

CHAPTER V

ANALYSIS AND FINDINGS OF THE STUDY

Introduction

This Chapter begins by providing an overview of the 50 respondents who comprised the subjects of the interviews undertaken in the study proper which followed the completion of the pilot study.

This is followed by the results of the line by line analysis of the 50 interview transcripts using the schema of categories derived from the grounded theory analysis of the pilot interview responses as illustrated in Figure 5, viz.:

- Personal Background of the Respondents
- Pre-Service Training
- Employment History
- Society
- Departmental/School Policies and Procedures
- Relationships With Others
- The Teaching Role
- Teacher Satisfaction
- Teacher Dissatisfaction
- Teacher Stress
- Attitude to Teaching**
- The Resignation Decision
- Post Resignation Condition

A summary of the findings of the analysis to this point is then provided and these findings related to the findings of the grounded theory process undertaken earlier in the analysis of the pilot study interview data i.e., the results of open coding, axial coding, selective coding, the selection of the core category and the tentative grounded theory and its corollary developed as a result of this process.

The results of the secondary research undertaken in the study as represented in the review of the literature in Chapter II is then related to the findings of the pilot study and the overall findings of the study proper.

As a result of the process outlined above, the grounded theory developed during the analysis of the pilot study data and modified as a result of the study proper and the findings of the literature, will then be utilised in Chapter VI to postulate a model of teacher persistence, this

model being considered substantive rather than formal, based upon the fact that it was derived from one case study and would thus need to be validated and possibly modified against the findings of other studies of teachers and others in similar occupations in different contexts and situations. Chapter VI also includes specific recommendations for the New South Wales Department of School Education derived from the study and the model.

Chapter VII which concludes the study provides the overall conclusions drawn from the study and wider implications of the study for other educational systems and employers, while areas where additional research is thought desirable are highlighted both in Chapter VI and Chapter VII.

The Respondents: Part A of the Interview Schedule

Introduction

The information contained below has been obtained from the answers to the closed questions in Part A of the interview schedule administered to the 50 respondents interviewed in the study proper. Table 8 found at the end of this section summarises the key findings of the respondent variable data gleaned from Part A of the interview schedule.

Gender

Of the 50 subjects interviewed in the study proper, 33 were female and 17 were male. The preponderance of females may be attributable to a number of factors, including the fact that a number of the females interviewed were forced to resign when their maternity leave or leave without pay expired, women being more likely to take some form of leave for "family" purposes. Females also generally tend to outnumber male teachers, especially in primary schools, and thus might naturally be expected to outnumber males in any representative sample (Logan, *et.al.*, 1990a; 1990b).

In addition, the recession experienced in Australia at the time of the study may have dissuaded males who were the chief income source for their family from resigning. Finally, it is also possible that some males might have been more reluctant to contact the researcher to discuss something as personally significant as resignation, the literature on teacher stress, for example, having suggested that males are less likely to seek assistance or approach others because this may be construed as a sign of "weakness".

Age

Age of the subjects interviewed varied from 22 to 65 years. Females tended to be younger than males, with 13 females aged 35 and under but with only one male in this age group. On the other hand, there were six males aged 50 or more and only two females. The average age of females interviewed was 34.3 years, while for males the average was 46.0 years. The average age for both males and females combined was 41.0 years at the time of resignation.

These statistics for the ages of the men and women teachers interviewed were actually very close to the most recent figures for Australian teachers, Beazley (1992) for example, having cited statistics which gave the average age of Australian teachers as 42 years, while Logan, *et.al.*, (1990b) found that female teachers tend to be younger than male teachers in Australia.

Completed Years of Teaching

Duration of time spent teaching varied from three months to 39 years. One teacher resigned after only five weeks, having returned to the Department after resigning previously with seven years service. As will be seen later, females tended to have more broken patterns of service than males, chiefly because of child rearing and restrictions on leave entitlements.

The cohort had a total teaching experience, some of it overseas, interstate or in other systems, of 787 years or an average of 15.7 years each. As might be expected from both their age, which was on average higher than the females', and their tendency to experience less breaks in service, the average period of teaching experience for males was higher at 20.6 years, while for females, it was 13.2 years.

Perhaps because of the recession of the time and the tendency reported in the literature for males to "soldier on", coupled with the fact that males rarely take some form of "family" leave, only four males resigned with less than 10 years service, while for women teachers 12 had resigned prior to 10 years of service.

Males dominated in the longer service categories, with seven males having 25 years service or more while only two women had this length of service.

Initial Training

One male respondent held a BEc (Hons), Dip Ed and PhD prior to beginning teaching, while four males and one female held a bachelor's honours degree and a Diploma of Education, giving them "five year trained" salary and status with the Department of School Education.

At the "four year trained" level of initial training, women teachers dominated with 14 females and only two males in this group. All 22 of those with initial postgraduate training (four years or more) became secondary teachers, a situation which can possibly be attributed to the fact that given the ages of the respondents, few primary teachers would have had the opportunity to undertake a four year qualification when undergoing their pre-service training, most primary teachers having access to only two or three years of college training until comparatively

recently, although two year training has now ceased in New South Wales and four year training for primary teachers has become more common, particularly since the old Colleges of Advanced Education have been drawn into the university system.

Of the remaining teachers, 12 were "three year trained" (four male and eight female) and 16 were "two year trained" (six males and 10 females). One of the two year trained teachers originally trained as a secondary teacher, while the remaining 15 initially trained as primary teachers. Ten of the 12 three year trained teachers were primary trained, the only exceptions being one female secondary Home Science teacher and one male Industrial Arts secondary teacher. Six of the 17 male teachers were only two year trained, while 10 of the 33 female teachers were two year trained. Secondary teachers clearly had higher initial qualifications than primary teachers.

As mentioned above, initial training appeared to be a result of primary or secondary specialisation, the latter being almost exclusively university trained while the former was college trained. Age was also a factor, older primary teachers tending to be initially two year trained while younger primary teachers were more likely to be three year trained.

Five of the teachers (three females and two males) had undergone overseas training, four in New Zealand and one in Egypt. Both males in this group experienced trouble having their qualifications recognised, one holding a three year diploma in Fine Arts from New Zealand which was only recognised as a two year trained qualification by the Department of School Education, and an Egyptian trained teacher whose BSc and post graduate diploma in Education were only recognised as three year trained equivalent status, although there was some dispute about this (see Appendix 4.45).

Later Qualifications Gained

Overall, 24 or just under half of those interviewed had formally upgraded their qualifications. Only four of the original 16 were still two year trained. Where 28 of the 50 respondents were originally two or three year trained, this group had shrunk to 16 at the time of their resignation.

Where previously males had comprised the bulk of those initially holding five year trained qualifications, eight additional females had joined this group and one male at the time of the interviews. In all, six of the teachers had obtained a masters degree, five of this group being female.

In addition to these formal courses of study, a number of those interviewed had either partly completed qualifications or had completed qualifications that the Department did not recognise for salary increase or promotion purposes.

Four of the teachers (two male and two female) had changed from primary to secondary teaching during their career, while one female primary trained teacher had become a school counsellor attached to both primary and secondary schools. One female secondary physical education teacher had retrained and was teaching in a special school for the behaviour disordered at the time of her resignation.

Position Held at Resignation

As will be seen later, not all of those interviewed would be considered by the Department of School Education to have officially resigned. For example, three teachers took "early retirement" or "redundancy" packages as a result of perceived pressure from the Department and considered themselves "forced resignations", while another teacher resigned and then withdrew his resignation and was searching for another job at the time he was interviewed. Another teacher had registered with the Commonwealth Employment Service and was seeking alternative employment at the time of interview and had no intention of remaining with the Department. These five individuals have been included in the study because the circumstances of each added depth and complexity and because the individuals concerned wanted to take part and have their say.

Additionally, three teachers who had formerly resigned from the Department during the period utilised in the study had since returned in another capacity, one of whom retrained as a Special Education Teacher while on leave preceding her resignation from her position as a secondary Home Science teacher. The second, a secondary Deputy Principal, had officially resigned and since returned as classroom teacher, while another teacher formerly attached to Head Office had resigned and later joined the public service wing of the Department in a non-teaching role as a systems analyst.

Of the 14 teachers still teaching in primary schools at the time of their resignation, 12 (two males and 10 females) were classed as "assistant" or classroom teachers and two were in middle executive positions (one male and one female). No primary principals took part in the study (although one male primary principal was interviewed in the pilot study).

Of the 26 teachers still in secondary schools at the time of their resignation, 21 were "assistant" teachers (seven males and 14 females), four were in middle executive positions as Head Teachers or Deputy Principals (three males and one female), and one male was a Principal.

Of the remaining 10 teachers, two females were employed as a "Support Teacher Learning Difficulties", one female was a counsellor attached to several primary and secondary schools, one female teacher worked at a special school for both primary and secondary students, and one male was a "Home School Liaison Officer". The remaining five former teachers all worked at the Head Office of the Department of School Education, one female as a "Relieving Assistant Principal", one female as a "Principal Education Officer", two teachers as "Senior Education Officers Class II" (one male and one female) and one male as an "Assistant Director of Education".

Overall, despite their long average service, 33 of those interviewed were still classed as "assistant teachers", a term many disliked and in some cases refused to use because it was considered demeaning. Only two of the 26 female teachers still in schools had occupied a promotion position, a situation partly attributable to the prevailing pattern of broken service for the female teachers interviewed, their younger age overall, and the effects of the previous promotion system which included an element of seniority. Five of the 14 male teachers in schools occupied a promotion position.

Regions Taught In

There are 10 official Department of School Education Regions in New South Wales, each with a Regional Office:

- Hunter Region
- Metropolitan East Region
- Metropolitan North Region
- Metropolitan South West Region
- Metropolitan West Region
- North Coast Region
- North West Region
- Riverina Region
- South Coast Region
- Western Region

In line with the findings of the literature, the majority of the teachers interviewed received their first teaching appointment to one of the more "difficult" or "unfavoured" regions. Only nine of those interviewed (18 per cent) received an initial posting to the four generally "favoured" regions, the North Coast (three teachers), South Coast (one teacher), Hunter (two teachers) and Metropolitan North (three teachers).

Of the remaining apparently "unfavoured" regions, the bulk of those interviewed were first posted to Western Region (six teachers), North West Region (four teachers), the Riverina Region (two teachers), Metropolitan East Region (nine teachers), Metropolitan South West

Region (seven teachers) and the region which some, including the media, believe to be the most difficult metropolitan region, Metropolitan West Region (13 teachers).

In all, 41 of the beginning teachers (or 82 per cent) were posted to schools which were isolated, had large student numbers, had significant Aboriginal populations, had large numbers of non-English speaking students, or were of lower socio-economic status.

One of the above teachers was trained interstate and received her first appointment in Queensland. Her first appointment to the Department of School Education in N.S.W. was to Metropolitan East Region.

Five of the above teachers were overseas trained, three women and one man in New Zealand, and one man in Egypt. When they arrived in New South Wales, the male from Egypt was posted to Metropolitan West Region (from where he resigned in his first year) as were two of the New Zealand women and the New Zealand man, while the other New Zealand woman was posted to Metropolitan South West Region.

Given the relative numbers of male and female teachers interviewed, both males and females seemed to be treated fairly equally in terms of first and final appointments, although males appeared to be over-represented in first appointments to the Metropolitan West Region, with eight of the 13 initial appointments to this region being male.

As will be seen later when employment history is explored in more detail, many of the teachers spent less than a year at their first school before being transferred elsewhere. Some teachers had multiple unwanted transfers during their careers. In some cases, female teachers were forced to resign or seek a transfer when their spouse received a job transfer.

Of the resigned teachers, 17 (34 per cent) were teaching in Metropolitan West Region when they made the decision to leave the Department. The next most common final region was Metropolitan North Region, where 10 teachers (20 per cent) taught. Six teachers were last teaching in Metropolitan East Region (12 per cent), while five former teachers were last working for the Department in a Head Office capacity. The remaining 12 teachers were spread across the North Coast Region (two teachers), the North West Region (one teacher), the Western Region (two teachers), the Riverina Region (three teachers), the Hunter Region (two teachers), and the Metropolitan South West Region (two teachers). No teacher had his or her final appointment to the South Coast Region.

The high proportion of the sample resigning from the Metropolitan West Region could be of concern, given the region's poor reputation in some eyes, but caution is needed in attributing too much to this as there could have been an element of self-selection operating here, in that the

researcher was identified as working at the University of Western Sydney, a situation which might have made former teachers from this region more likely to contact the researcher.

Years at Last School or in Last Position

The length of time each teacher spent at his or her last school or position varied from five weeks to 29 years. It does appear significant however, that 15 teachers (30 per cent) had spent only one year or less at their last school, and as will be seen later, many of these teachers experienced major problems in their final appointment, regardless of their length of service. An additional six teachers (12 per cent) had from one year to three years in their final appointment. At the other end of the scale, 12 teachers (24 per cent) had seven years or more at their final appointment, with three of those spending 13 years, two spending 14 years, and one each spending 15, 17, and 29 years in his or her final position.

Both male and female teachers were distributed equally across the range of time spent at last appointment, although where the first appointment was also the final appointment, females predominated as they tended to resign earlier than males.

Occupations Prior to and After Resignation

The bulk of those interviewed had no other real experience of employment other than teaching, 37 (74 per cent) having entered teacher training directly from secondary school.

The remaining 13 had generally held a variety of unskilled and semi-skilled positions prior to entering teaching, usually of short duration. One person had worked as a secretary and for a real estate agent, two had held, in their words, "lots of jobs", one male, the only one of this group with a formal qualification, had trained as a steam engineer overseas, five worked as clerks or tellers, one had worked for six months as a psychiatric nurse, one dropped out of university and worked in a "pub", one spent time in a monastery, while one had served in the army, later leaving due to poor eyesight.

Since leaving the Department, six of the resigned teachers had undertaken casual teaching for varying lengths of time, six were working in private schools, five were university employees, one was working for an interstate Department of Education, three were working as education officers in private industry, one was operating her own pre-school, and six were working with the Department of School Education in some sort of changed capacity. Overall, 28 of those interviewed (56 per cent) were still involved in teaching or education in some way.

Of the remainder, four women were involved in looking after their own children, three (two females and one male) had no employment, four (three females and one male) were involved in family businesses, one female experienced in counselling was working as a probation and parole officer, one female was a student and one female was an illustrator of books. Eight others had occupations not related to their previous employment as a teacher.

The Issue of Salary

Salary prior to resignation ranged from \$24,000 to \$84,000 per annum. The mean salary for males was \$41,941, while for females the mean was \$35,363, reflecting the fact that women in the study had tended to have both broken service and less seniority due to their younger age in comparison with the males in the sample, who in turn were better represented in promotion positions. It should also be pointed out that three of the males had earned annual salaries in excess of \$50,000 with the Department, while only one female earned more than this figure. The average salary for males and females combined prior to resignation was \$37,599.

Following resignation, eight of the females had incomes too low to estimate, while one male was in this category. The highest income of \$90,000 was earned by a female, a former Head Office employee of the Department. The average annual income for females following resignation was \$25,000, while for males the average was \$35,411. The average income for males and females combined following resignation was \$28,539.

Obviously these figures for salary following resignation were deflated by the number of teachers out of work or caring for families, but even where the former teachers were in full-time employment, many had taken a pay reduction when taking up their present position, one male having taken up a position paying \$12,000 less annually than his previous salary.

Overall, nine of the males earned less after their resignation, two earned about the same, and six earned more. Of the females, 18 earned less, four earned about the same, and 11 earned more following resignation. In total, only 17 of the teachers (34 per cent) earned more following their resignation, and of these, four said that higher salary was a "minor" factor in their resignation, with another five saying that salary was "one" of the factors in their resignation. In no case was higher salary alone a reason for resignation, as will be seen later.

Table 8: Summary of Respondent Variable Data from Part A of the Interview Schedule

	MALES	FEMALES	TOTAL
<u>Subjects Interviewed</u>	17	33	50
<u>Age</u> (average/years)	46.0	34.3	41.0
<u>Experience</u> (average/years)	20.6	13.2	15.7
<u>Training</u>			
<u>Initial</u> (years)			
5 or more	5	1	6
4	2	14	16
3	4	8	12
2	6	10	16
<u>Present</u> (years)			
5 or more	6	9	15
4	7	12	19
3	3	9	12
2	1	3	4
<u>Position at Resignation</u>			
<u>Primary</u>			
Assistant	2	10	12
Middle Exec	1	1	2
Principal	0	0	0
<u>Secondary</u>			
Assistant	7	14	21
Middle Exec	3	1	4
Principal	1	0	1
<u>Head Office</u>	2	3	5
<u>Other</u>	1	4	5
<u>Salary</u> (average)			
<u>Prior to Resignation</u>	\$41,941	\$35,363	\$37,599
<u>Since Resignation</u>	\$35,411	\$25,000	\$28,539

Analysis of the Remaining Interviews: Part B of the Interview Schedule

Introduction

What follows is the analysis of the data drawn from the open-ended questions in Part B of the interview schedule. The analysis utilised the headings or categories derived from the grounded theory analysis of the pilot study. In a number of cases, additional sub-categories have been identified as a result of the analysis of the 50 additional interview transcripts.

In the examination of each category and sub-category, a selection of comments made by the respondents is provided. Following the advice of the literature, no attempt was made to include every pertinent comment, but to provide a representative range of examples.

Personal Background of the Respondents

Line by line analysis and open coding of the 50 interview transcripts contained in Appendix 4 led to the confirmation of the existence of the category of "Personal Background of the Respondents" suggested by the analysis of the pilot study.

In addition, the following sub-categories were identified as a result of the analysis of the greater volume of data available in the study proper. Each will be examined in turn:

- a. Own School Experience
- b. The Influence of Family and Others on Career Decisions
- c. Availability of Career Options
- d. Other Employment Experience
- e. Early Opinion of and Orientation to Teaching
- f. The Influence of Scholarships and Bonds

a. Own School Experience

As might be expected, some of the former teachers were quite high achievers at school while others achieved less or were unmotivated and in some cases left before completing secondary school. Role models of teachers experienced during the former teachers' own schooling were also of importance in influencing the decision to become a teacher. The types of schooling experienced by the respondents was also found to be of importance e.g., rural or urban, interstate or overseas, single sex or co-educational, private or public, cultural background,

socio-economic status, etc. What follows is a selection of the respondents talking about their own school experience.

Julie recalled how she "did well at the H.S.C." and had experienced a number of "really terrific teachers" in her senior years who had encouraged her interest in teaching. Linda said she had a "good opinion of most of my teachers" and thought that teachers must have been "fairly good role models" and "success stories" themselves at school. Grahame recalled how he had been taught by some "really good teachers at high school ... I still see some of them, they were good role models when I started teaching". Vanessa recalled that she too had studied with "excellent teachers" at her private school during the 1960s.

Others had less successful personal school experience. Jane for example described how she "stuffed around" at her Catholic school during the 1960s until her father "pulled [her] out" after the equivalent of Year 10. Dennis, who undertook his secondary education overseas in the 1960s, had experienced a "rigid, draconian education system ... [I] thought Australia was more liberated and I could be a new-style teacher". Michael recalled that "the main reason" he became a teacher during the late 1950s was because of "a savage French teacher" he had encountered at high school, and how this had made him "determined to teach French so that kids would like it". At high school during the late 1960s, Francis believed that teachers at her school "pushed" teaching as a career "a bit".

b. The Influence of Family and Others on Career Decisions

Family influence on the decision to become a teacher varied, but it was found that female teachers, particularly those who undertook their initial training in the 1960s and 1970s, were in some cases pressured either to take up teaching as a career or the reverse, while males tended to have a greater degree of personal career choice. Where other members of the respondent's family were teachers, this was found to act as a stimulus to becoming a teacher because of expectations, pressure or role modelling.

Jane, for example, was made to leave school by her father before she had completed her secondary education and to enrol in a secretarial college in the 1960s. Julie, who had done well at the H.S.C. in the early 1980s, was "hassled by my family to do something like law". Linda's two older sisters were teachers and it was "assumed" that she would follow suit, although she initially "resisted" this pressure despite her genuine interest in teaching.

Michael said his parents were "both teachers and my father tried to dissuade me from being a teacher, although it was a case of making sure I had considered other things". Both Wendy's parents were teachers and they "said that I would make a 'natural teacher'" [sic]. Harry

eventually became the "third generation" of his family to enter teaching when he left his first career choice, steam engineering, in the late 1950s.

Ross recounted how he became a teacher in the 1950s because of "the role model of my father ... I was attracted to the job ... [and] thought my father's lifestyle was reasonably attractive".

After leaving high school in the early 1970s, Helen said she "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". She described herself as "not extremely independent ... I went from a sheltered home to a sheltered campus ... My mother 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" that led to her career in education.

Fran recalled how she went straight to university from high school "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".

Brian's father was a lawyer, and there was pressure on him to also take up law. He eventually dropped out of his university law course after 18 months and later became a teacher, but there was a feeling that he had disappointed his family by taking on teaching at the expense of law.

Joanne had an uncle who was "high up in the Department" who acted as an adviser and role model in her becoming a teacher.

Where the families of those interviewed were less well educated, there tended to be a degree of family pride in the fact that their child had been accepted into teaching, and thus an element of class consciousness. Judith, for example, recounted how there were no teachers in her family and how "my family were pleased and encouraged me to be a teacher". Jan stated that "my parents were proud" when she became a teacher. Vanessa recalled that "I was proud to be a teacher, and my parents were proud". At the time she entered teaching, 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". On the other hand, in several cases, "higher class" families tended to look down on teaching as a career, as Brian experienced when he failed to become a lawyer.

Aside from family, others also had some influence on the decision of those interviewed to become a teacher. Paula, who completed a science degree in the late 1980s and then decided to become a teacher, described how her fellow students and acquaintances, some of them teachers, asked "what are you doing it for?", making her "quite apprehensive about teaching ... I got no support from friends".

On the other hand, Paul "had a lot of friends who were teachers and at the time [the mid-1950s], teachers had a very high standing", and so after failing university and working in a "pub" for a time, he took up teaching.

c. Availability of Career Options

Career options available prior to entering teacher training were found to be largely a function of three factors: gender, geographic location, and era. Females generally had less career choice than males, while those in country areas had less choice than those in city areas. In recent times, possible career choices have widened, especially for females.

Female teachers, particularly those who undertook their teacher pre-service training during the 1950s, 1960s and 1970s, spoke of the three "traditional" options open to women of teaching, nursing, and secretarial work, while younger women in the 1980s had more options. Karen, for example, recounted how she became a teacher in New Zealand in the early 1960s because career choices for women were limited at the time to those mentioned above, and it was only teaching that appealed to her. Clare, who also grew up in New Zealand in the same era told a similar story, in that "there were only a couple of options for females ... nursing or teaching".

Francis became a teacher because "it was the only thing left to do, I wanted to be a librarian, but my parents couldn't afford uni ... it was a sign of the times, everyone applied for it [teaching]". Joanne recalled that she took a scholarship in the late 1960s 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".

June too recalled how during the late 1960s 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."

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 also stated that she "really wanted to do P.E., but would have had to go to university".

For both women and men who missed out on their first career choice, teaching was in many cases the next best alternative, or in some cases, a last resort.

Hazel missed out on her first unstated choice of career in the mid-1970s and took up a teacher's scholarship instead, as did Linda in the early 1980s when she "just" missed out on the marks

needed to study environmental science at university. Vanessa "had wanted to be a mechanic, but the Vocational Guidance officer said that 'young girls don't get their hands dirty'", and so she too turned to teaching.

Jane had wanted to be a high school teacher, but after many years away from study thought that this course of action was beyond her, and so undertook primary teacher training, a decision she later regretted.

Jan had originally wanted to be a secondary Home Science teacher, but funding for her course at university was withdrawn during her first year and so she transferred to secondary Social Sciences teaching, a change that led to some "trauma", although she had enjoyed Social Sciences at high school.

As will be seen later in this section, teaching was a second choice for a number of the other teachers interviewed, although in other cases, it promised an escape from less rewarding employment.

d. Other Employment Experience

As noted earlier, only 13 of those interviewed had experienced substantive employment prior to entering teacher training. Generally, this employment was of short duration, unskilled or semi-skilled, and regarded by those interviewed as unrewarding or with limited potential. In a number of other cases, those interviewed had been rejected from their chosen careers and then took on teacher training.

George had wanted to be a pilot, but was forced to leave the military after three months when he failed his final interview. Alan had spent three months in the Army following high school before he too had to leave his chosen profession, in his case because of eyesight problems.

Jane worked as a secretary and later for a real estate agent prior to entering teacher training, but described how "something was missing, I felt unfulfilled, wasted". Dennis had dropped out of university in his native country before travelling the world and working at "anything and everything" in many countries before coming to Australia and eventually enrolling in a degree. Paul had also dropped out of university after he "failed" in the mid-1950s and spent some time working in his father's hotel, something he did not find "attractive", and so he took up a two year scholarship to train as a secondary teacher.

Jack was married to a teacher and was working as a booking clerk at a country railway station prior to becoming a teacher. There was a local teacher training college and Jack recalled that

"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". Clare, born in New Zealand, recalled that "I was always going to be a teacher from the age of six ... I was going to travel the world and be a teacher".

Rebecca went straight from high school to university to train as a teacher, something 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".

Malcolm recalled that 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 ambitions. I wanted a four year teacher training scholarship to a university, I got it and was happy with my lot ... confident in my ability to do the job". Debbie 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".

Aged only 22, 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".

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 "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".

Joseph, born and trained in Egypt, said quite simply that he was "born a teacher ... I teach Sunday School from [the age of] 15", and said that for a Christian such as himself in a largely Moslem country, "high qualifications are very important ... some parents hit their children to make them learn ... must get high qualification".

On the other hand, for some, the motives to enter teaching were more calculative or the result of circumstance. For example, Karen said she became a teacher because it was a "nice job, and something to go back to after having a family". Francis entered teaching because she could not afford to undertake a university course in her chosen occupation of librarianship, although she

at the time, but teachers earned a "fairly decent wage ... most of the population didn't hate teachers then".

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 had a number of serious accidents. I left and spent a year as a despatch rider riding a motorcycle in the city ... My mother showed me an advertisement for teaching Aborigines in the Northern Territory" and Ruth entered the two year training course.

Joanne recalled how a scholarship to train as a teacher was her only means of obtaining a university degree, but she also recalled that she "felt very positive about teaching ... I and my family thought it an honourable profession ... I wasn't as cynical as some I knew who did it just for the degree".

Grahame was candid when he recalled that during the early 1970s a major influence on his becoming a teacher was the desire to avoid conscription to the Vietnam war, as he was against the war and his older brother's "number had come up" for conscription previously. Fiona recalled that she became a P.E. teacher in the 1980s "because it was outdoors ... I never really wanted to be a teacher ... it was the last option to work outdoors". She 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". Helen, too had no real career in mind when she left school.

Brian had dropped out of his university law course in the late 1960s and spent the next few years doing "lots of jobs". Eventually, he took up a university scholarship to train as a teacher, although he had "no strong feelings about teaching ... it was a job, a way of keeping myself". Dennis had also dropped out of university in his native country and spent the next few years travelling the world and recounted how he eventually became a teacher in Australia because he was "28 at the time and looking for something permanent ... [I] was interested in history ... I thought that I could identify with teenagers, and because of the long holidays, in that order".

Harry had worked as steam engineer in New Zealand, but when the potential of this career became limited in the 1950s, he turned to teaching, thinking at the time that the community standing of teachers was "quite good", and with schools in New Zealand at the time having few discipline problems.

Bill had been offered a choice of two careers when he completed high school in the early 1970s, primary teaching or mechanical drafting. With no one at home to advise him at the time, he chose teaching, but did profess to having a "good opinion of teachers".

George recalled how he had completed six 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".

Opinion of teaching and education generally was positive on the whole at the time those interviewed entered teacher training, although some expressed the view that they didn't really know what to expect, while others made the point that the standing of teachers in the community had declined since they had entered the profession. A few admitted to entering teaching because of the supposed short hours and long holidays, but this was later found to be a misconception.

In the late 1950s, Michael had thought that the standing of teachers "must have been pretty high ... I lived in a country town ... the lifestyle [of a teacher] appealed to me". In New Zealand in the late 1950s, Kay thought teaching to be "quite high up on the scale, quite respected. I myself adored school". Also trained in the 1950s, Ross believed the standing of teachers at the time 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".

Judith described teaching in the late 1960s as being "a fairly professional job, reasonably respected in the community". At the same time, June felt "quite proud" to be a teacher, as teaching was "well respected ... the work was valued ... parents and kids respected you". Lee, June's sister, also stated that "teachers used to be respected in those days ... it was considered a good profession". In the mid-1960s when David was offered a scholarship to train as a teacher after working in a bank for four months, 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".

In the late 1970s when she entered pre-service training, Sue thought that there were a "lot of dedicated people ... who worked hard" in teaching, while in the mid-1970s Hazel said she "had a fairly good respect for teachers ... teachers were well respected in the community".

Grahame took up a scholarship to obtain a degree and to avoid conscription but he did say that he also became a teacher because he "thought I might quite like it" and that at the time, the public had "quite a good opinion of teachers". At the time she entered teacher training in the 1970s, 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".

In the 1970s when 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".

Jack, who had worked as a railway booking clerk, thought teaching to be "something that had a future ... a well respected job for life". Jackie, who had worked in a bank, thought that the social standing of teachers was "okay, I came from a working class background and thought that teaching was all right".

Brian had attended Catholic schools himself and had "not much idea about [public school] teaching", although he recalled having had some "positive experience" with public schools. Vanessa "had been told that 'teaching is a good career for a women 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".

Helen admitted to no "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".

At the time she became a teacher in 1991, 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".

f. The Influence of Scholarships and Bonds

For many of those interviewed, a scholarship to teachers' college or university to train as a teacher was the only way to obtain a tertiary education or to escape from their present situation.

Francis, for example, really wanted to be a librarian, but her parents could not afford to support her at university, and so she took up a scholarship to train as a teacher. Sue wanted to be a fabric designer or landscape architect, but these courses were "too expensive" to undertake, and so she decided to train as a secondary Home Science teacher, a decision that had a "lot to do with" obtaining a scholarship. 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".

Grahame's mother was a single parent and he recalled that the only way he could afford to go to university was to take up a bonded scholarship to train as a teacher. Jackie's case was similar, her widowed mother being unable to finance the further study that Jackie desired. As she recalled, "I was offered a scholarship and that was that". For Joanne, the only way possible for her to obtain a degree was through a teacher's scholarship, as was the case with Hilary.

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". 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".

A number of those interviewed were influenced by the bonds or contracts they had signed with the Department of School Education as a result of their scholarships. Vanessa, for example, had actually "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 would leave ... I took the shorter primary training instead".

Clare, trained in New Zealand, 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 three years, following her two years of training, thus enabling her to travel overseas sooner.

Liz, who was formerly a primary teacher and retrained as a school counsellor, was still bonded as she had only completed two years of her three year agreement to teach with the Department and was liable to pay a third of her \$33,000 bond, but had obtained a position interstate and intended to obtain a medical certificate so she could take leave without pay and take up her new position in 1992.

It should be pointed out that teachers' scholarships are far less common in New South Wales today than they were previously when the demand for teachers was higher in the aftermath of the post-World War II "baby boom". For many of those interviewed, it was apparent that a scholarship to train as a teacher was a way of achieving upward social and economic mobility which would not have been available to their parents or to themselves under other circumstances.

Pre-Service Training

As suggested by the analysis of the pilot study data, pre-service training was found to be a category impinging upon the attitude to teaching held by those interviewed in the study proper. The three significant sub-categories identified during the pilot study analysis were also confirmed and retained for the analysis of the remaining interviews i.e., the nature of the training undertaken, the perceived benefits of this training, and the perceived deficiencies of this training when those interviewed began teaching.

a. Nature of Pre-service Training Undertaken

The nature of pre-service undertaken by those interviewed fell into three major types, the first of these being two or three year training undertaken at former teachers' colleges or as they later became known as during the 1970s, colleges of advanced education.

The second major type or group of pre-service training was found to be the traditional pattern for secondary teachers of a degree followed by a Diploma of Education, the latter often undertaken at a different institution from where the degree was completed.

The third and final type was that of the more recent concurrent degree and Diploma of Education or four year integrated Bachelor of Education degree undertaken by some of those interviewed. Each of the three types will be examined in turn.

As will be seen later when perceived benefits and deficiencies are examined, generally speaking, the least highly regarded of the three types of pre-service training was that of the end-on Diploma of Education which followed the completion of a degree. All those who encountered this type of training were secondary teachers and most were highly critical of it, regardless of the institution(s) attended and regardless of when the training was undertaken, teachers having encountered this type of training 20 years ago or more being just as critical as those undertaking this type of training more recently.

Those who undertook an end-on diploma generally spoke of being stimulated by their degree study of three or four years duration, but being stifled by their diploma which neither challenged nor prepared them for teaching in schools. Some spoke of being treated as a "child" during their diploma year and of time "wasted" on theoretical studies not seen as "relevant" to teaching. Some were critical of having spent three, four or more years of study to become a teacher prior to entering a classroom, and even then, the duration of in-school experience was brief, being confined to the final year of study. Even where the coursework encountered during the diploma year was of interest and stimulating, it was, with the possible exception of

"method" subjects, generally perceived to be largely irrelevant to the coming task of teaching in schools.

In nearly all cases, while degree study was undertaken at a university, diplomas of education were completed at teachers' colleges or colleges of advanced education. There was a feeling from some of those interviewed that the calibre of lecturers encountered during diploma studies was inferior to those encountered during the degree and that lecturers at colleges found it more difficult to relate to students at an adult postgraduate level, being ex-teachers more used to dealing with school children.

Generally, the most highly regarded type of pre-service training was that of the concurrent degree and diploma of education undertaken at the same institution, which enabled "content" and "method" subjects to be more successfully married and with in-school experience encountered much earlier and being of greater overall duration than was the case with an end-on diploma. Generally, lecturers and the subjects they provided were more highly regarded than was the case with the end-on diploma, although there was still an element of dissatisfaction with the lack of practical assistance and preparation for teaching provided by this form of pre-service training.

Those who experienced a two or three year college teaching training course, the bulk of whom were to become primary teachers, were more ambivalent about their training, but once again there was general criticism of the lack of practical assistance and relevance provided by their institutions, as will be seen below. There was a common feeling that practice teaching was where one really learned what teaching was all about.

Overall, regardless of gender, age, subject specialisation, institution attended or overall type of training undertaken, those interviewed were critical of their preparation for teaching, although degree studies excluding the Dip Ed year were uniformly highly regarded. There was also a general feeling, particularly from those with more recent training, that society, schools, and children had changed since they had attended school and that they had difficulty coping with this change.

As will be seen below, overall, perceived benefits of pre-service training were far outweighed by the perceived limitations of this training.

b. Perceived Benefits of Pre-service Training Undertaken

Two year primary trained, 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". During her two years of primary pre-service training, Sandra recalled how she 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".

Also initially two year primary trained, there was a change in David's ambivalent 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 two years of initial teacher training, Ross believed it "only reinforced my decision to become a teacher".

A two year trained secondary Agriculture and Science teacher who had dropped out of university after two years and had later worked in his father's "pub", Paul described how his essentially positive views about teaching "didn't change at all" during his training as he was "having too much fun". Also initially two year trained, Doug stated that his altruistic and positive views on teaching had "not really" changed during his training as he "always believed I was going to save the world". June had similar views, recalling how her feelings of "pride" about becoming a teacher did not change during her three years of training and how she was "very much going to reform the world, very keen [and] ... was dux every year at college".

Originally a two year trained primary teacher, Debbie was not critical of her pre-service course, although in her training, she "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".

Two year primary trained in New Zealand, Kay was complimentary about her New Zealand training while being very critical of the training Australian teachers underwent. Kay's "very positive" 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".

A former secondary teacher, 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". Jack's wife, Wendy, who preceded him in undertaking her three year primary training, described how 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".

Helen initially went into primary teacher training with some hesitation, but described during her three year Diploma in Teaching Helen how, in her studies, she 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".

Three year primary trained, Russell was more positive than negative concerning his initial training, and his "pretty good" 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".

Dianne was very complimentary about her initial three year course which trained her to be a secondary Home Economics teacher, stating how during her training, she "became more enthusiastic ... it was a really good course ... we were very well prepared".

Julie completed a concurrent degree and diploma of education, and described how her positive feelings about teaching were reinforced as a result of her course of training at university, which combined the BSc and Dip Ed and utilised "master teachers" drawn from schools who were able to lend their expertise to the training program. In Julie's fourth year of training, she had a master teacher who "was a great role model, we had a similar philosophy of education".

Linda also completed a concurrent degree and diploma and found that she "enjoyed the education" part of her BSc Dip Ed, although "very early on" she realised that teaching was "a lot of hard work", as did others such as Lee, whose 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". Linda did note however, how she became increasingly "concerned with the public perceptions of teachers and was already starting to build up defences".

Trained as a secondary Social Sciences teacher in a concurrent BA Dip Ed, Jan recalled how she had "pretty reasonable pracs" during her four years of training and found the teachers she encountered to be "hard working, dedicated people". During Mandy's concurrent BA Dip Ed at a Sydney university which trained her to teach secondary English and History, her views "didn't change greatly ... I knew it would be hard work, rewarding ... it was what I expected it would be".

Fiona had completed a four year integrated BEd in Physical Education in Queensland, and described how although she initially went into the course reluctantly because "it was the last

cope, particularly with the teaching of reading. Jane went so far as to say that none of her peers left college knowing how to teach children how to read.

Judith undertook a two year pre-service training course, and recalled how she had experienced "a revolting last prac I have often said that if I had it first up I would never have completed the course". Jackie thought that her two years of pre-service primary training were "terrible, two more years of high school ... it was really deficient". Also initially two year trained as a primary teacher, George described himself as "wide eyed and bushy tailed" when he began his teacher training, but said that he "developed a certain cynicism about the training ... it was not altogether relevant once you stood in front of a class".

Ruth had completed a two year training course in Sydney to prepare her to teach Aboriginal children in the Northern Territory, a course in which according to Ruth, "I hardly learned a thing". To compound matters, Ruth was having problems with hearing in one ear, a problem those responsible for the course were aware of, and which caused difficulties for her, then and later. 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".

Overseas trained with a three year diploma in Fine Arts from New Zealand, Harry, during his teacher training, 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".

Alan had somewhat mixed feelings about his three years of primary teacher training, enjoying the time spent during the course and some of the activities he became involved in, but questioning the relevance of much that he encountered. During his training, Alan recalled how he 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 said he 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.

One of those with an end-on Diploma of Education, Grahame "thoroughly enjoyed" his four year honours degree study, but described his Diploma of Education training simply as "appalling". Michael told a similar story, having enjoyed his honours degree, but he described his Diploma in Education as "a bit of a nuisance year, I had already done four years and was

required to teach the students personal development, sex education and about drugs, but "didn't know anything herself, she didn't know what a 'bong' [used for smoking marijuana] was, the students used to walk into the room saying 'bong on, bong on', she didn't have a clue what we were talking about. The lecturers were out of touch and the students used to arrive a half-hour late for lectures and ask to leave a half-hour early, it was an attendance marathon ... someone should have been held responsible, our enthusiasm was crushed out, we were brought down intellectually, although I'm not sure that this was deliberate. The lecturers at ... university were of higher intelligence than the students, many were world class, but they were mediocre people at ... college".

Four year trained with a BEd in Home Economics, Sue described herself as being "totally overwhelmed" during her first practice teaching session and remembers standing in front of a class and thinking "what am I supposed to do?", a situation Sue attributed more to deficiencies of her course of training than to teaching itself. At the end of her first year, Sue "had wanted to pull out", but she persisted and finished her training. 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".

Joanne recalled how, during her concurrent BA Dip Ed which trained her to be a secondary Social Sciences teacher, in her third year she 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'".

Employment History

Because this is something of a global category, elements contributing to employment history are found in other categories resulting from the grounded theory analysis such as "Departmental/School Policies and Procedures", "Relationships with Others", "Attitude to Teaching", "Teacher Dissatisfaction", and so on.

As a result, a series of representative examples are provided below in some detail, rather than taking brief extracts from each of the 50 transcripts, as some of this detail will be found elsewhere.

Additionally, analysis of the interview proper data led to the identification of a number of sub-categories not identified in the analysis of the pilot study data, these being:

- a. First Appointment
- b. Transfers and Promotions
- c. Leave and Previous Resignation
- d. Final Resignation
- e. Post Resignation Employment

N.B. Employment prior to teaching has been dealt with in the category of "Personal Background of the Respondents"

As the examples of employment history provided below tend to follow the chronological approach suggested by the sub-categories above, this distinction has not been made in the examination of the interview data as it would have tended to fragment the accounts, although as stated above, the grounded theory analysis did reveal the existence of the five sub-categories not previously identified in the analysis of the pilot study as represented in Table 7.

What follows is a selection of teachers ranging from those in their "first year out" to those formerly occupying Head Office positions talking about their employment history. It can be seen from the examples provided how female teachers in particular have had to cope with broken service brought about by the necessity to leave teaching at times for family reasons, while some female teachers also recounted how they were forced to resign or take leave when their spouse was transferred.

Both male and female teachers told of unwanted appointments, forced transfers, the taking of leave for family reasons, to explore other avenues or to take a break from teaching, and in some cases, multiple resignations. As mentioned in the section dealing with the respondents at the beginning of this Chapter, many of those interviewed continued in some sort of educational role following their resignation from the Department, some even returning to the Department in some altered capacity.

To begin, three teachers who resigned during their first year in a permanent position with the Department tell their story. Mandy entered teaching straight from high school, while Jane was a mature aged student with other employment experience prior to teaching. Joseph was trained and had taught overseas before coming to Australia.

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. 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".

Following her training it was Mandy's intention to work as a casual teacher to save money 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 Region, one at a Catholic

school and one with the Department. As the friend had accepted the private school position, she suggested to Mandy that she apply for the other. Mandy travelled to the Riverina just after school started, began teaching at the school and was officially appointed 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 said her "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".

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 [were] 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".

Jane was a mature aged student who had previously worked in the private sector as a secretary and for a real estate agent. Prior to her appointment as a permanent primary teacher which lasted less than a term, Jane's early teaching experience was as a casual teacher in secondary schools. She described her first such appointment to a "tough Greek" boys' school, where the students were "out of control", being violent and sexually aggressive and suggestive towards her. She recounted with pride how she achieved a "good level of discipline" with her students and was "proud of how I broke through" and "got them interested and working". By contrast, Jane's next major casual appointment was to a predominantly white middle class "wasp" [white Anglo-Saxon Protestant] high school where there was less freedom and "teacher powerlessness" because of "fear of what the parents would say".

Following three and a half "happy years" of casual teaching in secondary schools where she felt valued and had achieved much, Jane decided to seek a permanent position which, because of

her qualifications, had to be in a primary school. Jane described this period of her life as "a nightmare". She arrived at her school after the start of the school year in 1991 and there was no one to help or advise her. The Principal had apparently had three heart attacks and "hid in his office all day". Eventually, a teacher in the staffroom "who seemed to know what was going on" took Jane to her room, a portable building without heating or cooling adjacent to a noisy highway. Jane later learned that she had been given the "worst class in the school", a school where almost every member of staff "wanted to leave".

Jane's class comprised "nine nationalities who solved their problems with violence ... [There was] no discipline, it was stinking hot and the kids were out of control". Previously Jane had experienced success with difficult students, but her present situation proved her downfall. She described herself as "drowning, everyone knew but no one helped". Possibly because she was "older", no one realised that she was "on probation" until several weeks had passed. Her supervisor, the Deputy Principal then told her that she was to report to his room every morning at 8-45 a.m. with two foolscap pages of lesson notes for the day's lessons. She was also to write her teaching program for the year. The Deputy Principal would wait for Jane "every morning on his verandah and would be looking at his watch". He would read the lesson notes without comment, tick them and then tell Jane where she "could have done better". Her supervisor "wanted all the paperwork" but gave her "no practical help in the classroom".

Because of the preparation required for both the lesson notes and her program, Jane was working until 3-00 or 4-00 a.m. every morning, while at school, no one came near her classroom or offered any advice. One day Jane went to the Deputy Principal "with tears rolling down my face, I had hit a fifth class boy, something I had never done to my own children". The Deputy told her "don't worry, if anyone complains we'll try to cover it up". Still in her words "drowning" in the classroom, Jane had to contend with the students "tearing up each others' books and throwing them out the windows". Jane was "determined to be tough and ripped up some books myself to show them what they were doing".

Jane's health then deteriorated and she had ten days off on sick leave. When she returned to the school she was told that some parents had complained about her destruction of pupils' books. She asked the Principal for a resignation form but he refused to give her one "because no casuals would come to the school" to take her place. She then told him that she "would sit outside his office until he gave me one" and 15 minutes later he reluctantly gave her a form. Jane said that in the remaining four weeks before the end of term when her resignation was to take effect "no one came near me".

In total, Jane had three weeks teaching, ten days off sick and four weeks waiting for her resignation. She believed that at her school they "didn't give me a chance ... no help". She had spoken to a number of other probationary teachers at the school and their attitude had been

"to keep their heads down until the three years was up" when they could then apply to obtain a transfer to another school.

Jane felt "terrible sadness at [the time of her] resignation ... they knew I was drowning and nobody helped ... I was resentful of my inhumane supervisor and thought it was the end". Following her resignation, Jane was immediately approached to take on "block casual" teaching in a Departmental high school and worked continually in this manner for the remainder of 1991. Jane said she "loves" high school teaching and "would love a permanent job ... I love kids, enjoy teaching and enjoy seeing their eyes light up" and said that she "was not disillusioned with teaching". Jane eventually completed her probation by dint of her long periods of casual teaching and her present Principal was attempting to gain her permanent status as a secondary teacher, although this posed some difficulties. She was valued in her present school and believed that teaching had made her a "more self-confident person, made me see I have something to give, good organisational skills ... broadened me as a person, but made me more humble, does that make sense?"

The only overseas trained teacher interviewed with a non-English speaking background, Joseph's story highlighted some of the difficulties such teachers can encounter. 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. 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 over 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 had cost him \$50 per week in his eight months with the Department, but his attempts to recover this money had proved unsuccessful. Since his resignation, Joseph had attempted, largely unsuccessfully, to find employment as a casual teacher.

Joseph stated that in Australia he 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 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".

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 had "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".

While all three of the teachers above experienced problems related to classroom teaching, more experienced teachers cited other factors which contributed to their decision to resign. Below are found a selection of more experienced classroom teachers talking about their employment histories.

Leanne's employment history illustrates the effects of frequent transfers on a teacher's career. 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. Since her "forced" resignation, Leanne had worked as a casual teacher, worked evenings delivering pizzas, cleaned offices on weekends, and basically done anything available to support her family.

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 at 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 later returned to the area and Leanne had done some casual teaching at her last school.

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 [the town], 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 recalled how 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".

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".

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".

Judith's employment history was one also characterised by changing circumstances. Judith is a 46 year old former primary teacher with 24 years of teaching experience. She initially taught for six years with the D.S.E. as an infants teacher before resigning. She then had "12 months off" before teaching for six months as a casual secondary teacher with the Department. This was followed by more than a year in Catholic secondary schools before another six months off when Judith and her husband moved house to another area. She then taught for two years in a Catholic primary school before taking another six months off to have a child. Judith then spent the next five years teaching almost full-time with the Department as a casual teacher. She then returned to full-time permanent teaching with the D.S.E. for nine years before resigning for a second time.

Judith's first appointment was to a fairly isolated school where she taught "kindergarten classes of 48-49 ... there was no extra help, no aides ... I have memories of this huge class of absolute extremes, there was inbreeding in the [Snowy] mountains ... some could hardly speak and others were very bright and would later be sent to boarding school ... the huge diversity of kids was overwhelming but I enjoyed it". Judith said that despite the circumstances "you just managed, I was quite determined to make a career of teaching".

At Judith's second school there was a vacancy for the then position of Deputy Mistress of the infants department. By this time, Judith had five years of teaching experience but was told she was ineligible to apply because she lacked the required 12 months of extra experience, despite having done all of her teaching with infants classes. Although there were firm regulations at the time which restricted movement of staff between infants and primary positions, the vacant position was given to a primary teacher at the school with no experience in infants teaching, a situation which Judith described as being "most unusual". The new infants Deputy Mistress was given a class next door to Judith's and despite the fact that the two got on "quite well" on a personal level, the lack of experience of the Deputy Mistress meant that she frequently had to seek help from Judith, who "knew how much she didn't know".

When Judith missed out on the promotion, she made a request to the Infants Mistress, "a strange woman who later committed suicide", to gain experience in the primary school to improve her prospects for promotion. However, Judith was told that the only way that this could possibly happen was if a replacement could be found "who could play the piano and wasn't first year out". At the end of her sixth year of teaching, Judith "was so cranky" as a result of what had happened that she resigned.

In the time leading up to her second resignation, Judith described herself as "feeling totally stifled" and how she felt "hopelessness about the direction of education". The "constant knocking of teachers, the low self-esteem, the constantly being on guard [against criticism] got me down, it was so constant ... I felt total frustration".

At this time, Judith had applied for three positions outside the classroom. The first as a consultant with the Department Judith thought she had "no chance" of obtaining, but received interviews for both the others, a position in a regional office and a position as a lecturer. She missed out on the position at the regional office, and Judith described how the letter advising her of this came opened in the school mail and passed from the school secretary to the Principal before it was passed on to her, a situation which made Judith "very angry".

Judith had obtained an MLit degree with the intention of both making herself more qualified for promotion and of widening her options, but her intention was "not clear cut". She was however, offered the position at the university and accepted. Despite the fact that the position was tenured, Judith took a year off from the Department on leave without pay, but as her Principal made it so difficult and because she was enjoying her new job so much, she resigned officially in mid-1991 from the Department. She believed that she "needed a change in direction" and felt "absolute relief" about her decision to leave the Department because "big brother [the Principal] was not watching me any more".

Francis' story illustrates the problems associated with being away from teaching due to broken service and attempting to adjust to change that has occurred in the interim. Francis is a 42 year old primary teacher who resigned on two occasions from the Department of School Education. Originally a three year trained specialist infants teacher, Francis taught for seven years, then resigned to raise a family before returning to permanent teaching in 1991 but taught for only five weeks before resigning once more. Since her latest resignation, Francis had taught only one day as a casual teacher and was currently unemployed.

Francis' first appointment was to a "very large" kindergarten class. She "enjoyed it, I was well trained [although] it was harder to get on with the staff than with the kids, there was a lot of politics". Francis felt that her "Principal wasn't happy with me, I don't know why ... she wrote a bad report on me at the end of my first year but I didn't get to see it". An Inspector of Schools was called in as a result of the apparently poor report but the Inspector "said the Principal was crazy, it was just a difficult class" and advised the Principal to give Francis a better class in the coming year. However Francis recalled that "she gave me a difficult class of repeats".

Francis eventually taught for six years at her first school and "got more confident as time went on, I even thought about promotion but I liked kindergarten best, I liked what I was doing". Francis believed that she was "excellent at the end, it built up". However Francis applied for a transfer to a school closer to her home and spent her seventh year of teaching at "a huge school, it had 15 infants classes". Francis believed that the Principal of her new school "had spies on the staff but I didn't know ... She tended to pick on some of the staff. I was given the worst class in the school". Despite these circumstances, Francis maintained that she would have remained at her new school if she had not resigned to start a family.

After 12 years away from teaching, Francis received an offer from the Department for a permanent position in a primary school from the beginning of 1991. Despite the fact that she was not told what grade she would be teaching, Francis felt that she had to accept or she "would not get another offer" of employment. Francis went to the school and "as soon as I looked at the Principal I knew I was in trouble, it was almost a replay of my last school". Francis was given a year four class, "the worst class in the school, with the worst student in the school ... half the class was uncontrollable". Unbeknown to Francis at the time, her class had six teachers in the previous year.

Francis said she had no resources to teach a year four class and "they didn't tell me terribly much, they were very vague". Apparently her class had "fallen behind" in the previous year and "the parents were pushing ... I didn't know where they were up to and had no way of finding out. The previous teacher took the [teaching] program for the class when she left the school". To compound matters, Francis found the students in her "multi-cultural" school to be

"racist" and fights broke out in her classroom . Francis recounted how "I tried every trick I knew, [but] nothing worked, I felt that they [the students] were trying to get rid of me. The Executive knew but didn't help ... the Principal only came near to criticise me for minor things ... My supervisor was not really helpful. She had a class next door and arrived unannounced to watch me teach but did not explain why. There must have been more to it ... it got me on edge, forever being watched but not helped".

The parents of one of her difficult students, "a fighter", accused Francis of physically abusing their son "which really upset me, I was forced to break up a fight". The Principal eventually "worked it out" with the parents of the child concerned. Francis believed that the discipline policy of the school "was not working" and she was "coming home and struggling to complete my program and trying to control the kids". She believed that the other teachers felt that she had been "away too long " from the classroom and Francis admitted how difficult it was for her to "program in the new way ... I even had to buy the curriculum, it was like starting all over again. The ordinary teachers supported me but they had their own problems ... nobody had time to show me".

Finally, after five weeks, a fight broke out on her classroom floor and Francis went to see the Principal and "resigned on the spot". By chance, the local Cluster Director was with the Principal and Francis "told them what I thought, what had happened ... the Principal got really uptight because I dumped her in it". Francis filled in the official resignation form in front of the Principal and because she feared jeopardising her future employment, "wrote lies" in the space which asked for the reasons for her resignation. However, the Cluster Director assured Francis that "she would sort it out, there would be no problems [with future employment] if I resigned". Francis believed that her Principal must have written a reasonably good report on her from what she able to glean from what was said at her interview held later with the Department where she was put on the list of casual teachers.

At the time of her resignation, Francis was "really angry, with the Department, with the Principal ... I felt ... I don't know, I lost all my confidence, they thought I was hopeless, I was upset for days".

Francis said she was "more worried about discipline now, kids have changed, they have less respect, less motivation to work". She was "nervous about teaching now, even Scripture", which she had taught for many years. Francis would only return to permanent teaching with the Department if she could take an infants class as it was "wrong to expect an infants trained teacher to teach K to 6" but realised that things have changed, there no longer being separate infants and primary teacher training and that she could be allocated to any class within a primary school at the discretion of the Principal.

Francis concluded by saying that "they should offer refreshers for people going back after a gap" in the light of her experiences. She thought that others such as herself really needed to be brought up to date with curriculum and other changes in education and in methods to cope with the children of today and that "they should provide this, but they don't".

Liz too had a fragmented employment history not uncommon in the more experienced female interviewees. Originally she taught as a primary teacher for nine years and then resigned to look after her young family. She then taught for seven years as a casual teacher before undertaking a one year full-time course to become a school counsellor. In 1990 and 1991 she worked as a school counsellor in the Metropolitan West Region, being attached to both primary and secondary schools.

Despite the fact that she had only completed two years of her three year contract following her school counselling training and was still liable to pay a third of her \$33,000 bond, Liz intended to take leave without pay with the help of a medical certificate from 1992 and did not intend to return to the Department of School Education, having obtained a school counselling position in the Australian Capital Territory from 1992.

Although as mentioned previously, Liz had resigned earlier in her career for family reasons, this was not because of dissatisfaction with teaching. Her recent decision to leave, however, was the result of her experiences while a school counsellor. Her group of six school counsellors was supervised by a District Guidance Officer (D.G.O.). Liz maintained that she and her group were subjected to harassment and intimidation by her superior. This harassment took the form of verbal abuse, undermining of the credibility of the counsellors in the schools where they worked, and allocation of resources on the basis of compliance with the D.G.O.'s wishes. She gave the example of one counsellor who had a departmental car taken away as a result of a clash with the District Guidance Officer. The D.G.O. stopped the six counsellors meeting as a group and engaged in "divide and conquer" tactics, according to Liz.

The counsellors decided to "go through official channels" within the region and the industrial section of the Department. A meeting was held with the Regional Director (now termed Assistant Director-General) but the matter was not resolved. Eventually Liz took the matter to an industrial court where it was settled out of court with the Department admitting liability, apparently the only time that this has happened in an harassment case of this type. Liz ultimately received a worker's compensation payment for the stress experienced during the period she spent under the supervision of the District Guidance Officer.

During the 18 months that the whole process took, Liz maintains that she and her colleagues were told "lies" by regional officials and that every effort was made to dissuade the counsellors from their course of action. According to Liz, it was only because they "stood firm" that they

eventually won out. At the end of her first year as a counsellor, Liz had received a favourable report from the Principal of the school where she was based, but thirteen days into the next year, she was declared "of concern". Later this rating was overturned. During the period of the troubles with her supervisor, reports were written on Liz by people she had not worked with and hardly knew. This was revealed when she was shown her departmental file.

Of the six counsellors, one was on indefinite sick leave due to stress while there was another court case being mounted by one of the six. All intended to leave the system as a result of their experiences. The D.G.O. had not been dismissed, and had not been demoted, although Liz believed that "the screws have been put on him" by the Department.

Despite or perhaps because of her successful action against the department, her substantive position was taken from Liz and she was forced to work as a "mobile" school counsellor for the next six months. It was in this period that she applied for and obtained a position in the A.C.T. from 1992. Ironically, Liz maintained that the good reports principals wrote on her for the Department during the dispute helped her to obtain her new position.

As a parent, Liz was concerned with the standard of public education in the state, and she also worried that her experience with one region might be widespread. She had yet to inform the Department of her intention to seek leave without pay, and as mentioned previously, the matter of the bond needed to be resolved, but she was determined to leave.

Jack's employment history is one where a teacher lacked any input into where he would teach, with compulsory postings and forced transfers. 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 Appendix 4.19) in their furniture manufacturing business.

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 [permanent] 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 on 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 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.

When Jack finally 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".

Brian's story is that of a person who probably made the wrong career decision on a number of occasions. Of all those interviewed in the study, he was by his own admission possibly the least suited to teaching. Brian is a 42 year old former English History teacher and later Teacher Librarian with the Department of School Education. Brian taught initially for two and a half years before resigning and later returned to the Department after 10 years away, during which time he taught overseas for four years in New Guinea and Europe. He again taught with the Department for two and a half years before resigning once more at the end of 1991.

Brian's father was a lawyer and there was pressure on him to take up law, which he studied for one and a half years at university before dropping out and spending the next few years doing

"lots of jobs". Eventually, Brian took up a scholarship to train as an English History teacher. Brian had "no strong feelings about teaching ... it was a job, a way of keeping myself".

Brian described his first year of teaching as "horrific". He was posted to a Sydney boys' high school but only lasted one term, during which time he was "beaten up at school by students". The same week as the assault occurred Brian was arrested for shoplifting, a situation he attributed to "a stress reaction on my part" to the assault. Brian was sent to trial and described the magistrate as "not sympathetic whatsoever ... I was in a trance state ... courts are set up along the same lines as schools ... lines that run, and grind over people". Brian attempted, with legal assistance, to defend himself but was found guilty and placed on a bond.

Brian described the Principal of his first school as being "out of the system ... he used to trumpet on about sport", while the Deputy Principal was "a little martinet ... I had terrible trouble with her". Brian's Head Teacher "used to come into my classroom and cane the living daylights out of the kids ... he was actually caning me". After one term of this situation, Brian was posted to another school, this time co-educational. Brian had two years at this school during which time "kids stoned me at sport, and followed me home in the afternoon ... the school had a weak boss and I was always a target". Brian was then posted to another school, one he described as "a good school, but I was not good enough for it". Brian "didn't enjoy it any better" and so resigned and moved interstate.

During the ten years following his first resignation, Brian taught for four years in New Guinea which he "enjoyed immensely" and also taught overseas. However, Brian eventually found himself out of work and with the recession making "jobs tough" to find, as "a last ditch" he applied once more to teach with the Department. The Department lost his letter of application, "but were willing to offer me a position if I was prepared to teach in the west [part of Sydney] ... I said yes and a woman pressed a button and two seconds later I had a school ... it gave me bad feelings about where I was going".

Brian taught for two years at his new appointment before "the Boss and the Leading Teacher carpeted me ... the Leading Teacher was good, he was just there as a witness. The Principal told me that I was in the wrong business and that he would arrange to get me a move and for my travelling [expenses] to be paid". A transfer to a school in Western Region was arranged, but things did not go well, Brian being "made to teach Year 7, I always hated junior classes". At his new school, Brian "had problems with the library staff, the kids didn't like me and I didn't like the town ... the social skills required were beyond me". Eventually, Brian's new Principal, "a nice guy ... talked me out of it. He said 'you are never going to make it', and I got another job which was the best break of my life", despite the fact that Brian took a \$12,000 salary reduction to take up his present position in a council library in far western Sydney.

At the time of his second resignation, Brian sought help from both the Department and the Teachers Federation to obtain a job away from teaching but "they were so inflexible ... they wouldn't help me to transfer to a non-teaching role". Brian would have liked to teach at the Correspondence School in Sydney as "they were my sort of people at the 'Corro' but they were winding it down". At the time of his resignation, at first Brian "felt like I was drowning, there was desperation, a recession and no chance of a job ... I even considered being a prison warder and went for lots of library jobs, even library assistant jobs". He was very pleased to be offered a librarian's position, despite the substantial pay cut, as "this is where I am suited".

Brian believed that he "has no option" to return to the Department, given the "finality of the tone" of the letter he received following his resignation for the second time, and anyway he "always had a love hate relationship with teaching ... I love to teach but no one seems to want to learn from me ... I like to serve people, I have the calling but I'm introverted ... I find the lesson format abhorrent".

Brian believed that his experiences as a teacher had "belittled and embittered me to a large extent ... I took the wrong turn ... You need to be born to it, to love people ... I wish that the school system was a bit more human ... school does not teach you to be a human being, the system toughens them [students] up, I feel a bit sorry for them".

Marie's employment history is an interesting one, in that initially she believed that the move towards "merit" based promotion would be fairer to women who might have been disadvantaged by the previous "list" system which had a greater emphasis upon seniority. However ultimately she was to become disillusioned with the new promotion assessment procedures when she failed to be promoted.

Marie is a 34 year old secondary Science teacher who resigned at the end of 1991 after 12 years service with the Department. 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. Marie was now employed as Science Co-ordinator in a Catholic High school, although the higher salary she now earned was "not a factor" in her resignation.

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

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.

Alan's first appointment was to a "difficult" Metropolitan West Region primary school where, despite having his own class, he "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".

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".

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".

The experiences of executive teachers interviewed were found to be different again from those of the more experienced teachers outlined above, with more concern for factors affecting their areas of responsibility, and not just them personally.

Dianne's employment history shows the effect on one person of substantial change to the organisation of the secondary school curriculum in New South Wales which affected the traditional teaching area of Home Economics. 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 had 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 had completed this course, but one possibility, that of becoming a school counsellor, was "low on the list of priorities".

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 "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".

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".

By way of final comment, 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".

Finally, at the end of 1989 and the beginning of 1990, Michael:

had a blue with the D.I. [District Inspector] and the Regional Director [now termed Assistant Director-General] over a suspension ... A student had 'physically affronted' a teacher by tightening his tie around his neck ... I wanted him suspended and moved but the Region refused ... for the first three weeks of 1990 there was a battle royal with the Regional Director ... letters arrived from [him] every two days ... I was criticised for things which were quite irregular such as not having a caring school. Very grudgingly they moved the kid after the staff threatened to strike ... I said 'I'm not going to put up with it' ... we won, but it was a Pyrrhic victory ... the school was kicked the rest of the year ... it was obvious that the school couldn't do much while I was there ... I decided that I could live without [the Assistant Director-General] ... it upset my family, and this, plus the medical problem and the extra duties being put on principals ... were the main reasons why I took early retirement.

Michael arranged to take the last five weeks of the 1990 school year off on long service leave to "organise" his affairs and only the two Deputy Principals at the school knew of his decision. At a regular staff meeting prior to going on leave, Michael "told the staff I would not be going back ... they were a bit stunned but quite happy, by that I mean that they knew what I had been through and it was probably good for someone else to come ... they knew how I felt at the time". Michael had applied for transfer to other schools, but was "not greatly serious" about this.

Michael was fairly cynical about the devolution of certain responsibilities to schools as:

when I wanted help from the Region I didn't get it and when I didn't want help they butted in ... the chopping and changing with financing over the past year leads me to believe I got out at the right time ... I am not interested in what is happening generally in education ... only interested in what is happening in the classroom ... I'm a casual classroom teacher and while it continues to suit me I'll keep doing it.

As might be expected, those in Head Office had a different set of employment experiences again to those examined to this point.

Joanne's story illustrates some of the problems those in Head Office administrative positions face when major restructuring occurs. 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 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.

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. 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 the 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. 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 a 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.

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 reopened] 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".

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 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".

Ross' employment history, ranging from that of a classroom teacher to the position of Assistant Director of Education in Head Office, also illustrates some of the effects of administrative restructuring on a person's career. 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. Ross now works as a Research Fellow at a university. Salary was "not

behaviour had been seen to change, with swearing, violence and the questioning of authority increasingly common. However a number of those interviewed did profess to coming from "middle class" backgrounds which made them unprepared for the realities they encountered in their schools.

Some of those interviewed felt keenly the criticism levelled at teachers and schools in recent years and cited this as a cause of dissatisfaction. Criticism from the Government itself and from the former Minister for Education Dr Metherell was particularly distressing, as it came from within the system and tended to reinforce negative public perceptions of education.

There was a commonly held view that the curriculum had become "overloaded" due to well meaning attempts to solve society's problems and to better prepare students for entry to the workplace and society generally. There was, however, criticism of schools from society and the media for failing to address the "basics" while implementing this increasingly "crowded" curriculum.

Secondary teachers in particular expressed concern with the higher levels of post-compulsory student retention in recent years and the difficulties this had created for teachers and schools.

Generally, there was a view expressed that society had something of a fixation with teachers' hours and holidays, and did not really appreciate the difficulties involved, with preparation and marking time in particular being largely "invisible" to the general public. Those interviewed tended to see society as more demanding, more critical, and less appreciative of teachers and education than in former times. A number of teachers went so far as to say that "society didn't hate teachers" when they had entered teaching, but inferred that this was no longer the case.

A number of those interviewed also stated that they were wary of revealing to strangers their occupation, for fear of the hostile reaction that this often generated.

What follows is a selection of comments made by those interviewed concerning the category of "Society". While the existence of the four sub-categories of "Nature of Society", "Expectations of Education and Teachers", "Status of Teachers", and "Criticisms of Teachers and Schools" was confirmed by the grounded theory analysis of the remaining interviews, the distinction was not made here as it would tend to fragment the views of those quoted.

Jane, a mature aged student, expressed the opinion that "a great deal had changed from 20 years ago" when she had last attended school and that she was "appalled at the accepted levels of behaviour" and at "the violence in the system". 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'. Rebecca, now resigned, 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".

Karen, now working in a private school, stated that "teaching can still be very exciting, although I resent the hours sometime, I'm only one person ... society expects far more of us now, we have to teach the kids all the skills". She did however say that she "does not despair about the education system, people have always complained".

Judith found the unrealistic expectations held by parents for their children a source of dissatisfaction, particularly as she had grown up in the same town where she had taught and knew the academic abilities of parents who believed that "money can buy anything, and can't accept that their kids, although very nice, are only average".

Julie found "attacks from the media, uninformed criticisms about long holidays and teachers being treated like grubby little unionists" sources of dissatisfaction. People felt that they could criticise education because "they've all been to school, that makes them experts", according to Julie. Helen felt that "parents expected schools to solve their problems" and that "over time there were more and more difficult problems to solve ... I couldn't get the results the community wanted".

Francis, who returned to teaching after an earlier resignation but lasted only five weeks before again resigning. Francis said that "they should offer refreshers for people going back after a gap" in the light of her experiences. She thought that others such as herself really needed to be brought up to date with curriculum and other changes in education and in methods to cope with the children of today.

Paula, who resigned after just over one year of teaching with the Department, said that sometimes socially "I was embarrassed to say I was a teacher", and this concerned her, while Sue said she was critical of the "nine to three" view of teachers held by the public. 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". Vanessa too was concerned that "public perceptions of teachers had dropped" and that "people were ashamed to say they were teachers". Hazel said that she "had some element of frustration with the public image of teachers ... I saw the effect [of this] on the morale of teachers" and that "one of the biggest problems teachers face is unrealistic expectations which they don't have time to face ... changes to curriculum, community demands". Jan believed "the general public and the media thought teachers the lowest of the low". Lee gave as a source of her dissatisfaction the decline

were expected to deal with and in some cases solve. Teachers also commented upon the changes to existing curriculum areas which teachers and schools were expected to comply with. There was a feeling that such changes were occurring too frequently and were in some cases imposed from above without philosophical or educational foundation. At the same time as such changes to curricula were occurring, there was concurrent criticism of schools for failing to achieve acceptable levels of outcomes in the so-called "basics". A number of teachers commented that the official curriculum programs which they were required to write were largely a waste of time and were not usually consulted in day to day teaching. A feeling was also expressed that such documentation was sometimes forced on teachers to make a superior "look good".

The existence of the sub-category "Changes to School Administration" was also confirmed, with executive teachers in particular believing that the administrative tasks of teachers and schools had increased greatly since the educational reforms of the late 1980s, and that such requirements were causing teachers to compromise their standards in the classroom and executive, especially principals, to move away from educational leadership in order to comply with such administrative requirements. Changes to school staffing regulations were also criticised, particularly where this resulted in the loss of teaching or ancillary staff and where composite classes had to be formed in primary schools.

There was a clearly expressed view that schools could not and should not be operated as a business, and that the financial responsibility and accountability devolved to schools in recent times was having a deleterious effect on educational outcomes. Once again, there was a feeling expressed that much of the new administrative requirements had made no positive difference to the functioning of schools, were complied with reluctantly, and were in some cases merely making others outside the classroom or school "look good". It is acknowledged that there is a degree of overlap between this sub-category and the sub-category of "Administration" which forms part of the category of "The Teaching Role". In the class of the latter, the emphasis is more upon the effects on the individual, while in this case, the emphasis is more upon the school, and thus both sub-categories are considered justified.

The sub-category of "Changes to Promotion" was also confirmed, with some teachers expressing grave doubts about the effectiveness of the procedures to select staff for promotion on "merit". While it may have been thought that such a move away from seniority inherent in the previous "list" system might benefit female teachers more, a number of female teachers believed that the measure had actually resulted in greater discrimination against women, and that some of the objectivity of the previous "list" system had been sacrificed. There was clearly expressed concern that the new procedures were detracting from classroom teaching and school administration, with some teachers desirous of promotion spending time attending in-service courses on the new procedures, preparing "C.V.'s", and taking on jobs outside the classroom

to make themselves appear more worthy of promotion. In some cases it was felt that those with the "gift of the gab" who came across well at interview were advantaged over the teacher who was a better classroom practitioner, and that classroom teaching generally had been downgraded by the adoption of the new promotion procedures.

The sub-category of "Political Interference" was also confirmed as a result of the analysis of the remaining interview data. There was a clear belief that education had become far more politicised since the election of the present state Government, and that the level of both political interference and public criticism of teachers and education had increased. There was a view expressed that educational decisions were being made on economic and political grounds and that the educational benefits of such changes and decisions could not be demonstrated. There was a high degree of antipathy towards the previous Minister for Education, Dr Metherell, although his replacement, Mrs Chadwick, did not come in for criticism in the same way, despite the fact that the policies and procedures introduced by her predecessor remained in place. Political interference and the pace of change accompanying it was clearly of concern to many of those interviewed.

The final sub-category of "Salary" has been retained simply because of the importance it is believed to have. However, as was found in the analysis of the pilot study data, salary was largely a non-issue for those interviewed. As seen previously in this Chapter, few gave salary as a reason for their resignation and in fact most of those interviewed experienced a pay reduction following their resignation. Even where the former teachers were earning more following resignation, salary, while at times a contributing factor, was not given as the major factor influencing resignation. However, it must be acknowledged that this study followed a substantial wage increase for teaching staff in N.S.W. and was concurrent with Australia's economic recession and thus, the importance of salary on teacher resignation might have been understated in the context of this particular study.

What follows is a selection of comments from those interviewed supporting the above contentions and conclusions, although much of this material applicable to this category appears elsewhere in categories such as "Employment History", "Dissatisfaction", and "Resignation Decision".

a. Appointment, Transfer, and Leave

A number of teachers criticised the mechanism by which inexperienced teachers on probation are assessed to obtain permanency or certification. Jane was a mature aged student and the executive members of her first school were unaware that she was actually on probation. When the school eventually realised she was in her first permanent appointment, the Deputy Principal

reacted by insisting she write detailed lesson plans and teaching programs. Later, when Jane resigned and resumed casual secondary teaching, she experienced difficulty in gaining permanent status, despite the fact that her Principal was supportive in this regard. Jane believed as a result of her experiences that special provisions should be made for probationary mature aged teachers as such people were "given more responsibility but less help".

Sue's first appointment was to a central school in Western Region, a school Sue described as "very understocked and not very organised" due to high staff turnover. Sue recounted how she felt "very isolated" although she spent two years at the school before being made a forced transfer to a school where she didn't want to teach. As a result, she took leave without pay for a term before being appointed to a city school, but was again made a forced transfer after two years and her duties split between two schools for two weeks before obtaining a position at her last school where she spent four years. Sue then took two years leave without pay to travel overseas and ultimately resigned shortly before this leave expired.

Sue's decision to resign was precipitated by the way she "was mucked around" when she returned from leave and could not get a permanent position, despite the fact that she knew of a school with a vacancy for a Home Science teacher where she wanted to teach. Eventually, she decided to resign as her leave had almost expired, went to see the Department and said "give me the [resignation] form". Because Sue had taught for just less than 10 years, she was not entitled to long service leave, but attempted to obtain a pro rata payment for her period with the Department. She had intended to go back to university to train as a special education teacher, but was advised by the Teachers Federation that if she stated "study" as being a reason for resignation, she would miss out on the pro rata payment. However, if she put "family" or "domestic" reasons on the form, she was likely to be paid. Sue thus "lied" on the form and received a payment of around \$3,000.

In 1991, while Sue was completing her course, she tried to apply with the Department for employment as a special education teacher in 1992, but somehow they had credited her on official records with incorrect, lower standard qualifications. Sue "tried for six months to have this changed, but no one was responsible, I had untold phone calls and four physical visits [to the Department] ... eventually they changed it, but then lost my file".

Sue believed that "the system is a killer, I had endless trouble ... They lost my file at the beginning, then I had two forced transfers ... the system is too big ... there was an incredible bureaucracy when I wanted to get a casual number, I waited five months then found out that they had lost my file again ... I only got my present job on hearsay, someone knew that I had just completed the [Special Education] vision course and I was offered a job ... This is my third Tuesday [at the special school] and they only gave me the 'entry on duty' form today ... It will probably be another four weeks before I am paid".

Clare was concerned that due to her experience with staffing the State's E.S.L. (English as a Second Language) 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.

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 "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".

b. Changes to Curriculum

One of the major changes to curriculum which also has implications for school administration is the adoption of new "Key Learning Areas" or changed groupings of curriculum subjects and hence staff. High schools have been affected more by this change, with the former areas of both Industrial Arts and Home Science being most affected. Dianne and other Home Science teachers felt that their service to their subject areas had not been recognised and that their careers would suffer under the new arrangement of secondary curricula. Dianne stated that in "the long term, I could see no future for me ... nothing for me ... no place in the system".

Judith believed that the government had "duped" schools and the public and that while schools were supposed to be more independent, they had in fact lost control over areas such as curriculum where stricter controls were now in place.

Another aspect which was mentioned by a number of those interviewed was the effect of testing, especially the "Basic Skills" tests in primary school, on curriculum. There was a concern that teachers would be forced to "teach to the test". Clare, for example, saw such tests as "not relevant to teaching ... just another negative thing for many kids".

Julie, a secondary Science teacher, was very critical of the fact that while qualified Australian Science teachers she knew had been left off the Department's computer after their graduation, the Department had persisted with the importation of what she saw as inferior overseas trained teachers. Julie believed these teachers to be "incompetent, they were from overseas and could hardly speak English ... The professional standard was a joke ... It made a mockery of what I had done ... by the end of the fifth year I had had enough, it was the system, not the kids" that was behind this state of affairs, according to Julie. As well as the Department leaving qualified Science teachers off its list, Julie also recalled how following her resignation and a stint in the Federal Police, she returned to her old region and filled out a form listing 20 schools where she was prepared to teach. She heard nothing and two months later received another copy of the same form which she again filled out. Another month passed and she was sent the same form yet again. She had been doing some casual teaching at her old school but was becoming "desperate" to obtain a permanent position, and so she answered a number of advertisements for Science teachers at private schools. Julie was offered three positions and eventually chose to teach at a Catholic school from the beginning of 1992. Julie described the way she was treated by the Department when she attempted to be re-employed as "fairly pathetic, they mucked me around ... I was quite stunned considering the shortage of science teachers in Met-West".

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". 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" but she considered this "a joke" and it 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 but later resigned.

Catering for the less academic student staying on to post-compulsory education was also an area of concern, teachers such as Debbie noting how much time and effort had to be devoted to developing alternative curricula to meet the needs of such students. The whole concept of requiring all students to complete high school was criticised by a number of those interviewed.

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.

c. Changes to School Administration

Karen and others were critical of the pace and scope of change in schools generally, believing recent changes to be "happening too quickly ... there is no support system to help classroom teachers implement the changes.

Judith expressed dissatisfaction with the "new directions happening in education" and believed that the "whole mould of education" was being changed with classroom teaching and curriculum development being downgraded in favour of "managing, computing, and accounting".

Jan taught 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".

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 at her school, 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 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 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".

June 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".

Clare 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".

From the mid 1980s, George, a former Head Teacher, began to think about resignation and early retirement. In September 1991, George left 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".

David was 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.

d. Changes to Promotion

Jane shared the view of many others and was critical of what she saw as the "creeping" problem caused by new promotion procedures where teaching ability was being increasingly undervalued while being a "high flier" outside the classroom was seen more favourably by those appraising staff for promotion. This was a "fault of the new system" where people were only doing things around the school "to look good".

Michael said he had:

become cynical about power in higher echelons ... [and that he was] a strong opponent of so-called promotion on merit ... they threw the baby out with the bath water ... I have been involved on selection panels ... it is extremely frustrating ... hundreds applied ... then you cut it down ... cut it down again to one ... you could only go by what was said in the C.V. ... I had four people for four days for my List Four inspection [under the old promotion system] ... you couldn't have anything more solid than that ... interviews and C.V.'s are repulsive, specious ... it is difficult to staff remote schools ... the old system was perceived to be reasonably fair ... there are a lot of grumblings now.

Michelle said that she "does not like the interview system to get a job, I feel it 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".

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".

e. Political Interference

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".

According to Bill, "things are changing too quickly in education" and the only way that he would go back to the Department would be as some kind of mathematics consultant. He could not be a classroom teacher again. Bill recounted how recently he had returned to visit both his previous schools and that his visits "made me feel really sorry for teachers because of the conditions, the kids, it is a horrible bloody job". Bill was very critical of the Department and of "politicians and bureaucrats who try to justify themselves by changing something that is working well". Bill cited recent syllabus changes which in his opinion were unnecessary.

Linda had some critical comments to make concerning the establishment of "centres of excellence", "selective high schools", "technology high schools" and the like, believing that all schools in a public system should be recognised, and recounted how her school, despite its small size, was able to maintain a language department and teach five languages with success, while another school where she had taught offered only Japanese, but was designated a "centre of excellence" for foreign languages while hers was not. This was "awful for morale", according to Linda. Such designations were made by people not familiar with the schools concerned and for questionable motives.

Brian believed that the actions of the current state government in the area of education amounted to "class warfare, I can see why people send students to private schools".

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".

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". Debbie was also critical of the fact that "so many of the hierarchy have never been in a classroom".

John had similar views, being critical of the Department as "they are really out of touch with many things ... there were decisions to combine classes, educationally not sound decisions ... decisions made on mateship rather than educational grounds ... the kids always came last ... the kids should have come first". 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".

On considering how she felt about education following her resignation, 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".

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 regrets not writing to the Minister for Education at the time of her resignation and thought 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".

Jackie, a librarian, believed 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 ... 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 ... 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 education.

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".

Leanne said that following her resignation, 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".

f. Salary

As mentioned previously, only a minority of those interviewed commented upon salary. Linda believed that teachers needed "a terrific pay rise ... people equate money with status" and that she had not been adequately rewarded for her years of study and had received "no credit whatsoever" for her MEd degree which she completed while teaching. She found the degree to be very rewarding personally but she "didn't even receive one increment [in salary] ... I'm still paying off H.E.C.S. [Higher Education Contribution Scheme] and got nothing for it".

Vanessa also 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. ... 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 ... [who] should be the focus".

At the time of his resignation from the Department, Grahame was on the top of the assistant teachers' salary scale on \$38,000. He was now employed as a music lecturer at a university on an annual salary of \$44,000. In Grahame's case, the higher salary he now enjoys was a significant factor in his decision to resign, particularly in view of his heavy workload as a music teacher for which he felt inadequately compensated.

At the time she took leave from her Head Office position, 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

An interesting aspect of salary commented upon by a number of those interviewed was the discrepancy in salary between three and four year trained teachers. Harry, for example, a very experienced Art teacher classified as two year trained, resented having to share his "professional knowledge" and expertise with higher paid and less experienced teachers. 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 than he, and yet he was the most experienced person in his section and was providing his knowledge and accumulated expertise to others on higher salaries.

Relationships With Others

"Relationships with Others", a category identified as a result of the pilot study, was confirmed as a category as a result of the analysis of the remaining interviews. The sub-categories identified during the pilot study analysis were also confirmed, although there was a definite hierarchy of sub-categories, with relationships with "School Superiors" seen as the most critical sub-category of "Relationships with Others" contributing to the core category of "Attitude to Teaching". Many of those interviewed spoke of conflict with superiors and expressed the view that their superiors were lacking in aspects of leadership ability. There was a gender difference apparent here, with female teachers citing examples of sexist behaviour from their male superiors. There were also differences due to experience in this sub-category, with the relationship with the supervisor seen as very important for the beginning teacher. On the other hand, more experienced teachers were more likely to complain of being treated "as a child" by their superiors within the school.

Relationships with the "Department of School Education" was also seen to be an important contributor to this category. As will be seen below, many of those interviewed expressed frustration which arose from their dealings with the Department, resented being treated "as a number", and had experienced difficulty in getting "straight answers" from Departmental officials.

Relationships with "Other Teachers" was also seen as an important aspect of this category, many of those interviewed citing this as an important contributor to teacher satisfaction, whether the teacher was inexperienced or an executive teacher supervising other teachers.

In the sub-category of relationships with "Students" there was a general consensus that this sub-category was what "teaching is all about", and it was seen as an important element of teacher satisfaction, although it too could contribute to teacher dissatisfaction. Generally, less experienced teachers were more likely to have negative experiences in regard to relationships

with students, although some experienced teachers spoke of a decline in student behaviour and the respect held for teachers over the course of their career.

The final sub-categories of relationships with "Parents and Community" and relationships with "Family" were also identified as being important, although there was less volume of comments related to these categories, particularly the latter.

Below are found selected comments made by those interviewed relating to each of the sub-categories mentioned above, although because of the importance of relationships with others to other categories identified in the study, much of the comments relevant to this category appear elsewhere in other categories such as "Teacher Satisfaction", "Teacher Dissatisfaction", "Teacher Stress" and the "Resignation Decision". As such, the comments below are representative rather than exhaustive, and many similar comments can be found in the transcripts found in Appendix 4 to support the existence of this category and its sub-categories.

a. Department of School Education

As mentioned in the introduction to this section, being treated as a number and dealing with Departmental officers was a source of dissatisfaction for many of those interviewed. Julie was one of a number of teachers to complain of her files and application for employment being lost and of having to submit and resubmit such documentation while awaiting employment. In the end, Julie took up employment at a Catholic school. Sue had similar problems, with lost files and incorrect official records which she found very difficult to have changed.

Liz's story has partly been told elsewhere, but is included here because it is a salutary example of a failed relationship between a teacher and her superiors in the Department of School Education. In brief, Liz had resigned earlier in her career for family reasons, although this was not because of dissatisfaction with teaching. Her recent decision to leave, however, was the result of her experiences while a school counsellor. Her group of six school counsellors was supervised by a District Guidance Officer (D.G.O.). Liz maintained that she and her group were subjected to harassment and intimidation by her superior.

Michael's story has also been told more fully elsewhere, but a major factor contributing to his resignation from his position as a high school Principal was his relationship with the Department of School Education, and in particular, the Departmental head of his region, when the Department refused to back him in an incident where a teacher was assaulted by a student. Michael felt that as a result of this conflict, his school was suffering due to victimisation by the Department, and so he decided to leave his position for the good of his school, despite the fact that in the end he "won" in his battle with the Regional Office.

Many of those interviewed also spoke bitterly of how they were treated by the Department following their resignation, with a lack of real thanks and recognition, and with only a form letter usually being provided, even after extended service. Wendy, for example, believed that the "Department was impersonal to the end and not supportive". Of his resignation, Russell said "I didn't get anything when I left, no letter, no form, no thanks". 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 later 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". 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".

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". Ross related how a colleague 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". 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".

b. School Superiors

It has already been described how Jane, a teacher in her first permanent appointment, had found that the Principal of her school locked himself in his office while her supervisor, the Deputy Principal, made her write lesson notes and her program but gave her no practical advice and support while she was "drowning ... nobody helped ... I was resentful of my inhumane supervisor". Other beginning teachers made similar observations, describing how they were "watched", "judged" and "not "helped" by their superiors. Francis, returning to teaching after a

break for child rearing, described how her Principal "only came near to criticise me for minor things" and how her supervisor "was not really helpful".

Karen had not considered resignation prior to 1990. She had been teaching at a high school for four years without incident when a new Deputy Principal was appointed. Karen's position was as a Support Teacher, Learning Difficulties attached to the English Faculty, and her role was helping teachers in the classroom in a team teaching basis "right across the curriculum". Withdrawal of students from class was considered "a last resort". However, Karen's new Deputy Principal had a view of her role "that was 20 years out of date, he wanted me to be a remedial reading teacher and set up a reading room for this purpose" so that Karen could teach students on a withdrawal basis. Karen had studied extensively in her area and considered what the Deputy Principal wanted was dated and without any research basis. According to Karen, the Deputy Principal "utterly undermined my position ... anything I said was wrong". Karen described her Deputy Principal as "a bulldozer, a jerk, the boss couldn't control him". To compound matters, her new Head Teacher English "treated her staff without professional regard, we were treated like children".

Judith was one of a number of female teachers to comment upon sexism from her male superiors, resenting the "old boys' network" and how females had to work harder to gain promotion than their male colleagues (see also Jan). Judith stated that "I have worked with some very difficult men, and some very efficient women". In particular, Judith described her last Principal as an "autocrat" who resented the fact that requests were often made for Judith to act as a consultant to other schools. In her opinion, Judith's Principal felt threatened by this and by the fact that she had higher qualifications and as a result, attempted to make it very difficult for her to leave the school. Judith believed that her Principal put the school before the professional development of its staff, and Judith found it "terribly frustrating being held back". She described her Principal as "big brother" and was relieved that he was not watching her any more after she resigned.

Helen recalled that she "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".

Grahame was one of a number of those interviewed who questioned the competence of his superiors (see also Alan). Grahame stated that what "really appalled me ... what was absolute appalling was the way schools [where he taught in his early years] were run ... there was no common sense, we even tried to get rid of one principal, unsuccessfully as it turned out". Grahame said that "of the half dozen principals I had, I only respected two as people ... [the rest] were appallingly inept, bigoted, sexist ... they were against excursions, group work ... any form of free thinking ... how did they get to their positions? I could tell you some horrendous stories".

Dennis received his first permanent appointment to a "fairly rough, but improving school" in the south west of the Sydney metropolitan area. He found it "difficult to control junior classes at first, but enjoyed seniors right from the beginning". Dennis was "just getting to like it [the school] at the end of the second year when I was forced out ... I had a personality clash with the new Head Teacher ... he threw his weight around, used to come late to school and was never reprimanded. He was inefficient ... the system is far too hierarchical, only one-quarter of the brain power of ordinary teachers is utilised ... you get no input until you become a Head Teacher ... only the Executive make decisions, it is a huge waste of human resources. Schools only need a hierarchy to discipline students ... The power increases as you go up. This is quite wrong in a democratic society".

Harry related the circumstances of his conflict with his supervisor, the Deputy Principal of the secondary school where Harry taught Art. A very experienced teacher towards the end of his career, Harry's final two years at his second last 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, the Deputy had a plan to build up the Art department so that a Head Teacher could be appointed, as 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 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 responded to by saying "what bloody cheek".

c. Other Teachers

Paul saw schools as "incredible places to express yourself, there is a plethora of talented people", and 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".

However, while most of those interviewed described their relationships with other teachers as a source of satisfaction, Julie experienced difficulties with overseas trained Science teachers, some of whom she termed "rubbish", and resented how she was forced to hit her "head against a brick wall" in an effort to maintain standards in her Faculty.

Her experience at a variety of schools made Linda realise that "the most important thing was the staff ... peers were really important" in forging a happy and effective school. Linda had taught casually at a particular school during her first year and when she was offered a permanent position there she was "happy to go" as she knew the staff to be friendly and helpful. Despite the often turbulent conditions she encountered, Linda spoke very positively of the three years she spent at her school. The "peer contact was important ... terrific friendship ... I loved the kids and teaching". Being accepted by other teachers was important and "being invited to other staff lunches etc, when not everyone was invited". Michelle also spoke of "staff relationships, which are important in a difficult school".

Jan was one of a number of teachers to comment upon how the new promotions procedures had driven a wedge between some teachers (see also June, Malcolm), with those desiring promotion doing things outside the classroom to "big note themselves" while classroom teaching was downgraded in importance. There was a degree of resentment towards such "high fliers", particularly as their achievements tended to downgrade the importance of classroom teaching in comparison to high profile activities.

There were also a number of teachers who commented upon how the morale of their fellow teachers had declined in recent years and how this made the task of teaching in schools more difficult (see Michelle, Mandy, Julie, for example). Joanne also described how the staff cuts at her Head Office branch had left staff morale "demoralised".

Russell and several others (see also Sandra, Alan) made the observation that there was too much "dead wood" in teaching, and that "carrying" such non-productive teachers put a strain upon staff relationships in schools.

d. Students

Many of those interviewed (see Liz, Lee, Helen, Malcolm, Linda, Grahame, June, Paul, to give just a few examples) gave as a major source of satisfaction the seeing of students grow and develop and the development of the positive relationships that often accompanied this process. However, there were also less happy experiences.

Jane's early teaching experience as a casual teacher in secondary schools has already been outlined. She described her first such appointment to a "tough Greek" boys' school, where the students were "out of control", being violent and sexually aggressive and suggestive towards her. She recounted with pride how she achieved a "good level of discipline" with her students and was "proud of how I broke through" and "got them interested and working".

Francis described the students at her school as "racist" and described how fights broke out in her classroom. She recounted how "I tried every trick I knew, [but] nothing worked, I felt that they [the students] were out to get rid of me".

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". After "one year and three days", Fran was posted to a boys' 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".

Brian's relationship with his students was probably the most disturbing of any of the teachers interviewed in the study and has already been mentioned in part, including how he was assaulted and followed home by students who threw rocks at his house.

Reflecting back over his experiences as a teacher, Brian said that he gained satisfaction from "any response from kids ... it was fantastic". Brian had most success with "big fat girls who were out of their peer group ... they would work for me, and I could do things for them but there were very few of them ... they had no chance in the academic stream, some didn't even speak English at home". Brian believed that there was a certain irony attached to discipline in schools in that "kids demand to be forced to do things, and I couldn't do it ... I was pushed around as a kid and rebelled against discipline ... in the classroom I had to force them to keep

quiet, and they could see through me ... I could keep them bottled up for a month and then they would explode". Brian stated that he:

loved libraries, but didn't have the social skills ... I accepted that ... I love to teach but no one seems to want to learn from me ... I like to serve people, I have the calling but I'm introverted ... I find the lesson format abhorrent ... I took the wrong turn ... You need to be born to it, to love people ... I wish that the school system was a bit more human ... school does not teach you to be a human being, the system toughens them [students] up, I feel a bit sorry for them ... I met one of my old students in the library one day but he denied in front of his friends that he knew me.

e. Parents and Community

Judith was one of a number of teachers (see also Helen, Hazel, for example) who criticised the unrealistic expectations that some parents held for their children and the tension and conflict that this could cause for all three groups when the students concerned turned out to be merely "average" and no brighter academically than their parents had been.

Ruth taught in the Northern Territory for two years prior to joining the Department of School Education in New South Wales. 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, no proper food ... 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.

However, while relationships with parents and the community were invariably a source of conflict, there did exist the potential for this type of relationship to be very rewarding, and a number of those interviewed spoke warmly of positive relationships with parents in particular (see Grahame, for example).

Overall, though it seems from the material provided that teacher/school community communication and relationships for those interviewed were rather limited and tended to be confined to official channels and largely to when something negative had occurred.

f. Family

Jane was one of a number of female teachers who described how their relationships broke up, due in part to the pressures of teaching. Jane believed that her husband resented her achievement and she realised later that he had "tried to sabotage me all the way through ... after [she had experienced a problem] he pretended to reassure me ... he called me 'the professional' and had urged me to give it away completely". Her husband and some of her friends had thought that Jane had changed "but I was the same person I had always been when I was working as a secretary, only more self-confident". Julie's marriage also broke down, although this could not be fully attributed to the pressures of her role as a secondary Science teacher (see also Ruth).

Leanne was one of a number of women whose career was interrupted or disrupted because of the transfer of her husband. Because of her husband's fairly frequent moves, Leanne never taught in a school for long, and her husband's final moves saw Leanne lose her position when her leave expired. Leanne said 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".

Another aspect of family relationships mentioned by female teachers in particular, was the need to take leave or resign because of child raising. This too was a cause of frequent interruption or disruption to the careers of female teachers. It was important in another sense too, when a number of female teachers made the decision to put their own family "first" after years of looking after other peoples' children (see Helen, Hilary, for example).

A number of those interviewed, while noting how teaching had put a strain on their family relationships, also noted how relationships with children and spouses had improved following their resignation (see Jan, Malcolm, John, for example). This matter is more fully explored under the categories of "Teacher Stress" and "Post Resignation Condition".

A number of teachers whose spouses were non-teachers also spoke of something of a communication problem and of not fully understanding the pressures that each was under.

Wendy, whose less experienced husband Jack was encountering difficulties at his school, even arranged to teach with him so that she could assist him, an usual aspect of family relationships.

Finally, a number of those interviewed, both male and female, had made the decision to educate their own children in private schools, despite their long-standing involvement in and commitment to public education (see June, for example).

The Teaching Role

As "The Teaching Role" is so pervasive to this analysis, elements of this category appear in virtually all of the other categories, and thus, it is not proposed to quote directly from the respondents in this category or in the sub-categories of "Classroom Teaching", "Administration", and "Extracurricular" aspects of the teaching role.

It can be said however, that the existence of the three sub-categories and the category itself was strongly confirmed by the analysis of the interview data.

The conceptual schema of the relationship of the categories derived from the axial coding of the pilot interview data was also confirmed, in that the teaching role was found to directly impinge upon teacher satisfaction and dissatisfaction, and with the teaching role having within it the stressors that can lead to teacher stress.

Generally, aspects of the teaching role varied with experience and position held, with less experienced teachers finding preparation and marking onerous. Less experienced teachers also spoke of difficulties associated in coping with the varying levels of ability in their classes and of providing sufficiently interesting lessons to divert their students from possible misbehaviour. The administrative burden of the need to write and maintain programs and registers was also noted by less experienced teachers.

More experienced teachers found their extracurricular responsibilities a source of dissatisfaction and in some cases stress, and those in executive positions frequently complained of increased administrative responsibilities in schools in recent years. There was a view expressed that a school depends very much on the "goodwill" of its staff to see that all the voluntary but essential extracurricular aspects of teaching and learning are provided for the benefit of students.

All groups of teachers spoke of the difficulties associated with the various aspects of "social" education that it was mandatory to include in teaching programs and how these had the potential to detract from the "basics" that teachers were also expected to deal with.

Many teachers also spoke of the difficulties that sometimes arose with relationships as a result of the teaching role.

Overall, despite the experience and position of those interviewed, there was a clear consensus that teaching had become more difficult in recent times, despite the fact that some teachers had

held the expectation that the teaching role would become easier as they gained greater experience.

In a number of cases, following resignation, those interviewed had either visited their former schools or kept in contact with their former colleagues, and it was common for them to observe how stressed and overworked their former peers appeared to be.

Direct quotations to support the above contentions are to be found in the examination of the other categories and in the full interview transcripts found in Appendix 4. As mentioned above, to avoid repetition, they have not been included here in what is a central category impinging upon the core category of "Attitude to Teaching".

Teacher Satisfaction

As suggested by the findings of both the literature and the analysis of the pilot study, there was a high degree of consensus as to the sources of career satisfaction for those interviewed in the study proper.

The greatest source of satisfaction for those interviewed was clearly pupil achievement, which thus demonstrated teacher achievement, ranging from the child who mastered a simple task or concept for the first time to the student who achieved success in the H.S.C. and later life. As will be seen below, many of those interviewed spoke of a "light going on", and of the sparkle of wonder in a student's eye when something became clear for the first time. There was a clear preference for the facilitation of pupil learning rather than mere instruction or the transfer of knowledge, the teachers gaining more from "leading" than "telling".

Changing pupil behaviour and attitudes was also a significant source of satisfaction, many of those interviewed speaking of how troublesome students or students not interested in the subject matter had "come around" over time due to their efforts.

Recognition from others was also a commonly stated source of satisfaction, whether the recognition came from parents, other teachers or superiors. More experienced teachers gained satisfaction from recognition for out of class activities and whole school roles, although many maintained that their greatest satisfaction had come from classroom teaching rather than administration or higher duties associated with promotion.

Self-growth and the mastery of both subject content and teaching skills was also a source of satisfaction for those interviewed. Less experienced teachers gained satisfaction from achieving a satisfactory learning environment or from successfully undertaking a professional task such

as organising an excursion, while as mentioned above, more experienced teachers gained satisfaction from wider roles such as whole school activities and responsibilities such as running a department, or completing a higher qualification. Thus, less experienced teachers tended to be classroom centred, while more experienced teachers tended to be more school centred in their sources of satisfaction.

Good relationships with students, parents, and other teachers was also a commonly recognised source of satisfaction, as was later contact with former students who spoke favourably of the contribution the teacher had made to their development and education.

Overall, teacher satisfaction for those interviewed was found to be tied up closely in what could be termed the human or affective domain and centred on achievement, both of pupils and of themselves.

What follows is a selection of the 50 teachers interviewed talking about their personal sources of satisfaction, and later dissatisfaction, these two aspects of the study considered to be of central importance in understanding both teacher resignation and teacher persistence.

Less experienced teachers are examined first, followed by more experienced teachers, teachers in school promotions positions, and finally teachers with wider responsibilities such as Head Office employees.

Mandy is a 22 year old former secondary English History teacher. 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'".

Jane, a mature aged student who worked for the Department as a secondary casual teacher for three and a half years before obtaining her first permanent appointment as a primary teacher, ultimately resigned after less than a term as a primary teacher. Jane recounted how she gained great satisfaction from "breaking through to kids" and from "getting them working [and] seeing work [as] worthwhile". Satisfaction was also derived from "gaining kids' respect" and from "good rapport with staff ... professional attitudes in the workplace" and from a "willingness to extend yourself".

Michelle is a 30 year old former French and History teacher who resigned after three years service with the Department. During her short 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".

Paula, a 25 year old secondary Science teacher, resigned after one and a quarter years of service with the Department. She recalled how she gained satisfaction from teaching "a couple of good classes ... I could actually teach them fairly freely ... [they were] actually listening". Satisfaction came too from "seeing that I'd coped, and was doing my job properly ... although it was hectic", according to Paula.

Linda, a 27 year old secondary Science teacher, took leave without pay after four years with the Department to take up another position and intended to resign when her leave expired in 1992. Linda gained satisfaction from "getting on with students that other people found difficult ... I got them on side, although I didn't get a huge amount of work out of them". Being accepted by other teachers was important as was "being invited to other staff lunches etc., when not everyone was invited". Linda also gained satisfaction from "coaching a sports team that no other teacher would take, it was going to be disbanded and we won".

Julie, a 28 secondary Science teacher, resigned after five and a half years of teaching at the one Metropolitan West Region high school. Reflecting back over her career, Julie stated that she gained greatest satisfaction from "relationships with kids, seeing them achieve. I was close to some of my senior classes, they were not really bright but they were a great bunch of kids ... I'm still in contact with some of them and went to a lot of their 21st parties". She also gained satisfaction from being "close to kids in sport" and "being a year co-ordinator was great ... I had a party for them at my house at the end of the year and they made a great speech about me. I also had close relationships with other teachers".

Sue, a 33 year old secondary Home Science teacher who taught for eight years with the Department, recounted how she gained satisfaction from teaching textiles, her favourite subject, and from the times "when the class really enjoyed it" and when she got rewarded for "work put in".

Hazel, a 35 year old primary teacher with 13 years experience, gained greatest satisfaction from "just knowing I'd done well on a class ... had done well with children, you can't beat that feeling". She also gained satisfaction "when big events I planned came off well".

Jan, a 35 year old secondary Social Sciences teacher who taught for 15 years with the Department, recalled how during her career she 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 as a united group".

Jack, a 38 year old secondary Industrial Arts teacher who was a mature-aged student, taught for nine years with the Department, firstly at a special school for behaviour disordered students and

later in Metropolitan West Region high schools. 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".

Wendy, Jack's 38 year old wife who taught for 13 years with the Department as a primary teacher, stated that she gained greatest 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".

Alan, a 38 year old former primary teacher, resigned from the Department for the second time after a total of 13 years service. 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".

Karen, an experienced 48 year old former primary teacher, recalled how over the years she came to enjoy teaching and to "love learning", Karen being "happy to share with others". She gained satisfaction from "the reaction of kids ... when they said they enjoyed something, when you awakened something in them". The "occasional pat on the back from parents" also gave Karen satisfaction.

Russell is a 35 year old former primary teacher who spent the last four of his 15 years with the Department as a Home School Liaison Officer. 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".

Leanne is a 35 year old former secondary English and History teacher who resigned after seven and a half years of broken service with the Department which was spread over 12 years. 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 following her resignation, Leanne gained satisfaction from seeing how students she had taught

prior to going interstate had changed on her return, something she had not had the opportunity to experience before and which Leanne described as "amazing".

Judith, with 24 years of teaching experience, resigned twice from the Department. She recalled how, looking back over her total career, she gained greatest satisfaction from "finding another way to teach reading ... I went into a lot of schools when teaching casual and saw some excellent teachers. I wanted my own class back". Judith also gained satisfaction from returning to permanent teaching with the Department after waiting over four years to be re-employed. Gaining her two degrees was also a source of satisfaction. She could have opted for "the easy way out and done a college conversion course" to upgrade her two year trained status but deliberately chose the more difficult and more highly regarded option. Finally gaining promotion in her second period of full-time employment with the D.S.E. was a source of satisfaction as "I proved to myself I could do it". Judith said she "really enjoyed teaching" in her second period with the Department, although she was not sure whether this was due to changes in education or more maturity in herself.

June is a 40 year old former primary teacher who resigned after 20 years with the Department. 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's 37 year old sister Lee also left the Department at the same time, both women taking up positions in their father's business as managers. 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".

Francis, a 42 year old primary teacher, resigned twice from the Department, the first time after seven years for family reasons and the second time after only five weeks. Looking back over her experiences, Francis stated that in her career she gained most satisfaction from "seeing children learn, I had remedial classes and to see kids picking up the work gave me satisfaction ... I also had the choir, I was interested in music, and from art as well, seeing kids' talents develop".

Helen is a 39 year old former primary teacher who resigned from the Department after 15 years service. 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".

Fran, a 33 year old former secondary English History teacher and later librarian, spent 11 years with the Department, although for much of this time she was either on leave without pay or maternity leave. 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".

Annette is a former secondary teacher in her "late 40s" who resigned after "about five years" with the Department, and hoped to obtain a position at a private school. Annette stated that in her career she 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".

Bill, a 39 year old primary teacher with 18 years experience, stated that he gained satisfaction from "being able to communicate successfully with kids" and from "making them better people ... talking to them about life made them more interested in life". Bill also became something of an expert at mathematics and his teaching methods were favourably commented upon by other school staff and departmental officers. Bill recounted how when his students "did pretty super at maths, it gave me a bit of a buzz".

Ruth is a 44 year old teacher with a varied career which included two years teaching in the Northern Territory and 17 years at the Correspondence School in Sydney before finally spending her last two months with the Department at a primary school. 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, achievements which also gave her satisfaction.

Grahame, a 40 year old secondary Music teacher with over 16 years experience, recalled how he gained great satisfaction from the contact with students, and with their parents. He described the rewards he gained from taking students in Year 7 "who knew nothing about

music ... and were great in Year 12 ... some became professional musicians and told me that they would never had done it without me".

Jackie is a 45 year old Teacher Librarian who had registered with the Commonwealth Employment Service to find alternative employment after 25 years with the Department. 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.

Liz, a 39 year old primary teacher who became a school counsellor, recalled how during her time as a counsellor and prior to that as a teacher, she gained satisfaction from "the privilege of seeing kids grow" and in counselling, from "seeing kids happy ... you could offer them something concrete". She also gained satisfaction from "being close" to her peers.

Brian, a 42 year old secondary English History teacher who became a Teacher Librarian and resigned twice from the Department of School Education, said that he gained satisfaction from "any response from kids ... it was fantastic". As mentioned previously, Brian had most success with "big fat girls who were out of their peer group ... they would work for me, and I could do things for them but there were very few of them ... they had no chance in the academic stream, some didn't even speak English at home".

Debbie is a 51 year old former secondary Art teacher who was originally trained as a primary teacher. In her 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 ... [and] 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".

John is a 38 year old former secondary Social Sciences teacher who resigned twice from the Department of School Education during his six and a half year teaching career. On reflection, 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] ... 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 a careers adviser was also a source of satisfaction for John.

Hilary is a 36 year old former secondary English and History teacher who taught for 14 years with the Department. 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".

Rebecca is a 35 year old former secondary English and History teacher who resigned after 12 years with the Department. 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".

Marie, a 34 year old former secondary Science teacher who spent 12 years with the Department, stated that she 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".

Vanessa is a 48 year old former primary teacher who resigned from the Department after 17 years of teaching spread over a period of 29 years. Her last appointment was to a special school for disturbed and under-privileged students. 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 last 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".

Harry, "over 65", took "early retirement" as a result of perceived pressures from the Department after more than 30 years experience as an Art teacher in both New Zealand and Australia. Satisfaction for Harry came when "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 [in New Zealand]". When he knew he had "worked well" and the fact that he "always had outstanding School Certificate and Higher School Certificate results" also gave him satisfaction.

Malcolm is a 40 year old former secondary Social Sciences Head Teacher who resigned after 17 years with the Department to teach in a Catholic school. Malcolm stated how he "enjoyed administering the faculty and saw self-growth and the staff responding in a collegiate

atmosphere". He also "liked dealing with kids and liked seeing them later [after leaving school] when they could put a perspective on what you did [and] ... teaching seniors and the Social Science areas which are very relevant to kids".

Dianne is a 42 year old former secondary Home Science Head Teacher who resigned after 19 years with the Department. In her career, Dianne 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".

George, a 57 year old former secondary Social Sciences Head Teacher, resigned after 37 years with the Department and was working as a casual teacher at his old school. 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, where he taught for 29 years, which was "a good environment to teach in".

Doug is a 52 year old former primary Assistant Principal who resigned after 30 years with the Department to work in a Catholic school. 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".

Paul, a 55 year old former secondary Deputy Principal, resigned after 33 years with the Department before later returning as a classroom teacher. 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 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".

Michael, a former high school principal with 34 years experience who took "early retirement" as a result of conflict with the Department, recalled that as a languages teacher, he gained most satisfaction from "interaction with kids in the classroom and in sport ... I go to reunions and my old students come up and say 'I remember what you said' about this or that". To a lesser degree, Michael also gained satisfaction from "interaction with staff" and from "the subject matter ... I wouldn't have gone into it otherwise". As a Head Teacher, Michael "enjoyed the role ... it is the ideal position, but I haven't greatly enjoyed the Deputy or Principal positions".

Kay is a 53 year old former primary teacher with extensive experience in New Zealand, Australia and Singapore who resigned from her position as a Relieving Assistant Principal attached to Head Office at the end of 1991. 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".

Joanne is a 40 year old former secondary Social Sciences teacher who finished her 16 year career with the Department in a senior Head Office position. 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 to Head Office, Joanne received satisfaction from "running things, having an input into decision making ... lobbying ... the enormous variety, managing projects ... national meetings".

Clare is a 47 year old former primary teacher who spent 22 years with the Department of School Education before she resigned from her Head Office position. 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".

Ross, a 59 year old former Assistant Director of Education at Head Office, had 39 years of service with the Department. 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 for his services to education. 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. Ross believed he "got it right, but it got me stuck in the [Aboriginal Education] area".