in the North Coast Region, but realistically, he believed that there is only a slight chance of this eventuating, in which case he would resign.

In his new job, Malcolm was "happy, not 100 per cent, but content". Malcolm believed that he was "a better person" for having been a teacher, "despite the bagging it receives from the public ... I am a tolerant, wiser person". Back as a classroom teacher, Malcolm was "regretting a little the lack of administrative stimulus ... but I am happy for my kids and my wife".

By way of final comment, Malcolm stated that "the demands today [on teachers] are incredible compared with the 1970s ... expectations are perhaps too high. It is case of time. Syllabus changes require a great deal of input at school level ... there are many non-educational programs that have to be implemented ... Kids today are different, more open, more likely to tell you to 'get stuffed' ... I have a gut feeling that teachers are being locked into regions. The grape vine evidence is that you can't transfer corporate ideas onto education ... schools are not little businesses, we are more than that ... the non-market aspects of education are important, morale and service to kids will suffer ... a tremendous amount of time and energy is spent on C.V.'s at the expense of education. We have become marketeers of ourselves ... [Curriculum Vitae] do not really reflect what a person is ... the [promotion] system is not working as it should".

4.22 "Doug"

Doug is a 52 year old former primary Assistant Principal with the Department of School Education who resigned at the end of 1991 after 30 years service to take up a position as an Assistant Principal in a Catholic school. Doug's final appointment with the Department was to a Metropolitan North Region school where he spent 13 years. At the time he resigned from the Department, Doug was earning an annual salary of \$42,000, \$3,000 less than he now earns in the same position at a Catholic school. For Doug, salary "was not an issue" in his decision to resign.

After leaving high school, Doug spent two years in a monastery before entering a two year teacher training course. Later, he completed a BA part-time. Doug recalled how he became a teacher because he "wanted to look after people, to serve people ... I came from a big family, being the 13th out of 15 children. I looked upon teaching as a way of helping people". When asked if his views had changed during his training, Doug replied "Not really, I always believed I was going to save the world".

Doug's early teaching experiences were "great ... I was in a one teacher school outside Dubbo with 16 to 18 kids ... I was happy, very happy. It was hard going but good fun". Doug and his family "moved around a lot" over the coming years and he recalled how he received "quick promotions", eventually reaching the position of "P3", or Principal of a third class primary school. Midway through his career, Doug received an overseas exchange posting to Britain which "changed how I thought about education", although he would not say exactly how his views had changed. Doug returned to Australia and applied for promotion to "P2", but was unsuccessful. He then took a position as Assistant Principal at his last school where he stayed 13 years. Doug was "asked to go for promotion again but didn't. It was not worth the trouble ... anyway, the school was nice and close to home and we had four kids".

In his career, Doug received satisfaction from "being a good classroom teacher, from improving my qualifications, from being promoted and from taking on more and more responsibility. Working with people who were confident and enjoyed their job" was also a source of satisfaction for Doug, who added that "we didn't have many doubts about what we were doing or where education was heading in the '60s and '70s".

Doug's greatest source of dissatisfaction was the "lack of confidence in where education was going [in the 1980s and early 1990s] inside and outside the system ... society said that we didn't know where we were going ... there was no one to stand up for us".

Doug described how he gradually came to the decision to resign. In 1987 "a friend who was a Principal, 49, dropped dead ... later that year ... [a Principal who was an inspiration to Doug] died. I felt that at 47 'I don't have to do this for the rest of my life' ... In 1988 I took six months leave and looked for jobs during this time ... I tried selling insurance with a friend but it wasn't for me. I realised that teaching was what I wanted to do". Doug returned to his school for the latter half of 1988. Later, Doug was to have two terms as Relieving

Principal at the school and recalled that "I had a great time ... I thought that I had lost the drive to be a Principal". In 1991 Doug saw a job advertised at a Catholic school and applied successfully for it. Doug's Principal told him to "'just take leave', but it was too complicated with super ... different principals I knew said 'wait, don't go' but I made the break".

At the time of his resignation, Doug felt "very nervous, tension, anxiety ... it was difficult to make the break from a system that had been good to me, and I had been good to it ... it was the system, it had been attacked, eroded ... I didn't like that".

Doug believed that he had a good chance of being promoted to Principal in the Catholic system but would be "not all that worried if I don't make it". He said his "philosophy is now tied up with the Catholic faith ... it has given me an extra dimension to the job". Doug would only return to the Department if "someone high up gave me a call to say that 'there is a school where we really need you to be Principal' ... an appeal to the ego".

Doug believed that his teaching career "made me more of a caring person, more aware of others' problems" and made him realise that "education is interconnected, family, society, kids ... schools are not a lone agent".

To conclude, Doug stated that "there a lot of good teachers out there working very hard from day to day ... I am proud of the system and my 30 years in it, but I needed the pressures of the last few years to make me make the move to another system". Doug closed by making the comment that the interview had been "a bit like Confession ... no one really wanted to know or listen before".

4.23 "Jackie"

Jackie is a 45 year old primary Teacher Librarian who had registered with the Commonwealth Employment Service to obtain alternative employment and was also actively seeking another job through her own devices. She maintained that it was only her mortgage and the recession that were keeping her with the Department of School Education and that she would resign at the first opportunity. Jackie was originally two year trained and later completed a one year Diploma in Teacher Librarianship. She had spent 25 years with the Department and was currently on an annual salary of \$32,000, although she had applied for jobs that "pay a lot less". Jackie believed that "librarians are not valued".

After leaving high school at the age of 17, Jackie took a job in a bank for "a few months, but it was too awful ... I wanted to do further study and my mother was a widow. I was offered a scholarship and that was that". At the time, Jackie thought that the social standing of teachers was "okay, I came from a working class background and thought that teaching was all right".

Jackie said that her two years of training were "terrible, two more years of high school ... it was really deficient". Despite being primary trained, Jackie's first appointment was to an infants school where she "realised that we hadn't been trained how to teach ... we had been given content only and things like philosophy which were not relevant ... it was the people in schools who taught us how to teach ... if the Deputy Principal hadn't come into my class one day to teach me how to teach reading, I never would have learned". Jackie spent only two terms at her first school before obtaining a compassionate transfer to be closer to her mother and her stepfather, who was dying of cancer. Jackie maintained that if she had not been posted to an infants school, she "would never have learned how to teach".

Over her career, Jackie believed that her attitude to teaching "hasn't changed at all, I was always in awe of the Inspector ... none were helpful ... they were there to report on you". One important development cited by Jackie was that of school based curriculum development during the 1970s, which "was very valuable ... it was a terrible lot of work but it was spot on ... you just didn't teach from a book of content". Jackie believed that there was a change in what satisfied her as a teacher. Early in her career, Jackie "loved theory and philosophy ... later, I really enjoyed the kids, now I like to see them smile, the gleam in their eye ... really corny". As a librarian, being involved in "the transfer of information ... seeing a glimmer of understanding of what you are on about, the mental process" also gave Jackie satisfaction.

When she had completed her librarianship training, Jackie had thought that "the sky's the limit ... you could go to in-service courses and come back and co-ordinate the whole staff ... you were a de facto executive. They were going to make it an executive position but now the number of tasks is the same ... Before, with 300 kids you used to get a full-time librarian and a clerical assistant. Now I have two libraries to administer, four days at one school and one day at the other, which is closed the four days that I'm not there ... I have a clerical assistant for one day only ... there is no hope of fulfilling all the roles, it really destroys me, it is so contrary to what we should be doing in an information age, so soul destroying".

Jackie began to consider resignation when she "saw the writing on the wall ... it was obvious that the position [in libraries] would be filled by clerical assistants rather than a teacher ... they wanted to get all the books on 'OASIS' [a computer system] and then hand the job over to a \$10 an hour untrained person ... the 'information process' is being implemented K to 6 to show how it's done so it can be handed over ... The Teachers Federation is using us as a trade off for conditions".

Jackie had told some of her friends "who are like minds" of her intention to resign and had also told "the Infants Deputy ... nothing has been said [to others], but they are all being nice to me". Jackie found it difficult to describe her feelings at the present time, believing that "the Government doesn't really care about kids. It is running all schools down to get kids into private schools ... squeezing teachers to get them to resign ... the effects are particularly bad in poorer areas ... the hours for cleaning staff have been reduced and the windows are filthy. There are mites in the books which bite you when you pick them up. I spend my eight hours a day in the library and several hours a day at home. I even spent one Sunday cleaning the chairs. I could spend hours trying to get the library clean ... it is making private schools look good".

Jackie described her Principal as "a really nice guy who can't make a decision ... someone who works in demographics told me that the Department puts hopeless principals in schools in expensive areas and watches the numbers go down so they can sell it off ... they siphon kids off to other schools, manipulate it at a terrible pain to the community".

Jackie stated that "the straw that broke the camel's back" was when the staff at the school where she spent one day a week "had an interview with the local Cluster Director. Children were leaving the school in droves, but he said that it was not composite classes that were making them leave ... he offered [computer] modems to the school that would allow the kids to communicate with children on the other side of the world ... I thought 'Am I going mad or are they going mad?' ... no basics in the school and a Principal who had to teach and leave his class ... they all sat there and nodded their heads".

Jackie stated that she had become "really cynical" as a result of her experiences, and that "if the Government changed, it wouldn't make a difference ... teaching can be very good, it's such a shame to give it up ... what they have done is just criminal, but it's not just [in] education".

4.24 "Fiona"

Fiona is a 28 year old secondary teacher who completed a four year BEd in Physical Education in Queensland. She taught in Queensland secondary schools for four years before spending 18 months teaching in a Queensland T.A.F.E. college. She then moved to N.S.W. and completed a 12 week retraining course in teaching behaviour disordered children. Fiona then spent 12 months "to the day" working in a special school for behaviour disordered children in Metropolitan East Region before resigning. At the time of her resignation, Fiona was earning an annual salary of \$35,000. She now earned "nothing like that" leading aerobics classes and working part-time as an interviewer.

Fiona recalled that she became a P.E. teacher "because it was outdoors ... I really never wanted to be a teacher ... it was the last option left to work outdoors". At the time, Fiona thought teaching to be "a good career, with good holidays, but I was 17 when I left home to go to university ... I really didn't know what I wanted to do".

During her training, Fiona "began to think it was a good career, with prospects for promotion, fun ... meeting lots of people". After her training, Fiona was posted to a co-educational high school in Brisbane. In her first year at the school, Fiona "hated it, absolutely hated it. I never bargained it would be so difficult. Prac doesn't give the realism of how to handle a class on your own ... no strategies for dealing with discipline". Despite these problems, Fiona received "really good support, there was a teacher induction program which was really good, camps, in-services, you got to talk to other teachers and to experts in the field".

The next two years Fiona spent at the school were "heaps better, I really quite enjoyed the school ... but the numbers [of students] were going down and I could see my number was going to come up, so I applied to leave". Fiona had two years at her next school but "started to get sick of it, it was a good school and the teachers were okay but I got bored". Fiona then applied to teach at a T.A.F.E. college in the town where she was living and "got a sideways transfer". Fiona spent 18 months at the college before moving to N.S.W. and undergoing her training as a teacher of behaviour disordered children.

Fiona took up a position as a teacher of the behaviour disordered at a new special school which was "temporarily located in a youth club, but it was closed down because it was at street level and there was noise and pollution,

so we were moved to another temporary site in a hall at a primary school, but this was not suitable, we had adolescent kids with behaviour problems, a primary school was not suitable at all ... we were then moved to another site at an old primary school which had been closed and was targeted to be sold ... it had big bolts sticking out of the walls, sub-standard equipment ... the Department appeared to be loath to help ... some of the staff members were difficult and the Principal was upwardly mobile herself, she wasn't prepared to go out on a limb for the good of the school. This disappointed me".

Fiona's resolve to resign hardened in the "last six months, there was a total undermining of what you do ... the routine was undermined, you were wanting to discipline but couldn't, given the structure of the school ... I felt that the school wasn't doing what it was meant to be doing, which was giving the students new skills for getting on in society ... it was building on inappropriate skills they already had ... plus, there was a critical incident when a kid threatened to throw me out of a two storey window ... it became an unsafe environment for me".

Looking back over her career, Fiona stated that "organising things, setting up school carnivals, fetes [and] working with kids who wanted to work ... working with kids who weren't as talented" were sources of satisfaction, as was the fact she "got good results ... small group situations were my forte".

Earlier in her career in Queensland, "boredom with what I was doing [and] the lack of support ... the politics, it was a bit pathetic at times", were sources of dissatisfaction for Fiona, while in N.S.W., the "total lack of support from the Department". The fact that she and her students endured a "dangerous situation for weeks" also caused dissatisfaction.

Fiona described her decision to resign as "my decision ... I had talked about how things were going with the boss earlier and she had made an effort to help but I had made up my mind ... I couldn't work there any more, I couldn't do any good ... maybe someone else could". At the time of her resignation, Fiona felt "absolute relief, over the moon ... it was like closing a door and opening a new one on a new life ... I would never go back".

Fiona believed that her teaching career had affected her "positively, it made me not as up in the air, more down to earth ... my expectations of people are not as great, everyone's human, no one's perfect". She also thought that she had gained "lots of people, management skills ... I realised that there is something out there I will enjoy a lot more".

Fiona wished to make a number of comments about the "focus of Special Education in N.S.W. and the type of school I was in ... so left out, alone, the Department did not want to know about it ... there was only one part-time counsellor, one day a week ... behaviour disordered kids need to be targeted at an earlier age, before puberty, the emphasis should be on younger kids before they get too bad".

Fiona believed that there should be "more recognition of people who put in lots of time, it is scandalous the amount of time people put in and the remuneration and recognition they get for it".

Fiona closed by saying that the interview had probably made her sound like a negative person but said that "I gave it my best shot but was totally disillusioned at the end".

4.25 "Michelle"

Michelle is a 30 year old former French and History teacher with a B.A. (Hons) degree and a Dip Ed. Michelle taught for three years with the Department of School Education at the same Metropolitan West Region secondary school. Following her three years of service, Michelle took leave without pay for a period of 18 months, during which time she taught in Britain for three months. She returned to her school at the end of 1990 and taught as a casual teacher for the last term before resigning at the beginning of the 1991 school year. Michelle had also given birth to her daughter in November 1990 and presently looked after her. Salary "was not an issue" in Michelle's resignation and she was currently unemployed.

Michelle recounted how she had worked for six months in a bank after completing high school and "had hated it so much" that she left and "waitressed for six months". Michelle then undertook her four year degree, during which time she "had no idea of teaching ... At the end of my honours year I thought I might like it ... I went into it tentatively". Despite Michelle's trepidation, she "had a very high view" of teaching. This view changed during her Diploma year when Michelle "had a bad experience with one prac, the teacher didn't care, I didn't think that teachers were like that". Her views on teaching also changed because there was "so much work out of school hours needed for preparation".

Michelle described the advice that she received during her teacher training year as "good, but I didn't think so at the time ... I thought the emphasis on discipline and classroom management old fashioned, but it wasn't". Michelle also thought that "a lot of the assignments were not very relevant".

Michelle's first and only posting was to a "disadvantaged school in a housing commission area, there were a lot of one parent families ... it was extremely difficult to teach there, I didn't have a particularly positive first year ... I was the only French teacher and was tacked onto the History Department ... I had to fight for all my funding and resources". However, by her second year Michelle "really enjoyed it ... they test you out in the first year and if you survive they accept you ... the staff was so good as well ... the students accepted me more as a permanent fixture ... also I improved, became more confident, I had good relationships with the students and other teachers ... I built up the subject and got a second elective French class and got another teacher which was a real bonus".

During her teaching career, Michelle gained satisfaction from "other staff relationships, which are important in a difficult school" and from "relationships with kids after the first year ... being an elective class I took them on ... I also liked the freedom to teach as I liked, I was never under anyone, which was a bonus". However, Michelle gained dissatisfaction from "the lack of resources, there was never enough money for adequate textbooks and equipment, I had to do fund raising ... there was also a lack of support in the hierarchy because there was no Head Teacher, there was not enough support for discipline". Michelle also found the "power struggle for elective classes with other faculties" a source of dissatisfaction.

Michelle described how "having my daughter and deciding to stay home" contributed to her decision to resign, but that she had "decided to resign before that ... when I taught in Britain I was not very happy with it ... when I got back I was astounded. Many of the things I didn't like in Britain were being implemented here".

Once she had decided to resign, "no one tried to talk me out of it at all", according to Michelle. She was "disappointed in the direction that the profession was going and in the school itself ... there had been a lot of changes in the hierarchy and a lot of the teachers were unhappy, I shared their views". Michelle maintained that "I'll consider going back [to the Department] when languages are compulsory" but said that she "does not like the interview system to get a job, I feel it [the successful applicant] would not be chosen on merit but on other things like contacts in schools and how you present yourself at interview, which doesn't have a lot to do with teaching".

Reflecting upon how teaching had affected her, Michelle stated that "it made me extremely concerned with the education of my own child ... others aren't concerned ... I feel a great sense of injustice I was sent to the sort of school I was as a first year out teacher, it was an injustice to the students as well ... schools like that should get experienced teachers". Michelle also believed that beginning teachers "should get time off in schools, time off from classes ... I saw so many young teachers at the school who didn't make it ... they had a full load straight away ... there is a lack of support".

Michelle had a final comment to make about money, which "seems to come in, but we are getting it for the wrong reasons, for example extra computers when you haven't got a duplicator or paper ... resources were always a problem".

4.26 "George"

George is a 57 year old former secondary Social Sciences Head Teacher who resigned and took early retirement in September 1991 after 37 years of teaching. George was originally a two year trained primary teacher and completed a part-time BEc degree during his eight years of primary teaching. This enabled him to become a secondary teacher. George then taught for 29 years at the one country high school in Western Region, including 20 years as Head Teacher. At the time of his resignation, George was earning an annual salary of \$44,000. He now earned far less as a casual teacher at his old school.

George recalled how he had completed three months of military training after high school and that teaching was his "second choice after the Air Force, I failed the final interview". At the time, George "didn't think about it [teaching] very much at all".

George described himself as "wide eyed and bushy tailed" when he began his teacher training, but "developed a certain cynicism about the training ... it was not altogether relevant once you stood in front of a class". George's first appointment was to a two teacher school outside Camden south west of Sydney. George took the place of a woman on accouchement leave and found himself teaching the "junior half of the school ... it was pretty horrific, although I think I swam rather than sank ... It wasn't very fulfilling but it was virtually what I

was trained to do, and I was bonded, so I didn't consider alternatives and made the best of it". After one term, George was moved closer to Sydney as he had applied to complete his degree and needed to be closer to the university. George stated that "we were told during our training that we could not get a scholarship to university ... that made me determined to get a degree".

George ultimately taught for eight years in suburban primary schools while he completed his degree. He "badly wanted to get into secondary and broke my neck to get the degree ... I saw myself as secondary rather than primary". George was eventually posted to the country high school where he was to spend the next 29 years, and was "much happier ... [I was] back to a country environment and I was teaching secondary".

George received promotion to Subject Master [Head Teacher] after 9 years, which pleased him as "I didn't have to move". However, several attempts to be promoted to Deputy Principal in the mid 1980s were unsuccessful and in George's words, "that slowed me down, I eased off".

Looking back over his career, George gained greatest satisfaction from "becoming a Head Teacher ... it meant that I could determine progress in my own subject area". George also "generally enjoyed the teaching" and the school, which was "a good environment to teach in". As for dissatisfaction, George recalled that he "used to complain a lot about the Department, but by and large I was not hardly done by, apart from the two or three inspections ... I thought that I could do the job [of Deputy Principal] but they might have done me a favour".

From the mid 1980s, George began to think about resignation and early retirement. In September 1991, George resigned and took the early retirement package offered by the Department. At the time, George stated that he was "ready for it ... changes from 1988 under Metherell and which were continued under this government produced unease, it seemed to change the rules ... I thought that I might have had some problems in coping ... more and more documents arrived from the Department and I threw them into a general pile of literature ... I would get around to it later but I never did ... It was not beneficial to the teachers, the school or me ... there was no satisfaction".

No one tried to influence George once he had made up his mind to resign, which when it happened gave him "a feeling of relief".

As mentioned previously, George had undertaken some casual teaching at his old school but found it "a completely different ball game ... it is impossible to be prepared on a day to day basis". George also felt that he "still hasn't dropped the role [of Head Teacher] ... I need to be more casual". The only way that George would return to teaching full-time would be "if I could teach without responsibility for all the mandatory things e.g. assessment tasks and marking essays ... it irked me towards the end".

George found it impossible to say how teaching had affected him and was equally circumspect about how he felt about the Department, saying that he "won't bite the Department, it would be a futile exercise now ... the thing that I would like to do right now would be to try something else. I have a nagging feeling that there is something else I could do and I wouldn't mind having a bash at it".

4.27 "Vanessa"

Vanessa is a 48 year old former primary teacher who resigned prior to the beginning of the 1991 school year after the equivalent of nearly 17 years teaching with the Department of School Education spread over 29 years. An assistant teacher, a term she "refused to use", Vanessa did all her teaching in the Metropolitan North Region near Sydney's northern beaches. Vanessa went straight from school as a 16 year old to undertake a two year primary teaching qualification. She later completed "lots of short courses", but these did not qualify her for higher salary or status. At the time of her resignation, Vanessa was on the top of the non-degree salary scale. She now earned slightly less as a Probation and Parole Officer, but had the opportunity to progress further up the pay scale of her new occupation.

At the time she completed high school, Vanessa "had wanted to be a mechanic, but the Vocational Guidance officer said that 'young girls don't get their hands dirty' ... I had also won three teaching scholarships, including one to University, but the idea of a four year degree plus a five year bond meant that I would be 26 before I could leave ... I took the shorter primary training instead ... I had been told that 'teaching is a good career for a woman when she has children because of the hours and holidays' but I had taught Sunday School from the age of 13 and I did like children ... at the time I thought that teachers were fairly god-like, I had the greatest respect for them ... I had gone to an all girl selective high school ... I didn't question what a teacher said ... I was proud to be a teacher, and my parents were proud".

Vanessa described her training as "excellent ... it increased my enthusiasm ... [but] the pracs were pretty scary, the supervisors from the college were pretty fierce. I did my first prac at 16, teaching 12 year olds". Vanessa's first day of her first permanent appointment was "a disaster ... two of us turned up for the same position ... the other person had a car so she went [to another school nearby]", but Vanessa described the school where she spent her first three and a half years as "great, I looked upon it as a vacation ... I loved it, and the workload was manageable ... I had a wonderful supervisor who helped me to grow". However, during this time Vanessa married and she later resigned to have a child. She didn't take "accouchement leave" as she "doesn't believe in it ... someone has to stay home with the child".

Vanessa taught as a casual teacher for a term in the year following her resignation as "we needed the money to buy a house ... my mother minded the baby". The following year she had another child which "died after two months", and in 1972 Vanessa rejoined the Department, but resigned again after three months when she adopted a child. Vanessa spent the next four and a half years at home until her last child was old enough to go the school, at which time she worked two and a half days a week as a casual teacher. Finally, in 1977, Vanessa rejoined the Department for the last time and worked until 1991 at a special school for disadvantaged and abused children of primary and high school age in the Metropolitan North Region. Vanessa had "some experience in Special Education but no training ... I applied for a course but was refused entry because I was married ... apparently married women weren't supposed to do that sort of thing".

On reflecting upon how her attitude to teaching might have changed, Vanessa was "not sure when it started to change ... [but] there had been an inquiry into allegations of sexual assault by [hostel] staff on the students who lived in a hostel attached to the school [in the mid 1980s] ... the Department and the Principal didn't support us ... three of us had given information [informing the authorities] about the assaults but an Inspector tried to get us fired ... that didn't work, so the next year they took in less students which meant three of the staff had to take forced transfers, but the Principal couldn't decide who was to go ... this was on the last day of school ... the [Teachers] Federation managed to stop it and even saved one ancillary position [which was covered by a different union] ... it made me realise we really were numbers ... I realised that the Principal was hopeless yet in a position of power ... there were a succession of principals who used the school as a stepping stone to bigger and better things".

Looking back over her career, Vanessa stated that she gained greatest satisfaction from "seeing the light dawning on children ... children with reading problems reading for the first time ... just to see that you are getting through to the students ... teaching is a wonderful thing to do ... a wonderful vocation, the most important vocation, next to medicine". At her school, Vanessa became involved in the personal development and problems of the high school age students, as "at the school, 90 per cent of the [high school aged] children had been sexually abused at home, or raped, gang raped ... seeing them being able to trust me ... I did a lot of P.D. [Personal Development teaching] ... the trust that came from the students gave me satisfaction".

Dissatisfaction for Vanessa came from "people treating it just as a job ... there is the same pay for good or bad unless you want to climb the ladder ... I did go for a List once, but this was after the [sexual assault] inquiry, and I was told from a good source, a very high up source, that I would be allowed to go for inspection but would be failed ... I withdrew four days before my inspection". Vanessa recounted how she was "doing 70 hours a week, but getting the same money as others who only worked school hours ... the more that you do, the more is expected".

Other sources of dissatisfaction for Vanessa came from the "Scott Report which was dehumanising ... it talked about human resources and clients" and from the fact that "public perceptions of education had dropped ... people were ashamed to say they were teachers".

Vanessa described her decision to resign as "fairly gradual ... I was getting a lot of flak from my parents for attending local [Teachers Federation] Association meetings, I couldn't just sit back and say nothing ... they thought that I was some sort of communist". Vanessa also found that the amount of "meaningless paper work was becoming incredible". Vanessa had actually been offered her present job two years earlier, but "had turned it down ... but I was restless after ... not willing to toss it in ... I liked working with the kids".

However, Vanessa stated that when she finally resigned, she "would have left anyhow, even without a job ... we had a new Principal who was upwardly mobile and [she] made us write lesson notes, mission statements ... rewrite aims and objectives ... I had to write my personal philosophy and the Principal changed it! ... I no longer even owned my own philosophy ... principals like to leave their mark, and we had a high turnover of principals".

When Vanessa decided to resign, "my son 24 and my daughter 18 cheered ... they said 'that's wonderful', my parents said 'you won't get the holidays' ... my husband said 'it should have happened years ago' ... I was incredibly stressed ... two close friends at the school who were two or three years older in their fifties said 'if we were younger we would go with you' ... everybody applauded it".

Vanessa received some publicity for her decision to resign, with the high circulation local newspaper publishing a story, and with letters to the editor of various other publications. Vanessa described her feelings at the time as "total relief ... I was very sad to leave the kids and most of the staff ... we had been together for some time, through the terrible inquiry, all the principals ... it was like a cloud lifting".

On considering how she felt about education now, Vanessa said "my stomach is tied up in knots because of the bureaucracy ... too much anger, but I do miss the contact with the students". Before Vanessa would return to the Department, there would need to be "a change of philosophy, of the direction the Department is taking ... it is gradually pulling down everything schools and teachers have stood for ... the kids come last".

Vanessa believed that "teaching has taught me to be much more confident ... as things became worse in the Department I learned to speak up". Teaching also helped Vanessa to "understand my own kids, it was good in that respect".

Vanessa said that she "feels quite frightened for the next generation of children, who will teach them and what will they [the teachers] be like? ... teaching is a second choice for many people ... I have a daughter at university who is great at Maths and Psychology ... she also picked up Education and loved it ... she would make a great Maths teacher but she says 'Who wants to be a teacher? They are the scum of society' ... I have higher status now as a Parole Officer, I keep criminals out of jail".

Vanessa believed that the "Department doesn't reward teachers who do a masters degree or whatever ... you get no more money and end up with less pay because of H.E.C.S. [the Higher Education Contribution Scheme, or tax] ... they don't reward teachers who stay in the classroom ... people are so busy promoting themselves that they forget what they are there for ... they volunteer for extra jobs because it looks good in a C.V., but they are too exhausted to teach the children ... they should be the focus".

Vanessa was also critical of higher post-compulsory school retention, and believed that it was "crazy to make kids stay at school ... not every kid is suited to school ... the H.S.C. gives false expectations ... employers want the H.S.C. for anything ... higher retention can destroy the self-esteem of some kids when they get a very low mark".

4.28 "Joanne"

Joanne is a 40 year old former secondary Social Sciences teacher who taught full-time with the Department of School Education for eight years before moving to a number of Head Office positions which she held for another eight years. Joanne took leave without pay at the end of 1989 and resigned from the Department two years later at the end of 1991.

Joanne was originally four year trained, completing a BA Dip Ed. In 1978, she was sponsored by the Department to complete a one year full-time Graduate Diploma in Teacher Librarianship. Later, while at Head Office, she completed a MEd Admin degree by external study. Although trained in Social Science, Joanne only taught in her subject area for one year due to the "surfeit of Social Scientists in the 1970s", and soon moved into the area of teacher librarianship.

Initially when she went to Head Office, Joanne was employed as a "Project Officer", but was eventually promoted to "S.E.O. II" and finally to "P.E.O.", heading her own branch of Head Office. At the time she took leave, Joanne was on an annual salary of \$48,000. She moved to a position with a leading accountancy firm to be its "Records Manager" on a salary of \$55,000 and was soon promoted to a higher position as "manager of the firm's library". She left the accountancy firm after two years for a "similar position with a big law firm" where she was currently earning an annual salary of around \$90,000. Salary was "one of the significant factors" in Joanne's decision to leave the Department.

Joanne recalled that she took a scholarship to train as a teacher "because I'm from the country ... I was determined to go to uni and a teacher's scholarship was the only way to get there ... I was the eldest child and my parents couldn't afford to send me ... traditionally it was a choice for girls of nursing, secretarial work or teaching, and teaching would get me to uni". However, Joanne also said that she "felt very positive about teaching ... I had excellent teachers [at a private Catholic girls' school] and I and my family thought it an honourable profession ... I wasn't as cynical as some I knew who just did it for the degree ... I had an uncle who was high up in the Department and he recommended the new integrated BA Dip Ed at ----- University ... I sought it out because I wanted the best training".

In her third year, Joanne had her "first prac ... half a day per week at a boys' school ... it was hard going ... I am not very tall but tough, but I still found it pretty rough. I could see that it was going to be hard ... I thought 'I can rise to this ... I can do it'".

Joanne's first appointment was to a small country high school in the Riverina Region. Joanne recalled that her "uncle suggested a country appointment was a gentle way to ease in ... I could see it was a better choice ... it was still difficult, but I got better as the year went on. The other teachers were supportive ... I could see that I was a long way ahead of the other first year outs ... I worked hard and quite enjoyed it". However, Joanne applied for a transfer after one year to be with her boyfriend in Sydney, but the "Department wouldn't move me so I resigned. I got a job in a Catholic boys' school at ----- [on the south western outskirts of Sydney] ... I was a Catholic, but only taught there for two terms ... the conditions were reminiscent of Kindergarten ... 50 in a class and any boy that got out of line was strapped ... I resigned and went back to the Department".

Joanne was posted to a school which at the time was a very difficult and even notorious school in Metropolitan West Region. Joanne described it as "pretty horrendous, really, really tough ... the Principal was an alcoholic and the Deputy was highly stressed ... I was given the dregs [as there were no spare Social Science classes] driver training, Home Science to Year 7 G.A. [General Activity or below average] girls ... some of the kids were unbelievable, some were quite mad ... crawling out the windows, and this was in the 1970s ... gradually I learnt to cope, but I was shattered and stressed at times ... but I got better ... After 18 months there, my husband and I applied to the country ... we stayed five terms ... when I arrived, there was no Social Science so the Principal said 'all the others in the school want to be Teacher Librarian, so I've given it to you' ... he couldn't make a decision ... it was an early lesson".

Even at this stage of her career, Joanne described herself as "ambitious for promotion ... I wanted to go for promotion, but didn't have the experience in my teaching subject ... I decided to make Teacher Librarianship my field and applied for the course with the Department in 1978 ... After the course, I was sent to ----- High School [in the inner suburbs of Sydney] ... I had three years there and it was an exciting experience ... the first year it was a new school with only Year 7, five teachers and the Principal. Because there were no Head Teachers, I had lots of responsibility". However, Joanne was concerned that she "had got off to a late start getting promotion and had strong career aspirations ... I had List 2, but I could gradually see that I would not be in the running for a Head Teacher's position on the Special List, which was the list for Teacher Librarians and very long ... I couldn't move to the country and was not content to just continue in the classroom ... I couldn't generate enough excitement ... I decided to make a name for myself in the Teacher Librarian field in the Region ... I had a lot of interaction with Head Office and one day they rang up and asked me to take part in a Commonwealth project ... I could see a future in management".

In her career, Joanne said that her sources of satisfaction were "initially the kids ... later, the management, the responsibility, running the school ... ----- [her last school] was so exciting, terrific, an extraordinary school". When she moved into Head Office, Joanne received satisfaction from "running things, having an input into decision making ... lobbying ... the enormous variety, managing projects ... national meetings".

However, dissatisfaction came from "really ratty kids at ----- and ----- [her Metropolitan West and inner city schools] ... how revolting they were to you at times". Dissatisfaction also came from her Head Office work, which at times was "incredibly tedious, I did the real work at home ... just accepted it ... I would get myself a good reputation and further my career ... but sometimes I got sick of struggling, putting so much in ... it was a bit much at times, I got very sick of that ... it was a very stressful job".

Joanne described the circumstances leading up to her decision to take leave and ultimately resign from the Department. By the mid-1980s, she was in charge of a branch which "Teacher Librarians relied on for consultancy ... the Branch had stultified for a long time ... the people there had fixed ideas, irrelevant ... I felt very keen to change the Branch into something relevant and useful ... it was exciting ... I hired a lot of new people. We worked incredibly hard and I burnt myself out ... for three years there was this incredible missionary zeal and camaraderie". However, over a long weekend in June 1989, Joanne "received a phone call from my Director ... there were big cuts being made in Head Office and the Director said my Branch of 26 people was to be halved ... I had to decide by Tuesday [when the Branch re-opened] which half were going ... I was devastated, it was extraordinary ... I felt it unfair that the cuts had to be so severe on one Branch ... it showed that Teacher Librarians are not highly regarded ... It was the beginning of the end ... we soldiered on but I felt, I don't know, like my heart was broken".

Joanne believed 12 months earlier that she "had been pigeon holed as 'that Librarian person', so I had started to look for other jobs in the Department ... I went for many jobs but was unsuccessful ... I was locked out ... getting concerned I had no future career". Once the cuts had been made to her Branch, Joanne "reluctantly looked outside ... I had a friend who had made the leap ... she was a role model". Joanne was not prepared to take a drop in salary and began to look for employment outside the Department in earnest. Because of the now very poor morale in her Branch, Joanne was "very quiet about going ... the 13 remaining people were already demoralised". Eventually, she obtained her position with the accountancy firm and as she "had the job, no one tried to

influence me ... by this stage Head Office was falling apart ... the Government had every intention of dismantling Head Office ... people thought I was clever to get out at this stage".

At the time she left the Department, Joanne felt "a bit exhausted from trying to get a job ... my husband had been very supportive running around delivering resumes ... I was just so relieved ... it took 12 months before the big chop ... so many resumes, interviews ... I had very mixed up feelings ... in retrospect I was still very upset by the big cuts ... I saw the new job as a stepping stone, I was realistic about what I was going to ... just a nobody ... later I realised just how much personal power I forfeited".

When asked how she felt about teaching and education now, Joanne replied that she had "an enormous number of friends in Head Office ... we still meet regularly. I feel very sad ... some friends have really suffered, abominable things have happened to people ... the question I ask myself is ... 'Is what is happening in the classroom any better than it was five years ago?' ... I don't think so". Joanne was also concerned that while many competent people had lost their positions at Head Office, "there is a recycling of incompetent people ... the people who should have been kicked out are still there".

Joanne said that she "never regrets having been a teacher. You never appreciate how many skills you acquire ... the key is to understand how you can apply them to something else ... it takes determination to leave the public sector". Joanne felt that her current job was "not as stressful as in the classroom, but I have less holidays ... hardly any time to myself, but I'm prepared to put up with it, I like to move on ... I have no regrets although I did think that I would be in the Department forever".

Joanne said that she was "not an emotional person, but I realised six months after leaving the Department that I was depressed at the cuts at the Branch and at Head Office ... all the things we believed in are gone ... I am a positive person but I am hard put to find positive things to say about what is happening".

4.29 "Kay"

Kay is a 53 year old former primary teacher who resigned at the end of 1991 from the Department of School Education. Kay joined the Department after three years teaching in New Zealand, three years in England and a further two years in New Zealand. She worked for the Department from 1966 to the end of 1991, although she was on leave without pay for the last three years of this period. Kay also taught for three years in Singapore on secondment from the Department to the Department of Defence from 1973 to 1975.

At the time she went on leave without pay, Kay held the position of Relieving Assistant Principal at the Head Office of the Department, although she was nominally attached to Metropolitan East Region. At the time of her resignation, Kay took over the running of the pre-school she had owned for the previous 12 years and operated during her three years of leave without pay. Salary was not an issue in Kay's resignation from the Department as she maintained that she had experienced a significant drop in salary when taking over as the Director of her pre-school.

Kay recalled how, living in a "small town in New Zealand, the only way to get out was to go to [teacher] training college". Kay stated that she "really wanted to do P.E., but would have had to go to university", which she didn't wish to do, and so she embarked on a two year training course in primary teaching. At the time, Kay thought teaching to be "quite high up on the scale, quite respected. I myself adored school ... had very positive vibes about it".

Kay's views of teaching didn't change during her two year course, and she "was very thankful for my New Zealand training ... I still put it into practice now. Australian teachers don't have flexibility of thought ... I learned so much that was relevant to the classroom". Kay had no problems with her teaching in New Zealand, finding it "very clear, concise. I knew where I was going ... most probationary teachers were given a Year 1 or Year 3 because they were the easiest to teach ... probationary teachers never had over 30 in a class ... there were meetings once a month for all probationary assistants with an Inspector ... we had a day book, a five week plan, long term planning by term and the school set out what we were to achieve each year".

By contrast, Kay described her first experience as a relief teacher for 10 weeks in the western suburbs of Sydney as "dreadful ... I vowed never to go back into primary [Years 3-6]". Kay then taught in the northern suburbs of Sydney where she "couldn't believe the inflexibility of what had to be taught ... an Inspector embarrassed me because he said my dress was too short ... it was dreadful". Kay decided to only teach "infants only" and to obtain promotion "as soon as possible", which she did.

Looking back over her career, Kay stated that she gained most satisfaction from "the kudos that I was doing a good job, the positive comments from parents ... I enjoyed it". However, Kay said that she "does not have a high regard for the N.S.W. system. The Department has been very good to me, I've had a good run, but I don't have much respect for the Department as a whole ... some principals are not effective ... there is too much laxity, abuse of the system ... I played it pretty straight ... was never sick, I only missed six days in 14 years ... a lot abused the system, got away with it".

Kay stated that she initially took leave from the Department in 1989 because "they were changing the system ... the job I had for 12 years ... I couldn't do it any longer. I didn't really want to go to my own school as I had my pre-school ... [being] Head Office relief gave me flexibility, and I was having director problems [at the pre-school]". Kay eventually resigned "because the leave ran out ... I had to make a decision ... I filled out the forms to go back but wasn't abreast of the latest tactics ... I thought that I couldn't do the job ... I was used to having more flexibility ... possibly I thought that I would not get a job ... I would have been mortified".

No one attempted to influence Kay's decisions both to take leave and later to resign. In her words, "I just did it ... I am master of my own destiny". Kay "took the papers down [to Regional Office] ... I expected, I don't know, maybe 'thanks for your wonderful work' ... I handed the papers over and said 'Is there anything else?' They said nothing, so I just walked out ... later, I got a letter with details of my superannuation which said my teaching service was 'satisfactory'. I couldn't believe it. There should have been someone in Head Office to write a personalised letter ... a quarter of a century and you get nothing, only disappointment".

Kay stated that she "wouldn't want to go back to the Department ... there are too many changes. It is typical of N.S.W. to do everything so quickly ... no one knows where they are ... there is no transition time".

Asked how her teaching career had affected her, Kay said that she "knows I'm a good teacher ... New Zealand trained ... I had a really good career with teaching ... very happy with my chosen career ... it pays dividends now ... I have a successful pre-school ... I couldn't imagine not doing it [teaching]".

By way of final comment, Kay stated that she "really does think they need to get to the crux of the matter here which is educating students [in teacher training] ... they are not well prepared ... sometimes I think that they are a product of their environment ... too inflexible ... we pick up on other countries' ideas ... take the worst of them ... we are always five or 10 years too late ... we shouldn't listen to other countries ... it is such a shame ... education in N.S.W. has a lot going for it, we are just not doing it right".

4.30 "Russell"

Russell is a 35 year old former primary teacher who spent 11 years as a classroom teacher and four years as a "Home School Liaison Officer" before resigning at the end of 1991. Russell was something of an unusual case, having formerly been an international professional footballer and currently being a part-time sporting commentator. Russell spent all his 15 years with the Department of School Education in the Metropolitan North Region. Holding a Diploma in Teaching, at the time of his resignation Russell was at the top of the three year trained salary scale on \$34,000. He was also paid a \$1,200 allowance and had the use of a car. He now earned "around \$45,000, conservatively, plus a car" as a corporate sales consultant and said he was being promoted "in about three weeks" at the time of the interview. He also earned additional income as a sporting commentator on weekends. Salary was "indirectly an issue" in Russell's resignation, Russell feeling keenly the fact that "dud" teachers who were four year trained and doing the same job were receiving \$4,000 more.

Russell described how he became a teacher "because I got a scholarship ... I didn't really know, it was either journalism or teaching. I was playing first grade football at the time and liked teaching and kids, although I had no real ambition". At the time, Russell thought teaching to be "a pretty good" occupation. Russell's views on teaching did not change greatly during his three years of training and he "still enjoyed it, although not much of College was pertinent to teaching. Pracs were where you learnt what it was about".

Following his training, Russell was posted to a northern Sydney primary school where he was to spend 11 years. He "never had any problems handling kids and there was support if I needed it". The fact that Russell played in the local football team meant that he was something of a "local hero" which he said was "helpful" in his relationships with students.

Russell described how his attitude towards teaching began to change when he "married and had kids, wages became an issue". He also "gave a lot to kids, coaching, presentations, time ... I never took a day off". While at his school, Russell found that because he could relate to students and get good results, he was "given all the tough classes by the Principal ... I was being worn down and wanted a good class". Programming was also a

concern, Russell maintaining that he kept an "extensive day book which anyone could follow and teach from" but that the full program he was expected to write was "bullshit ... I didn't need it". Russell became dissatisfied with "everything you had to do ... there were not enough hours in the day ... we were getting further away from the "Three R's".

Russell applied successfully for the position of Home School Liaison Officer (HSLO) and told his Principal he wanted a top class or else he would leave the school. This was not forthcoming, and so Russell spent the next four years as an HSLO in Metropolitan North Region dealing with parents, students and welfare agencies and trying to assist students and to keep them in school. He became very adept in this role because of his ability to relate to students and parents, although the fact that he was paid less than other HSLO's rankled, particularly when he became more experienced and was passing on his knowledge to other more highly paid officers.

For Russell, the "final nail in the coffin" was when he attended an interstate football match in Queensland on a Tuesday night in his role as a sports commentator. As Russell described it, "I used to catch the latest plane up on the Tuesday after work and get the six o'clock flight back the next morning. I was always in my office by nine. One morning I got a phone call. Someone from the Department had heard me on radio and questioned me about it ... it was the way it was done, it really floored me".

In his career, Russell stated that he gained satisfaction from "kids with difficulties, helping them and when kids make it, in sports, school captains of high schools, I follow them through, it's great", and from the "respect I had in the school and community. I still see kids in the street of 25 ... they tell me I was the best teacher they ever had ... I still get calls from the parents of the kids at my last school". However, sources of dissatisfaction for Russell lay in the lack of "recognition or reward for being a good teacher ... it breeds mediocrity ... there is too much dead wood", and from the issue of qualifications and salary, Russell being paid less than four year trained teachers who had done a course "not relevant to teaching" and received a higher salary. A particular source of dissatisfaction for Russell came in 1978 when he was selected to represent Australia in football. He spent three months overseas "representing my country and lost three month's seniority ... people behind me who had failed the basic maths test at College and were conditionally certificated overtook me ... my increments were always three months late from then on and my long service leave was due after ten years and three months, later than every one else".

After four years as a HSLO, Russell was required by regulations to return to the classroom, and was told that he could be sent to "any school in Met-North". He had great support from principals, parents and community groups to stay in his position as HSLO, but this meant nothing, as "there was a blanket rule that I couldn't stay ... for all the expertise I gained, I would lose \$1,200 [allowance for being a HSLO] and a car ... it was not logical to me, I was not going to have them dictate to me ... they were not looking after me ... I decided to resign and had many job offers".

No one in the Department attempted to dissuade Russell from resigning, Russell stating that "they couldn't care less, they wouldn't know ... I had received an award two years earlier for my work as an HSLO and two years later they tried to force me out ... I didn't get anything when I left, no letter, no form, no thanks". At the time of his resignation, Russell "felt a relief, happy that I was making the move and not the bureaucracy ... I am extremely confident I made the right decision".

Russell would not return to the Department, unless he could work for three days a week and do his commentary work. He feels that he "still has a lot to offer kids" but that teaching would be a "last resort if things got desperate, even then I would teach in a private school".

Reflecting upon how teaching had affected him, Russell stated that "combining two jobs [as a teacher and a HSLO] made me realise how lucky I am, my family ... [through] dealing with cases in HSLO I now recognise problems such as sexual abuse which I wouldn't have noticed before". Russell believed that all teachers should "get out after 10 years ... I genuinely love kids but some teachers I know hate kids, they are along for the ride ... it is the good teachers that are getting out because they have the ability to do other things ... If it was more attractive I probably would have stayed ... it's not the money but people are being paid more because of their training, it's preposterous, the motivation for doing courses [to upgrade qualifications] is all wrong, it's financial and not to be a better teacher ... parents know who the good teachers are".

A final irony for Russell came shortly after he started his new job when he was offered a job by the Department promoting school sport, something which "would have suited me down to the ground", according to Russell. He attended an interview but was told that the job was only on a trial basis for six months. Russell declined the offer.

4.31 "June"

June is a 40 year old former primary teacher who resigned after 20 years with the Department of School Education at the end of second term in 1991. Three year trained with a Diploma in Teaching, June taught for five years full-time following her graduation and then resigned for family reasons. Later, she taught as a casual teacher for 10 years, the last three years at the same Metropolitan South West Region school where she was to finally teach as a permanent teacher for an additional four and a half years.

At the top of the three year salary scale on \$32,000 per annum when she resigned, June now earns "considerably more" as a manager of her family's engineering business. According to June, "salary was a factor, but not the most important factor" in her resignation from the Department. June is a sister of "Lee" (4.32 below).

June recalled that she went into teaching because "at the time, females did not have the options ... it was a traditional role for women if they did the H.S.C.". June had actually won a Commonwealth Scholarship to university, but "there was an expectation that if you went to university you would become a secondary teacher, but I had no desire to teach high school", and so June took up a scholarship to a teachers' college. Later, the salary gap between three and four year trained teachers was to rankle June, who saw "no fairness" in the discrepancy. At the time, June felt "quite proud" about training to be a teacher as teaching was "well respected ... the work was valued ... parents and kids respected you".

June's views on teaching did not change during her training and she was "very much going to reform the world, very keen". June said she "was dux every year at college and thought that I had earned a decent position", but she "got infants ... I badly wanted primary ... I was very disillusioned ... I wanted sixth class and got kindergarten". However, June had a "good Mistress who took me under her wing". June described her early years as "damned hard work ... I was up until midnight preparing ... my father said 'what are you doing this for?' ... there were no manufactured aids for teaching infants then, but I still enjoyed it, although I still hadn't learned not to take kids' problems home ... but I was very happy, I accepted it".

June stated that her attitude to teaching began to change when "politicians started to get involved ... changes from Metherell ... far too much of my time was spent on paperwork which had nothing to do with what happened in the classroom ... principals were keeping the Cluster Directors happy". From this time in the late 1980s, June saw "people doing courses, getting on committees, to be seen doing the right thing ... people were knifing each other in the back to get higher positions ... bosses were entertaining the Cluster Directors ... there was a lack of respect for classroom teachers who wanted to stay there".

June recalled she was offered the position of relieving Executive Teacher at her school in 1990 by her Principal, an appointment she realised later "was political ... I said to her when she made the offer that there were other more senior people that she should ask first ... she said that she had, but I found out later she hadn't ... the boss lied, and I got a hard time ... I didn't like it ... she asked me because she thought that I would not go against her ... this sort of thing hadn't gone on before ... the lying ... the kids were the least important thing in the system ... I was offered the position again in 1991 but didn't take it ... I knew that I was going to resign".

Looking back over her career, June stated with conviction that her major source of satisfaction was "definitely child orientated ... getting through to kids ... when they came up later and said 'you were my favourite teacher' ... I couldn't even remember their names ... when I left, so many parents rang me at home ... I got little notes from parents [during my career] which meant so much ... when this sort of thing happened it was the highlight ... more important than praise from the Principal or other teachers".

June described the circumstances leading up to her resignation and stated that "I wouldn't have done it without something to go to ... my father had been hinting at it for some years ... there had been incidents during my time in the [relieving] executive position ... the boss would call me at weekends to try to get me to get some of the other teachers around [to her way of thinking] ... my husband said 'no more of this' ... I was spending more time on others' kids than mine ... then my father offered the job ... I was having no leisure time ... the timing was right". June added that she "didn't like what was happening to education, to me ... I still loved kids ... but I was lost in being supermum ... I had been on high blood pressure tablets for six years ... now [in her new role of manager] I have six men working for me ... it should have been stressful, but it wasn't ... I went to my doctor who asked me if my new job was less stressful than teaching ... I said that I thought it probably was ... he then said that my blood pressure was down dramatically and halved my medication ... it was quite amazing". When June returned from seeing her doctor, she asked her family whether she was easier to get along with and less stressed than before "and they all chorused 'Yes!' ... I am calmer, have more time for the kids ... my health has improved". June also added that it was probably a contentious view, but she believed that "people who care about teaching are likely to drop out first ... it matters too much to them".

At the time she announced her decision to resign, "a couple of people said 'Are you sure it's the right time economically?' ... the boss was not pleased for selfish reasons, but the majority of the teachers said 'You lucky bugger, do you have a job for me?' ... It was not a happy staff and they saw me as escaping ... why couldn't they? ... I had thought long and hard about it. I am not an emotional person, and I had so much thinking about it, but I was sad to be leaving the kids". However, June also felt "relief that it had been lifted off my shoulders", but she also felt that "I had a challenge ahead".

When asked to state how she felt about teaching now, June said that she "still has a lot of respect, empathy, sympathy for teachers, but I don't ever want to go back ... financial need" would be the "only thing" that would induce her to work again for the Department of School Education.

June believed that her teaching career had "made me understand family situations really well ... I'm a more sympathetic parent ... I can see peer pressure ... I'm a better listener ... It did a lot for my self-esteem ... helped me to understand kids ... it gave me some lovely memories".

June had a number of final comments to make. She noted how, despite her "belief in public education" she had reluctantly sent her children to private schools in recent years because of the lack of facilities and maintenance at the schools they had formerly attended. However, June's "biggest gripe was that too much time is spent on things that don't relate to the classroom ... bosses are not there now, not visible. They are stuck in the office with the clerical assistant trying to make [the] 'OASIS' [computer system] work, trying to make the books balance".

June stated that she was "determined to continue to defend teachers ... for the most part they are not lazy ... they work such long hours ... young teachers are being thrown to the wolves ... they have enough trouble with discipline without having to write inventive creative programs ... they are being asked a heck of a lot ... it is really sad".

4.32 "Lee"

Lee is a 37 year old former primary teacher who left her position as a "supply casual" with the Department of School Education at the end of 1991. Three year trained with a Diploma in Teaching, Lee taught full-time with the Department for 6 years from 1976 to 1981 before resigning to have children. Between 1982 and mid-1987 Lee had broken part-time service with the Department. Lee was continually employed on a varying part-time capacity with the Department from mid-1987. She had worked as a classroom teacher, in the Department's "Theatre in Education Program", and as a Teacher Librarian. In 1991, Lee worked as a Teacher Librarian for two days a week, spread over two schools in Metropolitan East Region. Salary was a factor in Lee leaving the Department, as she "received a better offer" to go into her family's engineering business. At the time she relinquished her position, Lee was earning \$90 per day as a casual teacher at the top of the three year trained salary scale and now earned "more".

Lee went straight to college from high school and stated that she "always wanted to be a teacher" and that "teachers used to be respected in those days ... it was considered a good profession". Lee's attitude to teaching did not change during her training, apart from the observation that she gained a perspective of teachers different from that she held when she had "been a student ... on the other side of the desk".

Lee's first appointment was to the infants department of a primary school in what is now the Metropolitan South West Region. Lee spent six years at the school which she described as "a good school, with good kids ... the support from the primary was good ... not so good from the infants. When the infants Mistress left, things improved".

Lee believed that her attitude to teaching changed "when I had children of my own ... my expectations of teachers increased ... I became more aware of children's feelings". Her attitude to teaching also changed when Lee "realised that society's attitude had changed ... society expects more, more than we can give at the present time ... there is more pressure on the system". Because she only worked two days per week, Lee said that she was "not really involved in the massive changes that have occurred in education" recently and was "more on the edges of the changes".

When asked what gave her greatest satisfaction as a teacher, Lee replied "definitely the children ... I do enjoy working with children, seeing them learn". She had also "always been involved in theatre and drama, the arts, I enjoyed being involved in that".

On the other hand, dissatisfaction came from the decline in "respect from children and society ... teaching is not as respected as it once was". Lee was "not a disciplinarian, but discipline is needed ... if there is not discipline at home, it has to come from somewhere".

While Lee admitted that some teachers needed closer supervision, there was she said "too much emphasis on accountability, and not enough on what goes on in the classroom, the actual teaching of children".

When asked to describe the background to her decision to leave the Department, Lee stated that she "quite enjoyed what I was doing, but I had a family commitment". Lee thought it significant that she didn't work full-time as "I didn't have the responsibility for 30 kids, five days a week ... I wouldn't have felt the same if I was working five days a week. I came and went".

When Lee told her colleagues of her decision to leave, "they all said 'Oh you lucky thing!' ... it was the same across the board, everyone". At the time she left, Lee felt "sad, I felt sad that I would miss the children, and the other teachers, the social side". Lee stated that she "would not want to do it [teaching again] full-time ... a couple of days a week is lovely".

On reflecting how her career as a teacher had affected her, Lee said that she can "respond well with young children ... speak well with them ... it helped me with my own children, their attitude to school".

By way of final comment, Lee stated that she felt "worried that society and parents today have created so much stress ... my daughter in Year 2 has weekly evaluations ... it is affecting teachers and students ... students can't all meet the [specified] levels ... it is unrealistic ... too much stress is developing ... it is creating a really stressed out system".

4.33 "Ruth"

Ruth is a 44 year old former teacher who was "medically retired" in 1991. Ruth had a long and varied career in education, having spent two years teaching in the Northern Territory, several months casual teaching in N.S.W., 17 years at the Correspondence School in Sydney, and two months in a Department of School Education primary school in Metropolitan West Region.

Ruth described her motives for entering teaching as "questionable ... I guess I really never wanted to teach ... it was a last resort. I had been studying medical technology but it was a six year part-time course and I'd had a number of major accidents. I left and spent a year as a despatch rider riding a motor cycle in the city ... My mother showed me an advertisement for teaching Aborigines in the Northern Territory". Ruth then spent the next two years completing a course at the Australian School of Pacific Administration in Sydney, a course in which according to Ruth, "I hardly learnt a thing". To compound matters, Ruth was having problems with her hearing in one ear, a problem those responsible for the course were aware of. Ruth would have liked a scholarship to study Art, but these were "only offered to males ... I was offered Domestic Science ... I realised how much natural abilities are wasted, overlooked".

At the time of her training, Ruth described teaching as "a profession to my mind, steady, stable, a reliable source of income ... I thought that teaching Aborigines would be more challenging than teaching white kids". Following her training, Ruth was posted to the Northern Territory from 1970 to 1971, where she found the Aboriginal children she taught "so gentle, interested in learning, trying really hard, cooperative, incredibly easily entertained, beautiful". However, Ruth described the living conditions as "shocking, hot as hell, almost unbearable for a white woman", with "no proper food" and "gossiping, lying ... it was hell. The sexual harassment from the white men was non-stop ... there were rumours, lies ... I was quite traumatised when I left and took years to get over it ... I came from a strict Christian home and didn't know this sort of garbage existed ... I had long blonde hair, another crime. A woman was not allowed to be herself ... There were fights in the street, the white men were incredible ... when the pump broke down there was no water, it was primitive". One night, Ruth "awoke to find an Aboriginal man standing over my bed. When I asked what he wanted, he replied 'a fuck' ... I told him to leave and later recognised him and reported him ... There was to be a court case but the plane broke down on the day of the trial and the case was dropped".

Ruth maintained that they "made us swear to secrecy and sign a paper to say that we would not tell about what we had seen [teaching in the Northern Territory] ... when I left I tried to tell the lecturers at College to warn the women, but they didn't want to know, it was incredible".

Her two years in the Northern Territory had left Ruth with "tropical ulcers and sub-clinical scurvy", and she moved to Melbourne where she completed "a Primary Art and Craft course". Ruth enjoyed this course which

proved to her that she had a special talent for Art, but her physical condition coupled with the stress and culture shock she felt following her experiences in the Northern Territory and her return to a large city meant that she did not achieve as much as she might have in her course. Eventually, Ruth obtained a position at the Correspondence School in Sydney, first as an Art teacher and later as an illustrator of the correspondence materials sent to the isolated students who were the school's clientele. Ruth thought that this position might suit her as she did not wish to take on classroom teaching again after her earlier experiences.

Ruth described her time at the Correspondence School as "pretty good, we worked very hard as illustrators, there was such a volume of work ... photographs, maps, charts to illustrate text ... 20 illustrators worked flat out nearly all the time". Ruth described her teaching experiences at the Correspondence school as also being rewarding, as "the standard of the materials and study guides was excellent ... I was thrilled with some of the work ... there was no yelling or screaming in the classroom ... the work just turned up". Ruth stated that the illustrators "were thoroughly trained in the use of Macintosh computers and produced some beautiful work ... it reduced the time needed to produce teaching materials from three weeks to three hours".

During her period in Sydney, Ruth completed a Diploma in Art Education and a Graduate Diploma in Professional Studies.

However, there was dissatisfaction for Ruth in her 17 years at the Correspondence school, in particular, that caused by "a vicious little queen ... the place was full of homosexuals who were pretty decent people, but one was like a vicious animal ... insulting, abusing people, spreading lies and rumours ... he used to joke about people, their physical attributes ... he harassed me for 12 years ... I complained and complained, but was told that I could apply for a transfer ... we also tried to get smoking banned for years ... that was another cause of stress". Ruth also thought that there may have been "something wrong with the air at the Correspondence School ... so many people got sick ... I didn't, I always took a lot of vitamin pills".

At the end of 1990, the staff at the Correspondence School was to be wound down and the "staff sent out to schools willy nilly ... I believe that half were medically retired, they couldn't cope and had forgotten how to teach ... we had a few paltry training sessions which taught us very little". Ruth was posted to a primary school from the beginning of 1991, but took the first term off on long service leave, partly because Ruth was worried over the fact that "I hadn't been inside a classroom in 19 years".

Ruth reported to her school at the beginning of second term to find that she had been allocated the duties of Teacher Librarian and release from face-to-face (R.F.F.) Art teacher. Ruth had "no idea" of how to run a library and also found herself "going from class to class ... no one was helping me ... I was criticised for being a few minutes late to relieve teachers from their classes and for letting the students finish early ... for leaving a spot of paint on the desk. I had to carry my equipment with me from class to class ... I had to teach Year 6 maths, I had to complete 14 programs ... I hadn't been a teacher in 19 years ... I was not told anything, not helped at all. Only the Deputy Principal made a small effort ... I was told what I was not doing right, what I should be doing ... I could have done a lot better if I had my own class or room than going from class to class ... I had a bad back and my hearing problem and was trying to learn a new job and how to write a program ... I was running around like a headless chook, I tried to clean up and was late for the next class, I was being told of complaints from parents and other teachers, I was having problems with discipline, I was criticised for my good lessons, it was an insane situation".

Towards the end of her second month in this situation, Ruth was assaulted by her husband and spent a week in hospital. The Principal came to visit her and was "concerned and was wondering when I would return ... he was a very nice guy". After she returned to school, she was "shown a seven page inspection report written by the Deputy Principal" which contained "incredible criticisms and downright lies ... I was so blown out, I got up and walked out ... I was so stressed out ... I thought that I was going to have a stroke ... a seven page document of criticism ... The Deputy had complained when I left early to attend a seminar for teacher librarians and he missed his R.F.F. ... The assistant librarian had told me not to worry about numbering the books as the system was going to be changed, then wrote a report saying I should have been doing it ... I took a class on a Friday afternoon so that a teacher could go to Melbourne to see 'Phantom of the Opera', but the Deputy sent his class to look after as well ... the class was colouring in and seemed to know what they were doing so I thought that they knew what they had to do, but they ran out of work so I gave them more and then more ... when the teacher got back she went off her head. I was hauled over the coals for not searching the room for the instructions for the class ... she said that she had told me what to do in the staffroom but everyone was babbling on and she whispered ... I couldn't hear her and should have been more assertive ... I was a scapegoat, criticised by everyone. They were selfish people, narcissistic, and didn't care that I hadn't been in a classroom for 19 years".

Ruth was "horrified" at what the report contained, but after thinking about it, decided to "use it to my advantage ... when the Principal gave it to me I thought that I was going to have a stroke and just walked out, but the next day I went to see him and asked him to please help me to get medically retired ... he went scarlet and then helped me to retire ... I think that they wanted the other teacher back who did my job while I was on leave".

At the time of her medical retirement, Ruth felt "so offended, so insulted, so horrified, how dare they insult me like that after putting me in such an intolerable position ... no one was helping me, just telling me".

Ruth maintained that she would not return to her job "for a million dollars, after what they did", but would consider taking on her old job as an illustrator at the Correspondence School, if it was available.

Reflecting on how her career had affected her, Ruth stated that she found her Art studies to be "illuminating ... it made me think, despite not learning about teaching ... I realised that I was a natural at Art and got top marks".

By way of final comment, Ruth offered the opinion that "teachers are not taught to teach, this riled me right from the beginning ... I stood in front of a class and thought, 'now what am I supposed to do?'" Medically retired and having lost some of her superannuation entitlement through not electing to take the maximum number of units, Ruth was "still better off than being on the dole" and was looking for another job.

4.34 "Helen"

Helen is a 39 year old former primary teacher who resigned in March 1991 from the Department of School Education after 15 years of service. Helen taught in the Western, Metropolitan North and Hunter Regions, spending nine years at a primary school in the latter prior to her resignation. Helen took leave without pay throughout 1990 and was forced to relinquish her position. Eventually she was offered another position in March 1991 but declined to take it, necessitating her resignation. Helen worked as a casual teacher for much of 1991 before taking up her present position as a sales assistant in an antique shop where she now worked part-time. Salary was "definitely not an issue" in Helen's resignation as her action had caused her family some financial difficulty.

After leaving high school, Helen "didn't know what I wanted to do and worked for six months full-time in the boutique where I had worked since I was 15 or 16 ... I was lucky I had a job to go to". Helen lived at the time in a central western town in N.S.W. not far from a teacher training college. Helen described herself at the time as "not extremely independent ... I went from a sheltered home to a sheltered campus ... My mother had hounded me on the importance of women gaining a qualification and my father was a teacher ... it was this rather than a great desire to be a teacher ... At the time I thought that teaching was a wonderful job for a woman with children because of the hours", and thus Helen took up a position mid-year in the three year Diploma in Teaching course at the college. In her studies, Helen was "quite keen ... initially I didn't do well, but I did exceptionally well by the end. I became very interested in what I was doing".

Helen's first permanent appointment was to a primary school in her old home town where she "had a bit of trouble ... my training hadn't set me in good stead for what I was doing ... we only had five weeks of prac in three years ... we had missed out on the practical aspects and didn't have enough to draw on. We had done heaps of philosophy but couldn't write on a board with chalk ... There was nil support [in the school] but I got along well with the kids ... there was an orphanage across the road from the school and I found these children difficult due to my inexperience ... the language was pretty bad although one older teacher did support me".

Following three years at her first school, Helen was transferred to a "demonstration school" attached to a teachers' college in Sydney, but because she didn't have the requisite 10 years of experience, Helen was shifted after one term to a nearby school where she was to spend the next two years. Helen then requested a transfer to the Forster area north of Sydney and was the second teacher at a two teacher school for four terms. Finally, she gained a position at her last school south of Forster where she taught for the next nine years.

Looking back over her career, Helen stated that she gained most satisfaction from "achievements within the classroom, getting to know children, knowing they had respect for me, doing things they enjoyed, simple things like putting on the school play at the end of the year which was a great success".

However, there were growing sources of dissatisfaction for Helen, who recalled that "I learned that I got on well with children at a personal level, but found I was getting into situations where I was having difficulty coping with their problems ... over time there were more and more difficult problems to solve. Parents expected schools to solve their problems ... the school was in an area of floating employment, there were few professional people, no access to cultural activities, it was isolated, travel was expensive ... so many families were on welfare ... I couldn't get the results the community wanted, there was no one to help me ... I couldn't leave it at school, couldn't handle bad altercations with kids, but it was not really their fault ... I became quite stretched. I also had a great deal of difficulty getting on with the Headmaster, and this caused me a great deal of anxiety ... I had three kids while I was at the school, and he used to have P and C meetings where he said it was

not right for my class to have two or three teachers while I was on maternity leave ... he got them to write letters to the Department to complain ... I was shot behind my back".

There were only five teachers and a teaching Principal at Helen's school, but the Principal "insisted on programs and so on, yet didn't do it himself". For Helen, a critical incident occurred when "the Director General came to the school to present an award ... the school had actually received an award for its gardens and for the library ... he [the Principal] got up and thanked the staff, it was so false, so bad ... it was all for his benefit ... it was so unreal, he had no rapport at all with the staff, and I was the only woman for much of the time".

By the end of 1989, Helen found the situation "traumatic, the most traumatic thing I've ever done ... There were pressures with my three kids, one of whom is mildly handicapped ... I found that I was hard on them ... I took a year off on leave without pay. I didn't think I would get a job and I didn't ... [in early 1991] I was waiting for the Department to make an offer and then I got a call in March ... I was offered a full-time position in ----- [nearby] ... the woman gave me 24 hours to agonise, I felt guilty, we could do with the wage ... my husband [a builder] left the decision to me. Initially I accepted, but rang back 10 minutes later and changed my mind. I couldn't put myself back after 12 months off ... the situation, the pressure".

Because she declined the offer of a position following her leave, Helen was obliged to resign. She "told nobody in the Department or the teachers, because I felt that they would have been concerned about the money ... I would not be working ... I didn't tell anyone about [the offer to] -----, they wouldn't have understood ... they just think the Department didn't make me an offer. I did tell my family ... my husband left it to me, my mother said to do what I thought was right, my father said I needed a bullet in the head if I didn't go back".

At the time she resigned, Helen was "sad, very sad ... I felt like I was losing it ... I had had a good time ... I felt really bad I made the decision, but I made the right decision for me".

Helen believed that teaching was "a tough job ... I feel that a lot of people are there for the wrong reason ... money keeps a lot of women there" and that there was "not enough support in the system, conditions are not good". Helen did not think that she would return to the Department, but said that if she was "pipe dreaming, what I would like to do would be a six to 12 month refresher course on full pay with teachers as experienced as me" and there would also need to be "a big injection of money into the system to bring it up to scratch, maybe a pay rise".

On reflecting how her career had affected her, Helen stated that it had been "a real *education*, I know so much about problems in society, the problems that children and teenagers face ... I worry that the system isn't doing the right thing by kids ... It is a tough, really hard job ... there are heaps of really excellent teachers ... they don't get the recognition they should nor the money, especially teachers like me". Helen would "like to go back and finish my degree [of which she has completed one quarter] but I'm going to wait until my own children are bigger ... it's so hard, no child minding, I taught out of town ... I could have stuck with it, but I don't regret it ... the antique shop is so peaceful, calm".

4.35 "Sandra"

Sandra is a 47 year old former two year trained infants teacher who resigned from the Department of School Education in December 1991 after 20 years of broken service spread over 26 years. During her career, Sandra had a large number of postings in four different regions and taught both in infants/primary schools and in high schools as a Support Teacher Learning Difficulties (S.T.L.D.). In something of a highly unusual situation which she believed was not wholly equitable, Sandra was now working at her last school in Metropolitan North Region, but was being paid by the parents, rather than the Department, a situation which according to Sandra occurred at hers and four other schools in the more affluent area of Sydney in which she lived and worked.

Sandra had originally taken leave without pay from her last school in 1989 while she "looked around" for something else and "to see if it would work out". She was approached by the parents at her former school and returned there late in 1990, continuing to teach there in 1991 and 1992. At the end of 1991, Sandra was obliged to resign as her three years of leave had expired and she did not wish to return to the Department. Sandra was paid an hourly rate by the parents in premises provided by the school and thus the Department.

Sandra entered teaching because "if I'm honest, I'm bossy ... I used to organise my dolls into people, I used to play out a school at home, and I do love kids ... I have a natural way with children". Sandra had been offered a position after she completed high school as "a demonstrator with the Sydney City Council ... I didn't think that I would get an offer [to train as a teacher] because I am an asthmatic ... I was surprised". At the time she accepted the scholarship to train as a teacher, Sandra stated that she held positive views towards teachers: "I used to look

up to them, they were someone very special ... I was in awe of them when I was young ... scared yet in awe of them ... and I just loved learning".

During her training, Sandra was "very high on the whole thing ... every prac I had brilliant teachers who went out of their way ... they took time after school to help".

Sandra's first appointment was as an infants teacher to a very large school on the south western outskirts of Sydney, an area "socio-economically completely different" from where Sandra had grown up. However, Sandra "loved the staff, they were all young people ... it was a young staff with a dear old Headmistress and a 40 year old Deputy ... everyone was enthusiastic ... it was a huge school". After two years, Sandra applied for a transfer as she had married. A transfer after only two years was unusual, but Sandra "had an uncle in Parliament and he pulled strings to get it ... it's dreadful isn't it".

After two years at her second school in the industrial east of Sydney, Sandra obtained a transfer to a north shore school where she spent three years and unsuccessfully undertook inspection for promotion, the only time she attempted this in her career. She then moved to the Wollongong area where her husband had been posted and had a child, but she returned to teaching after only three months as she "missed it too much ... I did heaps of casual teaching and then did 18 months as a permanent casual S.T.L.D. at ----- High". Sandra then returned to Sydney and had appointments as a S.T.L.D. at three more high schools over the coming years before resigning to operate a pre-school for two years. Sandra then returned to the Department and taught for three years at a north shore primary school, before transferring to her last primary school in the area where she lived and spent six years there prior to taking leave. As mentioned previously, Sandra had since returned to the school in her new capacity as a "free agent paid by the hour".

Sandra believed that her attitude to teaching had began to change at her second last school where she "struck an incompetent principal for the first time ... he sat in his office and talked to the secretary ... the Deputy Principal ran the school".

Sandra said that she "was extremely popular with parents ... some of my colleagues were jealous, some are scared of parents, I couldn't understand it ... the snide remarks". Sandra also stated that her "husband was extremely successful ... we both drive a Mercedes ... The [last school] Principal's attitude was appalling, she made comments about the car ... [and] didn't understand the local people ... you have to understand them". Sandra believed that her changed attitude also had "a lot to do with the types of Executive and the way the school was organised ... myself and others could have done it better ... we were told what to do as if we were a child".

In her career, Sandra gained satisfaction from "the achievements of individual children, especially in reading" and from "getting parents involved in the classroom, getting old people to hear children read". On the other hand, dissatisfaction came from "Executive, people in charge who just didn't have a clue". Sandra also "didn't like striking, it was a poor image to portray to students and parents ... I don't like the Federation attitude ... politics is too much in it". Teachers "who had to be carried" were also a source of dissatisfaction as "they would have been fired in private enterprise".

As well as the growing dissatisfactions mentioned above, there was one critical incident at the end of 1989 which influenced Sandra to leave the school. There was a teacher on the same grade as Sandra whom she had been "carrying". Sandra made a serious allegation of impropriety against this person which she did not wish to be recorded in this transcript, as it was defamatory and the person concerned, if he or she found out, might take action. Sandra said she took this allegation of impropriety to the Principal, "who covered it all up".

When Sandra took leave, she "just told them ... the Principal didn't like the Mercedes and didn't like parents coming up to request that their children be placed in my class", and so Sandra said there was no attempt to talk her out of her decision. As mentioned previously, Sandra had now returned to the school at the request of the parents who now pay her wages.

At the time she initially took leave, Sandra "felt trained in only one thing ... What can I do? I didn't know where to go, I was scared financially because I lost my financial independence". Since she returned to the school, Sandra feels she is her "own body ... own thinking ... a complete professional ... I solve my own problems ... I tell the parents, they don't tell me what I have to do ... I get encouragement from them, everything you do is wonderful to them ... they are a dynamic group". The only way that Sandra would return to the Department would be "if I was in charge of a school completely, or as an adviser on S.T.L.D.".

As to how her career had affected her, Sandra stated that she "didn't understand the business world, the problems of running a business ... it is a different world out there ... I've only been in classrooms, even when I ran the pre-school". She also said that at times she was "tired, asthmatic ... we push the kids too hard, too quickly ... time management with kids is a problem from nine to three".

Sandra believed that there were "far too many trail blazing ideas with not enough research before or evaluation after" in education today and that there is "not enough sameness in schools for kids who change schools ... kids and teachers need more structured learning ... there are too many thrills and spills ... kids expect to be entertained and given what they want, not what they need ... the needs of kids are neglected".

4.36 "Fran"

Fran is a 33 year old former secondary History, English and Library teacher who spent 11 years with the Department of School Education in secondary and later primary schools, although much of this time was spent on leave without pay and maternity leave. Since her resignation in June 1991, Fran had worked as a part-time T.A.F.E. teacher of business studies, special education, and politics, although she recently had to give this up because of difficulty in obtaining child care for her two children, her husband having to work until the early evening in his role as a T.A.F.E. administrator in the city.

Fran recalled how she went straight to university from high school to undertake a BA Dip Ed "because of the security of employment in teaching and because of my low self-esteem ... there was pressure from home, I was always going to go to university and always going to be a teacher". At the time, Fran thought teaching to be "positive, with good standing in the community ... I was proud to say that I was going to be a teacher".

During her final Diploma of Education year, Fran's views on teaching didn't change greatly, "although they tried to tell you that it would not be as idealistic as we thought". Her views also "began to change during prac [in Sydney's southern suburbs], the adolescents hassled the young student teachers but the teachers were very supportive".

Fran's first appointment was as a "reserve teacher at a middle-upper class school in the Sutherland area ... the kids were arrogant but there was good support ... I taught History and Library ... I was very young although I didn't realise it at the time ... I had no real discipline problems ... there was lots of money floating around". After "one year and three days", Fran was posted to an all boy school in the Western suburbs of Sydney, "and there began the slide ... I was there as a Librarian in a school full of Moslem males, a young blonde teacher, there was no respect for women. All the females working there had the same problem ... the Principal was hopeless ... there was sexual harassment from students, it was very difficult to get anything done ... there were fights, fires under the classroom ... I had 15 months there and then took leave to get out".

Following her experience at an all male school, Fran applied to work again with the Department but specified that she did not want to teach at another boys' school. However, she was posted to a boys' high school in the Sutherland area as a classroom History teacher. Fran described her new Head Teacher as "a dreadful man, horrible, I was still naive and would come home crying, he was obsessed with textbooks ... I had problems with the boys again and began to think that I was not enjoying it at all ... I had taught a hearing impaired student the year before and had enjoyed working with him ... I applied to do the hearing impaired course [Graduate Diploma in Hearing Impairment and Language Disorders] which was one year full-time ... after completing this I was posted to a primary school in the Liverpool area ... I spent six months there before taking maternity leave, taught again for another six months and then took leave without pay which I later converted to maternity leave when I had another child ... I then took more leave without pay". In total, Fran had around four years on leave before she finally attempted to resign at the beginning of 1991, although this was not finalised until June 1991.

In her career, Fran gained most satisfaction from "lobbying to get changes to the library at ----- [her second school] ... it was hopeless when I was appointed and it had improved 100 per cent by the time I left". Fran also gained satisfaction from "when you could see the students had an appreciation of History after a good lesson" and from "positive feedback from parents ... teaching hearing impaired students was also very satisfying ... [as were] relationships with other teachers ... in-service courses were also really helpful".

Aside from the difficulties with male students mentioned previously, Fran also gained dissatisfaction from "the executive ... there was not enough support, irrational decisions, especially male executive". Fran also "disliked having to do so much work at home, I was working all the time".

Towards the end of her leave, Fran "was sent a letter to either extend the leave or resign ... I wanted to save some of the leave so that I could use it when I went back to teaching so that my husband and I could go overseas. I realised that I couldn't go back full-time with small children so I tried to resign from the beginning of 1991, but they lost my papers, and then they sent me a letter asking for other details ... those were lost as well. Meanwhile, I was getting threatening letters to resign, it was a total farce".

Fran believed that she "was probably talked into resigning by the Department ... The Federation tried to talk me out of it ... they said that if I waited until my leave ran out they [the Department] would have to offer me a position but the Department never mentioned that was my right ... There was little chance of getting a school in the [Blue] Mountains where we were living so I decided to resign". At the time of her resignation, Fran was "very depressed ... there went the income ... I had to leave the superannuation, it was very upsetting".

As to what she thought of teaching now, Fran replied that she "hates it, hates teaching in schools. I love teaching in T.A.F.E., working with adults ... you don't have to spend 80 per cent of your time on classroom management". The only way that Fran would return to the Department would be "if I could possibly retrain as a primary teacher ... I hate high school but enjoyed my year of primary teaching, although I wasn't trained for teaching the subjects and felt like a fish out of water".

Reflecting on how her career had affected her, Fran stated that "initially in high school [teaching] I developed asthma and became really depressed, but I really enjoyed my year of retraining, I did well in the course". Fran also "really enjoyed teaching T.A.F.E. ... it was wonderful, no ratbag programs to write, you just taught, but I had to resign due to a lack of baby sitting ... my husband works evenings".

By way of a concluding comment, Fran made a plea for "more classroom management training and even self-defence for high school teachers" and said that more needed to be done in "building up teachers' self esteem".

4.37 "Annette"

Annette is a teacher of French, Latin and German in her "late 40s" who resigned after a broken career of "about five years" with the Department of School Education. Annette went straight to university from secondary school and completed a BA Dip Ed. Later, she completed a Diploma in Librarianship and a qualification in "Office Technology". Annette taught for one year at her last school with the Department in Metropolitan North Region. She had also taught in Metropolitan East, Metropolitan West and North West Regions during her career. At the time of the interview, Annette was "looking for positions in private schools and coaching H.S.C. students".

Following high school, Annette was uncertain as to whether she would pursue a career in pharmacy or teaching. Due to a "hold up" in her scholarship, Annette began pharmacy studies at one university before being offered a scholarship to train as a teacher at another university. At the time, Annette believed teaching to be "highly regarded in the community ... better than now". Annette "enjoyed" doing her degree, but found the Dip Ed was "a bit of a let down ... not terribly relevant to teaching, although the method subjects were good". Annette's first appointment was to the western suburbs of Sydney where, despite the concerns of her friends, Annette "enjoyed it very much ... I had 18 months there and I met some of the students later ... they remembered me and I got letters from them". Annette then resigned to go overseas with her husband and "taught casual in the U.K. ... I enjoyed that, then we came back when my husband was offered a position [at a country university in N.S.W.] ... I taught casual [at a number of independent schools] and enjoyed that". Annette also worked in a library.

In 1987, Annette moved to Sydney and "taught casual in Met-East ... I was asking for a permanent appointment, and was offered a top school on the north shore ... foolishly, I rejected it. I should have taken it ... I then taught as a supply casual in Met-East and then was offered a position at a top selective [State] school ... I fought it because of the travelling time ... they wanted a lot of out of hours work ... foolishly I involved the [Teachers] Federation ... I taught there for a couple of months in '89 ... I then got another appointment closer to home ... I was on probation because of my broken service and didn't really enjoy it".

Annette believed that a "critical incident" was responsible for her resignation from the Department in 1991. One afternoon Annette was supervising a sporting team playing another government school at an oval. She had "been approached at least five times" by a private school and had arranged an interview for a position that afternoon, but a student was injured in the game she was supervising and because Annette was the only teacher on duty from her school, she had to accompany the student to hospital. As a result, Annette arrived too late for her interview, the Principal having waited but was then forced to leave to attend H.S.C. marking. Annette rang the Principal the next day to explain, but noted that "you can't expect to keep these people waiting".

Missing the interview affected Annette quite deeply, as she had attended private schools herself and gained "most satisfaction from teaching in private schools despite the extra curricular activities". Annette had found the "teachers more committed at private schools ... they gave more time, they really do ... I had more in common". On the other hand, Annette had found "being assigned to classes where I was not trained in State schools" a source of dissatisfaction, as was "trouble ordering books, and signing in and signing out for everything".

No one tried to influence Annette's "private" decision to resign. At the time, Annette was "extremely upset, particularly when I went to the other school and missed the interview ... It took a long time to get over it, but people I know have told me to not look back, and to look forward to the future". At the time of the interview, Annette was "doing a little bit of teaching at an adult community college ... I'm teaching French and enjoying it", although she would "prefer to be teaching full-time in an all girl private school".

On reflecting how her career as a teacher had affected her, Annette stated that the effects were "psychological, economic, all kinds", but that her recent experience teaching adults had "restored my confidence ... teaching adults, I'm enjoying that".

By way of final comment, Annette stated that "there is nothing I can think of at the moment ... I just want to go back into teaching in the independent system or keep teaching adults".

4.38 "Dianne"

Dianne is a 42 year old former secondary Home Economics Head Teacher who took leave without pay from the beginning of 1990 and who resigned at the end of the 1991/1992 financial year. Since leaving her position, Dianne has done some casual teaching, and later worked as a Road Safety Education Officer for the Roads and Traffic Authority in New South Wales. Dianne was currently enrolled full-time in a BA degree, majoring in psychology. She did not know what she was going to do when she completed her course, but one possibility, that of becoming a school counsellor, was "low on the list of priorities". Currently, Dianne's salary was "nothing".

Dianne went straight from school to a three year secondary Home Economics teacher training course. Teaching was "something I had wanted to do for as long as I could remember ... all I ever wanted to do ... secure, fulfilling, a good career to get into, a profession". During her training, Dianne "became more enthusiastic ... it was a really good course ... we were very well prepared".

Dianne's first permanent appointment was to an "intermediate high school" or central school in the central west of New South Wales. This was "a bit traumatic ... I was the only female on the secondary staff and had to take girls' P.E., Health ... I was girls' supervisor ... I was thrown in the deep end but swam very well". After one year, Dianne requested a transfer as "my then husband wanted to study an MEd in Sydney".

Dianne was posted to a secondary school in the Metropolitan West Region where she spent four years. Dianne recalled that it was "really good being on the Home Economics staff ... I was one of the new three year trained breed with fresher ideas, and I was welcomed for that. There seemed to be plenty of money and I got involved in a lot of school and out of school activities ... I was involved in the [state] Education Week organisation". Dianne described her Principal as "a real ratbag, but it didn't affect me much, being only a classroom teacher".

After only four years at the school and five years of teaching, Dianne was "asked to be a relieving Home Economics Mistress, as it was then called, at another school ... I was still too young to go for my list and pleased to be asked ... they must have noticed the Education Week activities I had organised". Dianne took the appointment to the Metropolitan West Region school and stayed there, firstly as relieving "Mistress" and later as Head Teacher, for her final 14 years with the Department.

Dianne believed that she "handled things well because I involved myself in curriculum and other things outside the school ... professional associations, Home Economics projects". However, Dianne said she "really started to get cheesed off when Terry Metherell's changes were imposed ... it really affected my career ... Home Economics was to be no more ... it seemed like you're not important any more, your subject is not important any more ... we [Home Economics teachers across the state] presented reactions and comments to the changes [to Key Learning Areas which would eliminate Home Economics as a discrete subject area] ... more than anyone else, but the changes went ahead as proposed ... In the long term, I could see no future for me ... nothing for me ... no place in the system".

In her career, Dianne said she gained satisfaction from "being head of a department, being able to work with different people, the challenge ... doing the things outside the school, also welfare work within the school ... it's the people, that's what it boils down to".

For Dianne, her major source of dissatisfaction was "change being imposed on me without any input or choice at all on my part, no choice at all ... being told what to do by the Minister ... and the wash over of the really low morale of my colleagues".

Leaving teaching was not easy for Dianne, and she "took a long time to think it over". She eventually took leave because "I just wanted to see how I performed out in the workplace ... to see if I could get a job...to see how I would react...time out to make decisions away from school but retain a safety net". When her leave expired, Dianne "had to resign...I don't want to apply for study leave...I don't want to be tied, to have to go back...I needed the long service leave money ... I am totally supporting myself".

Dianne's "immediate and extended family were involved" in her decision to leave teaching as "decisions all my life have involved them as well, particularly my parents ... it involved them very much ... they were surprised yet very supportive of the decision ... I always believed I would work until retirement ... teaching was my work for life".

Dianne described her feelings at the time she left. She had been at her school "such a long time, it was very emotional ... I left a lot of friends ... yet I was relieved that I had made the decision ... I wouldn't have the feeling any more of being overwhelmed by what was happening around me".

Of teaching, Dianne stated that she "still loves it, the whole process of education, learning ... I still believe that I will remain an educator because I am good at it ... my skills would be wasted if I didn't". When asked what would it would take to induce her to work again for the Department, Dianne said "My God" and paused for some time, before saying "probably, if I was offered some kind of long term consultancy work where my abilities were used and recognised for what they are ... if my growth was supported, e.g. if they paid me while I finished university".

When asked how her career had affected her, Dianne said that it had "been the focus of my life, such a big slab ... without it I would not have the appreciation for individuals ... the differences between people, how to manage people ... to appreciate the problems of teenagers". However, Dianne was bitter that she was "being eliminated because of my subject area, not because of my skills ... subject content doesn't have much to do with school".

By way of final comments, Dianne said that "being two years away from it and with plenty of connections, I query how rapid the changes have been and what the long term effects will be ... how little the people involved have been ... I don't think the changes will be all that positive". Dianne was "concerned with the quality of people who have gone" and had "a level of sadness for the kids ... change is inevitable, but the rapidity concerns me. Why does it have to move so fast? What was so bad about it before, what I had done for 20 years? What is behind it? Perhaps history will tell".

4.39 "Clare"

Clare is a 47 year old former primary teacher who spent the last 17 years of her 22 year career with the Department of School Education on secondment. Born in New Zealand, Clare completed a two year teaching training course and spent three years as a classroom teacher there before travelling to the U.K. where she taught for two terms. In Australia, Clare taught for five years as a classroom teacher during which she completed part-time a Diploma in Migrant Teaching which gained her three year trained status and a Post Graduate Diploma in Curriculum Studies (Early Childhood) which gained her four year trained status.

At the time of her resignation, Clare held the position of "S.E.O. II" and earned an annual salary in excess of \$50,000, not including other benefits. Clare now worked as a Registrar in a private college and earned a salary of \$35,000, "considerably less" than she earned previously.

Clare reflected on her reasons for becoming a teacher with the observation that "there were only a couple of options for females ... nursing or teaching ... I was always going to be a teacher from the age of six ... I was going to travel the world and be a teacher". Clare had originally intended to be a secondary teacher, but chose primary teaching because of the shorter period of training and the fact that she would be bonded for a period of only five years, which included her training, thus enabling her to travel overseas sooner. On completing her training, Clare was posted to "a small country town where I my family had come from ... This caused some difficulties as I had a well known name and there were all sorts of expectations for me ... I had relatives in the class ... the appointment was for only one year, I would have preferred somewhere else". Clare had few problems at the school, however, and found the staff "supportive".

Following three years of teaching in New Zealand and two terms spent teaching in the United Kingdom, Clare came to Australia and spent five years teaching in what is now the Metropolitan South West Region. Clare then took a succession of consultant and administrative jobs during the next 17 years she spent with the Department. "Outside the classroom", Clare "became more aware of other things that don't matter if you are in the classroom, how the rest of the system runs, things not really of concern to teachers ... what runs a school". Clare traced a

change in her attitude towards the Department "starting with [Education Minister in the previous Labor Government] Rodney Cavalier, the beginning of politicisation of education in the state ... people outside education thought that education was costing the State too much money".

Clare stated that she gained satisfaction as a teacher from "relationships with students in class", and from "watching them go forward", while as an administrator, she gained satisfaction from "seeing things happen for kids in schools". As a teacher, dissatisfaction came from "administrivia not relevant to teaching such as standardised tests, which were just another negative thing for many kids". As an administrator, Clare was dissatisfied with the fact that "you didn't need any knowledge in the area to be an expert, no educational background or experience".

Clare described the circumstances leading up to her decision to resign, and mentioned how "it was nagging at me, my friends were saying 'why hang in there?' ... I was depressed, working long hours, like the boy with his finger in the dyke, there wasn't progress, it was totally reactive, no one wanted to know about new ideas or ventures". There had been a rumour that all seconded teachers would be sent back to the classroom, and Clare was concerned by the lack of choice if this eventuated. She had been approached about her present position and decided to take it "a little earlier than I wanted, but I decided to go ... I had been making lots of inquiries about how I could best look after myself ... I had done my bit for the Department".

Prior to formerly submitting her resignation, Clare "spoke confidentially to a person in the legal section for advice on the minimum notice needed to resign, which was two weeks, one pay period". After gaining this advice and submitting her resignation, Clare "told them ... some said to me 'you'll be all right', but I didn't want to be around when all the jobs had been devolved and there was still the same amount of work to do ... people were working so hard and getting no thanks whatsoever".

At the time of her resignation, Clare was "so pleased, I really, really believed I had made the right decision, I had no regrets at all ... I really believe in public education, although I'm now not in it ... I didn't like how the system is becoming two tiered, the haves and the have nots ... equity is no longer the flavour of the month, now it's choice and diversity. I have grave reservations about teachers and kids in disadvantaged areas, despite the retaining of the [transfer] points system ... Teachers in Wilcannia or other areas wouldn't even get to interview [for another position] outside their region".

Reflecting on how her career had affected her, Clare stated that "it has probably taken over my whole life, you get hooked on it, it is such a wide area of interest ... the whole community is involved in some way ... it is a complex yet interesting area".

Clare had a number of final comments to make concerning education and her experiences. She was concerned that "what the system has done to people now will influence schools in the long run ... People are becoming career bound, they are making decisions due to their career, not according to what is educationally sound ... it really got to me, there are so many bloody wimps, you don't get promoted if you rock the boat, you have to follow the party line". With devolution, the "fault will be put on the school because there is no staff, no water, the Department will no longer be responsible. Principals are busy being book keeping clerks all day, they are too worried about paying bills to be concerned with staff development".

Clare had been involved in writing "the glossies" that are being used to publicise educational change and was concerned with "the semantics ... they are just meaningless, empty ... they don't give schools a lot of guidance".

Clare recalled how she "used to get really, really cranky, fly off at the handle ... I came up through an E.S.L. and D.S.P. background ... committed to equality, but saw programs eroded by regions and schools, money diluted and spent elsewhere ... the merging of areas to muddy, grey offerings to schools, it got to me in the end ... I was reporting back to the Commonwealth that everything was hunky dory ... I had to either put up and shut up or get out ... I wasn't going to change to suit their mould".

When Clare resigned, she "got a lot of feedback from colleagues, schools and professional associations, I was pretty well known in schools despite being out of schools for so long, but [did] not [get feedback] from higher up".

Clare was concerned that due to her experience with staffing the State's E.S.L. teachers, she was well aware yet "teachers didn't know that they were being passed over for transfer" and that the whole transfer system was now quite unfair and inefficient.

4.40 "Debbie"

Debbie is a 51 year old secondary Art teacher who took two years leave without pay at the end of 1991. She had no intention of working again with the Department of School Education and had taken leave to "see how things work out".

Debbie was originally a two year trained primary teacher and worked with the Department as a primary teacher for nine years, during which time she completed three years of a four year Art conversion course which enabled her to later become a secondary teacher. Following her nine years with the Department, Debbie moved with her husband to Queensland for seven years, during which time she taught for a year. On her return to N.S.W. in 1976, Debbie obtained a position teaching Art for one and a half days per week at a small Hunter Region secondary school. In 1977, she taught for three days per week, and in 1978, managed to build up the Art classes at her school so that she was required full-time. As a result, the Department attempted to appoint a permanent teacher in her place in 1979, but Debbie fought for this position as she was responsible for creating it. Debbie was successful and taught full-time at the school from 1979 until she took leave at the end of 1991.

Since leaving her school, Debbie had illustrated a children's book and had been approached to illustrate two others. She also had plans to convert one of two holiday cabins on her property to conduct stress release courses. Debbie was seeing a doctor for stress in 1991 and he had refused to treat her with drugs. Debbie said she was very impressed with the treatment she received and would like the chance to help others.

Debbie went straight from school to undertake a two year primary teacher training course and became a teacher because "I always liked kids, always had a lot to do with them even before I became a teacher. I always wanted to be a teacher and wanted to run my own one teacher school, but the regulations wouldn't allow [a female to do] it". At the time, Debbie considered teaching "more or less a calling ... a high profile job, a profession ... I was proud to be accepted".

In her training, Debbie "realised straight away the practical, organisational requirements of teaching ... I was very starry eyed ... I found at prac that all students don't want to learn ... you had to prevent accidents in the playground ... I was still starry eyed, but my eyes were more in focus".

Debbie's first appointment was to a three teacher school on the outskirts of Sydney where she spent the next three years. It was "a very depressed area, with very poor children ... they were loving and attached themselves to you ... there was an itinerant population which was dependent on the meat factory nearby ... I was lucky to have a very experienced supportive Principal who let you try things and then discussed how it went ... I wasn't kept under the thumb like a lot of other young enthusiastic teachers ... he was very kind and much loved by the kids and he liked teaching ... he guided you but gave you rope and allowed you to make mistakes". Debbie recalled how there was also "a ferocious Inspector ... when I met him for the first time he asked me where I had trained and my mind went blank ... I couldn't say anything, but he was also very helpful ... he gave me some very realistic ideas about programming ... I was young and enthusiastic and planning work far above the ability of the kids".

When asked how her attitude towards teaching might have changed, Debbie replied "only in one way. I felt more helpless to help kids as time went on". Debbie found teaching easier earlier on, "despite no ancillary staff or casual teachers, and no equal pay for women teachers for equal work ... there was room to grow and progress and there was appreciation from the public that doesn't exist now, people at schools were closer". Debbie also stated that "my views on children haven't changed, but being a parent has made me more tolerant and understanding".

In her teaching career, Debbie gained satisfaction from "knowing that you gave a kid a shunt in the right direction ... you got through, did your job" and from "when you see the results of your work ... when kids from disadvantaged backgrounds achieve, real battlers ... when parents say 'thanks a lot'". Debbie believed a key aspect of teacher satisfaction was liking children, and that "if you didn't like kids you would go bananas".

As to dissatisfaction, Debbie recalled that "as a young teacher, I was grossly dissatisfied with the way we were trained ... it didn't prepare us for the realities ... I learned how to teach at the expense of my children ... We needed more experience in school ... it would have made what the lecturers said more valuable". Debbie also stated that "in the early years there was also frustration dealing with some dreadful old Headmistresses in the infants ... I also had trouble with one Deputy who was a bully ... you gradually learn to deal with people". The issue of equal pay for women was also a source of dissatisfaction for Debbie, and she recalled how there was a strike before this was granted when "everyone went out, even the Deputy".

When Debbie moved to Queensland in 1969, she "lost track of the Department" and when she came back to N.S.W. in 1976, this time to a high school, she "got a big shock ... it was not a whole staff but faculty areas ... empire building ... surviving was a political thing ... I quickly had to find my feet or there wouldn't have been an Art department ... You had to fight for your department, not just teach the kids ... we had classes up to 30

because Art wasn't considered a practical subject, while Science and Manual Arts had smaller classes ... we didn't have a mouth on the Executive [being an unmastered department] ... it gets pretty dirty ... it means a loss of a teacher or even a Master if you don't win ... it was a constant fight the whole time until I worked the department up to two teachers ... even then the other Art teacher who was brilliant, gifted, left as a result of stress".

For Debbie, the "final coup de grace was Greiner and Metherell ... the last straw ... we were losing the brilliant teachers in my school, Science and Maths, the people who are needed ... they decamped as soon as they saw the writing on the wall ... going into industry where they are highly regarded". Debbie described how she and the other Art teacher, being without a Head Teacher or other teachers, were "required to write an appraisal of the [Art] department with no ancillary help ... write programs, new applications for school based courses ... we had to do it ourselves, do jobs far above other assistants ... hours and hours of work for the Cluster Director writing the appraisal, writing an overview of future progress for the department, we couldn't delegate any of it ... I met the Cluster Director at an interview and asked him what he thought about one point in our report ... he admitted he hadn't read it ... he couldn't give a reason why ... an enormous amount of work, I could have spat! ... we had rewritten policies so many times I could have screamed, rewriting in new formats ... you had to use the right buzz words, words which meant nothing to Art ... What about the kids? ... What about the work we are supposed to be doing? ... I get so angry ... all this work just to prop up someone in the system, but half the time they don't use it".

Debbie made the point that "a high school runs on goodwill ... we were a little school growing too fast, demountables everywhere, no money ... I had to run the department but had no training for that ... the Art Teachers' Association in the Hunter ran workshops for people in unmastered departments which were helpful. I had to travel long distances to attend, but what about the young Art teachers out west? ... Art is regarded as 'Mickey Mouse' by many teachers and parents".

Debbie was very critical of "someone who hasn't even seen your school writing directives which are very arrogant ... directives are lumping everyone together ... it's useless treating everyone the same ... it is turning good people away ... ugly feelings are developing, it is dreadfully frustrating even getting to class ... nothing in the profession is encouraging people to stay. [promotion] lists were wiped out with one stroke of the pen ... people are, I have to say it, pissed off ... a school runs on goodwill ... all the things I had to run, peer support, the school [student] council ... the jobs were given to me, there was no allowance ... Volunteers run these things ... you do it in your own time, and the people bleat about how teachers don't work ... sure, there are some drones in schools, and they will stay, no one else will have them ... the purge has sent the teachers who care out. All the upheaval has achieved very little but badwill ... goodwill is fast evaporating". Debbie did not see the creation of Advanced Skills Teachers as solving the problem of all the voluntary work required in schools as "if you want to be an A.S.T., they will say that you have to do this and that ... they are inventing A.S.T.'s and dumping jobs on them for little extra reward".

When Debbie announced her decision to leave, the Deputy Principal, who Debbie spoke very highly of and who was aware of the problems facing schools but was prepared to "stay and try to change the system, tried to talk me out of it. He said 'you're too important, you have a special gift' ... other teachers tried to get me to stay, and parents came up to me ... a lot of teachers didn't think that I would leave ... I could have stayed there, but I want to enjoy my work".

At the time she left, Debbie felt "relief, I wanted to leave. I only stayed the last two years because our youngest daughter was still at school and we needed the money ... I am happy now, although on a much smaller income". Debbie stated that she "would go back to teaching, but not in that circus ... it is impossible to be effective when you have to fight for everything". Debbie was fairly cynical about politicians as her school fell within a very marginal state electorate and had "visits from the Minister, from politicians all the time ... they used to trot out the School [students'] Council ... I felt very bitter, I had to fight so hard to convince the Executive and the teachers to have it and to change its direction ... the Principal saw it as a fund raising body ... I believed that it should be a voice for students".

On reflecting upon how her career had affected her, Debbie stated that she "wouldn't change it ... it was an important part of my life ... I would have been poorer without it ... later on I became very involved with pastoral care, personal development, drug education ... as a parent I felt strongly that students should know about these things".

Debbie had a few final comments to make concerning both her career and the current state of education. She believed that although the "old fashioned inspectorial system had disadvantages, accountability is needed ... teachers should have taken the opportunity to become involved in the T.E.R. [Teacher Efficiency Review procedures] ... should have helped each other as professionals ... there was a lot to be gained from it ... teachers could have regulated it themselves ... it was an opportunity missed through fear ... it could have been supportive, not judgemental".

Debbie also believed that "stress management for teachers was needed ... teachers are unsure of each other and their problems ... sharing would make a difference to the battleground".

Finally, Debbie stated that "people at the chalk face are screaming out 'what about the kids?' ... they want to be recognised as worthwhile *in* the classroom ... that is what it is all about ... it is still not recognised ... so many of the hierarchy have never been in a classroom".

4.41 "John"

John is a 38 year old former secondary Social Sciences teacher who took leave without pay from the Department of School Education in 1991 before submitting his resignation in April of that year. John taught for a total of six and a half years with the Department. He taught in 1982, then resigned early in 1983, rejoined the Department in mid-1984 and taught until the end of 1990 when he took leave. Aside from two weeks at the beginning of 1983 after which he resigned, John did all his teaching in the North Western Region. At the time of his resignation, John was a careers adviser and unpaid Social Science co-ordinator in a country central school and was on the top of the four year trained salary scale on \$38,000. He now earned \$50,000 a year as the state co-ordinator of Driver Education for the Roads and Traffic Authority in New South Wales. Salary "was not an issue" in John's decision to resign.

John originally left school after Year 10 and worked for two years as a clerk in an insurance company. During this time, he completed a "private study H.S.C. which gets you matriculation, but not the piece of paper". John took a scholarship to train as a teacher because "it was the only way to get to university ... my family couldn't afford the fees". John completed a BEc degree, followed by a Diploma in Education. He then completed an honours year directly after this, and then a PhD in psychology, all before he had begun teaching. Later, he also completed a diploma in careers education.

Having "been a failure in Year 10 where you were told to sit up and shut up", John "had no idea about teaching and didn't think much of the system, but by 1973, all I wanted to do was get to uni". During his Diploma in Education year, John "got the impression that teaching was a fairly easy life". In 1982, he was posted as a "reserve teacher" to a high school, a situation which was "very disjointed, I was teaching German, French and Music ... a dogsbody ... I didn't really mind that much, being new to the game ... I had a good Social Science Master and he made life quite easy, although I was a bit shell shocked by the discipline".

The Department of [School] Education announced at a conference at the end of 1982 that "there were no more support teachers left in the system, but my Principal got up and said he had one ... I had been lost in the system and forgotten about ... when they realised I was sent to ----- Central School [in the Western Region, a difficult and isolated environment which had a sizeable Aboriginal population] ... I left my family behind and stayed two weeks and then resigned, I couldn't do that to my family".

John returned to Armidale where had completed his studies and looked for work, prepared to "take anything ... I took the first job that came along, a clerk in Telecom, but the pay was poor so I joined A.M.P. for 14 months selling insurance ... while I was selling insurance and knocking on doors people asked what I had done ... they would say 'I bet you're glad to be out' ... I realised that teachers didn't have much of a reputation".

In mid-1984 John was offered a position by the Department at a small central school in the North West Region. John accepted and described the period up to 1989 as being "great ... my previous Social Science Master was the Deputy ... it was home away from home, a real nice place ... the Deputy and I got on very well professionally and personally, he used to come around for dinner".

However, John described 1990 as being "terrible, absolutely ... there was a new Deputy Principal and the place fell apart. Parents took their kids away from the school ... I started looking for work ... I got three offers in two days ... however, there was a critical incident which broke the camel's back. Every year at ----- there were forced transfers ... one lady [a Social Sciences Teacher] was made a forced transfer at the end of 1990 but fought it successfully, so they left her there and picked someone else, someone from another faculty ... there were only three Social Science teachers and I took the senior Economics and another teacher took the senior Geography ... I was told that my senior classes would be taken off me in 1991 ... they gave them to her ... this would leave me with no senior classes and make me the most junior Social Science teacher there ... I asked if the decision had been made because of my poor teaching, but I had the results, the kids did well every year in Economics ... they couldn't tell me. The Executive made the decision, it was unsound, made on friendship grounds ... it was all done behind closed doors ... there was lots of wheeling and dealing, cloak and dagger".

On hearing he had lost his senior classes on the last day of the 1990 school year and having previously been offered a job with the R.T.A., John "just walked out ... I didn't tell anyone at the school, you didn't know who you were talking to ... I walked out and then wrote a letter applying for leave ... I waited to see that I was happy in the new job before resigning ... I only told my wife".

At the time he left his school, John described his feelings as "furious, absolutely furious that you could put in so much voluntary work over the years out of school time ... for that to happen ... I felt fury, unspeakable fury".

On reflecting back over his career, John stated that his major source of satisfaction was "no doubt, the children, helping children to understand concepts ... they would know nothing about Economics at the beginning of the year and at the end of 12 months you could hold a discussion on quite complex Economic concepts". He also gained great satisfaction "from setting up the S.R.C. [Students' Representative Council] at ----- ... the kids were nothing special at the start ... I took them to other schools, conferences, they ran meetings ... there were great developments before your eyes". Being the careers adviser was also a source of satisfaction for John.

However, dissatisfaction came from "partly the Department, they are really out of touch with many things ... my PhD was not recognised [in either higher pay or status] ... there were decisions to combine classes, educationally not sound decisions". Dissatisfaction also came from "personalities and people in jobs, decisions made on mateship rather than educational grounds ... the kids always came last ... and strikes that were not on educational grounds but for money, it was constant ... the kids should have come first".

At the time of the interview, John was "still very hostile to the people involved ... there are major problems ... I have four kids in Government schools, some of their teachers are very poor ... I would let my kids do anything ... collect the garbage, but I would discourage them from teaching".

The only way that John would return to the Department would be "if I could build up my reputation in the R.T.A. and then apply for a job as a Regional Director or Cluster Director ... I would make great changes ... I would jump at it, although money would not be important". On reflecting how teaching had affected him, John stated that "unfortunately, when I know someone is a teacher I have an immediate distrust, it's illogical ... I think to myself 'where do you fit on the continuum?' ... I am a different person now, my wife noticed the changes. I am friendlier to people in the street, relaxed, a happier person ... my new job was a real eye opener ... they gave me a million dollars to set up the unit ... I had a relaxed interview, no pressure ... it was like bringing up the shutters ... there is a completely different world in other Government departments ... money is extremely tight in schools".

When asked for any final comments, John replied that "there is something which hasn't been addressed. There are three systems, infants, primary and secondary ... governed the same ... the workloads are not recognised. I know some infants teachers who work very hard every day and take work home, but there is a hotchpotch in secondary schools, some do little marking or homework ... I am on the School Council at my local school ... when I raised the issue of homework in Years five and six I was howled down ... 'they don't do any homework in high school, why should they do it here?' ... there is very little overlap or feed through the system from [Years] six to seven".

John was "not sure about promotion on merit and devolution ... there are some nongs in Deputy Principal and Principal positions, there is a potential problem ... there is also a lot of rhetoric about 'parents as partners' ... they get up and say it, but they don't do anything. The children don't come first in education ... It's all about glossy documents and making the Minister look good ... and giving teachers higher salaries, it's a crying shame".

4.42 "Rebecca"

Rebecca is a 35 year old former secondary English and History teacher who took leave without pay from the Department of School Education in September 1990 and resigned in September 1991. An assistant teacher who taught in Metropolitan East Region for 12 years, Rebecca originally undertook a BA Dip Ed and later completed an MA degree part-time. Rebecca was now an Education Officer with a major newspaper on an annual salary of \$45,000, although she claimed that salary was not an important factor in her resignation as she had taken up her present job in September 1990 on a salary of a "similar range" to that she earned with the Department.

Rebecca went straight from high school to university to train as a teacher, something she said she "wanted to be most of my life ... I thought I would be good at it ... I liked English and History. I knew from the end of Year 9 I wanted to be a teacher. I also worked in a department store since the age of 14, right through high school, and I had the option of a cadetship, but I thought that long term teaching would be more rewarding".

At the time Rebecca went to university, she thought that there was "general community appreciation of teachers ... the fact that the Department offered scholarships was like a large company encouraging people ... I had rose coloured glasses about the bureaucracy. I thought it was a good career and never thought of the holidays ... I knew that it would be hard work, the pay was reasonably good ... I really wanted to do it ... I thought that the Department would look after its people".

Rebecca undertook a Diploma in Education following her degree and was "more excited about it. I thought that the degree was dry and remote from what I wanted to do. We had two days at school and three days at uni ... we had seconded teachers for lecturers ... I really liked it, the method areas ... we had enthusiastic teachers ... the theory was not as challenging as the hands on work such as writing lessons and units for teaching".

After her training, Rebecca was posted as a "support teacher" to a leading selective girls' school in Sydney, where she "worked very hard ... it was a great staff ... heaven on a stick". After six months, Rebecca was then posted to another leading girls' school where she spent the next eight years. Rebecca had attended co-educational schools herself and despite never applying to teach at a single sex school, she spent the first nine years of her career at single sex girls' schools. At her second school, Rebecca found the "staff great, but the boss difficult ... she had been promoted from Deputy to Principal and believed that the world hated her and that the staff hated her ... we had talented kids and some great programs and challenging projects there, but against the wishes of the boss ... it disrupted the timetable. It was bizarre ... she's still there".

Rebecca then taught overseas in England for a year, before returning to teach her remaining seven terms with the Department at an inner city co-educational high school. Rebecca found the staff "relaxed after the tension of my last school, but the students were particularly difficult. Their attitude was 'you get paid for this ... it's your job' ... it took a long time to get through to them". Despite this problem however, Rebecca was living in the area of the school and found the students a "great cross-section ... an interesting social mix".

In describing how her attitude to teaching might have changed, Rebecca said that she "increasingly became cynical of the enormous bureaucracy, and also of the [teachers'] union ... Morale had been dreadful in England as the system was pulled down ... it was a Mardi Gras [by comparison] in Australia. I thought to myself 'what have you got to worry about?'".

Rebecca's attitude also changed as she saw teachers "work hard for little reward and also the community's attitude, giving teachers stick". Rebecca felt "physically stressed by the amount of work. Maybe it's the subject area, the essays, the constant preparation, piles of marking ... it dominated my private life ... there were also tensions with the boss at ----- [Rebecca's previous school] ... I took up early morning swimming to ease the stress ... but I was working evenings and weekends. I was also involved in professional associations, in-service ... the work never left you ... teachers aren't helped, encouraged. What does it come to in the end?"

In her career, Rebecca gained satisfaction from "shaping difficult kids, working with kids with low self-esteem, kids who were particularly difficult ... I was involved in life sciences, peer support ... I found them particularly useful ... I enjoyed the out of class activities, kids learn a lot more ... I found it particularly challenging".

Rebecca traced her decision to take leave and ultimately to resign to the year she spent in England on exchange in 1988. She "was thinking I needed variation but England confirmed that teaching everywhere was much the same, with a lot of stressed out teachers ... I decided that teaching should not dominate my life. I wanted to modify my work ... I decided not to take any work home ... I realised it was a job. It was a real change for me ... everything lost its lustre". When she returned to Australia, Rebecca began to "check the employment section of the newspapers. I started seeing training officers' jobs, but I had never been for a job, never been for an interview except when I got my scholarship. I thought that this organisation doesn't care about its people at all ... I started looking seriously and saw my [present] job advertised ... I put an application in and got it. I decided to take leave to see if it would work out".

When she decided to leave, Rebecca did not tell anyone at her school, although she did discuss it with some teachers at her previous school and some friends in business who had given her advice when she applied for her new job as Rebecca felt she "needed a corporate way of thinking". At the time she left, Rebecca "felt it was the opening of a new chapter ... I knew the [new] job and wasn't frightened ... I regretted leaving the staff at -----, they were terrific ... I thought that I was betraying them, the people stuck in it. We had worked hard together and I had made some nice friendships". Rebecca was upset when she informed the Department of her decision to take leave as "no one even asked why ... does anyone really care anyway?". When she submitted her resignation, there was a similar situation, and Rebecca said she was "crapped off at Regional Office ... they don't give a stuff about teachers, no one follows it [resignation] up ... there were no questions, no personal interest from a Cluster Director or anyone else".

When asked how she felt about teaching, Rebecca said she "still believes it is a great profession ... I want to encourage people who are still there ... I still work two or three days a week in schools [in her new role] and I

am still involved in professional associations". However, Rebecca was "seeing friends and colleagues being burdened more and more with teaching, plus welfare, plus administration ... every problem of society is put onto schools as if they aren't doing anything at all". Rebecca would only return to the Department if she could "work flexible hours, and be recompensed for working nights" and if the taxation system made it easier to "work out tax and teaching expenses".

When asked to reflect on how her career had affected her, Rebecca stated that through teaching she had "realised that kids don't change, their needs don't change ... they need support and encouragement ... I realised that being part of a team was important, that teachers are creative creatures in the midst of a lack of resources ... I enjoyed and learned about just being with people ... we are losing good people, which is discouraging ... The Board of Studies should do something positive about elevating the status of teachers in the state ... more resources are needed in schools to get things done ... there needs to be long term commitment to in school in-service with casual relief".

Finally, in the light of her experiences overseas, Rebecca stated that "we should be ideally placed to learn from England and America, but we are just following behind ... we are not thinking about what is happening in the classroom ... we are preoccupied with structure".

4.43 "David"

David is a 46 year old former two year trained primary trained teacher who taught with the Department of School Education for five years, before becoming a secondary teacher where he reached the position of Head Teacher Administration. During his career, David "almost completed a BA" and completed a Graduate Diploma in Computer Education. David taught for 18 years as a secondary teacher before being deployed in 1988 to work at the Head Office of the Department on the "OASIS." computer system then about to be introduced into schools. Almost of all of David's teaching career was carried out in Metropolitan West Region. After six months on deployment, David joined the Computer Education Unit at Head Office as a "computer consultant and Head Office Consultant", and he eventually became an acting "S.E.O. II" for 18 months. With the changes occurring to Head Office, David was moved to Parramatta and resigned from the Department in August 1991 to take a position with a computing service that was part of another branch of the N.S.W. public service.

In December 1991, David then re-joined the Department of School Education as a "Systems Analyst", but this time as a public servant rather than a member of the teaching service. Salary was "not at all" an issue" in David's original decision to resign as he actually dropped in salary from \$48,000 to \$42,000 per annum, although he is now on a "similar level" to what he previously earned when working for the Department.

Following high school, David had worked in a bank for four months, something he initially thought a "good career move", but was later offered a scholarship to train as a teacher. With a touch of irony, David explained that at the time he accepted the scholarship he "had the misguided idea that teaching was about caring, helping people ... a product of my '60s misspent youth ... the bank wasn't very interesting and although the scholarship was 10 shillings less per week than the bank, which was a bit of money at the time, teaching seemed more fun". At the time, David thought that the public held teaching to have "reasonably high esteem, with the misguided view that high school teaching was higher in status than primary ... a worthwhile profession".

There was a change in David's attitude to teaching during his training and he became "far more positive ... I knew that I had made the right decision for the wrong reasons ... it was an important and worthwhile task". David also spoke highly of his course, believing that the people who conducted it were of "high calibre".

During his five years of primary teaching which was spread evenly between two schools, David stated that he "took three or four years to work out what I was actually doing ... I didn't get on with the [first] Principal very well, and it took a while to learn what it was all about ... my philosophy, planning". In retrospect, David said that he "enjoyed my five years in primary ... there was a team environment ... really good". However, at the time, David "was meeting secondary people socially, and I was niggled by some of the pettiness in [primary] schools and the undue emphasis on conforming. High school seemed to give wider horizons ... I went into secondary as a G.A. [General Activities] teacher ... became a remedial reading teacher ... studied Science courses at uni and became a Science Teacher". According to David, "there was a bit of status involved" in his decision to move to secondary teaching and to ultimately teach Science.

David recalled that "after about 10 years secondary, I realised how important primary was. I wouldn't mind going back to primary ... I have a different perspective now". David had later "taken a lot of in-service courses for primary schools ... primary schools are completely changed since the '70s ... the challenges are different in secondary". David's attitude to teaching also changed "when the [Labor] Government before started mucking

around with the senior years ... the assessment load increased greatly ... we were just preparing people for exams. I was good at it, but hoped that my students would like to study my subject properly later on". The "big changes with Metherell" also changed David's attitude to teaching.

When asked what gave him satisfaction in his career, David said it was "not the good passes in the H.S.C., it was the enthusiasm in the junior years ... the small behavioural changes in lower ability kids". On the other hand, dissatisfaction came from "rules and regulations ... the growing workload on senior teachers ... that good teachers got more and more work to the detriment of classroom teaching" and from "more and more accountability which was not real accountability". David also felt dissatisfaction from the "lower community status" of teachers and from "Government criticism that teachers weren't working ... community perceptions are put out by the Government that we work 9-00 to 3-30 ... It gave me very little satisfaction".

David recalled that he was sitting in his office at school after a "very busy week" listening to the Minister for Education Dr Metherell "saying on the radio how teachers had to work harder ... I said to a friend of mine in Head Office that night 'people get good money for what I am doing [computing]', and my friend offered me a job in Head Office ... I went in next term ... if it wasn't for Metherell I would still be teaching".

David enjoyed his time in Head Office and "developed more and more skills", but when the cuts began to be made in Head Office staff David put in an application for transfer "back to schools" at the end of both 1989 and 1990 "because we didn't know what was happening". He was offered a school each time, but remained with the Computer Education Unit, even after it was relocated to Parramatta and many others had lost their jobs. David came to the realisation that "this was not a career, going from branch to branch ... one day I was sitting in a 'sensitive and caring session' when I noticed a planner showing the future of the Department Head Office ... my position and my name were missing from the planner ... I knew it was over ... I said to my new boss who had only been there one day 'it was nice knowing you' and he said 'I mightn't be here long either' ... when I was offered the job [with another area of the public service] everyone I knew said 'go for it, get out'".

At the time he resigned, David felt "very sad, education has always fascinated me ... the whole Department", although he "had a suspicion I would be back ... I had a two or three year plan to return". When David formally submitted his resignation he "gave it to the clerk ... I waited, I expected something more ... he just said 'thanks', that was all ... I did get a nice letter from the Board of Studies, and the Teachers' Federation wrote me a nice letter although I was in another union ... that sort of letter should have come from the Department ... it was really remarkable, I just walked out ... that was that".

David said that "if this position would collapse, I would go back to primary school ... a very worthwhile option ... although I am old, there are more options in promotion now". David also stated that "the pendulum will swing, some of the things needed to change ... there is a lot to be said for drastic change, or you won't get change at all ... I have a lot of hope ... something will rise from the ashes. There are a lot of dedicated teachers in schools".

David believed that he had gained from his time away from the Department as the "system is too blinkered ... your whole life revolves around school ... when I completely left for six months I got a different perspective ... I am still positive, but not nearly as blinkered about education ... I developed new skills after leaving the classroom ... it is a shame that you have to leave to develop new skills ... a shame we never go back ... taking skills back was supposed to happen with deployment and secondment but only a handful of the people I knew in computing actually went back to school".

David was also fearful that some of the recent changes to education could "lead to greater disparities between schools ... some of the out of class activities such as Drama are very worthwhile but are very dependent upon the school you are in ... top schools are still top and getting better at the expense of general schools ... this is one of the problems of Greiner and Metherell ... giving schools much more responsibility could lead to even greater disparity ... parents in some schools can't give support ... the good schools are becoming more elitist".

David closed by saying that the "classroom and schools can still be a lonely world ... there is the tyranny of the bells ... you don't realise how restrictive it is on planning ... like an assembly line ... it makes it hard for some people to go back after they have worked outside ... the Department is still unbending on many things such as staffing rules, despite devolution".

4.44 "Hilary"

Hilary is a 36 year old secondary English and History teacher who taught for 14 years with the Department of School Education. Hilary completed a BA Dip Ed straight from high school and when she resigned in

September 1991, held the position of "Assistant Teacher". Following her resignation, Hilary had devoted herself full-time to her four young children.

On recalling her reasons for becoming a teacher, Hilary stated that she "came from a family that couldn't support me ... I got a scholarship ... I didn't know what I wanted to do ... I wanted to leave home and I liked study, it came fairly easily". However, Hilary was "shy ... I didn't really see myself being in the classroom". At the time, Hilary thought teaching to be "reasonably well respected, although I was always taught by nuns".

During her final Diploma in Education year, Hilary "became more terrified when we had the occasional glimpse of a classroom ... we didn't have any help on what to do in front of a class ... it was a bit daunting". Hilary's first appointment was to a high school in the North Coast Region, where she taught for nine months as a "Support Teacher". Hilary found the school "quite good ... I was very lucky I ended up teaching children whose parents were influential, although I didn't know it at the time. They helped keep me in the area ... I was well regarded". After nine months, Hilary was given a permanent position at a neighbouring high school where she was to spend the rest of her first year and the following three years. Hilary described her second school as "great, the kids were highly motivated and I enjoyed teaching ... I found the senior work exhilarating ... teaching was easy there". Hilary then transferred to a Central Coast school in Metropolitan North Region where she spent the next four years. This was "good too, although it took a little while to settle in ... after 10 months I made it, was accepted ... I loved the kids". Hilary then transferred to a new Central Coast high school where her attitude to teaching began to change.

Looking back over her career, Hilary stated that she gained satisfaction from "teaching senior English, I loved it ... I like children very much, like seeing them get successes, even minor ones ... I like the personal rapport with children, and I liked the people I worked with". However, dissatisfaction came from "the breaking down of my original idealism, from realising how political education is within schools ... I was not seen as being successful because I was not doing high profile things". In addition, by choice, Hilary had "moved away from History, but I couldn't go for promotion [as an English Head Teacher] because I majored in History".

Hilary's decision to resign was a "combination of things. Teaching was really wonderful until I got married late at 28 [while at her last school] and had children ... before I used to sit up marking on Saturday nights ... go on excursions ... it all changed ... it became harder to cope ... I now have four kids from 10 months to seven ... it was difficult to function properly ... I'm a bit of a perfectionist". Hilary also commented how things changed in her last school and "women were pushed to do more, not just teach ... at the end, it was no longer enough being a classroom teacher, you had to be seen to do more, but with my family I was already doing as much as I could".

Hilary "did discuss it [resignation] ... people at school said 'can't you get around it?' ... but I thought 'if I'm going to have four children, I'm going to look after them'". No one "personally" tried to influence Hilary's decision to resign.

At the time she resigned, Hilary felt "a great sense of loss ... a bit of a crisis I hadn't really imagined myself going through", but Hilary also felt "relief in some ways ... I would get the superannuation and the family would be more financially secure". No longer employed, Hilary felt "a loss of identity ... my parents used to introduce me as their daughter the high school teacher ... what would I say I did now?".

Six months after her resignation, Hilary said "I still don't feel as if I would like to walk back into a classroom ... I pushed myself for too hard for too long ... I was a little burnt out at the end". Hilary stated that she would only return to the Department if "I would not be expected to do a whole range of other things, just teach ... I lost that feeling of success in just being a good classroom teacher".

Reflecting upon how her teaching career had affected her, Hilary said that "I'm rather bossy when around others' children ... a bit bossy, I have the confidence to tell others what to do ... teaching gives you a false sense of power at times". Hilary was "quick to defend teenagers today. When people say how bad they are ... that gets to me". Hilary said that she was also "kind of more aware of what goes on in schools when it comes to my own kids" and that she "used to be straight up the line, but have softened a bit as a result of having a family".

Hilary said that "I was very, very lucky ... I was always able to go where I wanted to go ... when my father fell ill I got a transfer back to the Central Coast and given time off".

Hilary recounted that after submitting her resignation, she received a letter of notification from the Department "with two lines at the bottom which said 'thank you for being a teacher' ... I cried all night ... all the work, all the years, you expect a bit of fanfare after all that, even a cup of coffee".

4.45 "Joseph"

Note:

This interview was the most difficult to conduct of all those undertaken. Originally, "Joseph" had left a message on the researcher's answering machine, and several attempts were made to contact him. It was so difficult to communicate with both "Joseph" and his wife that a personal interview was arranged at the researcher's office. Merely arranging the interview itself proved quite a problem. The interview schedule was used, but prior to this "Joseph" gave the researcher many documents to peruse which were relevant to his case, perhaps in the belief that the researcher could help him.

At times, both "Joseph" and the interviewer had great difficulty in communicating with each other, although "Joseph" appeared a caring person of good humour and patience.

Joseph is a 44 year old secondary Science and Agriculture teacher who was born in Egypt and completed a BSc Dip Ed there. Joseph taught in Egypt for 15 years before coming to Australia. He taught for two months as a casual teacher in 1990 before taking up a permanent position with the Department of School Education in January 1991. He was posted to a Metropolitan West secondary school for two weeks as a Science and Agriculture teacher before being transferred to another Metropolitan West high school as an Agriculture teacher. He resigned from this position in September 1991, although Joseph was upset that his resignation was not officially acknowledged by the Department until four months later. He was also upset that he had a letter in his possession given to him on his appointment to the Department which listed his status as four year trained, but discovered in the letter acknowledging his resignation that he had been paid according to the three year trained salary scale for teachers. He believed that this cost him \$50 per week in his eight months with the Department, but his attempts to recover the money had proved unsuccessful. Both letters were shown to the researcher and appeared to support Joseph's contentions.

Since his resignation, Joseph has attempted, largely unsuccessfully, to find employment as a casual teacher.

Joseph said that he "was born a teacher ... I teach Sunday School from [the age of] 15", and that as a Christian in a largely Moslem country, "high qualifications are very important ... some parents hit their children to make them learn ... must get high qualification, high job ... Moslems hate us, killed us. That is why I came here". During his training, Joseph's views on teaching "didn't change ... high qualification important". Teaching in Egypt, Joseph found that "most Moslems respect teachers, the class is quiet to the teacher ... everyone would like to learn ... different to here".

However, in Australia, Joseph received "no help ... [people] make judge, not help ... I liked to teach the kids, but there was bad discipline". Being a teacher of Agriculture, Joseph's classes were "far away, the Head Teacher was too far ... he had five new teachers". Joseph found it "silly that I work in education system, Principal not helping me learn ... silly. How can Principal write report for me when responsibility is for all school? ... 15 times the Principal come to my class".

Joseph recounted how his Head Teacher "said after one month, 'we give you unsatisfactory' ... Tell me, some people in Australia don't like people with qualifications from overseas? ... the Principal said 'language not good, will give you a course in language because it is a mistake you appointed here' ... I am a Christian ... If it is a mistake I will resign because someone is better than me ... Last day I meet the Principal. He tell me 'I am going to give you unsatisfactory, there may be someone better than you'. I told him 'I will do my resign', he tell me 'up to you'. On Monday I went to Department, did my resign because my qualifications on my report what I get from Egypt is very high and I can't get unsatisfactory after 15 years ... this is hard for me".

Joseph said that "the wages didn't" cause him to resign, "I have family with six persons, only wife has work. Her wage less than social security". Joseph said that at his last school, there was "no support ... the knowledge in the textbook not equal to the level of the slow people" in the class. He was concerned that "no one came from the Department of Agriculture", but when asked if he had sought assistance from the Department of Agriculture, he replied that he "didn't know who to ask".

Joseph also gave the view that while the rate of resignation in N.S.W. schools was around 5 per cent or less, "40 per cent of Middle East teachers resign, 20 per cent resign by force ... from the Principal". Joseph was also concerned that students "with a smart ear" had told him "you will not continue this year".

Joseph said that a "period is 35 minutes in Egypt, here most 35 minutes, but in this school about 50 minutes ... tell me, how a child can stay in class 50 minutes? ... can't concentrate". According to Joseph, keeping students

in class longer was "all to save money ... you can't save money on education and health ... the program was equal to 35 minutes, what do you do for the rest? Paper he [the Head Teacher] give me only last 35 minutes ... a waste of time ... there no training for teachers from overseas. We have Department of Training in Egypt".

When he resigned Joseph was "annoyed, not happy ... the Department said 'what about the money?'. Money not everything, I told Department when I resign". Since his resignation, Joseph has "got only 10 days [casual teaching] ... hard for my family but I prefer I resign. I continued 15 years in Egypt but here seven months only ... there was another teacher with no qualifications [at the school] and she got good report".

Joseph concluded by saying "I came here because I thought Australia is big country and follows the west ... the third world look up to the west. I thought that I would find peace here, but there is no help ... You know the story of Jesus and the sheep? ... Jesus left 99 sheep to find one sheep which had left the herd [sic]. I'm the sheep that left the herd, and no one is coming to find you".

4.46 "Marie"

Marie is a 34 year old secondary Science teacher with a BSc DipEd who resigned at the end of 1991 after 12 years of service with the Department of School Education in Metropolitan East, Metropolitan South West, and Metropolitan North secondary schools. At the time she resigned she was an Assistant Teacher, a term she "refused to use", although she had been an acting Head Teacher on occasion. When Marie resigned she was on the top of the four year trained salary scale on \$38,000 per annum. Marie now earned \$43,000 per annum as a Science Co-ordinator in a Catholic High school, although the higher salary she now earned was "not a factor" in her resignation.

Marie recounted how she "wanted to be a pharmacist, but didn't get high enough marks ... I was advised that I could apply to transfer to pharmacy after the first year of the BSc, but I needed a scholarship to go to uni and because I accepted a teaching scholarship I was bonded and couldn't change over ... it was the only way to get a degree which I really wanted". At the time, Marie thought "really highly of teachers ... I always had very good teachers I admired very much ... I had good teachers all the way through primary and secondary, except one who was an exchange teacher".

However, Marie's attitude to teaching changed dramatically during her first practicum in the second year of her integrated BSc DipEd when she was posted to a Sydney school "with a high Aboriginal population ... they said they thought that I was the only one who could handle it ... the first day my supervisor gave me my timetable, told me what content to teach and took off out the door ... I had to take all his classes for the rest of the prac ... the Head Teacher wouldn't even look at me and greeted me with his back turned ... I took it as a severe challenge which I had to meet ... I thoroughly enjoyed it ... every school I went to I thoroughly enjoyed".

Marie's first appointment was to an inner city co-educational high school where she spent three months. It was a "very good, academic selective school ... the people were very good ... one of the teachers took me under his wing ... it was a very good introduction to teaching". Marie was then transferred to a school in the now Metropolitan South West Region, a school which Marie found "totally different ... it was a disadvantaged large school". However, Marie also found this school "very, very good ... more of a challenge ... I was still getting phone calls from some of my old students up until last year". However, after nearly four years at this school, Marie was seriously injured in a car accident on the way home from school. She "couldn't stand, couldn't sit for any length of time, couldn't write on the board, couldn't drive ... because I was covered by workers' compensation the Department insisted I transfer to the Correspondence School [which was close to her home] ... they didn't want to give me money for nothing". After 13 months at the Correspondence School where she "didn't want to be", Marie transferred to a co-educational high school in Metropolitan North Region where she spent her final six years with the Department.

Looking back over her career, Marie stated that her attitude to teaching hadn't changed, it was "still the same as the very first day of prac teaching". She had gained satisfaction from "seeing something that I've conveyed ... what I call the light goes on effect ... this has given me greatest satisfaction, being able to use it". Satisfaction came also from "anything to do with the kids ... giving them enthusiasm for the subject ... knowing that you've been able to give them something to hang on to".

For Marie, dissatisfaction came from "what I call the system, the Department of Education ... how it ran, what it expected ... I was only there for 12 years but I saw so much turning away from what is supposed to be the purpose of education, the children ... it reeked of politics and had nothing to do with the classroom".

Marie outlined how her decision to resign resulted from the introduction of the "merit [promotion] system ... I had wanted it for so many years ... I thought that it would be fabulous ... I went to courses on how to present yourself at interview, how to write a C.V., everything ... I got four interviews at the end of 1990 ... I didn't get a job but I felt good about it ... I thought that someone better had got the job. Then, early in 1991, I met an old friend who had a brother who had been on the interview panel for a job I had gone for ... He told her I didn't get an interview because I was female ... It was a new school and the women who had been offered the job of Principal had received threats and decided not to take the job ... the Department didn't want any female Executive at the school ... it infuriated me ... I got another interview and missed the job, but that was fine as it was a Technology High School ... the Principal rang me up and explained that I was close to getting the job but I didn't have the industry links. Then they changed the system ... the Regional Office would no longer accept C.V.'s because all the people who had lost their jobs as consultants or Cluster Directors were coming back into the schools ... only transfers would be filled [for promotions positions] ... I wouldn't get a look in. I rang the Regional Director and was told that I should understand, we had to look out for our colleagues. I wrote a letter to Virginia Chadwick [the Minister for Education] ... I didn't expect an answer, but got one saying that I was wrong. I wrote back to the Minister and said what I had been told by Regional Office. My Principal told me he had been called in and hauled over the coals about my insubordination ... I said 'stuff this' and started to apply for jobs in private schools.

Marie had considered the fate of a number of young staff at her school who were under her "wing", but decided on balance that she had to resign in her own interest. A number of other teachers "had said to me 'that's not the way to go', but they were being selfish because I was saving them work ... I couldn't be swayed, I had made up my mind ... two young members of staff said 'what will we do without you?' but I had already considered that. After I got the job there were a few comments ... 'you've done the right thing'".

At the time she resigned, Marie "didn't feel sad until the farewell morning tea ... people said wonderful things about you they had never told you before ... I make sure with my staff now that I always recognise their special achievements, anything different ... a close girlfriend at the school and I had a very teary session". Apart from leaving her school however, Marie was "overjoyed at leaving the State system ... it was a weight off my shoulders. I was elated I had made a decision and stuck with it ... last week of the [1991 Christmas] holidays it hit home ... have I made the right decision? ... but I knew that I had".

Despite the fact that she "sees teaching the same way as my first prac", Marie "would never go back. I just believe that there is no way in the world the Department would change enough for me to trust them to go back ... they twisted the merit system back to what it was ... and I could not go back as a Head Teacher as I wasn't one when I left".

When asked how her career had affected her, Marie replied that she "was always fairly extroverted, strong in my viewpoint ... always believed that the individual has power ... always opposed anyone who has sat on the fence ... I strongly pushed the individual thinking process in my classes". Marie said that "perhaps" she was "more able to talk well with groups of people, more confident about my own approach to things ... it enhanced my belief as to how things should be done".

By way of final comment, Marie said that "I would like a little bit more curriculum decided at school ... the Department should stop taking away the right of teachers to decide ... the Government is telling students to study a language ... it takes away the rights of students ... they are forced to study something they don't want to ... students should be given the choice, they shouldn't have to study Maths, English or Science ... they are useless after Year 7 ... It is disturbing because the basics have been changed ... uni work is now studied in school ... more kids are going through [to Year 11 and 12] ... less academic focus is needed ... the Department has failed to recognise that ... the primary curriculum is also overcrowded, something has to give". Marie also said that she "hoped the Department realises one day what private schools have been doing for years ... hiring on merit".

4.47 "Mandy"

Mandy is a 22 year old former English History secondary teacher who resigned from the Department of School Education after two terms at a Riverina Region high school. Four year trained with a BA Dip Ed, Mandy was on the bottom of the four year salary scale on just under \$27,000 when she resigned in mid-1991. Salary was "a bit of a concern" in Mandy's resignation, as she had done "all that training" and thought she should be earning more. Since her resignation, Mandy had worked as a temporary clerical assistant at a university while student admissions were being processed, but this work was not expected to last and was "just a fill in" until Mandy could "look for something else".

Teaching was something Mandy "always wanted to do ... for want of something else ... nothing else interested me ... I always had it in my head to be a teacher". At the time she became a teacher, Mandy "knew there were problems with the N.S.W. Department ... strikes ... I knew conditions were not perfect but I thought it was worthwhile although I knew it was a bit of a mess".

During Mandy's concurrent BA Dip Ed at a Sydney university, her views "didn't change greatly ... I knew it would be hard work, rewarding ... it was what I expected it would be".

Following her training it was Mandy's intention to work as a casual teacher to save the money necessary to travel to Europe, but at the beginning of 1991 Mandy had difficulty obtaining casual work. A friend had been offered two English-History positions in the Riverina, one at a Catholic school and one with the Department. As the friend had accepted the private school position first, she suggested to Mandy that she apply for the other position. Mandy travelled to the Riverina just after school started, began teaching at the school and was appointed officially later.

Mandy described her school as "as good as it could be ... the staff were great, the Principal was great ... I loved teaching English but it was absolutely too much ... the students, the workload ... it was absolutely crazy ... I knew it would not get any better".

Mandy's "pattern was to arrive at school, go to roll call, teach all day on my feet ... I'm very active and enthusiastic ... have a sleep in the afternoon, dinner, mark, plan and read novels 'til 12-00 or 1-00 or later ... have half Saturday off to go shopping or do housework and work the rest of the weekend". Mandy said that her Head Teacher was "very helpful, but I'm a perfectionist ... he tried to get me to mark less carefully, but it's like a cyclone ... you are more demanding of the kids and get more work back, more work to mark ... I just had to do it".

In her career of only two terms, Mandy's source of greatest satisfaction was "probably the kids' work and how they worked ... I loved it when everyone was working, not fighting ... when it worked, I thought 'this is beautiful'".

Mandy said that her greatest source of dissatisfaction was "just the amount of kids in the classroom [average class size was 28] ... I couldn't get to all the kids I wanted to ... class sizes really annoyed me ... it underlies behavioural problems, boredom". "Extra duties e.g. lunch, roll call" were also sources of dissatisfaction for Mandy.

When asked about her decision to resign, Mandy said "the work didn't let off ... it just got worse and worse ... I can't stand this ... I was being crowded in ... no relief ... none of the teachers seemed happy ... no one was fulfilled ... all depressed, pessimistic ... I don't want to do this for the rest of my life ... I felt entrenched ... there were no happy role models ... I was told that if you were going to get out you had to do it quickly or you'll be trapped ... I had already made up my mind ... I spoke to my Head Teacher ... he made me re-think my decision ... they didn't try to [influence the decision] because they all knew I was serious ... they knew what it [teaching] was like ... they were sad to lose me".

At the time she resigned Mandy felt "relief, then secondly sadness to leave the kids, but mainly relief ... I had made up my mind I would never go back ... I was glad to get out of it".

When asked what she thought of teaching now and what would it take to induce her to return to the Department, Mandy said that she was "disappointed ... that's a hard one ... no, I don't think I would go back ... there are too many unresolved issues like class sizes, poor status, lack of facilities, overcrowding ... I taught in a noisy, hot room with lino on the floor ... no resources".

When asked how teaching had affected her, Mandy said that she "feels more of an adult now after teaching adolescents, being in control of a class ... it was my first full-time job ... now I'm ready to move on ... I still believe that teaching is a noble and worthwhile thing to do ... so important to society, it's just a shame the Government doesn't do something when it could be so good with enough resources ... I don't regret my training, I just feel disappointment".

4.48 "Alan"

Alan is a 38 year old former infants teacher who resigned from the Department of School Education for a second time at the beginning of 1991. After leaving high school, Alan spent three months in the Army before leaving because of eyesight problems. He then undertook a three year Diploma in Teaching in infants teaching for small

schools. Later, he completed a BEd and a Graduate Diploma in Professional Development (Educational Technology). He was currently enrolled in an MEd (Hons) degree.

Alan taught with the Department from 1975 to 1977 in both the Metropolitan West and what is now Metropolitan South West Regions. At the end of 1977 Alan resigned to settle in South Africa with his South African born wife. He taught in South Africa in 1978 before doing "other things" in 1979. He returned to Australia in 1980 and taught for a year as a "block casual" at a major country town in the North West Region. From 1981 to 1984 Alan taught at a Metropolitan West Region Primary school before being seconded from 1985 to 1987 to the Secondary Schools Computer Education Program. In 1988 Alan worked in the computer software industry while on leave without pay. Later he operated his own computer software company. At the beginning of 1991, Alan was appointed to a Metropolitan West Region primary school but taught there for only five weeks before resigning to take up a one year contract as a lecturer in computing at a university. Following his one year contract, Alan worked as a part-time university lecturer and computer consultant. At the time he resigned for the last time from the Department, Alan was on the top of the four year trained salary scale on \$38,000. He now earned "considerably more" in his present role, but while salary was an issue in Alan's decision to resign, it was "not the major factor".

While Alan had initially desired a career in the armed forces, he "always had an inkling to be an Art teacher, but got a General Primary scholarship" to train as a small school infants specialist, despite the fact that he "had no real understanding of small schools". At the time, because of his "own background in the country", Alan thought teachers to be "an important part of society in a country town ... almost the cream ... the police sergeant, the Minister and the high school Principal were the top ... I had a fairly positive opinion of teachers ... that also came from the fact I had a good education ... I had caring teachers".

During his three years of training, Alan became more aware of teachers' salary and working conditions. There was "a large pay rise during our training ... quite a bit of industrial unrest ... it was pretty dynamic ... they were bringing in Yanks by the plane load [to teach in Australia] ... we had exposure to this as students ... we went on strike in the students' union ... I gained insights into salary and conditions ... I was looking forward to teaching". Alan had "a good time but there was not a lot of relevance in the first two years ... in the last year I really started to enjoy the courses, it was nearly all electives". Despite this, Alan believed he "knew absolutely nothing" when he started teaching.

Alan's first appointment was to a "difficult" Metropolitan West Region primary school where, despite having his own class, Alan "was under the threat of a forced transfer the whole time". While at the school, Alan had "difficulty coping with the kids, the violence ... students with non-English speaking backgrounds". Alan had only four months at the school and the "time went so quickly ... there was no help or support ... you had to get into your class and survive ... one day a kid threw a pair of scissors across the room right through another kid's cheek". Alan's second school in the now Metropolitan South West Region was "a little better ... I had a lot of friends I had trained with in the area ... we got together at the pub with older teachers who had been teaching three years or more ... we learnt from them".

In tracing how his attitude to teaching might have changed, Alan said that "even in the first six months I took the attitude that the little buggers weren't going to beat me ... some of us knocked them stupid, but I knew it was not right ... I enrolled in every in-service course I could to learn how to cope and survive ... I became an old hand after three years and was helping the younger teachers ... I was big, six feet two and over 90 kilos then, and I used to get all the shit classes, all the big males got the worst classes ... it was riot control ... I was looking for something better".

When he returned to the Department in 1980, Alan "saw my mates, some had lists ... I felt I was left behind ... I had better catch up ... I did every course I could ... the BEd ... I looked sideways ... got List 1 and 2 ... by '84 I had left most of my mates behind".

In his career, Alan's greatest source of satisfaction was "the reaction from kids ... infants kids when they started to read in Year 1 ... to see the change in their behaviour ... it was very rewarding ... I also enjoyed working with older kids ... I gave them more responsibility when I got older". Satisfaction also came from "helping lower ability kids, seeing changes in them ... self-esteem being built ... my teaching style became that of a facilitator, colleague, leader".

For Alan, dissatisfaction came from "colleagues who didn't do their job, particularly superiors ... I have never been supported by my superiors ... never had any sincere recognition or reward from them", something Alan thought essential to the development of a "happy school". Alan used to "look at my superiors ... I thought I could do better standing on my ear ... I had frustration with the Executive ... I took on jobs in the school so they would be done properly ... some Executive never took any work home, while the teachers had a car full". "Frustration" also came from "identifying problems with kids but we could not get support to do anything about it ... there was never the resources to do what the Departmental regulations said the kids were entitled to get ...

in some cases they weren't even tested ... some had attended 14 schools and never been assessed in six years of primary".

Alan's original resignation in 1977 was simply "family issues, my wife is South African and wanted to go back, there was no dissatisfaction". Alan's second resignation in 1991 arose because of "other opportunities ... I was more interested in getting a PhD and saw university as a way of getting it". Alan thought that a university career would be "professionally rewarding and supportive of my professional goals ... I would also be slightly better off financially and there was a bit more esteem". Alan would have preferred to take leave, but had just returned after three years of leave without pay, so he "resigned ... I took the job [at the primary school] knowing full well I wasn't going to stay there ... I hoped to get a promotion position".

Alan felt no great emotion on his resignation as his new job was "related ... training teachers ... I had no attachment to the school at the time ... it was a holding position ... I spat the dummy with the Principal a number of times ... the school was like ----- [his earlier school] 10 years ago ... I tackled issues because I knew I didn't have to live with it".

When asked his opinion of teaching now, Alan said "I still love it, totally enjoy it ... particularly young kids and adults, less primary and secondary where you spend more time fighting kids than teaching ... if the right position came along I would go back without hesitation".

Alan believed that teaching had "contributed to making me a much better person ... it gave me more of a positive outlook on life ... I try to get it through to kids ... it strengthened me as a character ... I am less clear on clear cut issues ... I see the grey now ... I accept others' opinions more ... I've learned to model for my students".

To conclude, Alan said that he had been "rather lucky ... I never said 'I hate this, I want to get out' ... I wanted to fix problems ... I was lucky that other opportunities came my way, new challenges at the right time I was happy to accept ... The most dynamic teachers are in and out of the system ... I have no regrets".

4.49 "Leanne"

Leanne is a 35 year old former secondary English and History Teacher who resigned at the beginning of 1991 after seven and a half years of broken service spread over 12 years with the Department of School Education. Leanne went straight from high school to university where she completed a BA Dip Ed. At the time of her resignation Leanne was at the top of the four year trained salary scale for assistant teachers on \$38,000. Since her "forced" resignation, Leanne has worked as a casual teacher, worked evenings delivering pizzas, cleaned offices on weekends, and basically done anything available to support her family. Salary was "definitely" not an issue in Leanne's decision to resign.

Because of the need to follow her husband when he was transferred in his job, Leanne taught in four regions, never teaching for more than two years in a school. She spent one year at her last school, a Central School in the North Coast Region, before taking three years leave without pay while her husband worked in Darwin. They had since returned to the area and Leanne had done some casual teaching at her last school.

Leanne recalled that at the time she entered university, "girls who were not too bright became secretaries ... girls with brains did nursing or teaching ... my father wanted me to be a nurse, so I became a teacher". Leanne had "really loved high school, but this might have been because I was unhappy at home". Teaching "wasn't classed as a profession" at the time, but teachers earned a "fairly decent wage ... most of the population didn't hate teachers then".

During her four years of pre-service training "which really didn't have anything to do with teaching at all, but I enjoyed it", Leanne's views on teaching didn't change.

Leanne received her first appointment as a "G.A." or General Activities teacher of lower ability secondary students to a Central School on the North Coast Region. She "loved it, it was great, there was a very young, mainly single staff ... a very social staff". However, at the end of her first year, Leanne was to marry. Her future husband was working elsewhere and Leanne spent six months arranging a transfer to be with him and finally received it, but her husband was then transferred, so Leanne had to ask the Department to cancel her appointment and to arrange a transfer to where her husband now lived. Leanne returned for four months to her first school at the beginning of her second year of teaching while this was arranged.

Leanne's second appointment was to a high school in a large regional centre in Western Region. According to Leanne, there were "problems" because hers was a "mixed marriage ... my husband was not a teacher ... he was made to feel uncomfortable by others on the staff ... in -----, you either worked on the land or as a teacher ... there was very little mixing". Leanne began as a G.A. teacher, but later taught English and History in her one and a half years at the school.

Leanne's school had a "high Aboriginal content", and despite the fact that she worked with many of the Aboriginal students and was "one of the ones they liked", she was "spat on, my fence burnt down, my roof rocked while my husband was away, several parents assaulted me".

Leanne then transferred to the Riverina Region where her husband had been shifted and spent a year at a high school where she "loved it". She then took maternity leave for nearly a year before being posted to a Central School nearby where she spent one and a half years before taking additional maternity leave to have her second child. Leanne's husband was then transferred to the North Coast and Leanne took up a position at another Central School where she spent one year before her husband was transferred to Darwin. Leanne took three years leave without pay and did some voluntary work at her children's primary school in Darwin before returning to New South Wales. Leanne had been very ill while in Darwin and her husband's employer had arranged for him to return to the North Coast. As Leanne had taken the maximum amount of leave without pay that she was entitled to, and because the Regional Office would not extend her leave, Leanne had no choice but to resign as she had relinquished her position when she took leave. The area had high teacher unemployment with some teachers waiting unsuccessfully since the late 1970s for a permanent position and Leanne believed that she would be close to retirement age before she secured another position as every year another group of university graduates superseded her position on the waiting list.

Leanne believed her attitude to teaching began to change at her second school because she "was treated so badly there ... there was no recourse ... the Principal wouldn't support action being taken against the Aboriginal students because they would be out [of custody] tomorrow ... I didn't do anything to deserve that treatment ... I really hated that". Leanne did say however that she "really enjoyed" her time at her third school which was innovative and "really catered to the population's needs". She also enjoyed teaching seniors for the first time at her fourth school as they "wanted to be there and would respond". However, because Leanne moved so much and had so little time in each school, she "always got classes no one wanted".

As to her sources of satisfaction, Leanne said that she "really liked teaching lower ability students, the ones who really wanted to try, to improve". Leanne described these students as being "most interesting" to teach. She also gained satisfaction from students "trusting me, coming for advice". Later, when she returned to work occasionally at her last school as a casual teacher, Leanne gained satisfaction from seeing how students she had taught prior to going to Darwin had changed, something she had not had the opportunity to experience before and which Leanne described as "amazing".

Dissatisfaction for Leanne came from "the places [schools] where there was no back up for staff, or where there couldn't be support because of the Aboriginal situation". She was also "annoyed" that her last school was seen as "a dumping ground for students no one else wanted" and how the "needs of the secondary students were not understood by the Primary Principal" at her last school.

Leanne believed that her decision to resign was "forced" on her because of the Department's leave regulations, and she had been told that she "would never be offered another job on the North Coast ... people I knew had been waiting since 1978 ... I was prepared to wait, to travel, but was told that my leave would not be extended and was sent the resignation forms". Following her resignation, Leanne was "granted approval to do casual while awaiting permanent work". At the time she resigned, Leanne "didn't mind so much because I thought there was casual work around, but global budgeting has put an end to that ... there is not enough work for all of us".

Leanne said that she "wouldn't advise anyone to be a teacher ... I am working casual purely for the money ... there is no future for teachers ... anyone with a bit of nouse should get into something else ... nurses get a lot more respect ... I don't ever mention I was a teacher, it causes conflict at dinner parties". Leanne would not like to return to a permanent position because of her young family, but would "like a permanent part-time position ... I would like to be a supply casual", but she realises the chances of either occurring are slim. Leanne said she "wouldn't mind retraining as a counsellor, or to work in reading recovery in a primary school".

As to the question of how her career as a teacher had affected her, Leanne said that she was "very cynical now, I don't trust people in authority any more ... it's dog eat dog ... I don't believe in going through procedures any more ... daughters [of Regional officials] are getting [favoured North Coast] schools straight from uni ... it's who you know". Leanne also said that she was "sceptical about most of the changes Metherell brought about ... he is the reason most people hate teachers ... I used to be proud to be a teacher ... now I don't want the blame for education ... nowadays teaching isn't a desirable profession ... young kids I work with at the Pizza Hut say 'God, who would be a teacher?' ... you don't get to teach, you are tied up with administration, political things like getting funding, which have nothing to do with teaching".

Leanne hoped that the formation of School Councils would make "community members outraged by what is happening in schools ... most people in the population don't realise what is happening in schools".

As a result of her recent varied employment, Leanne said that "being out of work made me realise the dirt pay in the community ... it takes me a week to earn what I do in a day as a casual ... although teachers don't get paid for everything they do, I can see why the public thinks teachers have a really cushy time".

Leanne closed by saying that "if I could do everything again, I would not follow my husband around ... I would make him choose an alternative ... get some seniority in schools ... have some decent classes ... I would like to see kids change".

4.50 "Ross"

Ross is a 59 year old former primary teacher, Principal, Inspector of Schools, and Assistant Director of Education who was "constructively dismissed" at the beginning of 1991 after "39 years and two days" of service with the N.S.W. Department of School Education. At the time he left the Department, Ross was working at Head Office on an annual salary package of over \$85,000. He now earned \$46,000 as a Research Fellow at a university. Salary was "not at all" an issue in Ross's decision to leave the Department, a decision he claimed "was not voluntary redundancy ... I have the evidence to prove it ... I was sacked".

Originally two year trained as a "small schools" primary teacher, Ross later completed a BA and the coursework component of an MEd degree. Because of his "extensive experience in research", Ross hoped to begin a PhD in the near future.

Ross recounted how he became a teacher because of "the role model of my father ... I was attracted to the job ... [I] thought my father's lifestyle was reasonably attractive". At the time, Ross believed the standing of teachers to be "reasonably good ... in a country town a schoolmaster or Principal had a certain status ... not as high as a grazier ... but it was a respected profession at the time". Ross believed that his two years of initial training "only reinforced my decision" to become a teacher.

Ross' first appointment was to a one teacher school in the Western Region where he spent nearly a year. He described this as "a tough experience ... the school had been run down over a period of time ... I was a raw recruit ... after, the District Inspector said I had made a reasonable job of getting it back on the rails ... I was the third teacher that year".

Ross was then posted for a term to a high school in the Western Region as a teacher of Mathematics and "G.A. kids ... this was where I first started to develop an interest in the slow learner ... I worked with an exceedingly good practitioner". This was followed by five terms at a Western primary school, six years at another Western Region primary school, six years at his original one teacher school, and then 12 years at a North West Region Central school with a large Aboriginal population where Ross became head of the primary department. Ross then left to become an Inspector of Schools and spent three years in the North West and 18 months in Metropolitan West Region. Finally, Ross spent seven and a half years at Head Office where he reached the rank of Assistant Director.

Ross described the period spent at his last school as "the most dramatic period in my career". His son died of leukemia and Ross was "disturbed" by the reaction of the Aboriginal students to his death. Ross "became interested in Aboriginal Education and in 1971 made the discovery of how to effectively teach them ... the Commonwealth sent a team to investigate my cognitive ideas ... I got a very big grant from them ... I took an experimental group of 24 eight year olds ... eight could not read at all ... we put the theory to the test and at the end of one week they could read ... it was a profound experience ... I established the ----- Aboriginal Conference at the end of that year ... some of the kids I taught are now significant Aboriginal leaders ... it opened a significant chapter of my career". Ross received a six month scholarship to travel overseas and gather comparative data. He described this time as the "big years in my career ... I learnt what it was all about ... up to 1971 I was only a good to average teacher ... later I was very different ... the rest of my career was dictated by that experience ... 25 years continuous responsibility for Aboriginal Education ... unique as far as the Department of School Education is concerned".

However, Ross said that "the stupid Department of Education let the whole thing escape ... I've been trying to get it back on track ever since ... I'm doing it now".

When asked what gave him satisfaction in his long career, Ross mentioned many achievements and wide recognition for his efforts. Amongst those achievements, he initiated "a big study of the health of N.S.W. Aboriginal students ... Professor Fred Hollows started his trachoma research at my school". His last school "was the first to be air conditioned in N.S.W ... it had a T.V. studio ... all the various town agencies became involved ... the first year I was there I had \$30 in my pocket for Aboriginal Education ... the last year I had \$240,000". Ross maintained that he "led it, but didn't do the whole thing", but for his efforts he was made a Fellow of the Australian College of Education and in 1977 received the Queen's Silver Jubilee Medal. Later, as an Inspector of Schools in the North West Region, he "got the trust back into the role of the Inspector ... got Special Education services ... got a new school [for mainly Aboriginal students] launched, in rather difficult circumstances ... there was a presentation from the community when I left".

In his 18 months as an Inspector in Metropolitan West Region, he was asked to head an inquiry into a racist incident in the western part of the state. He "got it right, but it got me stuck in the [Aboriginal Education] area".

As to Ross' sources of dissatisfaction, these came almost entirely from his time in Head Office. Ross expressed "frustration with Head Office machinations, the duplicity ... the bloody mindedness of politicians, Ministers ... I worked closely with them ... it was very frustrating". The reforms of the Department of School Education under the management consultant Scott were also of concern to Ross, who saw "the hierarchy increased as a result of Scott, despite the reforms ... it was plain bloody stupidity to have everyone putting their oar in ... it took up to six months to get something through the process". Prior to the reforms of the late 1980s, Ross believed Head Office to be "a great place to work ... there was great camaraderie ... with the new breed, all of that went ... the old camaraderie is gone ... there is backbiting, backstabbing to maintain the advantage over everyone else".

Ross did feel, however that he made some positive achievements while at Head Office, including "keeping the Aboriginal Education Unit afloat ... I launched some studies, programs ... not just in Aboriginal Education ... but there was not as much satisfaction as in the previous job".

Ross described the circumstances leading to his "constructive dismissal" in some detail, but asked that the most precise details and events not be recorded. Simply, he maintained he was "forced out ... there was pressure on a group of us to depart ... very considerable pressure". Ross stated that he and others had "documentary evidence to support that".

At the time he left the Department, Ross felt "enormously relieved to be out of it because I had something to go to ... I had come to detest the outfit for which I was working ... I had no respect for it ... had totally lost confidence ... for the first time since 1840 a member of my family was not a teacher ... I was sad I was pleased I didn't have any family still in teaching".

Ross related how another Head Office person for whom he had the greatest respect and who had not received an offer of employment following the reorganisation of Head Office staffing, had "finished up at 4-00 on a Friday afternoon ... picked up a long service medal from a secretary and walked out into the street ... not a word of praise or recognition or acknowledgment ... what sort of people are they?"

Since leaving the Department Ross had been approached to work again for the Department "and had declined the opportunity to do so". Reflecting upon how his long career with the Department had affected him, Ross said "I grew a lot ... I never regretted the decision to make it my career despite the last few years ... I am still committed to public education in this state ... [but] I am appalled at what this present lot are doing ... I am not against change ... there are some good points ... but to do it in the underhand way it was done ...".