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Why choose teaching?

A Matter of Choice: Evidence from the Field

June 2017

Learning Sciences Institute Australia
ACU AUSTRALIAN CATHOLIC UNIVERSITY
QUEENSLAND COLLEGE OF TEACHERS

Appreciation
Our sincere gratitude goes to the registered teachers in Queensland who participated in this research. We appreciate your time and insights into why you chose teaching as a career. We also thank the staff of the Queensland College of Teachers for their valuable support in this work.

The Queensland College of Teachers commissioned the Learning Sciences Institute Australia to undertake this empirical investigation into the choice of teaching as a career in Queensland, Australia.

Learning Sciences Institute Australia

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EXECUTIVE SUMMARY

Background

Significant federal government policy-driven reform of initial teacher education in Australia is currently underway. Broadly speaking, the reforms bring together a dual focus on standards, evidence and the impact of initial teacher education on student learning. It is in this crucible of change that a project was commissioned by the Queensland College of Teachers (QCT) to investigate the motivations for choosing teaching as a first or subsequent career, satisfaction with teaching and intentions for continuation in the profession, the key influences on decisions to enter teaching, and career aspirations of teachers. In order to inform recruitment strategies, participants were also asked to identify reasons for people to consider teaching as a career in Queensland. The report presents previously unavailable empirical evidence of what teachers in Queensland have to say in response to a key question: *Why choose teaching?* The analyses and discussion make available new insights into the factors that influence the choice of teaching as a first or subsequent career. The report provides a foundation for a longitudinal investigation of who chooses to enter teaching, the impacts on the choice, and trends in the status of teaching over time.

The authenticity of the report is rooted in its close connectedness to the workplace and workforce, focusing on currently registered teachers in Queensland, Australia. A starting proposition for the investigation was that quality education in schooling and teacher workforce planning are interconnected. A related proposition is that there is potential benefit in focussing directly on practising teachers' voices to inform workforce planning and efforts to promote teaching as a career of choice.

Major objectives

The major objectives of the project were to:

- undertake an empirical investigation into the choice of teaching as a career by teachers registered in Queensland, the timing of and influences on the choice, perceptions and beliefs about teaching, satisfaction with choice of employment, and intentions for continuing in the profession;
- provide stakeholders with information about specific drivers of choice in relation to the above in order to inform targeted recruitment strategies and decision development. This objective has particular relevance in areas of current or anticipated shortage;
- identify significant differences evident across demographic groups of respondents in the state.

Methodology

The approach selected for this project was to design a purpose-built survey tool (Appendices 1 and 2) capable of generating quantitative and qualitative data, the latter involving open-ended questions. Survey constructs focused on:

- determining teachers' motivations to teach;
- teaching as a first- or second-career choice;
- currently registered teachers with an initial registration date within the last 10 years (2006 to 2016);
- registered teachers not currently in the workforce;
- teachers' satisfaction with teaching and their intentions regarding continuation in the profession;
- the key media and personal influencers that had played a role in teachers' decisions to consider and enter teaching as a career.

This approach is consistent with the aim of measuring participants' motivations towards, and perceptions, of teaching. A related decision was made to include items from an existing validated tool, namely a version of the Factors Influencing Teaching Choice (FIT-Choice) survey developed for qualified teachers with experience of working in the field (Richardson & Watt, 2006; Richardson & Watt, 2014; Watt & Richardson, 2007). Previous FIT-Choice research across diverse settings had demonstrated

good reliability and construct validity (Watt & Richardson, 2012) (Appendix 1), and the selected items were not altered.

As indicated, the target population included participants currently registered as teachers with an initial registration date within the last 10 years (2006 to 2016). A target sample of 12,854 registered teachers extracted from the QCT register were invited to participate in the online survey data collection for the project. The online survey return rate was just over 9%, resulting in a final sample size of 1,165 registered teachers.

The qualitative data analysis was undertaken as a complementary approach. Its purpose was to identify the socio-psychological perceptions and specific motivations of people who choose teaching. A discourse category analysis of a written text was made, in two stages: first, to identify major categories of responses, and second, within each of these categories, to examine recurring or dominant discourses or ways of talking about and representing or characterising teaching as a career of choice.

In quantitative data analyses, the FIT-Choice questions were analysed based on Confirmatory Factor Analysis (CFA) and reliability analysis. Tests of significance were used to analyse difference of motivations, perceptions and career aspiration between demographic and characteristic groups.

Findings

Findings are presented in four main categories:

- motivations, perceptions and satisfaction of respondents;
- demographic influences on motivations and perceptions;
- teaching as a career choice;
- influences on choosing teaching.

Motivations, perceptions and satisfaction of respondents

The FIT-Choice motivation and perception factors were ranked on a 7-point scale where 7 represented extremely important and 1 was not important at all. Responses to these factors are reported as means in the findings below.

Five of the 13 FIT-Choice motivation factors (Figure 9) dominated in decision-making in choosing teaching as a career. These included, in order, Intrinsic Career Value (6.2), Teaching Ability (6.0), Shaping the Future of Children/Adolescents (5.9), Subject Interest (5.8), and Making Social Contribution (5.8). The lowest-ranked factors in the decision to teach were Teaching as Fallback Career (1.6), Social Influences (3.3), and Job Transferability (3.8). This confirms the view that making contributions to the community and shaping the future of children/adolescents and teachers' perceptions of themselves as teachers are critically important in teacher career selection. Employment benefits and the views of others of teaching are less important, as discussed further below.

Intrinsic Career Value as the primary factor in determining career selection was evident across all areas (e.g., gender, age, Aboriginal and Torres Strait Islander, phase of schooling, sector), with the exception being secondary teachers where intrinsic value ranked second to Subject Interest. Intrinsic Career Value (6.0) was ranked a close second amongst this group.

Of particular note is that Indigenous teachers rated Intrinsic Career Value as having a much higher influence (6.7), compared to non-Indigenous respondents. This is significant in that attempts to attract higher levels of participation in teaching by Indigenous Australians should focus on their contributions to community and schooling as a priority.

In terms of the perceptions of teaching as a career, respondents reported they viewed teaching as a Demanding Profession[1] (6.5), but also one requiring significant expertise (Expert Career 5.7). Despite the perception of high demand and the expertise required, it is noteworthy that factors relating to financial reward (Salary 3.9), standing in the community (Social Status 3.5), and the views of others toward teaching (Social Dissuasion 2.9) all ranked lower in teachers' perceptions regarding career choice.

Teachers reported they are largely satisfied in their teaching decision. Despite the challenging nature of the profession and the way it is sometimes presented in the media and by some influential (political and other) parties, teachers reported a high level of satisfaction with their choice (5.6). Three-quarters (74.5%) of respondents indicated they are satisfied or very satisfied with their current type of employment. These findings were supported by qualitative responses indicating that these satisfaction levels were impacted by personal choice in employment, school leadership, employment conditions and perceptions of capacity to teach in desired positions. Discussion of the data in relation to gender, employment conditions and age is presented below.

Demographic influences on motivations and perceptions

The highest ranking motivation by mean was Intrinsic Career Value for both males (6.0) and females (6.2). The second ranked motivation was Teaching Ability for males (5.9) and females (6.0). Similarly, the top ranking perception by mean, High Demand, was slightly higher for males (6.3) than females (6.0). Beyond this, some variations were evident in the ranking of factors by gender. For males, the third ranked motivation was Subject Interest (5.8), while for females the third ranked motivation was Shape Future of Children/Adolescents (5.9).

The three top ranked motivations by male respondents focussed on the intrinsic value of teaching and perceptions of self as teacher. In contrast, the top three motivations for females incorporated the value of teaching, self as teacher and altruistic goals. Further, four factors related to altruistic motivations showed statistically significant differences between males and females.

These were:

- Shape Future of Children/Adolescents males (5.6), females (5.9)
- Work with Children/Adolescents males (4.8), females (5.7)
- Make Social Contribution males (5.7), females (5.9)
- Enhance Social Equity males (4.6), females (5.0).

For the two factors with the higher statistical significance there was also a difference between genders in the ranking of each factor. These were: Shape Future of Children/Adolescents, which dropped from rank 3 for females to rank 5 for males; and Work with Children/Adolescents, which dropped from rank 6 for females to rank 8 for males.

External factors such as social influences and employment conditions varied in relation to the age of respondents. While the importance of employment conditions correlated to common life trajectories, the influence of social factors declined with age.

The rank, mean and standard deviation for all motivation and perception factors were aggregated by age (see Table 5). Across these factors those related to social perceptions and the influence of these on choosing teaching reduced across the identified age brackets. For example, for the motivation factor of Prior Teaching and Learning Experiences, the significance of this factor declined from the ≤29 age group (rank 5; mean 5.7) to the 60+ age group (rank 8; mean 5.0). Similarly, for the perception factor of Social Dissuasion, the significance of this factor declined from the ≤29 age group (rank 5; mean 3.3) to the 60+ age group (rank 6; mean 2.5). Interestingly, the older age bracket was also more motivated by teaching

[1] Drawing on Richardson and Watt (2016) and Watt and Richardson (2007) Task Demand in teaching is associated with expert career and high demand.

area and sharing knowledge as shown by the motivation factor of Subject Interest (rank 2, mean 6.0) in comparison to all other age groups whose second-ranked factor was Teaching Ability.

In regard to employment conditions, the motivation factor of Time for Family rated more highly in the middle age groups (ages 30-39) (4.3), ages 40-49 (4.2) and ages 50-59 (4.2), as compared to the ≤29 group (3.9) and 60+ group (3.4).

Responses across motivations and perceptions were consistent for early career (0-5 years) and established (6+ years) teachers except in relation to employment conditions. Early career teachers placed significantly lower importance on job security. In addition, early career teachers had a stronger perception that teacher salaries are low in comparison to the salary perception held by established teachers.

For the motivation factor of Job Security, the significance of this factor increased from early career (5.1) to established career (5.2). For the perception factor of Salary, the significance of this factor increased from early career (3.7) to established career (4.1).

The greatest levels of variation across both motivation and perception factors were found in the analysis of responses from teachers across different phases of education: early childhood, primary and secondary.

Across altruistic motivations, there were observable differences in the motivation factors across the phases from early childhood (EC) through primary (Pri) to secondary (Sec) schooling. For example, the motivation factors related to engaging with children/adolescents differed as follows:

- Shape Future of Children/Adolescents EC (rank 3; mean 6.2), Pri (3, 6.1), Sec (5, 5.6)
- Work with Children/Adolescents EC (rank 2; mean 6.4), Pri (5, 5.8), Sec (8, 5.1)

Slight differences in intrinsic motivations were also evident. The motivation factor (Intrinsic Career Value) varied across the phases as follows: early childhood (rank 1; mean 6.7), primary teaching (rank 1, mean 6.4) and secondary teaching (rank 2, mean 6.0).

The pattern was reversed for extrinsic motivations related to employment conditions. For example, the perception factor Salary differed from early childhood (rank 6; mean 3.1), to primary (rank 4, mean 3.7) and secondary (rank 4, mean 4.2).

Responses across motivations and perceptions varied significantly depending on the point in time when a teacher had first considered teaching as a career option. The strongest motivations were evident if the teacher had been either still at school or employed in another field and these teachers were generally more satisfied with their choice of teaching as a career.

Teachers ascribed higher mean importance to intrinsic and altruistic motivations and perceptions if they had first considered teaching while at school or while employed in another field as compared to considering teaching on application to or while at university (Table 13). Examples across intrinsic and altruistic motivations are as follows:

- Shape Future of Children/Adolescents at school (rank 3; mean 6.1), while employed (rank 3, mean 5.8), Year 12 (rank 3, mean 5.7), at university (rank 4, mean 5.7)
- Teaching Ability at school (rank 2; mean 6.2), while employed (rank 2, mean 6.0), Year 12 (rank 2, mean 5.8), at university (rank 2, mean 5.9)

For the perception factor of Satisfaction with Choice the same two time points for considering teaching, at school or while employed, led to the greatest level of satisfaction as follows:

- Satisfaction with Choice at school (rank 2; mean 5.9), while employed (rank 3, mean 5.6), Year 12 (rank 3, mean 5.2), at university (rank 3, mean 5.4)

Two points in time account for 68.5% of respondents and are the largest groups (at school, 39.1%; while employed, 29.4%). This highlights the need to target these two groups in promoting teaching as they have stronger motivations and greater satisfaction that leads to more potential engagement. This is taken up again in the recommendations.

Teaching as a career choice

The numbers of teachers viewing teaching as a temporary or fallback career were insignificant.

Respondents were asked to identify their employment intentions into the future (Figure 14). Across all respondents, 86.8% indicated that they intended to remain in education-related employment. This included: teaching as a lifelong career (62.9%), taking up a leadership role (18.5%) and taking a position in a related field (5.4%). The remaining respondents were equally spread amongst taking a position in an unrelated field (4.1%), keeping the option of teaching as a fallback career (4.4%) and maintaining registration for different reasons (4.6%).

The lowest ranked (13th out of 13) motivation factor across all respondents and all demographic analyses was Fallback Career with an overall mean of 1.6. The highest mean, which is still very low, for Fallback Career across all demographic analyses was 1.9 as reported by teachers from non-English speaking backgrounds (Table 7) and teachers who first considered teaching whilst studying another degree at university (Table 13). Qualitative responses indicated that for some, teaching became a second career choice because of disappointment and dissatisfaction in previous choices.

Respondents' intentions for remaining in education-related positions were consistently strong across demographic factors.

The data related to respondents' intentions for the future was aggregated by age (Figure 15), gender (Figure 16), Indigenous status (Figure 17) and LOTE status (Figure 18). The report shows that, across each of these demographic analyses, the distribution of intentions remained consistent with the overall pattern, though some variations were evident. For example, 75.0% of Indigenous and 81.6% of non-Indigenous respondents indicated they intended to remain in school-based positions, which is relatively similar. However, the leadership aspirations of these two groups were notably different (Indigenous: 5.0% compared to non-Indigenous: 18.8%). While the differences between these two groups were not statistically significant across all categories, the low frequency of leadership aspirations among Indigenous respondents (less than one-third of the frequency among Indigenous respondents) is of concern.

Younger teachers (21-39) were more likely to have leadership aspirations.

When the spread of teachers' career aspirations was aggregated by age the total proportion of teachers intending to remain in education-related fields remained consistent across all groups; ≤29 (87.1%), 30-39 (87.2%), 40-49 (86.2%), 50-59 (86.8%) and 60+ (86.3%). However, teachers aged 39 or under had greater expectations of moving into leadership roles compared to older teachers. The differences between aspirations for remaining in teaching as a lifelong career and moving into leadership are as follows:

- ≤29 lifelong career (57.4%), step towards leadership (21.0%)
- 30-39 lifelong career (56.9%), step towards leadership (24.9%)
- 40-49 lifelong career (64.4%), step towards leadership (16.3%)
- 50-59 lifelong career (75.7%), step towards leadership (8.5%)
- 60+ lifelong career (80.4%), step towards leadership (3.9%)

Respondents' satisfaction with their employment in teaching is strongly influenced by the level of personal choice in employment conditions and somewhat influenced by teaching in areas linked to qualifications.

Respondents' satisfaction with employment was ranked on a 5-point scale where 5 represented very satisfied and 1 was very dissatisfied (Figure 11). Overall, 74.5% were either satisfied (38.7%) or very satisfied (35.8%), and a further 17.7% were somewhat satisfied. This data was aggregated by personal choice of employment (Figure 12) and teaching within area of qualification (Figure 13), both of which were further analysed by gender (Figure 12.1 and 13.1) and age (Figure 12.2 and 13.2). Across these demographic analyses the distribution of satisfaction showed that both personal choice and teaching within areas of qualification had an influence on satisfaction.

For personal choice in employment the distribution of satisfaction varied markedly. While 79.8% of teachers who experienced personal choice in employment were satisfied (39.3% very satisfied and 40.5% satisfied), only 29.0% of teachers who did not experience personal choice were satisfied (5.6% very satisfied and 23.4% satisfied. This correlated to the perception factor of Satisfaction with Choice (Table 12) where responses of teachers who experienced personal choice (rank 2, mean 5.8) varied from teachers who did not (rank 4, mean 5.1). Additionally, the factors of Job Security and Salary varied between these two groups. Together, these analyses show that personal choice in employment conditions is impacting the motivations, perceptions and satisfaction of teachers. These patterns were consistent across both age and gender.

For teaching in area of qualifications the pattern of distribution of satisfaction was more consistent with the overall pattern of satisfaction. However, there was at least double the level of dissatisfaction expressed by teachers who rarely taught within their teaching areas (dissatisfied 10.2%, very dissatisfied 6.1%), as compared to those who mostly taught in these areas (dissatisfied 3.7%, very dissatisfied 2.9%).

Males and older teachers (60+) expressed relatively high levels of satisfaction despite teaching outside their areas of qualification. Males who rarely taught in their area responded as very satisfied (44.4%) and satisfied (22.2%). Similarly, older teachers (60+) who sometimes taught in their area responded as very satisfied (57.1%) and satisfied (28.6%).

Influences on choosing teaching

Respondents were more strongly influenced to choose teaching by people than by information or marketing sources. The influence of individuals on the choice of teaching was related to their relationship with or social proximity to the respondent. This was consistent across demographic factors.

The influence of information and marketing sources (Figure 19) and other people (Figure 23) was ranked on a 5-point scale where 5 represented a lot and 1 was not applicable. The surprising finding for some may be that more than half of the respondents indicated that a wide range of traditional marketing sources had none or not much influence. This includes university promotional material, career fairs, news stories, internet sites, TV advertisements, social media and radio advertisements.

The influence of other people on becoming a teacher was reported to be much higher, as follows:

- Teachers some (32%), a lot (32%)
- Parents/Family some (38%), a lot (26%)
- Friends some (30%), a lot (9%)

The data related to influences on respondents was aggregated by age (Figures 20 and 24), gender (Figure 25), Indigenous status (Figures 21 and 26) and LOTE status (Figures 22 and 27). Across each of these demographic analyses the distribution of influences remained relatively consistent with the overall pattern. However, the motivation factor of Prior Teaching and Learning Experiences declined across the age groups from the ≤29 group (rank 5, mean 5.7) to the 60+ group (rank 8, mean 5.0). As could be expected, this suggests that the influence of teachers wanes over time and that the promotion of the profession by teachers and parents/family is most powerful with students considering teaching whilst still at school. This finding supports the recommendation about identifying prospective teacher education

candidates during their schooling, with possible timing even being down into the middle years and followed up by scholarships in the senior years.

The roles ranked with the lowest potential influence on respondents were Careers Advisors and Guidance Officers (Figure 23).

Additionally, most respondents indicated that the reactions of staff in these roles to the choice of teaching as a career were mostly not applicable or indifferent/neutral (see Figure 28). Respondents perceived more supportive or positive reactions from individuals in close relationships, for example, parents/family (82%), friends (75%), teachers (52%) as compared to career advisors (11%) and guidance officers (10%). This provides an opening to reconsider the influence these individuals might have on the largest cohort of entrants to teaching.

Key messages and recommendations

The promotion of teaching as a career choice must be addressed with a multi-pronged approach which targets candidates from diverse demographics and at appropriate stages in career selection.

A targeted and differentiated approach to recruiting males into teaching is needed. Recruitment of Secondary School teachers should target male candidates with an interest in particular subject specialisation, leadership opportunities and sharing knowledge. The latter could extend to a particular focus on developing teachers' assessment capabilities spanning the levels of schooling from prep to the senior years. The introduction of the requirement of subject specialisation[2] in primary years provides an opportunity for marketing of primary teaching qualifications to male teachers.

The need for differentiated marketing to appeal to specific candidate sub-groups also applies to recruiting Aboriginal and Torres Strait Islander teaching candidates, those from language backgrounds other than English, and candidates seeking a second or subsequent career. Opportunities for recruitment of a culturally diverse workforce should focus on the education and social contributions outstanding educators can make to their respective communities.

Similarly, a focus on the appeal of working with and shaping the future of children to promote children's thriving could spearhead recruitment of early childhood teachers and primary teachers.

The high value respondents placed on intrinsic and altruistic motivation for choosing teaching as a career provide system and local leaders with opportunities to profile special education as a postgraduate qualification with direct social benefit. Such attractors could include the critical shortage of qualified special education teachers and leadership opportunities that would permit teachers to take up in great numbers promoted roles as leaders of learning. The potential appeal of this approach lies in how such qualified teacher-leaders would be able to work directly with individual teachers and small groups of teachers and stay in the classroom. This leadership opportunity is distinguished from leadership roles that lead out of the classroom and into administration.

Drawing on the findings in the preceding section, the following recommendations are advanced:

[2] The new nationally mandated 'primary specialisation' requires all primary graduates commencing Initial Teacher Education (ITE) in 2019 to undertake additional studies above the core requirements in a selected curriculum area covering content, pedagogical content and classroom teaching.

1. Intrinsic motivation is identified as a critical influence on candidates' decisions to enter teaching. Educational leaders at system and local levels should capitalise on the desire of potential teacher candidates to assist students and the community to improve individual life outcomes and wellbeing. This recommendation applies across phases of schooling and is particularly the case for attracting Indigenous Australians into teaching.
2. Opportunities for career advancement and leadership opportunities in Primary Schools should be promoted as evidence suggests male teachers, in particular, include future leadership opportunities in career selection. The report also highlights males' interest in teaching because of subject specialisation, especially in secondary schooling. As indicated, the introduction of subject specialisation in Primary Schools should therefore be promoted by system and sector leaders through recruitment strategies.
3. Universities should re-assess their recruitment strategies in light of the apparent lack of impact of traditional and contemporary marketing modes such as career fairs and internet sites and TV advertisements, identified in the report as having low levels of influence.
4. The report identifies the high influence of teachers, friends and family and partners in selecting teaching as a first or subsequent career. School leaders and expert teachers could identify prospective candidates for teaching while at school, and foster interest through the years of schooling completion.
5. Building on current initiatives in university-school partnerships, early achievers programs or similar could open up university studies in relevant areas to foster student interest in teaching. Given the requirement of the Literacy and Numeracy Test for Initial Teacher Education (LANTITE) teacher education units in literacy and numeracy could be offered for prospective candidates. This could bring the benefit that the LANTITE hurdle test is completed early in a study program or while at school, before entering Initial Teacher Education (AITSL, 2016).
6. Investigation of subject area specialisation preferences by candidates entering teaching in 2019 should be undertaken to examine the early impact of recent policy changes in initial teacher education. Readers are advised to see the Teacher Education Ministerial Advisory Group (TEMAG) report (2014) and the TEMAG Government Response paper (2015). This recommendation recognises that the definition of the term 'specialisation' is subject to ongoing discussion at the time of writing.
7. Regulatory authorities and stakeholders involved in workforce planning should engage in continuous promotion of the status and image of the teaching profession by emphasising the impact teachers have on society, students' futures, and the building of a productive, healthy future generation. The report shows social influences and employment conditions impact teachers' perceptions of the teaching profession. Educational leaders should employ strategies to engage the media to support and enhance the positive status and image of teaching as a career.
8. Systems should be put in place to measure satisfaction levels of teachers to improve workforce building and planning, to develop stakeholders' multi-policy strategies and to retain teachers in the workplace. To promote the image of the teaching profession, educational leaders should aim to improve teachers' perception of the status of teaching. The quality and accountability agendas of various stakeholders need to be interconnected to teacher workforce planning and needs of teachers with a specific focus on human relation and leadership strategies.
9. The report's findings suggest guidance and career officers have little influence on career decisions to enter teaching. Accordingly, the role and influence of guidance and career officers could be reassessed or refocused.
10. Education leaders, teacher regulatory authorities and school leadership associations should identify current teachers to promote teaching as a career choice. Given the findings that Prior Teaching and Learning Experiences are a strong motivational factor and that teachers have a significant degree of influence on their classroom students' decisions to choose teaching as a career (as shown by additional quantitative and qualitative questions added to the survey), future

research might consider the impact of dissatisfied teachers (i.e. in dissuading youngsters from choosing teaching as a profession).

11. Leaders responsible for teacher workforce planning should consider targeted, attractive scholarships to profile teaching as a profession with the potential for strong career progression across a broad range of pathways including teaching, administration, planning and policy. Marketing and recruitment messages should target a wide audience including mature-age candidates with successful careers outside teaching.
12. In conjunction with this approach, strategies should be developed to provide leadership opportunities for the 21-39 age groups. A main objective should be workforce planning to consider the potential for opening more diverse leadership opportunities that are aligned closely with sector strategic directions and policy priorities. Other objectives could be to stem attrition rates in the first five years after appointment and retain teachers in the workforce through possible incentives including postgraduate study opportunities in targeted areas.
13. The report shows high levels of teacher satisfaction. Career development approaches could be explored to strengthen teacher satisfaction for identified sub-groups of teachers and the further professionalisation of teaching. Areas of shortage where the workforce is managed through heavy reliance on teaching out-of-field could be a starting priority.
14. The recognition of leadership styles and teacher agency in influencing employment choices and teacher satisfaction could inform approaches to teacher performance reviews.

The use of the FIT-Choice Survey alongside the additional qualitative questions should be explored further to develop in-depth understandings of the complexity of teachers' motivations and perceptions and the impact of targeted messaging in promoting the profession. This could include for example, how school leadership affects teachers' impact in the classroom and school improvement strategies that support quality of teaching and student learning.

The sample of 1,165 respondents was representative of the target sample across the range of demographic factors surveyed. However, the sampling aproach resulted in underrepresentation of teachers from the 21-29 age group when compared to the target population. It is recommended that alternative sampling processes such as stratified sampling by age could be considered in a future survey of this type.

SECTION 1: CONTEXTUALISATION

1.1 Background

In 2016, the Queensland College of Teachers (QCT) commissioned the Learning Sciences Institute Australia (LSIA) to undertake Stage 2 of an investigation into teaching as a career of choice. This work builds on Stage 1: 2015 involving a literature review to identify factors that influence the choice of teaching as a first career. The QCT commissioned a review (Gore, Holmes, Smith, & Fray, 2015) which revealed that much of the research undertaken since 2005 had been fragmented. It also identified that demographic characteristics of participants did not feature strongly in the research.

The 2015 review identified a range of factors influencing the choice of teaching including:

- the influence of others
- motivational influences (including intrinsic, altruistic and extrinsic motivation)
- teaching as a fallback career
- sociocultural influences.

The completed literature review presented a warrant for undertaking a study in the field to generate empirical data about teaching as a first or subsequent career choice in Queensland.

1.2 Questions guiding the investigation

The QCT provided a number of questions to guide the investigation:

- Why do Queensland teachers choose teaching?
- Who influenced the decision to become a teacher?
- Was the decision supported by significant others?
- When was the decision made to study teaching?
- Was teaching the first career choice, and if not, why not?
- What are teachers' short- and long-term career aspirations regarding teaching?

These questions guided survey item development and were considered in selecting the demographic profile of survey respondents.

SECTION 2: METHODOLOGY

2.1 Sample selection

Maintaining an electronic database of approved teachers in Queensland is one of the central functions of the QCT (QCT, 2013). LSIA researchers developed a sampling framework for the project in conjunction with the QCT. The QCT first identified the target population based on the following criteria:

- participants who are currently registered teachers with an initial registration date in Queensland within a 10-year period (2006 to 2016).
- Canadian-born Queensland graduates were excluded. The reason for this decision is the recognition that while graduate-entry initial teacher education programs based in Queensland attract a large number of Canadian students, the majority of them return to Canada following graduation. However, they retain Queensland registration and do not seek employment as teachers in Queensland. Many apply for teacher registration with the QCT since holding registration in the jurisdiction in which they qualified as a teacher is one of the requirements for registration as a teacher in a number of Canadian provinces (QCT, 2013).

As of 27 July, 2016, there were 38,560 registered teachers in the target population drawn from the QCT's Register of Teachers. A simple random sampling approach was then employed by LSIA. One in three of the identified target sample was invited to participate. This sampling process resulted in the identification of 12,854 registered teachers as the target sample invited to participate in the online survey data collection for the project.

The minimum sample size required to achieve a 95% confidence level and 5% margin of error was calculated as 381 participants. The online survey return rate was 9%, resulting in a final sample size of 1,165 registered teachers.

The 9% response rate for the current research may be, in part, due to the method of delivery. Research has shown that while online delivery of surveys has advantages (e.g. reduced costs in distribution), it can yield lower response rates than more traditional survey methods (Fan & Yan, 2010). The response rate is also impacted by factors including the currency of email contact details held in the QCT Register. The final sample meets the requirements of the minimum sample size to ensure adequate analytic power.

A method to consider the degree to which the responding participants were representative of the target population was identified. This involved a comparison between the demographic details of three groups: the registered teachers who met the criteria for inclusion, the target sample who received an invitation to participate and the final actual sample. This comparison is presented in Table 1.

The demographic comparison shows:

- The target sample and final sample are similar to the target population, especially in regards to the demographic categories of Gender, Initial Teaching Qualification and School Sector.
- A difference is evident between the population and the final sample on the demographic category of Age. The final sample has a higher proportion of responses from participants above the age of 34. This could be a result of a combination of factors such as fewer people under the age of 30 receiving an initial invitation to participate and a higher proportion of people over the age of 34 responding to the survey invitation.
- Overall, the final sample is representative of the population.

Table 1: Comparison of population, target sample and final sample characteristics

Demographics	Target Population *Eligible to participate*	Target Sample *Received survey invite*	Final Sample *Completed survey*
Age			
21-24	9.38%	0.50%	0.60%
25-29	25.64%	23.23%	16.14%
30-34	22.69%	28.33%	23.09%
35-39	12.36%	14.36%	14.76%
40-44	10.81%	11.44%	13.30%
45-49	8.51%	9.59%	11.50%
50-54	5.25%	6.46%	9.96%
55-60	3.19%	3.69%	6.27%
>60	2.18%	2.39%	4.38%
Gender			
Female	76.80%	77.14%	79.57%
Male	23.20%	22.86%	20.43%
Initial Teaching Qualification*			
Queensland	73.15%	75.32%	77.68%
Interstate or International	19.64%	17.27%	13.31%
Other & NULL	7.21%	7.41%	9.01%
School Sector**			
Government/State	63.26%	65.16%	68.70%
Independent	18.76%	17.15%	19.13%
Catholic	16.01%	15.56%	15.56%
Other	1.97%	2.13%	3.09%

* The survey assigns international qualification into the category "Other", which is different from the category "Interstate or International" for the population. These results in percentage of "Interstate or International" indicate to be slightly lower in the final sample than the target population.

**Teachers may have selected multiple choices for this question resulting in the total percentage being more than 100%.

Additional, refined analyses of the current data will require the application of sample weights to address any possible concerns of sample representation. The final sample (henceforth referred to as 'sample' or 'respondents') highlights important considerations for future research focusing explicitly on the younger demographic of registered teachers as opposed to the current criterion that was based on the number of years teachers have been registered with the QCT. As a recommendation based on this data, consideration should be given to using a stratified sampling approach that includes age as strata, along with consideration of engagement strategies that specifically target a younger demographic.

2.2 Data collection

2.2.1 Survey design

The survey development by LSIA was informed by an additional review of national and international literature undertaken during July to August 2016. Collaboration and communication with the QCT during the design period occurred through formal meetings, by email, and by phone for the purposes of ensuring item specificity, clarity and scope, and to confirm that the survey items and constructs addressed the terms of reference. Online testing of the survey was undertaken over a two-week period by LSIA and the QCT.

Survey items were selected based on the additional review of literature and the likelihood of providing insight into why participants had chosen teaching as a career and the influencing factors associated with this career decision. Key constructs for inclusion in the survey were also identified through a review of research literature that included the Stage 1: Literature review, *Investigating the factors that influence the choice of teaching as a first career* (Gore, Holmes, Smith, & Fray, 2015), and the literature search completed by LSIA.

Given the aim of identifying the varying degrees of influence of demographics, detailed demographic variables were critical in the survey design to ascertain difference in motivations for participants' choice of teaching as a career. Demographic items included background characteristics, qualifications and employment.

Additional key constructs were identified. These focused on determining participants' motivations to teach, teaching as a first- or second-career choice, registered teachers not currently in the workforce, satisfaction with teaching and intentions for continuation in the profession, and the key media and personal influencers that played a role in individual participants' decisions to consider teaching as a career. In order to inform recruitment strategies, participants were also asked to identify reasons for people to consider teaching as a career in Queensland.

The approach was to include these constructs and items together with an existing tool, the Factors Influencing Teacher Choice (FIT-Choice) (Richardson & Watt, 2006; Richardson & Watt, 2014; Watt & Richardson, 2007). This decision is consistent with the aim of measuring participants' motivations towards teaching and perceptions of teaching. Previous FIT-Choice research across diverse settings had demonstrated a sound reliability and construct validity (Watt & Richardson, 2012; Watt et al., 2012) (Appendix 1.2 and 1.3).

Much of the previous work with FIT-Choice has been conducted on samples of student-teachers. For the purpose of this research, a version of the FIT-Choice developed for qualified teachers with experience of working within the field was used (Richardson & Watt, 2006; Richardson & Watt, 2014; Watt & Richardson, 2007). Necessary permissions from the authors were obtained (Appendix 2). The measure included in the current survey was implemented as designed without modification.

The FIT-Choice items were presented across two main sections:

- Thirteen factors measured underlying constructs around motivations for teaching. Ranked responses ranged from 1 (not at all important) to 7 (extremely important).
- Six factors measured the perceptions and beliefs held about teaching. Ranked responses ranged from 1 (not at all) to 7 (extremely).

Table 2 shows the FIT-Choice factors, a sample item from each factor, the original number of items included in each factor followed by the final number included in the current survey selected after completion of Confirmatory Factor Analysis (CFA). Section 2.4 provides further detail including the Cronbach's alpha (α) for each factor. These results demonstrate that all the FIT-Choice factors had an acceptable or good fit, with the majority requiring no items to be removed in order to obtain a good fit.

Table 2: FIT-Choice factors, items and reliability

Factors	Sample item	No. of original items	No. of final items	Cronbach's alpha (α)
Motivations for teaching				
Teaching Ability	I have good teaching skills	3	3	0.83
Intrinsic Career Value	I like teaching	3	2	0.82
Fallback Career	I chose teaching as a last-resort career	3	2	0.66
Job Security	Teaching is a secure job	3	3	0.84
Time for Family	School holidays fit in with family commitments	5	3	0.79
Job Transferability	A teaching qualification is recognised everywhere	3	3	0.68
Shape Future of Children/Adolescents	Teaching allows me to influence the next generation	3	3	0.90
Enhance Social Equity	Teaching allows me to benefit the socially disadvantaged	3	3	0.91
Make Social Contribution	Teaching allows me to provide a service to society	3	3	0.85
Work with Children/Adolescents	I like working with children/adolescents	3	3	0.90
Prior Teaching and Learning Experiences	I have had good teachers as role-models	3	3	0.88
Social Influences	My family think I should be a teacher	3	3	0.84
Subject Interest	I really enjoy the topics I will teach	3	3	0.89
Perceptions/beliefs about teaching				
Expert Career	Do you think teaching requires high levels of expert knowledge?	2	2	0.73
High Demand	Do you think teaching is hard work?	3	3	0.75
Social Status	Do you believe teachers are perceived as professionals?	6	6	0.91
Salary	Do you think teaching is well paid?	2	2	0.95
Social Dissuasion	Do others influence you to consider careers other than teaching?	3	3	0.64
Satisfaction with Choice	How satisfied are you with your choice of becoming a teacher?	2	2	0.93

2.2.2 Data collection approach

Ethics

Ethical clearance was obtained for the project through the Australian Catholic University (ACU) Human Ethics Review Committee: Register number 2016-206 E. Active consent to participate was collected at the beginning of the online survey, and participants were provided with a project information sheet (Appendix 3). While communications (discussed next) were channelled through the QCT to the target sample, participant responses to the survey were directly received by LSIA. As required by the ethical clearance, the raw data and respondents' identifiable information were not provided to the QCT, without the express permission of respondents.

Communication plan

A communication plan to engage participants was consultatively developed between LSIA and the QCT. An introductory email (28 September 2016) was sent out by the QCT to inform registrants of the commissioned research and upcoming online survey data collection. In addition, information about the research was placed on the QCT website.

LSIA determined the survey release, timeframe for data collection (a period of three weeks), and the reminder schedule. The QCT delivered communications to the target sample (Section 2.2) as per the schedule:

- Survey released: email notification sent on 25 October 2016
- Survey reminder 1: email notification sent on 1 November 2016
- Survey reminder 2: email notification sent on 9 November 2016
- Survey closed: 13 November 2016.

Allowing this timeframe for completion and sending reminders resulted in a higher return rate than would have been achieved otherwise (further detail is provided in the next section).

In recognition of the time spent on completion of the survey, respondents had the opportunity to enter their name and email at the end of the survey to go in the draw to win one of four Dymocks book vouchers valued at $50. The draw entry was independent of the survey data; names and email were never linked to the survey submission.

Online platform

The online platform used to deliver the survey was Survey Gizmo[3], an online survey software tool. This software was selected due to the following features:

- customisation options provided for survey design, including question type, question logic as well as overall visual design;
- viewing options for multiple platforms including desktops, laptops, tablets and phones;
- options for email link delivery, and the option to save and continue links that allow respondents to save survey progress for later completion;
- ability to generate reports on response types and completion rates; and
- security measures that ensure data are secure.

The use of Survey Gizmo software supported reviewing reports on response types and completion rates of the online survey. This indicated that, of the potential participants who clicked on the survey link, there was an 84% completion rate resulting in a sample size of 1,165 with an average completion rate of 24.52 per day. The 215 entries (16%) that were only partially completed were not included in the final sample. Approximately 36% of the completed surveys were done on the first email invitation containing the survey

[3] https://www.surveygizmo.com/

link, while 18% of the surveys were completed after receiving the first survey reminder. A total of 14% of surveys were completed after receiving the final email reminder. The remaining participants completed the survey outside of the agreed dates. This observation highlights the impact and effectiveness of sending email reminders to enhance completion rates.

A total of 956 participants (82%) entered contact details for the prospect of winning the Dymocks book voucher. This was included as an incentive for completion and recognition of the time taken to complete the survey. This would suggest that the voucher was an attractive incentive for the majority of participants who completed the survey.

The response activity on the survey webpage was analysed to identify factors that will assist future planning strategies for survey completion. This analysis provides information about the platform and operating system used to complete the survey. Over 58.4% of the responses were completed using a desktop computer, while the figures for mobile phones and tablets were 35% and 6.6%, respectively. While completion on a desktop would be expected, mobile phones appear to have also been a popular platform for people to complete the survey. This information highlights the importance of survey design being suitable for use on mobile devices to contribute to a higher completion rate.

2.3 Data analyses

Data analysis was conducted on both quantitative and qualitative responses using the methods as outlined in sections 2.4.1 and 2.4.2.

2.3.1 Quantitative data analysis

The quantitative data analysis of the survey data is based on descriptive statistics, tests of significance, factor analysis and reliability analysis. It was predominately completed through the use of the statistical package R (version 3.3.1)[4].

Information on demographic characteristics was presented using descriptive statistics. Standard demographics such as age, gender, ethnicity and level of qualifications were considered. In addition, details on the type of initial teaching qualifications and subject specialisation areas were considered as well as the length of time respondents had worked as a teacher over their career. For those currently teaching, the type of position held, school sector, and year levels taught over the last two years were considered. Geographical locations of participants currently teaching and those who are currently out of the workforce were examined, given the growing recognition of regional differences in teaching workforce issues and employment patterns.

The FIT-Choice questions were analysed based on Confirmatory Factor Analysis (CFA) and reliability analysis. Five participants who indicated they had not previously taught since gaining their teaching qualifications were omitted from the analysis related to FIT-Choice questions. This ensured that all the responses for FIT-Choice questions were from people who have taught or are still teaching. CFA was performed on the FIT-Choice questions to determine the underlying construct of the items across the two broader areas of *Motivations* and *Perceptions*. Weak items with a small factor loading (<0.5) were removed from their corresponding constructs, since items with small factor loadings do not attribute well to their underlying constructs. These included four items across three constructs (Table 2 FIT-Choice factors, items and reliability for more detail). The CFA analysis ensured that all of the FIT-Choice constructs are well represented by the included items. A reliability analysis (Cronbach's alpha (α)) was also conducted to check the internal consistency of constructs. The analysis indicated that the constructs had good or acceptable internal consistency, after removing the four weak items.

Tests of significance were used to analyse difference of motivations, perceptions and career aspiration between demographic and characteristic groups. Specifically, Multivariate Analysis of Variance

[4] https://www.r-project.org/

(MANOVA) was used to analyse the difference in motivation to become a teacher and perceptions of teaching held. A chi-squared test was used to identify any significant differences of career aspiration between different demographic groups. Significant differences were determined by p-value <0.05.

2.3.2 Qualitative data analysis

As indicated, an extended international literature review informed the development of open response items to generate valuable qualitative data. The objective of this sub-set of questions was to identify socio-psychological perceptions and motivations influencing the choice of teaching and the timing of the choice. Discourse analysis of the respondents' written text was completed to identify the main discourses taken up by respondents, and each of these as they related to satisfaction was analysed in turn. This generated a set of categories of choice, which in turn informed a more fine-grained analysis of the responses. This work has potential for directly importing into strategies for promotion of teaching as a career.

SECTION 3: QUANTITATIVE RESULTS

3.1 Introduction

This section presents the key quantitative results of the survey. They address detailed demographic information, motivating factors, the FIT-Choice comparison, and level of satisfaction.

Section 3.2 presents a detailed demographic description of the sample that includes age, gender, Indigenous status and Language Other than English (LOTE) status among other factors.

Section 3.3 presents the motivation and factors influencing the decision to teach. As indicated above, FIT-Choice (Richardson & Watt, 2006) items were used. Results of the sample are presented as a whole, followed by a discussion of demographic comparisons.

Section 3.4 presents the FIT-Choice comparison of those who considered teaching as a first- or second-career choice, along with some description of alternative pathways that can lead into teaching at a later stage.

Section 3.5 presents FIT-Choice comparison of registered teachers currently in the workforce.

Section 3.6 considers the level of satisfaction held by participants and their declared intentions for their teaching career.

Section 3.7 presents results on factors relating to timing of decisions, influence of media, and the influence of other people on the choice of teaching as a career.

Section 3.8 provides a summary of the quantitative results, in relation to main findings and future decisions relevant for consideration of appropriate recruitment strategies in Queensland.

3.2 Demographic characteristics of the sample

A detailed demographic description follows in this section. The final sample consisted of 1,165 participants who had been registered as a teacher with the QCT within the last 10 years. Table 1 presents the total percentage of participants within age categories. The mean age for participants was 39.7 years. The respondents with the highest response rates were 30-34 years (23.1%), followed by 25-29 year olds (16.1%), and 35-39 (14.8%).

A breakdown shows that of the participating registered teachers, 79.5% were female, 20.3% were male and 0.2% were other/preferred not to answer. Figure 1 shows the percentage of participants within age categories for each gender.

It is noteworthy that 1.7% of the participating teachers were identified as either Aboriginal or Torres Strait Islander, and 7.2% of the participating teachers spoke a language other than English.

Figure 1: Participants by age and gender

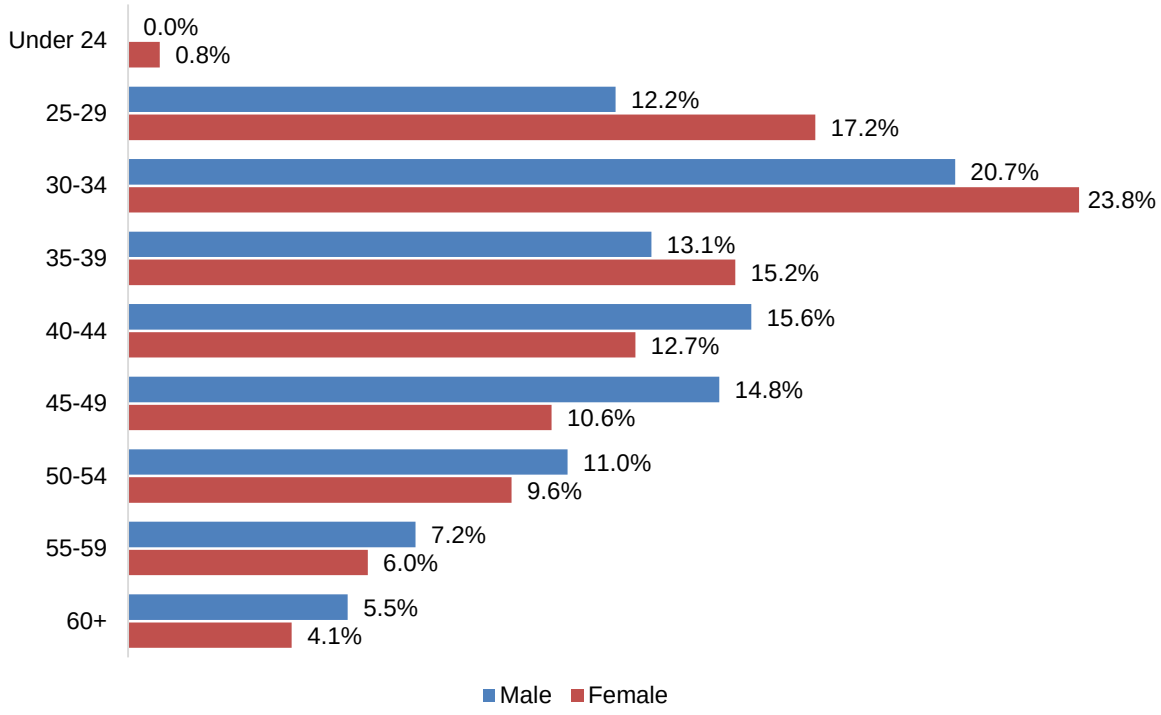


Figure 2: Teaching qualification type by phase of schooling

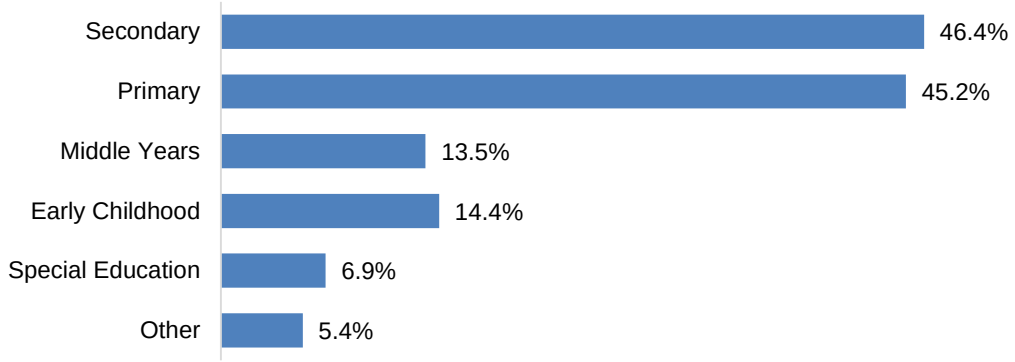


Figure 2 shows the results regarding type of teaching qualifications by phase of schooling. Multiple responses were allowed in these categories to account for people who held more than one teaching qualification. Secondary education was the most common qualification type (46.4% of respondents) and slightly higher than Primary education qualifications (45.2% of respondents).

Figure 2.1: Teaching qualification type by phase of schooling and gender

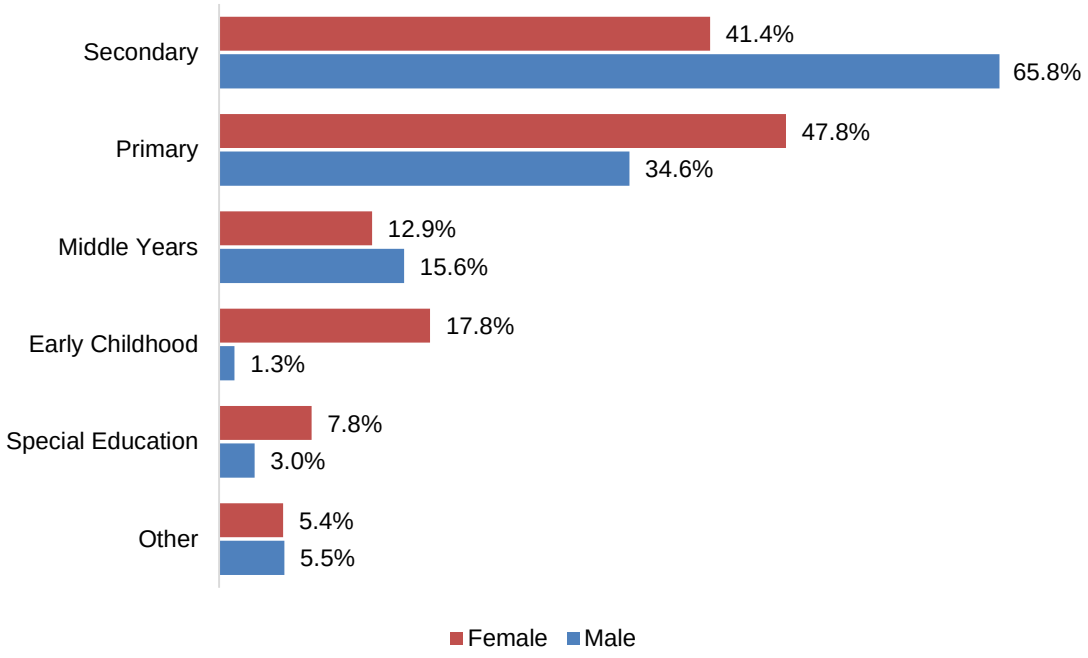


Figure 2.1 demonstrates significant differences with 65.8% of males obtaining a teaching qualification in secondary chooling as compared to 41.4% for females. The differences between the gender groups for qualification types may be useful in informing future workforce planning and marketing strategies for the teaching profession.

Figure 3: Highest teaching qualification held

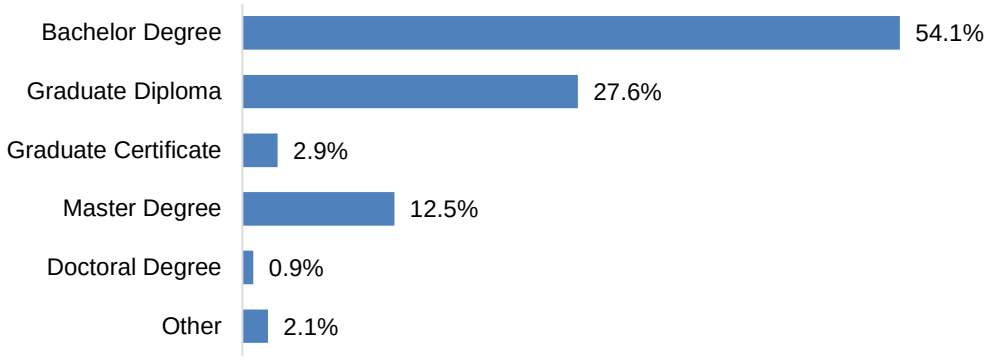
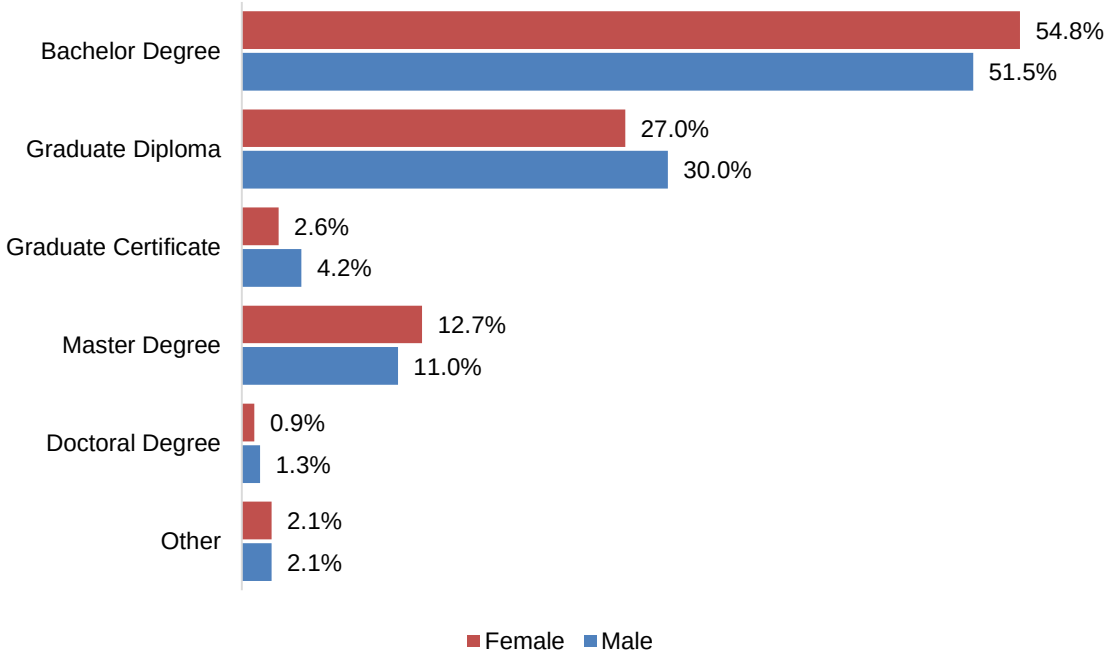


Figure 3 displays the level of qualification that was also considered, with participants asked to nominate the highest level of teaching qualification held at the time of completing the survey. Over half of the participants (54.1%) had a bachelor degree, while a graduate diploma was the next most common qualification (27.6%).

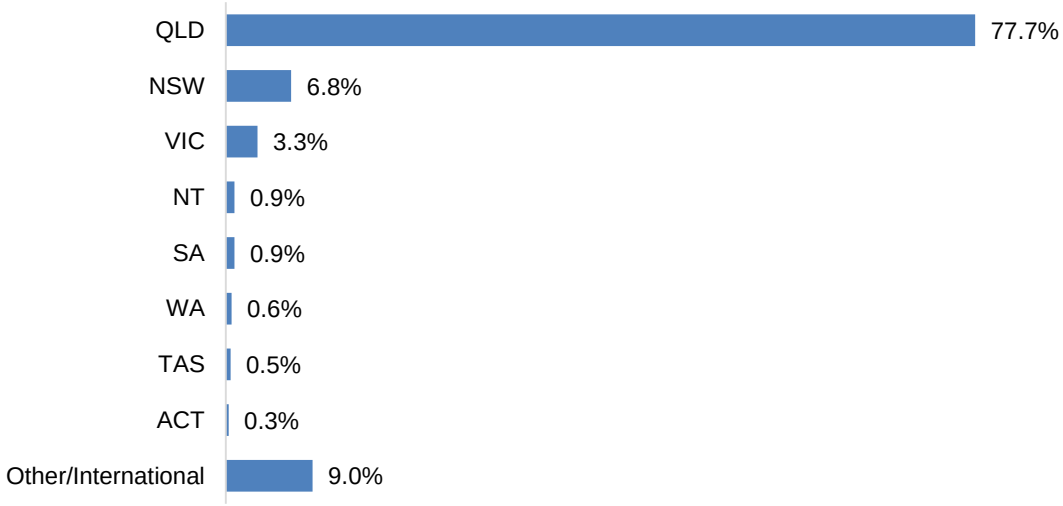
Participants were asked to indicate if they held an additional degree at a higher level than their current teaching qualification. In response, 6.5% respondents indicated that they hold a higher-level degree in a field area unrelated to teaching while nearly half of these participants held a graduate diploma in an unrelated field (48.7%).

Figure 3.1: Highest teaching qualification held by gender



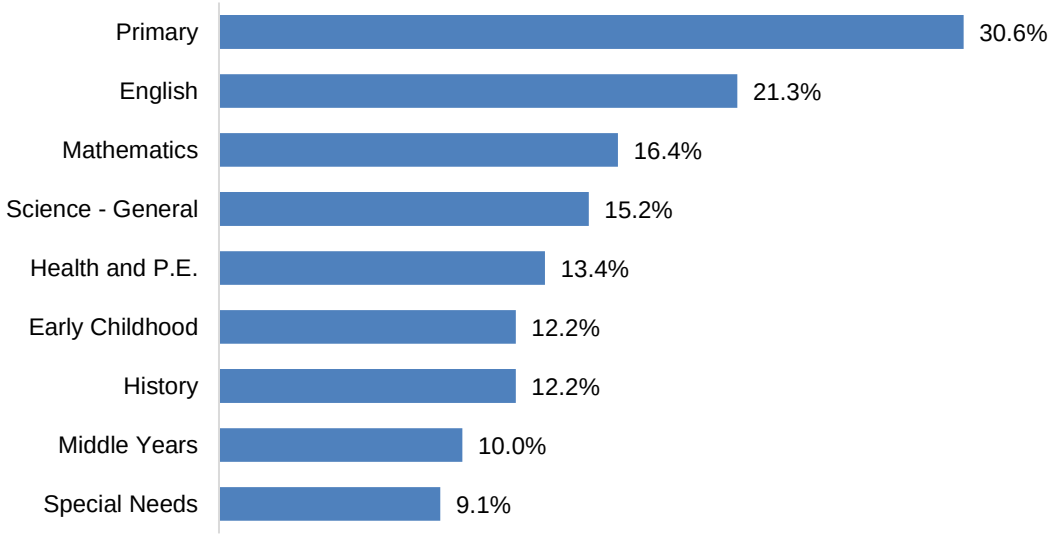
Taken together Figures 3 and 3.1 do not reveal any marked difference in highest qualification by gender.

Figure 4: Location of initial teaching qualification completion



In Figure 4, respondents were also asked to indicate where they completed their initial teaching qualification. 77.7% reported completion in Queensland while, of the other Australian states NSW was the most common (6.8%). These results show that teachers who have registered with the QCT within the last 10 years are most likely to have completed the initial qualification relevant to their profession in Queensland.

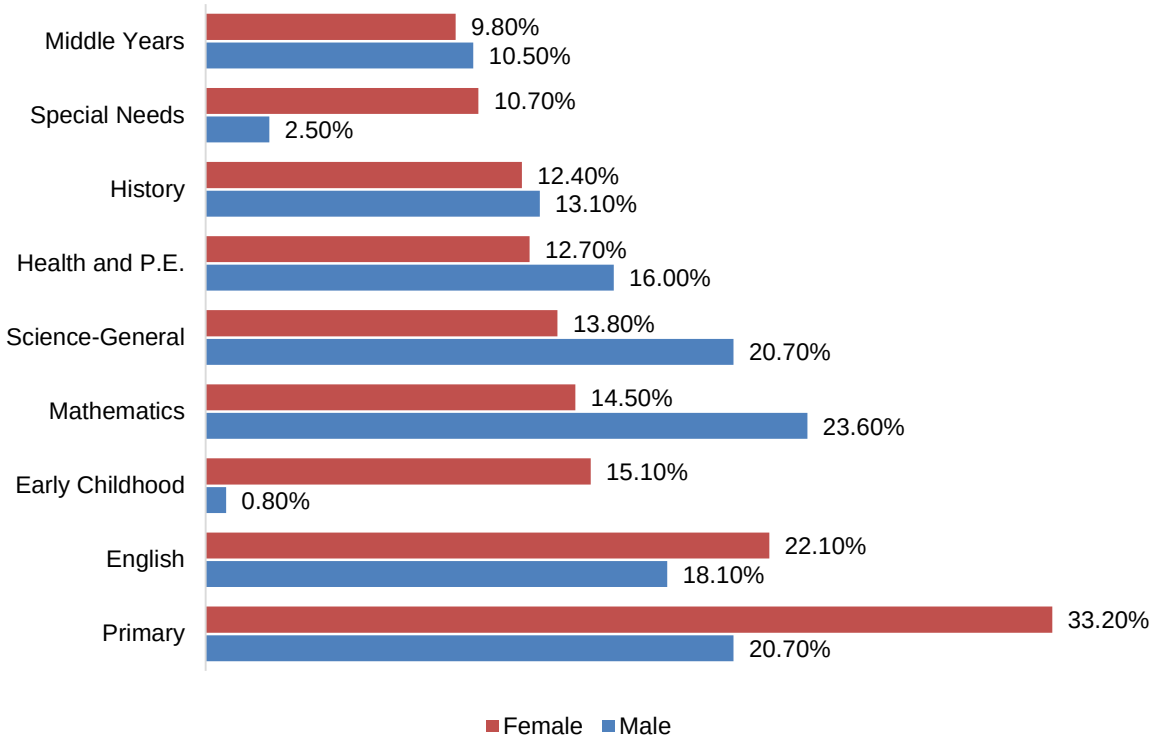
Figure 5: Initial teacher education by phase of schooling and specialisation



The categories for specialisation areas used in Figure 5 were based on the QCT Subject Specialisation List[5]. This list included multiple areas or phases of schooling (Early Childhood, Middle Years, Primary years, Vocational Education and Training) and a wide range of curriculum areas. Primary emerged as the most common qualification at 30.6%. More specific subject specialisation areas traditionally associated with high school settings that received high frequencies included English (21.3%), Mathematics (16.4%), Science – General (15.2%), Health and/or Physical Education (13.4%) and History (12.2%).

[5] In February 2015, the Queensland College of Teachers (QCT) launched a new application form for teacher registration, which among other things included the facility for the QCT to obtain from applicants their initial teacher education specialisation. Applicants are advised that the giving of this data is voluntary (it is not a mandatory field on the form). (See appendix 1: Survey ID 19)

Figure 5.1: Initial teacher education qualification by gender and curriculum area



The separation by gender in Figure 5.1 demonstrates significant differences in qualification type and curriculum areas. It shows a larger percentage (33.2%) of females chose a Primary School qualification type in comparison to males (20.7%). A larger percentage of males chose Mathematics (23.6%) and science (20.7%) as curriculum areas in comparison to females (14.5% and 13.8%, respectively). Only 0.8% of males chose Early Childhood, compared to 15.1% of females.

While participants were all currently registered as teachers in Queensland, 130 (11.2%) were not currently working in schools or early childhood setting. Of these, five indicated that they had never taught. Of the 125 respondents who had previously taught, 5.6% indicated this was for less than 1 year, 11.2% for 1-2 years, 28.8% for 3-5 years, 32% for 6-10 years and 22.4% for more than 10 years.

The remaining 1,035 participants (88.8%) indicated that they were currently teaching or working within a school or early childhood setting. When asked to indicate how long they had worked as a teacher over the period of their teaching career, excluding periods of absence, 0.5% were less than 1 year, 2% had been teaching for 1-2 years, 32.9% for 3-5 years, 43.7% for 6-10 years, and 20.8% for more than 10 years. Given that this group of participants was still currently working within the school or early childhood sectors, they were then asked to provide further details about their current position within these settings. Full-time work was the most common with 74% indicating this was the case, while the remaining 26% were employed in part-time, casual or supply work.

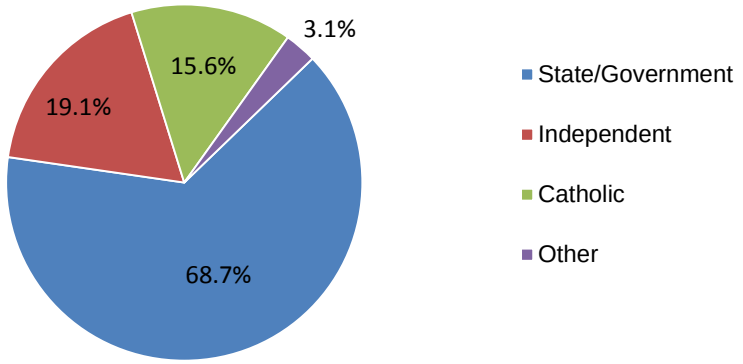
Table 3 shows the results when respondents were asked to select the positions they held within a school or early childhood service. Multiple responses were allowed to accommodate for individuals fulfilling more than one role within their current work context. For the respondents currently working in either a school or early childhood setting, 69.5% were general classroom teachers. A further 14.5% identified as being a Specialist Teacher, with the term specialist understood to cover subject specialist and other specialisations distinguished from those of special education teachers as it was included as its own category. A further 8.8% were working as special education teachers. A number of positions in leadership roles and school administration were also held by participants. The most common of these included Head of Department (6.8%) and Year Level Coordinator (6.7%). Table 3 shows the complete list of positions. It also presents a gender comparison that indicates female participants were more likely to be working within early childhood and special education roles and male participants were more likely to hold leadership positions.

Table 3: Positions held within school or early childhood sector by gender (%)

Positions held within school or early childhood service	Total (%)	Female (%)	Male (%)
General Classroom Teacher	69.5	68.8	72.2
Specialist Teacher	14.5	13.6	18.1
Special Education Teacher	8.8	9.9	4.2
Early Childhood Teacher	4.7	5.9	0.5
Master Teacher	1.7	1.8	1.4
Early Learning Advisor	0.7	0.9	0.0
Head of Department	6.8	5.9	10.2
Year Level Coordinator	6.7	5.4	11.6
Head of Curriculum	2.4	2.3	2.8
Deputy Principal	1.4	0.6	4.2
Principal	1.4	0.7	3.7
Director	1.2	1.5	0.0
Other	10.0	10.6	7.4

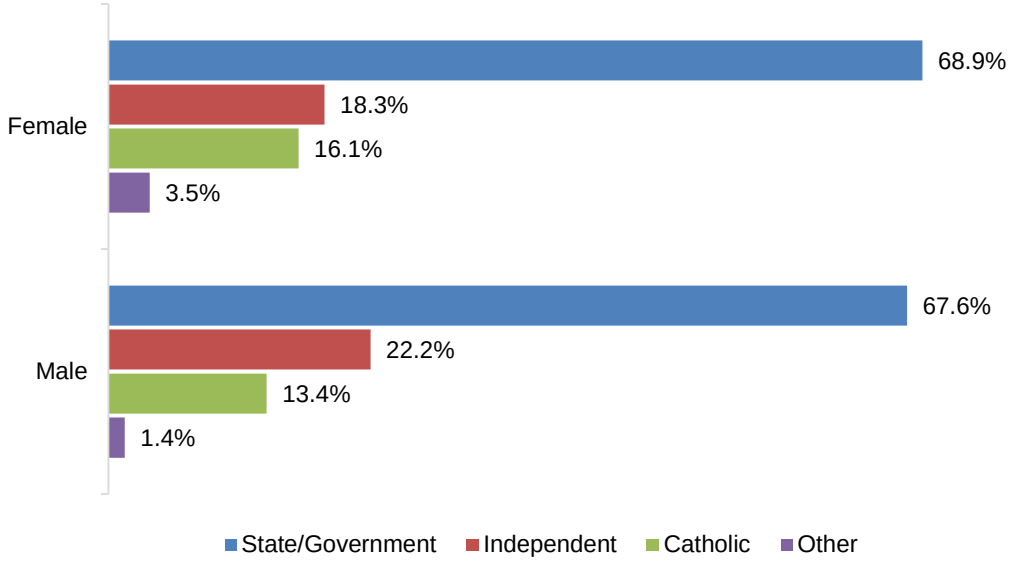
[6] Totals may add to more than 100% reflecting respondents reporting multiple roles.

Figure 6: Profile of respondents by education sector



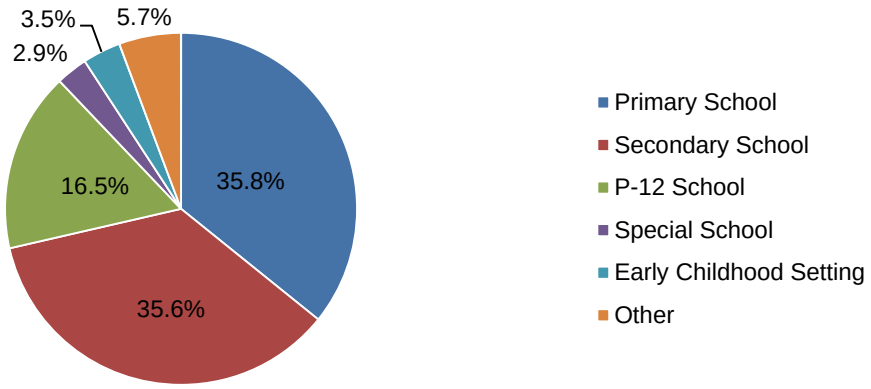
In Figure 6, the most common sector that respondents were currently working in was the Government sector, with 68.7% indicating that this was the case. The Independent school sector was the next most common at 19.1%, followed closely by the Catholic sector. The category of 'Other' (including not-for-profit organisations, and universities) was the smallest (3.1%).

Figure 6.1: Profile of respondents by gender by sector



Figures 6.1 shows the distribution by gender across the sectors to be broadly similar.

Figure 7: Respondents by school type



Respondents who were working within a school or early childhood setting were asked to indicate the type of school in which they were employed (Figure 7). The majority were situated within either a Primary School (35.8%) or a Secondary School (35.6%). P-12 Schools were the next most common (16.5%). Early Childhood Settings (3.5%) and Special Schools (2.9%) were the least frequent. A small number of respondents (5.7%) selected 'Other' as their response, with examples of this including Technical and Further Education institutions (TAFE), School of the Air, School of Distance Education and a university among others.

Figure 7.1: Respondents by school type by gender

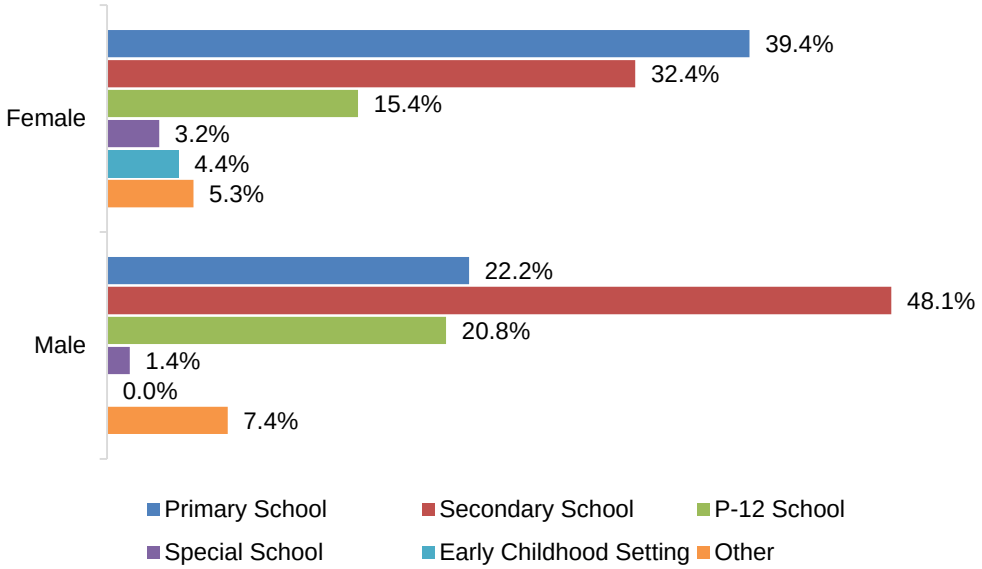


Figure 7.1 shows marked gender differences by school type. Males have a significantly higher representation in secondary (48.1%) and P-12 Schools (20.8%). Only 22.2% of male respondents taught in Primary Schools compared with 39.4% of females. Within the sample selected, teachers within the Early Childhood Setting were females with no male representation.

Participants currently working in schools or Early Childhood Settings were asked to indicate in which region they were based. The responses are shown in Figures 8 and 8.1. One quarter of participants were based within the Metropolitan region of Brisbane. The North Coast was the next most common region (21.5%), closely followed by the South East region (19.7%). The remaining Queensland regions each had fewer than 10% of participants. Of interest is that 2.2% of the sample were currently based either interstate or internationally. This suggests that these teachers saw continuation of teacher registration with the QCT as worthwhile despite not being currently located in Queensland.

Figure 8: Respondents by school region

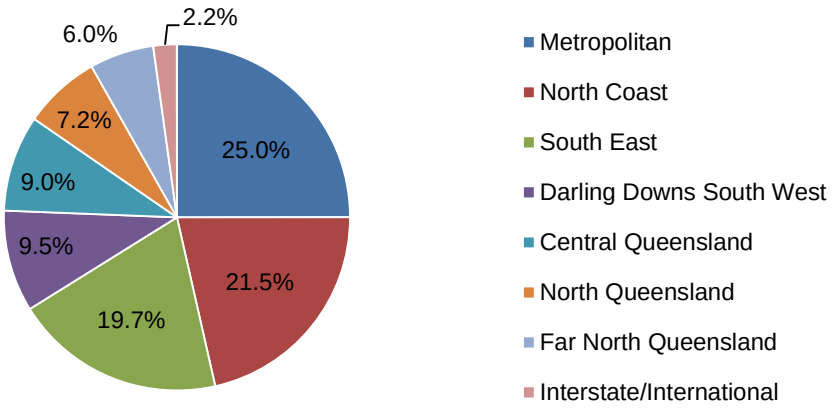


Figure 8.1: Respondents by school region by age

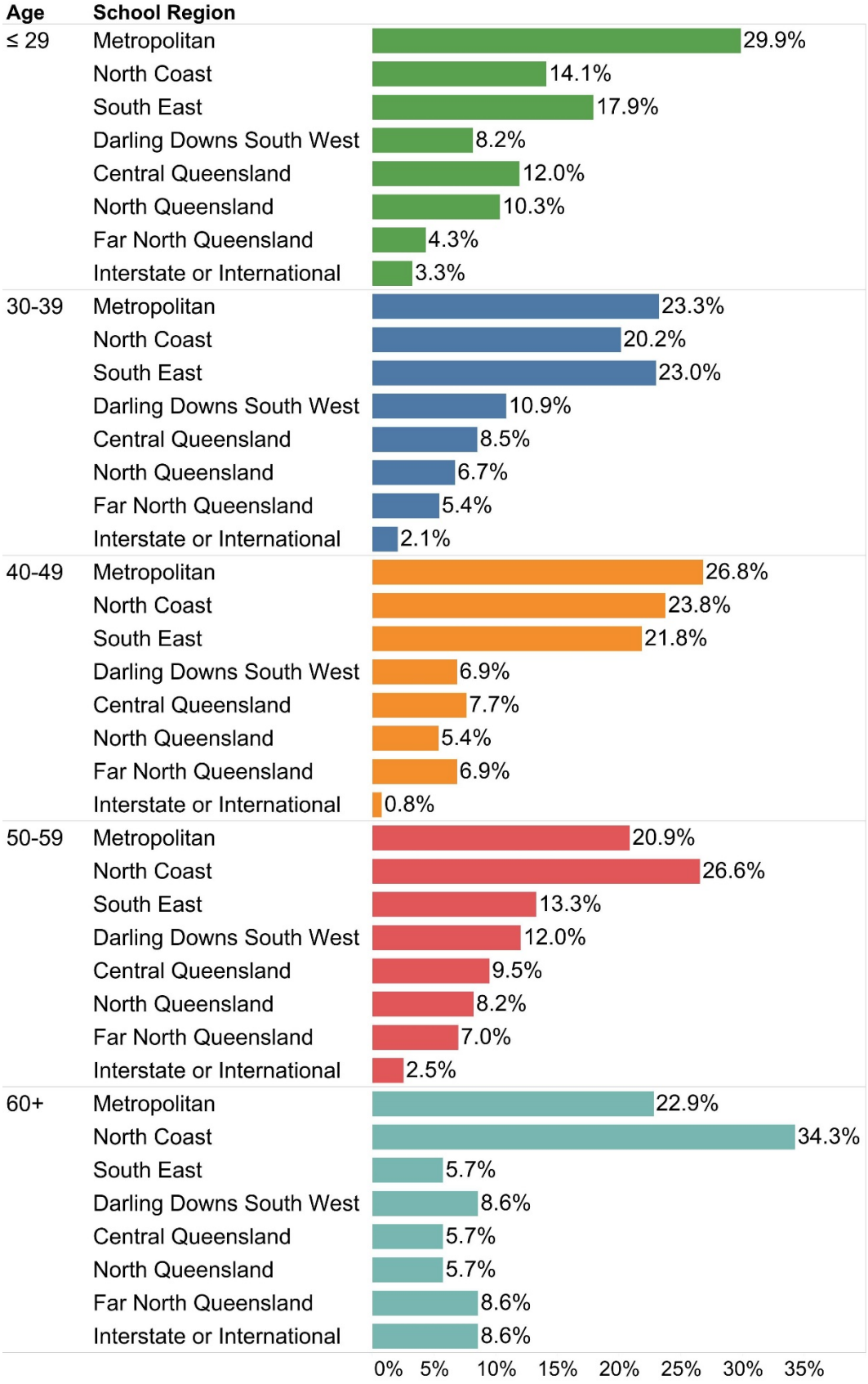


Figure 8.1 demonstrates a higher percentage of under 29 year old participants working in the Metropolitan region as compared to other respondents, as well as additional differences in distribution by age group. These results suggest that further investigation could be undertaken to examine how long teachers stay in a region and whether their location in this specific region was by choice or not.

3.3 Motivations and factors influencing the decision to teach

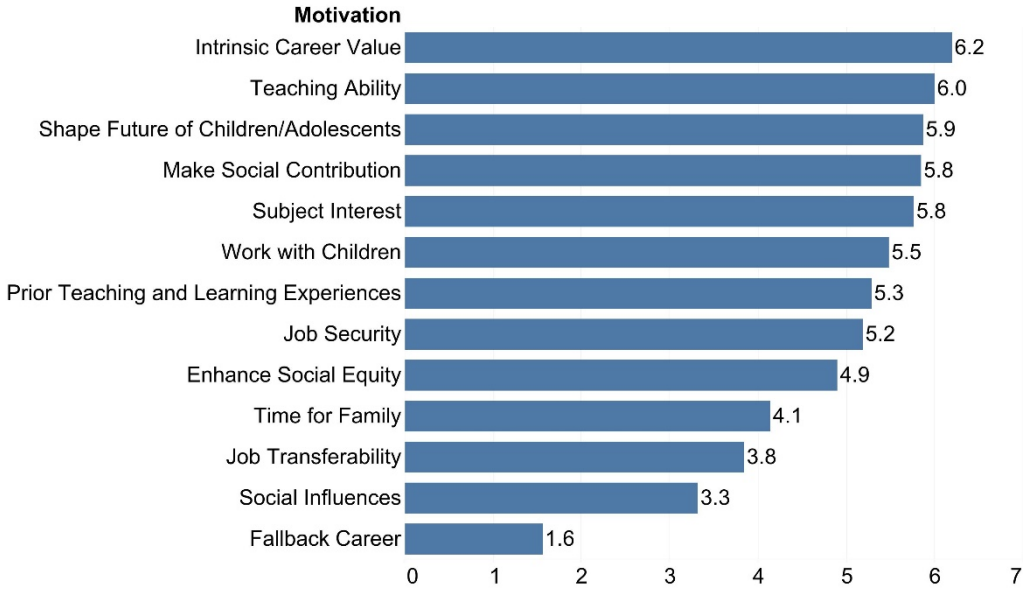
This section examines the factors that motivated participants to choose teaching as a career as well as their perceptions of teaching. Reponses on the FIT-Choice items (Richardson & Watt, 2006; Richardson & Watt, 2014; Watt & Richardson, 2007) for the total sample (with the exclusion of participants who had never taught) will be considered. Following this, comparisons of responses based on key demographic variables including participant gender, age, identification as Aboriginal and/or Torres Strait Islander, as well as identification of participants speaking a Language Other Than English (LOTE), are presented. These are presented in order to determine how motivations to teach and perceptions of teaching differ across these demographic groups. This will provide additional insight into the similarities and differences across groups, potentially enabling more targeted recruitment strategies to be developed.

3.3.1 FIT-Choice responses – All participants

As indicated earlier, the FIT-Choice items were used in order to measure participants' motivations for becoming a teacher and perceptions about teaching. Figure 9 shows the mean average score by motivation and perceptions about teaching for the whole sample.

Readers are advised to see Table 4 and subsequent tables that present FIT-Choice result comparisons for demographic groups. For factors relating to Motivation, Intrinsic Career Value was the highest rating factor with a mean score of 6.2. This was closely followed by Teaching Ability (6.0), Shaping the Future of Children/Adolescents (5.9), Making a Social Contribution (5.8), and Subject Interest (5.8). The lowest ranking factor was the choice of teaching as a Fallback Career (1.6). Social Influences (3.3) and Job Transferability (3.8) also received lower ratings. This suggests that intrinsic motivations had the largest influence on participants' decisions to become a teacher, although altruistic motivations (i.e. shaping the future of children and making a social contribution) also rated highly. Additionally, it is a positive finding that Fallback Career was the least influencing factor.

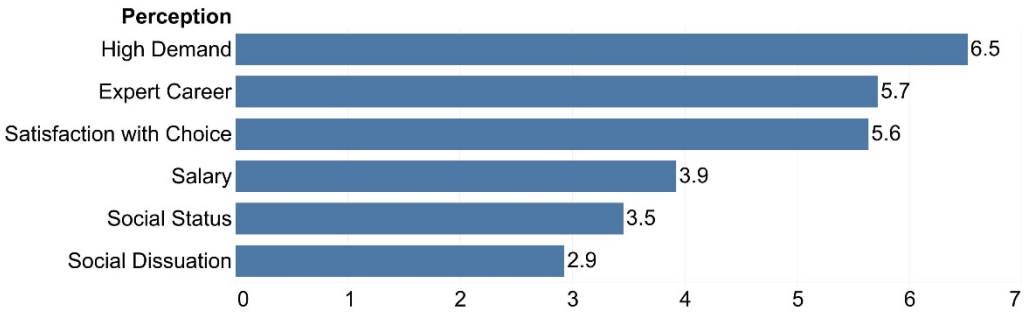
Figure 9: Ranking by FIT-Choice motivation factors



The information in Figure 9, showing the strength of various potential motivating factors, could be valuable for campaigns to promote teaching as a career.

The participants' perceptions of teaching and being a teacher were also considered through the use of the FIT-Choice items. Figure 10 shows the mean average score for the whole sample (with those that had never taught excluded). Results indicated that participants saw teaching as a High Demand profession (6.5) and as one requiring expertise (Expert Career, 5.7). High levels of satisfaction with their choice to become a teacher were also reported (5.6). Of interest is that relatively low ratings were reported for Social Status (3.5) providing insight into how participants feel their profession is viewed. Also of importance are the low ratings for Social Dissuasion (2.9), which suggest that overall the negative influences on choice of teaching had a much lower degree of impact on participants.

Figure 10: Ranking by FIT-Choice perception factors



In Figure 10, the results suggest that marketing messages should target the top three factors and focus on satisfaction and perceptions of High Demand as respondents indicate this is more significant than remuneration.

3.3.2 FIT-Choice responses – Demographic comparisons

Differences across key demographic variables on the FIT-Choice items were also considered. Gender, age, Indigenous status (consisting of participants who identified as Aboriginal or Torres Strait Islander) and having a Language Other Than English (LOTE) were examined for group differences on the FIT-Choice factors. In addition to this, the setting participants were working in as an indication of teaching environment, along with whether they were early or later stage career teachers, were also examined in order to determine if membership to a particular category resulted in significantly different responses. Tables 4 to 8 show the average mean score and the ranking order of the mean average scores for each factor, along with the standard deviation and an indication of which factors emerged as significantly different for the demographic comparisons. The factors are presented under the relevant sections of Motivations for Teaching and Perceptions about Teaching (Figures 9 and 10). Details for the whole sample (with those who have never taught excluded) are provided as a comparison for the results for each key demographic group examined.

Gender

For factors relating to Motivation, Intrinsic Career was still the highest rated factor for both females (6.2) and males (6.0). This was consistent across most of the Motivation factors. Some differences emerged. Males were more likely to have lower mean average scores than females with the exception of Subject Interest, which was fractionally higher (5.8 compared to 5.7 respectively). Also despite the similar scores, this was the third highest rated factor for men as opposed to the fifth highest rated factor for women.

The third highest scoring factor for females was Shape the Future of Children/Adolescents (5.9), while for males this was the fifth highest scoring factor (5.6) and a lower mean average score. Females were also more likely to score significantly higher on Work with Children/Adolescents (5.7) compared to males (4.8). This was also the case for Enhance Social Equity (women 5.0 compared to men 4.6). While Fallback Career was the lowest score given for females and males, females were less likely to be influenced by this factor (1.5) compared to males (1.8). Similar patterns were also seen for the Perceptions about Teaching with females and males having similar responses. There were two exceptions to this relating to the task demands of teaching with females being more likely to view teaching as having High Demand (6.6 compared to males 6.3) and as being an Expert Career (5.8 compared to males 5.5).

This provides important insight into the similarities and differences between influencing factors for female and male participants who chose teaching as a career. The feminisation of the teaching profession is well documented, with the majority of the teaching workforce in Australia consisting of women. Higher ratios of male staff tend to be seen in the Secondary School sector (McKenzie, Weldon, Rowly, Murphy, & McMillan, 2014). After Intrinsic Career and Teaching Ability, Subject Interest was rated highly by male respondents. A stronger focus on this, along with increasing male perceptions of teaching as having High Demand and being an Expert Career, may be beneficial in attracting more males into the profession. A focus on shaping the future of students may also have benefits. The current research suggests that focusing on being able to work with students may be a less effective strategy. Instead, as indicated above, promoting subject specialisation may be a useful strategy for recruiting males in particular into teaching.

The small number of participants who selected ‘Other’ or ‘Prefer not to say’ for gender make in-depth comparisons not possible in the current research. Notably, these respondents had much higher scores for the Social Dissuasion factor, which implies that they had been discouraged by others to choose teaching as a career. It is important to note that gender identification differs from sexual orientation, which was not considered in this survey. The Organisation Intersex International Australia Limited (OII) (OII, Australia, 2016) notes that there is limited data around intersex variation

within populations but recommend applying the figure of 1.7%. Based on this figure, the participants in the current sample who did not identify as female/male (0.2%) fall well below the 1.7% mark. It is difficult to determine the expected frequency of individuals identifying as transgender within populations (Lucal, 2008) with previous research findings ranging from 0.05% to 1.2%. The current findings would suggest that participants who do not identify with binary gender norms of female/male chose not to complete the survey. Alternatively, this group is underrepresented within the teaching profession in general and they are less likely to choose teaching as a career.

Age

Examination of differences across age ranges were undertaken. Comparisons of results for age categories to the initial results for the whole sample revealed similar overall patterns as seen in previous analyses for both the Motivation factors and the Perception factors (Table 5). However, there are some minor differences between different age categories that provide important insight.

While Intrinsic Career Value received the highest mean scores from all age categories, teachers who were ≤29 years were more likely to have slightly lower scores for this factor (6.1), as were those 30-39 years (6.1) in comparison to the older age brackets (6.3). Also of key interest for the ≤29 years group was that while Make a Social Contribution was still rated highly overall, their mean score was slightly lower than any other age group (5.7 and 5.8 respectively compared to 5.8 and 5.9). The ≤29 years group were more likely to have higher mean scores for Prior Teaching and Learning Experiences (5.7 compared to 5.4-5.0) and Social Influences (3.5 compared to 3.0-3.4). The mean scores for these two factors tended to decrease with age, perhaps suggesting that these seem more relevant to people who have more recently completed schooling. The ≤29 years group had the lowest mean score for Fallback Career, suggesting at this stage of their career, they were less likely to view their teaching qualification/career in this manner. While this was the case, they did have the highest mean scores for Job Transferability (4.0 compared to 3.8-3.9).

For the 30-39 age group, the most interesting findings related to their higher mean scores on Job Security (5.4 compared to 4.5-5.3), and Time for Family (4.3 compared to 3.4-4.2). These findings are consistent with the findings from the qualitative analyses and suggest that, when placed into context, people within these age ranges are more likely to have established families with dependent children. The factors are less of a concern for the ≤29 years group, and the older age ranges, which tended to have lower scores on these factors. Also of interest is that the mean scores for Subject Interest tended to increase with age.

Table 4: FIT-Choice responses for total sample and gender

	Motivations for Teaching													Perceptions of Teaching					
	Teaching Ability	Intrinsic Career Value	Fallback Career	Job Security	Time for Family	Job Transferability	Shape Future of Children/Adolescents	Enhance Social Equity	Make Social Contribution	Work with Children/ Adolescents	Prior Teaching and Learning Experiences	Social Influences	Subject Interest	Expert Career	High Demand	Social Status	Salary	Social Dissuasion	Satisfaction with Choice
Rank	2	1	13	8	10	11	3	9	4	6	7	12	5	2	1	5	4	6	3
Mean	6.0	6.2	1.6	5.2	4.1	3.8	5.9	4.9	5.8	5.5	5.3	3.3	5.8	5.7	6.5	3.5	3.9	2.9	5.6
(SD)	(1.0)	(1.1)	(1.1)	(1.5)	(1.8)	(1.6)	(1.3)	(1.7)	(1.3)	(1.5)	(1.6)	(1.9)	(1.3)	(1.1)	(0.8)	(1.3)	(1.6)	(1.5)	(1.4)
Gender		**	**		**		***	*	*	***				*	***				
Female	2	1	13	8	10	11	3	9	4	6	7	12	5	2	1	5	4	6	3
	6.0	6.2	1.5	5.2	4.1	3.8	5.9	5.0	5.9	5.7	5.3	3.3	5.7	5.8	6.6	3.5	3.9	2.9	5.6
	(1.0)	(1.1)	(1.1)	(1.5)	(1.8)	(1.6)	(1.3)	(1.7)	(1.3)	(1.4)	(1.6)	(1.9)	(1.4)	(1.1)	(0.7)	(1.3)	(1.6)	(1.5)	(1.5)
Male	2	1	13	7	10	11	5	9	4	8	6	12	3	3	1	5	4	6	2
	5.9	6.0	1.8	5.1	4.2	3.8	5.6	4.6	5.7	4.8	5.1	3.4	5.8	5.5	6.3	3.4	3.9	3.0	5.6
	(1.0)	(1.2)	(1.3)	(1.6)	(1.8)	(1.6)	(1.4)	(1.8)	(1.4)	(1.7)	(1.6)	(1.8)	(1.2)	(1.2)	(0.9)	(1.3)	(1.6)	(1.5)	(1.4)

* $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

Table 5: FIT-Choice responses for total sample and age

	Motivations for Teaching													Perceptions of Teaching					
	Teaching Ability	Intrinsic Career Value	Fallback Career	Job Security	Time for Family	Job Transferability	Shape Future of Children/Adolescents	Enhance Social Equity	Make Social Contribution	Work with Children/Adolescents	Prior Teaching and Learning Experiences	Social Influences	Subject Interest	Expert Career	High Demand	Social Status	Salary	Social Dissuasion	Satisfaction with Choice
Rank	2	1	13	8	10	11	3	9	4	6	7	12	5	2	1	5	4	6	3
Mean	6.0	6.2	1.6	5.2	4.1	3.8	5.9	4.9	5.8	5.5	5.3	3.3	5.8	5.7	6.5	3.5	3.9	2.9	5.6
(SD)	(1.0)	(1.1)	(1.1)	(1.5)	(1.8)	(1.6)	(1.3)	(1.7)	(1.3)	(1.5)	(1.6)	(1.9)	(1.3)	(1.1)	(0.8)	(1.3)	(1.6)	(1.5)	(1.4)
Age				***	***	***		**			***	**			*	**		***	
≤ 29	2	1	13	8	11	10	3	9	4	7	5	12	6	2	1	6	4	5	3
	6.0	6.1	1.5	5.3	3.9	4.0	5.9	4.9	5.7	5.5	5.7	3.5	5.6	5.6	6.5	3.3	3.9	3.3	5.5
	(0.9)	(1.1)	(1.1)	(1.5)	(1.8)	(1.5)	(1.3)	(1.7)	(1.3)	(1.5)	(1.3)	(1.7)	(1.4)	(1.2)	(0.8)	(1.2)	(1.6)	(1.6)	(1.5)
30-39	2	1	13	8	10	11	3	9	4	6	7	12	5	2	1	5	4	6	3
	6.0	6.1	1.6	5.4	4.3	3.9	5.9	4.8	5.8	5.5	5.4	3.4	5.7	5.7	6.6	3.4	4.1	3.1	5.6
	(1.0)	(1.1)	(1.2)	(1.5)	(1.8)	(1.5)	(1.3)	(1.7)	(1.3)	(1.5)	(1.5)	(1.8)	(1.3)	(1.2)	(0.7)	(1.2)	(1.5)	(1.5)	(1.4)
40-49	2	1	13	7	10	11	3	9	4	6	8	12	5	2	1	5	4	6	3
	6.1	6.3	1.5	5.2	4.2	3.8	5.9	4.9	5.9	5.5	5.0	3.2	5.9	5.8	6.5	3.4	3.8	2.7	5.7
	(1.0)	(1.1)	(1.0)	(1.5)	(1.8)	(1.6)	(1.3)	(1.8)	(1.3)	(1.5)	(1.7)	(1.9)	(1.3)	(1.0)	(0.8)	(1.3)	(1.7)	(1.4)	(1.5)
50-59	2	1	13	9	10	11	5	8	3	6	7	12	4	3	1	5	4	6	2
	6.0	6.3	1.7	5.0	4.2	3.8	5.8	5.0	5.9	5.4	5.1	3.2	5.8	5.7	6.6	3.6	3.9	2.8	5.8
	(1.1)	(1.1)	(1.2)	(1.6)	(1.8)	(1.7)	(1.4)	(1.6)	(1.3)	(1.6)	(1.7)	(2.0)	(1.4)	(1.1)	(0.8)	(1.4)	(1.6)	(1.4)	(1.5)
≥60	4	1	13	9	11	10	3	7	5	6	8	12	2	3	1	5	4	6	2
	5.8	6.3	1.6	4.5	3.4	3.8	5.9	5.5	5.8	5.7	5.0	3.0	6.0	5.8	6.2	4.2	4.2	2.5	5.9
	(1.3)	(1.4)	(1.3)	(1.9)	(1.8)	(1.8)	(1.3)	(1.5)	(1.4)	(1.4)	(1.9)	(1.9)	(1.4)	(1.2)	(1.3)	(1.4)	(1.4)	(1.4)	(1.5)

* $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

Indigenous Australians

The Australian Bureau of Statistics 2011 Census of Population and Housing (ABS, 2013) estimated that, as of 30 June 2011, Aboriginal and Torres Strait Islander individuals accounted for 3% of the Australian population. Despite this, an Aboriginal and Torres Strait Islander Teacher Workforce Analysis (ATSITWA) completed in 2012 identified that Indigenous teachers comprised only 1.2% of teachers working in Australian schools (MATSITI, 2014). The current sample had representation of 1.7% of Indigenous teachers. This suggests that there is scope for stronger efforts to be made in relation to attracting Indigenous Australians into the teaching profession. While the current research has provided some insight, additional consideration around all the factors that help facilitate this process would be beneficial as the ATSITWA also identified under-employment of Indigenous teacher graduates (MATSITI, 2014).

Indigenous Australians were defined as participants who indicated that they were either Aboriginal or Torres Strait Islander for the purpose of group comparisons. Comparisons between results for Indigenous Australians and results for the whole sample revealed a similar pattern with which factors received higher scores versus lower scores (Table 6). There were, however, a number of interesting differences between the participants who identified as Indigenous Australians and the rest of the sample.

Although both groups gave the highest scores for the Motivation factor of Intrinsic Career Value, Indigenous Australians rated this as having a greater influence at 6.7 compared to 6.2 for the non-Indigenous respondents. Indigenous Australians were also more likely to give higher scores for Make a Social Contribution (6.2) compared to non-Indigenous respondents (5.8). This was also the case for Enhance Social Equity although large differences were seen between groups (5.7 for Indigenous; 4.9 for non-Indigenous). In addition, Indigenous Australians gave higher scores for Job Transferability and Social Influences, although these were amongst the three lowest scores for Motivation factors, along with Fallback Career.

Factors falling under the Perceptions about Teaching also showed similar patterns as previous analyses, with High Demand receiving the highest scores from both Indigenous and non-Indigenous participants. Scores were similar across both groups, however, Indigenous participants reported higher scores on Satisfaction with Career Choice (6.1 compared to 5.6 for non-Indigenous participants) and Social Status (3.7 compared to 3.4 for non-Indigenous participants). Interestingly, Indigenous participants were more likely to score Salary lower than non-Indigenous participants (3.2 and 3.9 respectively).

Language Other Than English (LOTE)

Exploration of any additional cultural differences relating to the motivating reasons for selecting teaching as a career was undertaken by consideration of participants that indicated they spoke a LOTE. Group comparisons with the remainder of the sample (except for those that had never taught) on the FIT-Choice items indicated that the response pattern was similar again to the total sample analyses (Table 7). There were, however, some differences between those participants who identified as having a LOTE status. This group had higher mean averages for a number of Motivation factors including Subject Interest (6.0 compared to 5.7 for non-LOTE participants), Time for Family (4.7 compared to 4.1 for non-LOTE participants), Job Transferability (4.3 compared to 3.8 for non-LOTE participants) and Social Influences (3.9 compared to 3.3 for non-LOTE participants). They also scored Fallback Career more highly than their non-LOTE counterparts (1.9 compared to 1.5 respectively). This suggests that the LOTE group were more likely to be influenced by consideration of their interest in a subject, family time benefits, as well as social influences, and job flexibility as indicated by transferability and ability to return to teaching if no other work is available.

Perceptions and beliefs held about teaching were considered next also revealing similar patterns of response as previous analyses for both groups. As for the whole sample, High Demand received the highest scores, followed by Expert Career, then Satisfaction with Choice, Salary, Social Status, leaving Social Dissuasion as the factor receiving the lowest scores. There were two factors that had higher mean scores for the LOTE participants, which included Social Status (3.8 compared to 3.4 for non-LOTE participants) and Social Dissuasion (3.4 compared to 2.9 for non-LOTE participants). These results, along with those presented on the Motivation factors, suggest that LOTE participants are influenced more by consideration of family and social influences in comparison with non-LOTE participants. This is an important difference to consider when developing recruitment strategies for this specific demographic group.

As with consideration of previous demographic groups, such as Indigenous Australians and individuals who speak a LOTE at home appear to be underrepresented within the teaching profession. Research conducted during 2013 has found that although census data from 2011 indicated one quarter of the Australian population classified as LOTE, less than half of this frequency of LOTE speakers appeared in the 2013 Staff in Australian Schools study (SiAS) for teachers and school leaders (McKenzie et al., 2014). This highlights that there is an opportunity to address this difference through additional targeted recruitment of LOTE speaking individuals into the teaching profession. Although their responses were similar to their non-LOTE speaking counterparts, a stronger focus on the benefits to family life, along with increasing the appeal of teaching as a career to impact social effects, may be beneficial in attracting higher numbers of LOTE speakers to select teaching as a career.

Table 6: FIT-Choice responses for total sample and Indigenous status

	Motivations for Teaching													Perceptions of Teaching					
	Teaching Ability	Intrinsic Career Value	Fallback Career	Job Security	Time for Family	Job Transferability	Shape Future of Children/Adolescents	Enhance Social Equity	Make Social Contribution	Work with Children/Adolescents	Prior Teaching and Learning Experiences	Social Influences	Subject Interest	Expert Career#	High Demand	Social Status	Salary	Social Dissuasion	Satisfaction with Choice
Rank	2	1	13	8	10	11	3	9	4	6	7	12	5	2	1	5	4	6	3
Mean	6.0	6.2	1.6	5.2	4.1	3.8	5.9	4.9	5.8	5.5	5.3	3.3	5.8	5.7	6.5	3.5	3.9	2.9	5.6
(SD)	(1.0)	(1.1)	(1.1)	(1.5)	(1.8)	(1.6)	(1.3)	(1.7)	(1.3)	(1.5)	(1.6)	(1.9)	(1.3)	(1.1)	(0.8)	(1.3)	(1.6)	(1.5)	(1.4)
Indigenous														*		**			
Yes	2	1	13	9	10	11	4	7	3	8	6	12	5	3	1	4	5	6	2
	6.2	6.7	1.8	5.0	4.3	4.3	6.0	5.7	6.2	5.4	5.7	3.8	5.9	5.7	6.7	3.7	3.2	2.9	6.1
	(0.7)	(0.5)	(1.2)	(1.8)	(2.0)	(1.8)	(1.5)	(1.5)	(1.3)	(1.9)	(1.7)	(2.4)	(1.4)	(1.3)	(0.8)	(1.4)	(1.6)	(1.4)	(1.5)
No	2	1	13	8	10	11	3	9	4	6	7	12	5	2	1	5	4	6	3
	6.0	6.2	1.6	5.2	4.1	3.8	5.9	4.9	5.8	5.5	5.3	3.3	5.8	5.7	6.5	3.4	3.9	2.9	5.6
	(1.0)	(1.1)	(1.1)	(1.5)	(1.8)	(1.6)	(1.3)	(1.7)	(1.3)	(1.5)	(1.6)	(1.8)	(1.3)	(1.1)	(0.7)	(1.2)	(1.5)	(1.5)	(1.4)

* $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

Although the scores of *Expert Career* for the two groups are the same, MANOVA test shows a significant difference. This is because the test was not directly conducted on the mean scores of *Expert Career*. Instead, multiple items corresponding to this factor were considered in the MANOVA test. Therefore, it shows that the two groups were different in individual items for this factor, although they had the same mean scores.

Table 7: FIT-Choice responses for total sample and LOTE status

	Motivations for Teaching													Perceptions of Teaching					
	Teaching Ability	Intrinsic Career Value	Fallback Career	Job Security	Time for Family	Job Transferability	Shape Future of Children/Adolescents	Enhance Social Equity	Make Social Contribution	Work with Children/Adolescents	Prior Teaching and Learning Experiences	Social Influences	Subject Interest	Expert Career	High Demand	Social Status	Salary	Social Dissuasion	Satisfaction with Choice
Rank	2	1	13	8	10	11	3	9	4	6	7	12	5	2	1	5	4	6	3
Mean	6.0	6.2	1.6	5.2	4.1	3.8	5.9	4.9	5.8	5.5	5.3	3.3	5.8	5.7	6.5	3.5	3.9	2.9	5.6
(SD)	(1.0)	(1.1)	(1.1)	(1.5)	(1.8)	(1.6)	(1.3)	(1.7)	(1.3)	(1.5)	(1.6)	(1.9)	(1.3)	(1.1)	(0.8)	(1.3)	(1.6)	(1.5)	(1.4)
LOTE			***		*	**						**	*					*	
Yes	2	1	13	8	10	11	5	9	3	6	7	12	4	2	1	5	4	6	3
	6.0	6.2	1.9	5.1	4.7	4.3	5.8	5.0	6.0	5.5	5.4	3.9	6.0	5.8	6.4	3.8	3.9	3.4	5.5
	(1.1)	(1.3)	(1.4)	(1.4)	(1.8)	(1.7)	(1.4)	(1.7)	(1.2)	(1.6)	(1.6)	(1.8)	(1.4)	(1.3)	(0.9)	(1.6)	(1.8)	(1.5)	(1.6)
No	2	1	13	8	10	11	3	9	4	6	7	12	5	2	1	5	4	6	3
	6.0	6.2	1.5	5.2	4.1	3.8	5.9	4.9	5.8	5.5	5.3	3.3	5.7	5.7	6.5	3.4	3.9	2.9	5.6
	(1.0)	(1.1)	(1.1)	(1.5)	(1.8)	(1.6)	(1.3)	(1.7)	(1.3)	(1.5)	(1.6)	(1.9)	(1.3)	(1.1)	(0.7)	(1.3)	(1.6)	(1.5)	(1.4)

* $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

3.3.3 School or early childhood setting

Differences in responses based on the setting that participants are currently working in, including either school or Early Childhood Settings, were also considered. While initially participants were able to select from Early Childhood Settings, Primary School, Secondary School, Special School, P-12 Schools and the category of 'other', for the purposes of group comparison, only the first four category options are the focus of discussion. This decision reflects the intention to provide a clear distinction between each setting and the observation that P-12 Schools would involve some participants working within a number of the other categories.

While comparisons with previous analyses for the whole sample revealed similar trends in relation to which factors received higher or lower scores, there was more variation amongst the school or Early Childhood groups. While three of the four groups selected Intrinsic Career Value as the highest Motivation factor, those in Early Childhood Settings scored this higher (6.7), compared to participants in Primary School (6.4), Secondary School (6.0) or Special School (6.1) settings. Of particular interest in relation to those in Early Childhood Settings is that the second highest score received was on the factor of Working with Children/Adolescents (6.4). This was much higher than the score given by participants in Secondary School settings (5.1). For the participants, Subject Interest was the highest scoring factor (6.1). Participants in Early Childhood (6.2) and Primary School (6.1) settings were more likely to give higher scores to the factor Shape the Future of Children/Adolescents, with this being the third highest score for both groups, in comparison to the remaining groups for which it was the fifth highest score (5.6 for Secondary School; 5.5 for Special School participants). Fallback Career had the lowest scores for each group, however, participants in Secondary School and Special School settings rated this factor higher than the other groups (Secondary School 1.7; Special School 1.8). Additional differences can be seen in Table 8.

The Perceptions held about teaching largely followed trends shown previously, however, there were exceptions to this. All groups had the highest scores for High Demand, although teachers working in Special School were the lowest with a mean score of 6.2 compared to 6.5 for Early Childhood and Secondary settings, and 6.6 for Primary School settings. They also had the lowest score for Expert Career (5.5), compared to Early Childhood (5.8), Primary (5.6) and Secondary School (5.8) settings. It is interesting to note that participants in Early Childhood Settings were more likely to have higher scores on Social Status (3.7 compared to 3.4 for Primary and Secondary, and 3.5 for Special School) while also having the lowest average score for Salary (3.1 compared to 3.7 for Primary, 4.2 for Secondary and 3.9 for Special School settings). They did, however, report the highest levels of Social Dissuasion (3.2), while participants in Primary School settings reported the lowest (2.7). Together, these results indicate that considering the educational setting requiring future teacher recruitment and adjusting the focus to the relevant groups preferred Motivation and Perception factors accordingly may be worthwhile given the differences across these groups.

3.3.4 Early career teachers compared to established teachers

For the purpose of this comparison, teachers who had been working for five years or less were defined as early career teachers. The remaining teachers, that is, those who had been working as a teacher for six or more years, were defined as established teachers. There were marginal differences on the Motivation factors, with the greatest difference in mean score being for Social Influences with early career teachers being slightly higher (3.5) compared to established teachers (3.3). Comparisons to the initial analyses completed for the whole sample revealed the same general pattern of response emerged again with Intrinsic Career Value, Teaching Ability, Shape the Future of Children/Adolescents and Make a Social Contribution being the four highest scoring Motivation factors (Table 9).

Results for the factors for Perceptions were also similar. Both groups had the highest scores for High Demand, followed by Expert Career. Scores were also high for Satisfaction with Choice, with established teachers being slightly more likely to have higher scores (5.8) compared to early career teachers (5.6). The greatest difference in response could be seen for Salary, with early career teachers average score being 3.7 compared to 4.1 for established teachers. This could possibly be a reflection of the salary difference between early career teachers and more established teachers given that salary increases at a set incremental amount for each year of teaching completed. These results suggest that the key influencing factors that motivated participants to choose teaching as a career, along with the perceptions and beliefs held about teaching, are consistent across participants regardless of their entry point into the profession and current years of experience in the field.

3.3.5 Summary

Section 3.3 has presented results for the FIT-Choice measure for the total sample, as well group comparisons across a range of demographic variables. Additional FIT-Choice comparisons will be presented in the following sections of the report. These include comparisons on whether teaching was a first- or second-career choice (Section 3.4), followed by comparisons on current teaching status, for those participants who are currently teaching and those that are not (Section 3.5). These analyses establish if there are fundamental differences in the initial motivational factors for selecting teaching for those who are more likely to remain in the profession. Section 3.6 considers aspects relating to satisfaction with employment. Section 3.7 provides FIT-Choice comparison on when participants first thought about becoming a teacher, as well as presenting results on key media and personal influencers in the decision to become a teacher.

Table 8: FIT-Choice responses for total sample and setting

	Motivations for Teaching													Perceptions of Teaching					
	Teaching Ability	Intrinsic Career Value	Fallback Career	Job Security	Time for Family	Job Transferability	Shape Future of Children/Adolescents	Enhance Social Equity	Make Social Contribution	Work with Children/Adolescents	Prior Teaching and Learning Experiences	Social Influences	Subject Interest	Expert Career	High Demand	Social Status	Salary	Social Dissuasion	Satisfaction with Choice
Rank	2	1	13	8	10	11	3	9	4	6	7	12	5	2	1	5	4	6	3
Mean	6.0	6.2	1.6	5.2	4.1	3.8	5.9	4.9	5.8	5.5	5.3	3.3	5.8	5.7	6.5	3.5	3.9	2.9	5.6
(SD)	(1.0)	(1.1)	(1.1)	(1.5)	(1.8)	(1.6)	(1.3)	(1.7)	(1.3)	(1.5)	(1.6)	(1.9)	(1.3)	(1.1)	(0.8)	(1.3)	(1.6)	(1.5)	(1.4)
Setting		***	***	*	***	*	***	**		***			***		*		***	**	
Early Childhood	4	1	13	9	11	10	3	8	6	2	7	12	5	2	1	4	6	5	3
	6.1	6.7	1.3	4.9	3.7	3.9	6.2	5.2	6.0	6.4	5.5	3.6	6.1	5.8	6.5	3.7	3.1	3.2	5.8
	(0.8)	(0.6)	(0.8)	(1.4)	(2.0)	(1.6)	(0.9)	(1.5)	(1.0)	(0.8)	(1.4)	(1.8)	(0.9)	(1.0)	(0.8)	(1.2)	(1.7)	(1.7)	(1.2)
Primary School	2	1	13	8	10	11	3	9	4	5	7	12	6	3	1	5	4	6	2
	6.1	6.4	1.4	5.2	4.1	3.8	6.1	5.1	6.0	5.8	5.3	3.4	5.4	5.6	6.6	3.4	3.7	2.7	5.8
	(1.0)	(0.9)	(0.9)	(1.5)	(1.8)	(1.6)	(1.1)	(1.6)	(1.1)	(1.3)	(1.5)	(1.9)	(1.4)	(1.1)	(0.6)	(1.3)	(1.6)	(1.4)	(1.3)
Secondary School	3	2	13	7	10	11	5	9	4	8	6	12	1	2	1	5	4	6	3
	5.9	6.0	1.7	5.4	4.3	4.0	5.6	4.8	5.7	5.1	5.4	3.2	6.1	5.8	6.5	3.4	4.2	3.1	5.6
	(1.0)	(1.2)	(1.3)	(1.4)	(1.8)	(1.5)	(1.4)	(1.7)	(1.3)	(1.6)	(1.5)	(1.8)	(1.2)	(1.1)	(0.8)	(1.2)	(1.5)	(1.5)	(1.5)
Special School	2	1	13	9	10	11	5	8	4	3	7	12	6	3	1	5	4	6	2
	6.0	6.1	1.8	5.0	4.1	3.9	5.5	5.2	5.6	5.8	5.2	3.4	5.3	5.5	6.2	3.5	3.9	3.1	5.7
	(1.3)	(1.2)	(1.4)	(1.4)	(2.1)	(1.6)	(1.7)	(1.7)	(1.5)	(1.6)	(1.8)	(2.0)	(1.4)	(1.3)	(1.1)	(1.6)	(1.7)	(1.7)	(1.6)

* $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

Table 9: FIT-Choice responses for total sample and early or established teaching career

	Motivations for Teaching													Perceptions of Teaching					
	Teaching Ability	Intrinsic Career Value	Fallback Career	Job Security	Time for Family	Job Transferability	Shape Future of Children/Adolescents	Enhance Social Equity	Make Social Contribution	Work with Children/Adolescents	Prior Teaching and Learning Experiences	Social Influences	Subject Interest	Expert Career	High Demand	Social Status	Salary	Social Dissuasion	Satisfaction with Choice
Rank	2	1	13	8	10	11	3	9	4	6	7	12	5	2	1	5	4	6	3
Mean	6.0	6.2	1.6	5.2	4.1	3.8	5.9	4.9	5.8	5.5	5.3	3.3	5.8	5.7	6.5	3.5	3.9	2.9	5.6
(SD)	(1.0)	(1.1)	(1.1)	(1.5)	(1.8)	(1.6)	(1.3)	(1.7)	(1.3)	(1.5)	(1.6)	(1.9)	(1.3)	(1.1)	(0.8)	(1.3)	(1.6)	(1.5)	(1.4)
Career Stage				***													**		
Early (0-5 yrs)	2	1	13	8	10	11	3	9	4	6	7	12	5	2	1	5	4	6	3
	5.9	6.2	1.5	5.1	4.2	3.8	5.9	5.0	5.8	5.5	5.3	3.5	5.7	5.7	6.5	3.4	3.7	3.0	5.6
	(0.9)	(1.0)	(1.1)	(1.4)	(1.8)	(1.6)	(1.2)	(1.6)	(1.2)	(1.5)	(1.5)	(1.8)	(1.4)	(1.1)	(0.7)	(1.3)	(1.6)	(1.6)	(1.4)
Established (6+ yrs)	2	1	13	7	10	11	3	9	4	6	8	12	5	2	1	5	4	6	3
	6.1	6.2	1.6	5.2	4.2	3.9	5.9	4.9	5.9	5.5	5.3	3.3	5.8	5.8	6.5	3.5	4.1	2.8	5.8
	(1.0)	(1.1)	(1.1)	(1.5)	(1.8)	(1.6)	(1.3)	(1.7)	(1.3)	(1.5)	(1.6)	(1.9)	(1.3)	(1.1)	(0.8)	(1.3)	(1.6)	(1.5)	(1.3)

* $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

3.4 Teaching as a second-career choice

This section examines the responses of participants who indicated that teaching was their second career choice. Comparison of responses on the FIT-Choice measures between this sub-group and the remaining sample who indicated that teaching was their first choice for a career is presented. The previous employment history of participants who selected teaching as a second choice will also be considered in order to determine if particular industries were more likely to lead participants into the profession.

3.4.1 FIT-Choice responses – Teaching as a first- or second-career choice

When asked if teaching was their first choice for a career, the sample was almost evenly split with 51.5% indicating that it had not been their first choice. Comparisons between these two groups were made in relation to the FIT-Choice factors. Comparing results for the total sample, the responses followed a similar trend as was found for previous analyses in relation to which factors received high or low scores (Table 10). However, when reviewing the FIT-Choice Motivation factor differences between these groups, the participants who chose teaching as a first-career choice were more likely to rate positive constructs with higher scores, and negative constructs with lower scores in comparison to those who selected teaching as a second career choice (Table 10). The largest difference in mean scores could be seen in two factors. The first, Wanting to Work with Children/Adolescents, had a higher mean score for participants for whom teaching was a first choice (5.8 compared to 5.2). This group also had higher mean scores on Prior Teaching and Learning Experiences (5.6 compared to 5.0). While mean scores were lower on the factor of Social Influences, participants who chose teaching as a first choice reported higher scores than those who chose teaching as a second choice (3.5 and 3.1 respectively). The factor of Fallback Career had the lowest scores, however, participants who had selected teaching as a second career option were more likely to rate this higher than those who had selected teaching as their first choice (1.8 compared to 1.4).

The scores on the FIT-Choice Perception factors were very similar across the two groups with High Demand and Expert Career having the two highest scores for both. However, those who selected teaching as a second-career choice were slightly less likely to be satisfied with their choice (5.5) compared to first choice participants (5.7). Participants who indicated that teaching was a second choice were also less likely to view teaching as a career with Social Status (3.3), compared to first choice participants (3.6). This was, however, still a low score overall for the Social Status factor. It should be noted that although the mean difference in scores on these constructs was very small, they reached statistical significance.

Overall, the results on the FIT-Choice suggest that participants who selected teaching as a first-career choice were more likely to be influenced by wanting to work with children/adolescents, by prior teaching and learning experiences, and by positive social influences. They were also less likely to view teaching as a fallback career, and were slightly more satisfied with their choice of career. This may have implications for recruitment of teachers into the profession at early entry points to increase staff longevity, given they are less likely to view teaching as a fallback career. It also raises the importance of positive prior teaching and learning experiences in attracting future teachers. In addition, these results suggest that an early interest in wanting to work with children/adolescents may be an important factor in why people choose teaching as a first-career choice, as opposed to those who do not.

3.4.2 Alternative career pathways into teaching

The total number of participants who indicated that teaching had not been their first career choice was 600. Of these 79.3% indicated they had worked previously in another industry or profession. An open question was then asked so that participants could provide detail on which previous occupation they had, before becoming a registered teacher.

Results from this question revealed that these participants had previously been employed in a wide variety of occupations. The most commonly reported profession was engineering (13.7% of the participants who had previously worked in another field), followed by hospitality and tourism (13.4%), social work and public service (12.6%), health professionals and health practitioners (11.1%), and retail industry (10.7%). Following this were media and culture (8.6%), administration and human resource (7.8%), banking and finance (7.6%), research and tertiary education (6.1%), and legal services (3.2%). This highlights the diverse range of existing skill sets that candidates bring with them into teaching from earlier employment (first or subsequent career). See section 3.3.1 for further discussion of motivation for the decision to choose teaching.

3.5 Registered teachers not currently in the workforce

This section focuses on a subsample of participants who indicated that they are not currently in the teaching workforce. This was included in order to gain more understanding of any differences between this group and their initial motivations for choosing teaching as a career or the perceptions and beliefs about teaching as compared to those still working in the profession. It was also included in order to shed light on some of the reasons why participants may no longer be in the workforce.

Identifying this group, survey participants were asked if they were currently working within a school or Early Childhood Settings. For participants who indicated they weren't working within a school or Early Childhood setting, an additional question was posed asking if they had taught at any time after completing their teaching qualifications. There were 130 (11.2%) respondents who indicated that they were not currently teaching within a school or Early Childhood setting at the time of the survey. Of these, 125 (96.2%) indicated that they had taught after completing their teaching qualification. The remaining 5 participants who had never taught were excluded from the subsample. The remaining 125 participants were then asked to indicate how long they had previously worked as a teacher. Most had worked for longer than 2 years, with 3-5 years being the case for 29.9%, 6-10 years for 32%, and more than 10 years for 22.4%. Given the selection criteria in the initial sample selection, this suggests that these teachers had periods of time throughout their career where they were not registered with the QCT.

Comparisons between participants who were not currently in the teaching workforce and those who were in the teaching workforce at the time of survey completion were made in relation to the FIT-Choice factors (Table 11). Comparisons between results from the total sample showed that the responses followed similar patterns as to the previous analyses of the FIT-Choice factors, with general repetition of the same factors receiving either high or low scores (Table 11). For the Motivation factors, both groups had the highest scores on Intrinsic Career Value, followed by Teaching Ability and Shape the Future of Children/Adolescents. There were some differences between the responses though with the largest occurring for Job Security. Participants who were currently teaching had higher scores (5.3) compared to those who were not (4.4). Higher scores were also found on Time for Family for those currently teaching (4.2 compared to 3.6). While scores for Social Influences were generally lower than other factors, participants currently teaching still tended to score this higher than those not teaching (3.4 compared to 3.0). The only Motivation

factor with a higher average score for those not teaching was Fallback Career (1.7 not teaching; 1.5 currently teaching).

Responses on the Perceptions held about teaching also followed previously established patterns with High Demand receiving the highest scores from both groups, followed by Expert Career. Large differences in response were evident on the Satisfaction with Choice factor. Those currently in the teaching workforce were more likely to score this higher (5.7) than those not currently in the teaching workforce (4.9). This would be expected given that, of the participants who were not currently working as a teacher, probabilities exist that some left due to factors such as parental leave, while others left due to dissatisfaction with aspects of the teaching profession. The remaining factors relating to Salary, Social Status and Social Dissuasion received the lowest scores for both groups, with participants not currently in the workforce scoring Social Status and Social Dissuasion marginally higher than those still teaching.

Table 10: FIT-Choice responses for total sample and teaching as first- or second-career choice

	Motivations for Teaching													Perceptions of Teaching					
	Teaching Ability	Intrinsic Career Value	Fallback Career	Job Security	Time for Family	Job Transferability	Shape Future of Children/Adolescents	Enhance Social Equity	Make Social Contribution	Work with Children/Adolescents	Prior Teaching and Learning Experiences	Social Influences	Subject Interest	Expert Career	High Demand	Social Status	Salary	Social Dissuasion	Satisfaction with Choice
Rank	2	1	13	8	10	11	3	9	4	6	7	12	5	2	1	5	4	6	3
Mean	6.0	6.2	1.6	5.2	4.1	3.8	5.9	4.9	5.8	5.5	5.3	3.3	5.8	5.7	6.5	3.5	3.9	2.9	5.6
(SD)	(1.0)	(1.1)	(1.1)	(1.5)	(1.8)	(1.6)	(1.3)	(1.7)	(1.3)	(1.5)	(1.6)	(1.9)	(1.3)	(1.1)	(0.8)	(1.3)	(1.6)	(1.5)	(1.4)
Choice of Career	**	***	***	***		***	***	*	*	***	***	***				**			*
First choice	2	1	13	8	10	11	3	9	4	6	7	12	5	2	1	5	4	6	3
	6.1	6.3	1.4	5.3	4.1	4.0	6.0	5.0	6.0	5.8	5.6	3.5	5.8	5.7	6.5	3.6	3.9	3.0	5.7
	(1.0)	(1.0)	(0.9)	(1.4)	(1.7)	(1.6)	(1.2)	(1.6)	(1.2)	(1.4)	(1.5)	(1.9)	(1.3)	(1.1)	(0.7)	(1.3)	(1.6)	(1.5)	(1.5)
Second choice	2	1	13	7	10	11	3	9	4	6	8	12	5	2	1	5	4	6	3
	5.9	6.1	1.8	5.1	4.2	3.7	5.7	4.8	5.7	5.2	5.0	3.1	5.7	5.7	6.5	3.3	3.9	2.9	5.5
	(1.1)	(1.2)	(1.3)	(1.6)	(1.9)	(1.6)	(1.4)	(1.8)	(1.3)	(1.6)	(1.7)	(1.8)	(1.4)	(1.1)	(0.8)	(1.3)	(1.6)	(1.5)	(1.4)

* $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

Table 11: FIT-Choice responses for total sample and teaching workforce status

	Motivations for Teaching													Perceptions of Teaching					
	Teaching Ability	Intrinsic Career Value	Fallback Career	Job Security	Time for Family	Job Transferability	Shape Future of Children/Adolescents	Enhance Social Equity	Make Social Contribution	Work with Children/Adolescents	Prior Teaching and Learning Experiences	Social Influences	Subject Interest	Expert Career	High Demand	Social Status	Salary	Social Dissuasion	Satisfaction with Choice
Rank	2	1	13	8	10	11	3	9	4	6	7	12	5	2	1	5	4	6	3
Mean (SD)	6.0 (1.0)	6.2 (1.1)	1.6 (1.1)	5.2 (1.5)	4.1 (1.8)	3.8 (1.6)	5.9 (1.3)	4.9 (1.7)	5.8 (1.3)	5.5 (1.5)	5.3 (1.6)	3.3 (1.9)	5.8 (1.3)	5.7 (1.1)	6.5 (0.8)	3.5 (1.3)	3.9 (1.6)	2.9 (1.5)	5.6 (1.4)
Teaching Status		*		***	***													***	***
Current teacher	2	1	13	8	10	11	3	9	4	6	7	12	5	2	1	5	4	6	3
	6.0 (1.0)	6.2 (1.1)	1.5 (1.1)	5.3 (1.5)	4.2 (1.8)	3.9 (1.6)	5.9 (1.3)	4.9 (1.7)	5.9 (1.3)	5.5 (1.5)	5.3 (1.6)	3.4 (1.9)	5.8 (1.3)	5.7 (1.1)	6.5 (0.7)	3.4 (1.3)	3.9 (1.6)	2.9 (1.5)	5.7 (1.4)
Not teaching	2	1	13	9	10	11	3	8	4	6	7	12	5	2	1	5	4	6	3
	5.9 (1.3)	5.9 (1.5)	1.7 (1.4)	4.4 (1.8)	3.6 (1.7)	3.6 (1.6)	5.7 (1.4)	4.8 (1.7)	5.7 (1.5)	5.4 (1.6)	5.1 (1.7)	3.0 (1.8)	5.7 (1.5)	5.6 (1.3)	6.5 (0.9)	3.6 (1.3)	3.8 (1.5)	3.1 (1.6)	4.9 (1.8)

* $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

3.6. Satisfaction and intention for teaching career

This section discusses the factors that influence levels of satisfaction for participants currently in the teaching workforce. This includes factors such as whether employment conditions are the personal choice of participants, along with influencing factors on satisfaction. It also examines the intentions of the participants towards their teaching career.

3.6.1 Personal choice of employment conditions and level of satisfaction

Participants who were employed within school or Early Childhood Settings at the time of completing the survey were asked to indicate if their employment conditions (i.e. full-time, part-time etc.) were due to personal choice. This was the case for 89.7% of these participants. They were also asked to rate their level of satisfaction with their current teaching employment (Figure 11). Overall levels of satisfaction with the current type of teaching employment indicated that the majority of teachers were Very Satisfied (35.8%) or Satisfied (38.7%).

Figure 11: Rates of satisfaction with employment

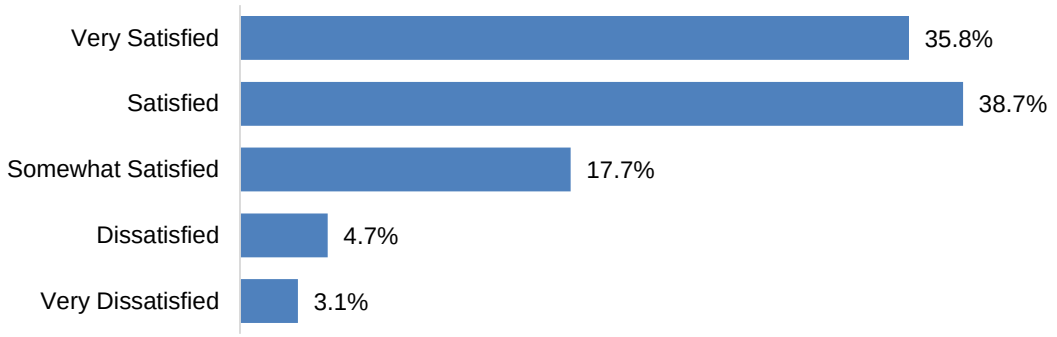


Figure 12 below shows levels of satisfaction, however, these levels appeared to be associated with whether respondents had indicated that their current employment conditions were by personal choice. Respondents who indicated employment conditions were by personal choice were more likely to rate themselves as being Very Satisfied (39.3%) or Satisfied (40.5%), in comparison to those who said it was not by personal choice. This group was more likely to rate themselves as Somewhat Satisfied (42.1%), Dissatisfied (16.8%) or Very Dissatisfied (12.1%).

Figure 12: Rates of satisfaction by personal choice of employment

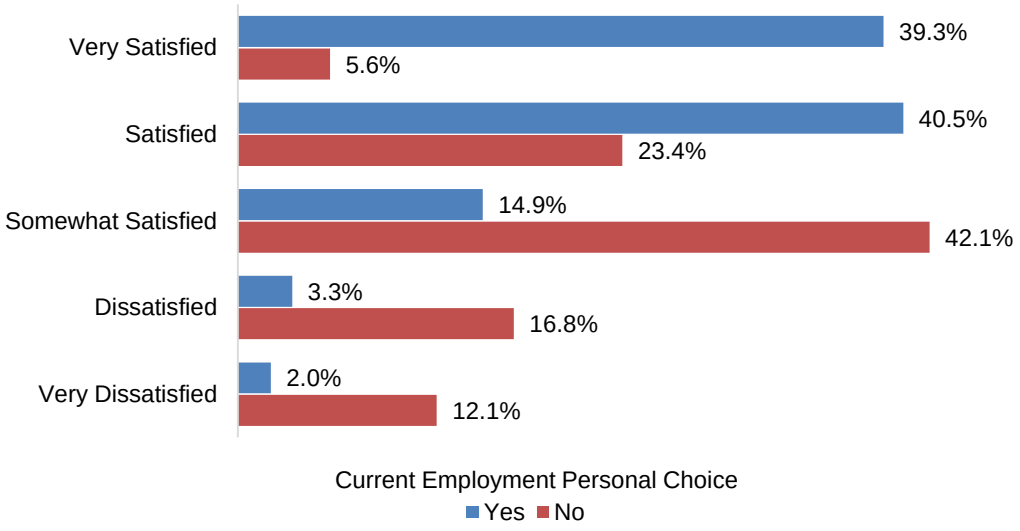


Figure 12.1: Rates of satisfaction by personal choice of employment and gender

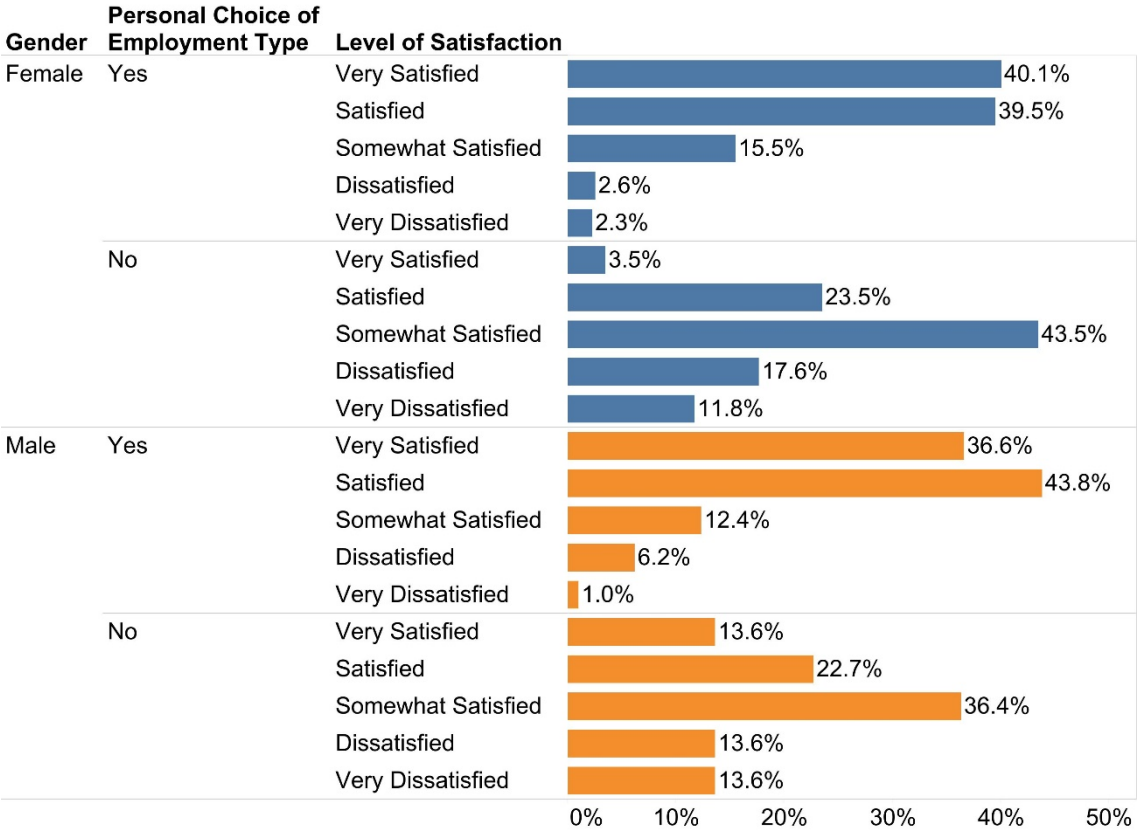
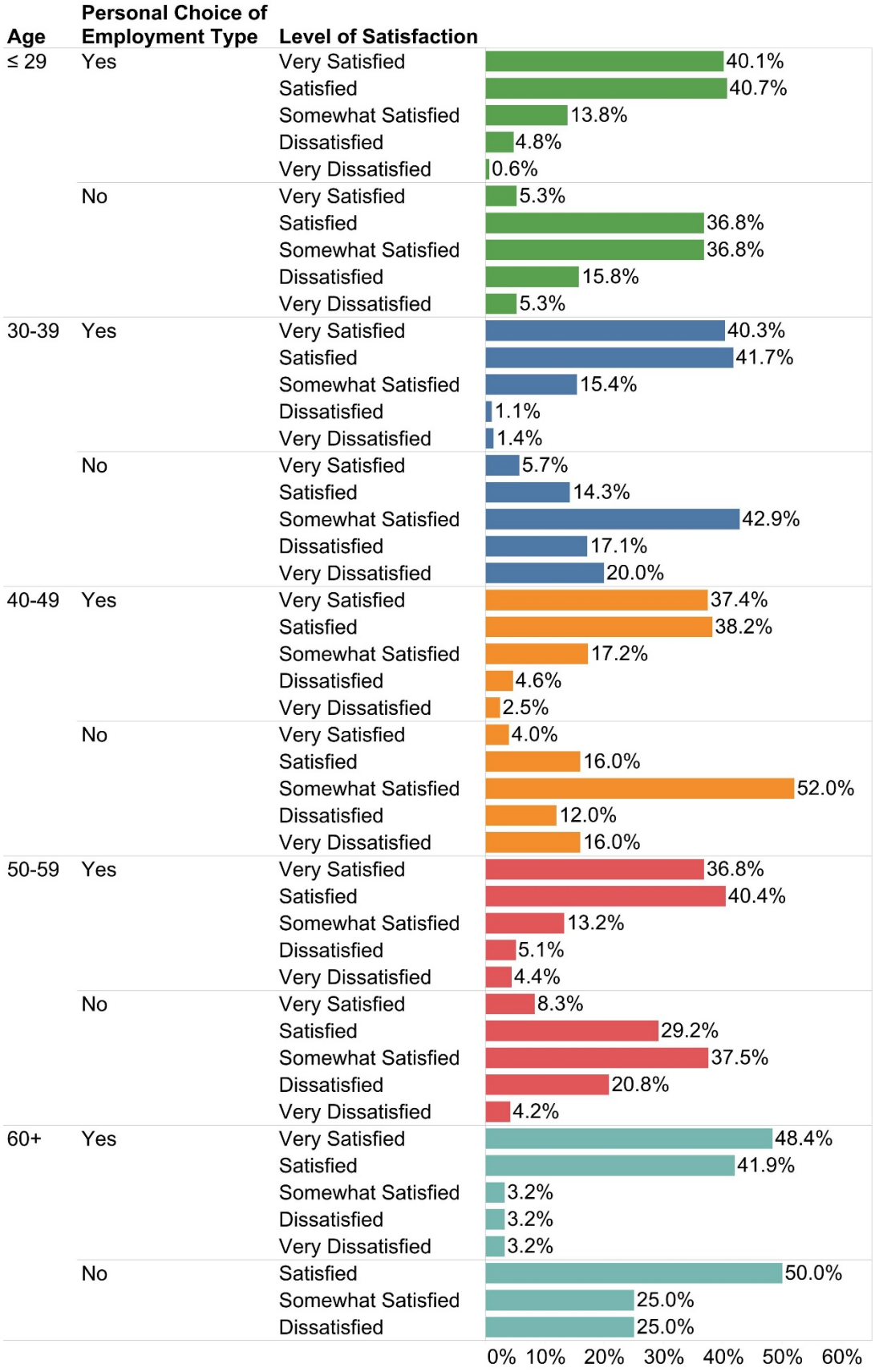


Figure 12.2: Rates of satisfaction by personal choice of employment and age



Results in Figures 12, 12.1 and 12.2 indicate that the significance of the respondents' responses showed that satisfaction or dissatisfaction directly linked to their teaching position as a personal choice.

Participants were also asked if over their teaching career they had mostly taught in the curriculum areas linked to their qualifications. The majority of participants had either mostly taught (78.6%) or sometimes taught (15.7%) within the curriculum areas linked to their qualifications, while 5.2% had rarely taught within these areas and 0.5% had never taught.

A comparison of these responses was completed on rates of satisfaction as shown in Figure 13. Higher rates of satisfaction were evident for those who had mostly taught within the curriculum areas linked to qualifications (Very Satisfied, 37.1% and Satisfied 39.4%). Participants who had sometimes taught within these curriculum areas had higher scores than other groups for Somewhat Satisfied (21.1%). The participants who had rarely taught within the curriculum areas linked to qualifications have higher scores for Dissatisfied (10.2%) and Very Dissatisfied (6.1%) compared to the other groups. Respondents rarely teaching in their qualified area indicated approximately three times higher dissatisfaction rate than those who indicate that they mostly taught within their qualifications.

Figure 13: Rates of satisfaction by teaching in area of qualification

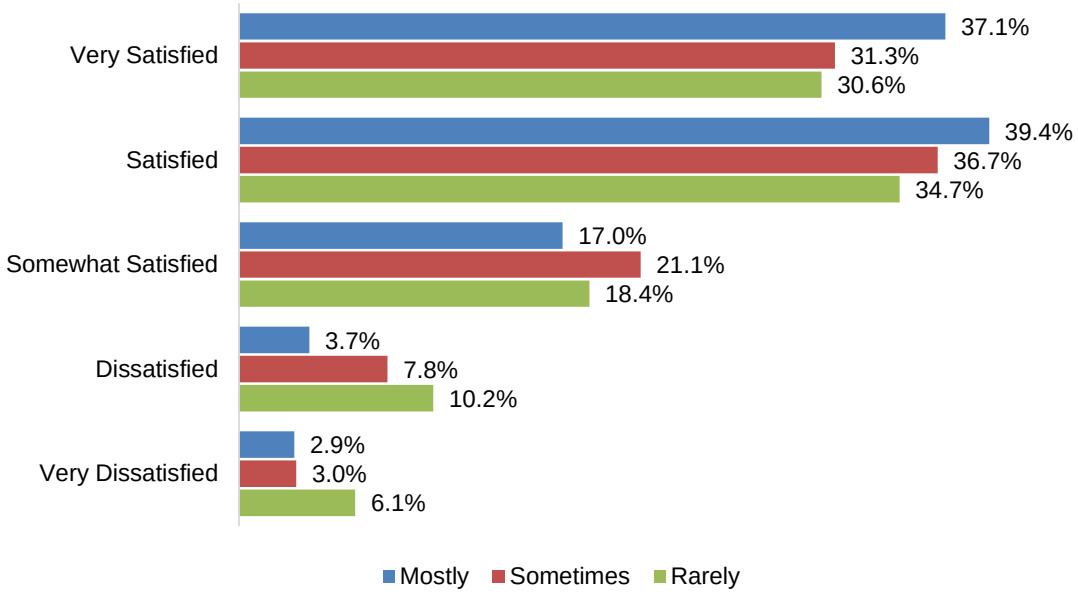


Figure13.1: Rates of satisfaction by teaching in area of qualification and gender

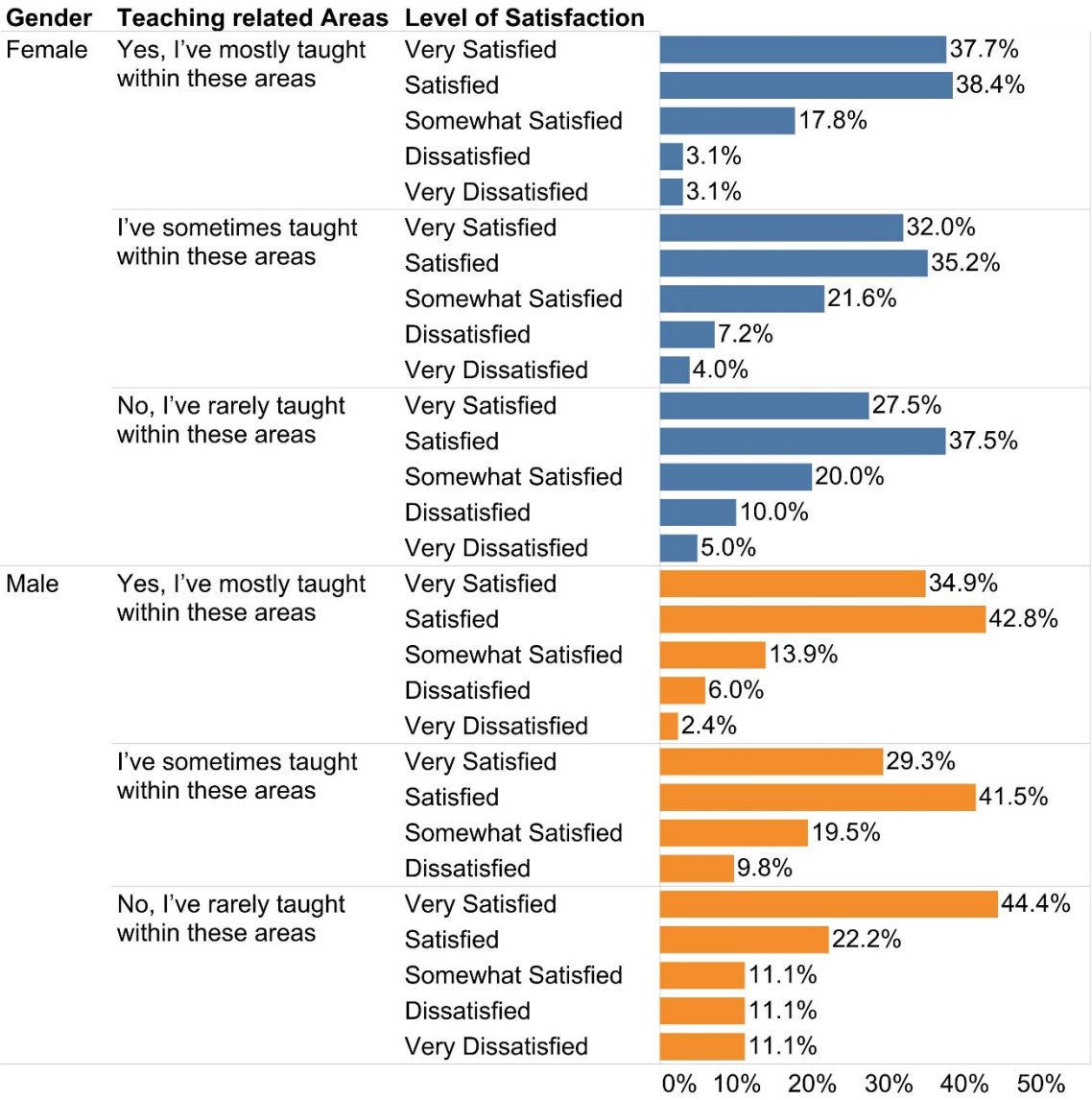


Figure 13.2: Rates of satisfaction by teaching in trained areas and age

Age	Teaching related Areas	Level of Satisfaction	
≤ 29	Yes, I've mostly taught within these areas	Very Satisfied	38.4%
		Satisfied	41.1%
		Somewhat Satisfied	17.1%
		Dissatisfied	3.4%
	I've sometimes taught within these areas	Very Satisfied	30.0%
		Satisfied	36.7%
		Somewhat Satisfied	13.3%
		Dissatisfied	16.7%
		Very Dissatisfied	3.3%
	No, I've rarely taught within these areas	Very Satisfied	30.0%
		Satisfied	40.0%
		Somewhat Satisfied	10.0%
		Dissatisfied	10.0%
		Very Dissatisfied	10.0%
30-39	Yes, I've mostly taught within these areas	Very Satisfied	37.4%
		Satisfied	40.0%
		Somewhat Satisfied	18.4%
		Dissatisfied	1.3%
		Very Dissatisfied	3.0%
	I've sometimes taught within these areas	Very Satisfied	34.8%
		Satisfied	42.4%
		Somewhat Satisfied	16.7%
		Dissatisfied	4.5%
		Very Dissatisfied	1.5%
	No, I've rarely taught within these areas	Very Satisfied	45.0%
		Satisfied	20.0%
		Somewhat Satisfied	15.0%
		Dissatisfied	10.0%
		Very Dissatisfied	10.0%
40-49	Yes, I've mostly taught within these areas	Very Satisfied	36.4%
		Satisfied	36.4%
		Somewhat Satisfied	18.7%
		Dissatisfied	4.7%
		Very Dissatisfied	3.7%
	I've sometimes taught within these areas	Very Satisfied	28.2%
		Satisfied	30.8%
		Somewhat Satisfied	30.8%
		Dissatisfied	5.1%
		Very Dissatisfied	5.1%
	No, I've rarely taught within these areas	Very Satisfied	10.0%
		Satisfied	50.0%
		Somewhat Satisfied	20.0%
		Dissatisfied	20.0%
50-59	Yes, I've mostly taught within these areas	Very Satisfied	35.2%
		Satisfied	39.1%
		Somewhat Satisfied	13.3%
		Dissatisfied	7.8%
		Very Dissatisfied	4.7%
	I've sometimes taught within these areas	Very Satisfied	20.8%
		Satisfied	33.3%
		Somewhat Satisfied	33.3%
		Dissatisfied	8.3%
		Very Dissatisfied	4.2%
	No, I've rarely taught within these areas	Very Satisfied	25.0%
		Satisfied	50.0%
		Somewhat Satisfied	25.0%
60+	Yes, I've mostly taught within these areas	Very Satisfied	40.7%
		Satisfied	48.1%
		Somewhat Satisfied	3.7%
		Dissatisfied	3.7%
		Very Dissatisfied	3.7%
	I've sometimes taught within these areas	Very Satisfied	57.1%
		Satisfied	28.6%
		Dissatisfied	14.3%
	No, I've rarely taught within these areas	Somewhat Satisfied	100.0%

0% 50% 100%

In Figures 13, 13.1 and 13.2, the responses showed the significant dispositions of respondents that were assigned to areas for which they are not suitably qualified and especially that females show a higher level of dissatisfaction when not teaching in trained areas. These positions greatly influence satisfaction or dissatisfaction rates in comparison with very satisfied and satisfied rates. The significance in the respondents' satisfaction rates in different age groups would provide further information about the possible impact it has on attrition, retention and turnover rate with a direct link to workforce marketing. Figure 13.2 demonstrates that respondents in age groups >50 years have a lower level of dissatisfaction when teaching outside their trained area. Teachers in out-of-field positions indicate high dissatisfaction rates, this needs to be further investigated for future workforce planning and stability.

Overall, these results highlight that participants were mostly satisfied with their employment. However, factors such as flexibility and choice in employment type and being able to work within the curriculum areas they selected as part of their qualifications are reported to have an impact on satisfaction levels. While it is beyond the scope of the QCT to change these factors directly, these are important considerations when developing promotional material to recruit future teachers. Promoting teaching with a focus on key influencing factors beyond Job Security and Subject Interest may be beneficial.

3.6.2 FIT-Choice responses – Personal choice for type of employment

Comparisons between participants, who indicated that their type of employment was or was not a personal choice, were also completed on the FIT-Choice factors (Table 12). Overall, comparisons with the patterns that emerged from analyses of the total sample again revealed similar results. For the Motivation factors, Intrinsic Career Value had the highest mean score for both groups, followed by Teaching Ability. Unlike results for the total sample, only those participants who indicated that their type of employment was personal choice had the third highest mean score for Shape the Future of Children/Adolescents. This was fifth highest for those not currently in an employment type of their choice. The largest difference could be seen in responses to Job Security. Participants who were currently in an employment type that aligned with their personal choice had higher scores (5.4) compared to those who were not (4.6). Fallback Career had a higher mean score for those that did not have the type of employment they wanted (1.7 compared to 1.5), and was again the lowest ranked motivation factor.

Responses on the Perceptions held about teaching also followed previously established patterns, for example, with High Demand receiving the highest mean scores from both groups. As may be expected, the largest difference in response was evident on the Satisfaction with Choice factor. Those currently in employment of their personal choice were more likely to score this higher (5.8) than those not currently in an employment type of their choice (5.1). Teachers not currently in an employment type of their choice tended to have more negative views of teaching, with lower mean scores for Social Status and Salary, but higher mean scores for Social Dissuasion. These results suggest that their current employment situation influenced the response patterns of participants. This is important to acknowledge, however, it also suggests lower levels of satisfaction with employment conditions will impact the overall motivations to teach and perceptions of teaching. This has further implications as will be shown in Section 3.7, as teachers are one of the key personal potential influencers for students when considering teaching as a future possible career choice.

Table 12: FIT-Choice responses for total sample and personal choice for type of employment

	Motivations for Teaching													Perceptions of Teaching					
	Teaching Ability	Intrinsic Career Value	Fallback Career	Job Security	Time for Family	Job Transferability	Shape Future of Children/Adolescents	Enhance Social Equity	Make Social Contribution	Work with Children/Adolescents	Prior Teaching and Learning Experiences	Social Influences	Subject Interest	Expert Career	High Demand	Social Status	Salary	Social Dissuasion	Satisfaction with Choice
Rank	2	1	13	8	10	11	3	9	4	6	7	12	5	2	1	5	4	6	3
Mean	6.0	6.2	1.6	5.2	4.1	3.8	5.9	4.9	5.8	5.5	5.3	3.3	5.8	5.7	6.5	3.5	3.9	2.9	5.6
(SD)	(1.0)	(1.1)	(1.1)	(1.5)	(1.8)	(1.6)	(1.3)	(1.7)	(1.3)	(1.5)	(1.6)	(1.9)	(1.3)	(1.1)	(0.8)	(1.3)	(1.6)	(1.5)	(1.4)
Personal Choice				***			**										*	*	***
Yes	2	1	13	7	10	11	3	9	4	6	8	12	5	3	1	5	4	6	2
	6.0	6.2	1.5	5.4	4.2	3.9	5.9	4.9	5.9	5.5	5.3	3.4	5.8	5.7	6.5	3.5	4.0	2.9	5.8
	(1.0)	(1.1)	(1.1)	(1.4)	(1.8)	(1.6)	(1.2)	(1.7)	(1.2)	(1.5)	(1.6)	(1.9)	(1.3)	(1.1)	(0.8)	(1.3)	(1.6)	(1.5)	(1.3)
No	2	1	13	9	10	11	5	8	3	6	7	12	4	2	1	5	4	6	3
	6.0	6.2	1.7	4.6	4.1	3.6	5.5	4.7	5.7	5.3	5.2	3.4	5.6	5.8	6.5	3.2	3.6	3.1	5.1
	(1.0)	(1.2)	(1.3)	(1.7)	(1.9)	(1.6)	(1.7)	(1.8)	(1.4)	(1.7)	(1.6)	(1.9)	(1.5)	(1.1)	(0.7)	(1.3)	(1.7)	(1.6)	(1.8)

* $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

3.6.3 Intentions for teaching career

Figure 14 displays participants' responses when asked to consider the long-term intention towards their teaching qualification and career. Respondents reported an overwhelming intention to teaching as A Lifelong Career (62.9%). A further 18.5% indicated a desire to progress into a leadership role in education. Only 4.1% saw teaching as a temporary career until moving to employment in an unrelated field.

Figure 14: Intentions toward teaching career

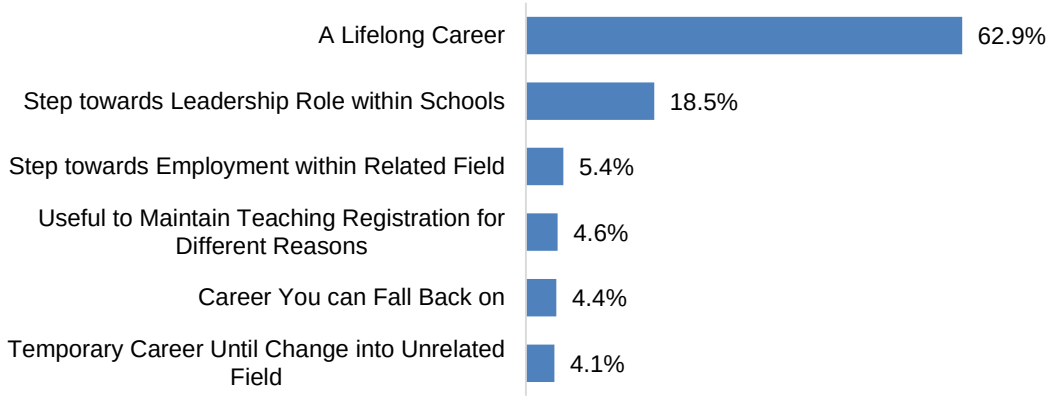


Figure 15 shows that amongst under 29 year olds, 57.4% saw teaching as a lifelong career. This compares with 75.7% and 80.4% respectively for respondents in the 50-59 and 60+ age brackets. Around one fifth of teachers aged 39 and younger indicated that they were inspired by a step towards a leadership role.

Figure 15: Intentions toward teaching career by age

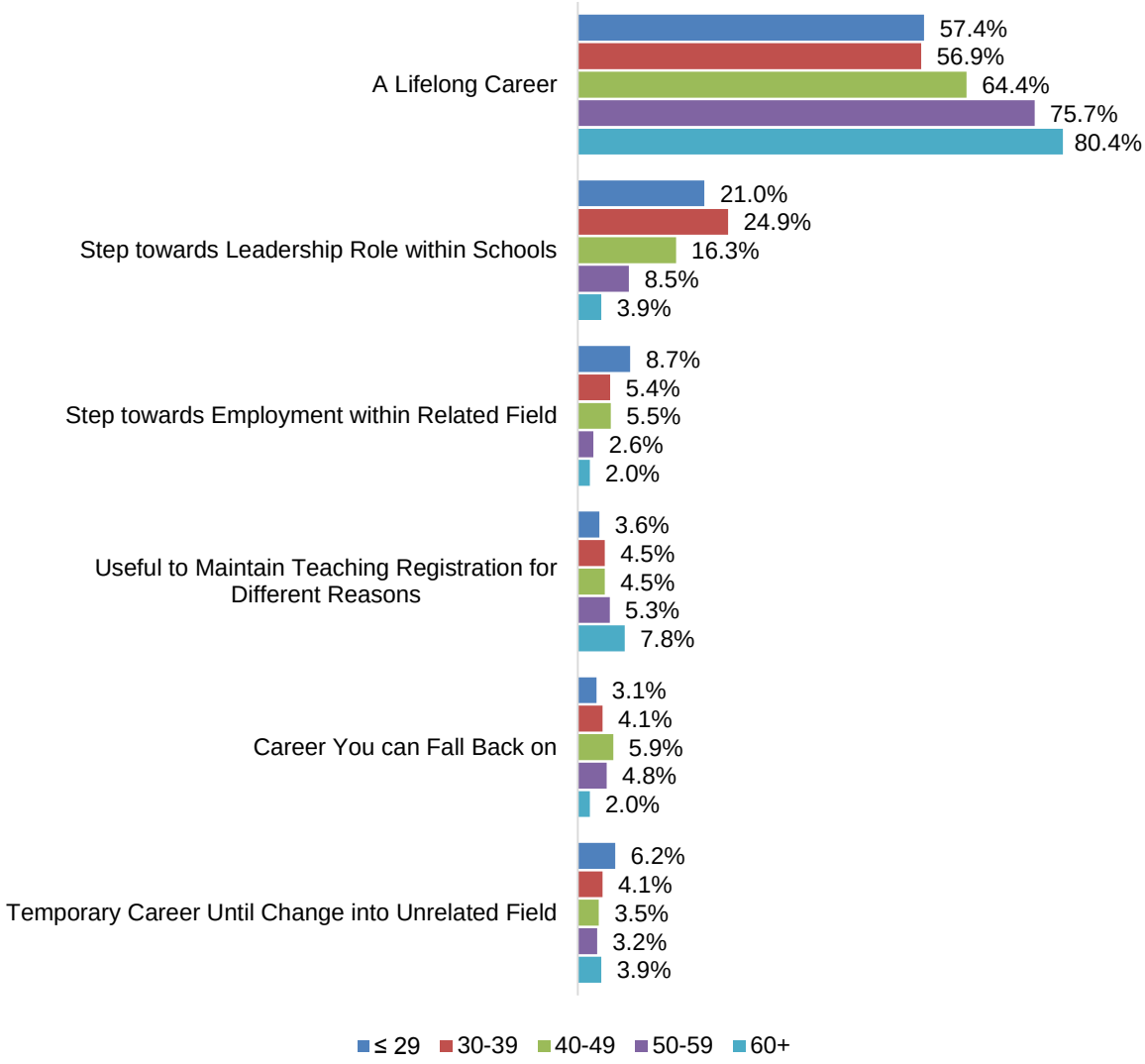
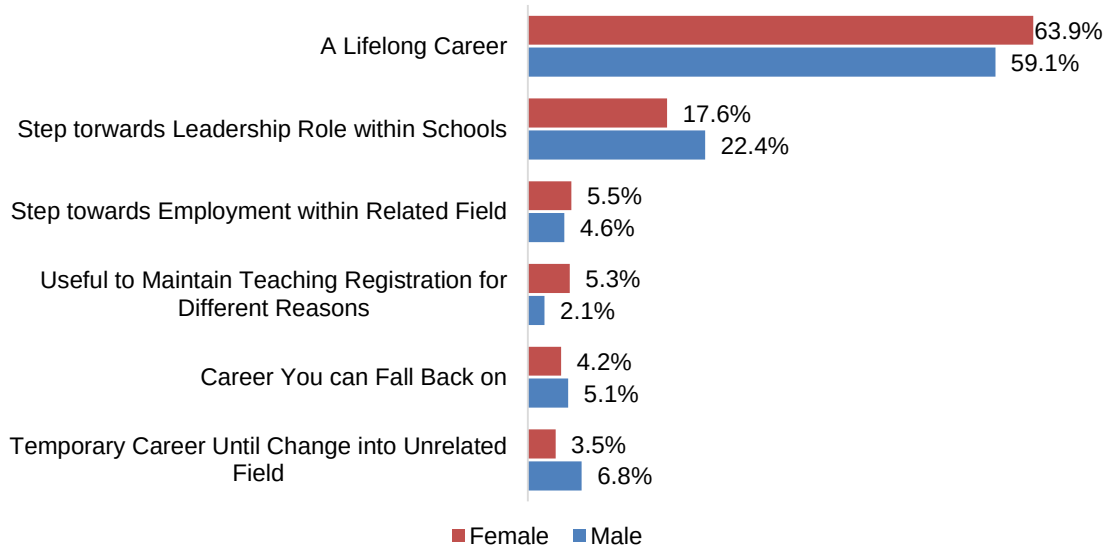


Figure 16 shows a similar trend on comparisons between females and males, with more females viewing teaching as A Lifelong Career (63.9% compared to 59.1%), and more males viewing teaching as a step towards leadership positions (22.4% compared to 17.6%).

Figure 16: Intentions toward teaching career by gender



There is a gender difference in perceptions that teaching is a Step Towards Leadership Role within Schools (Figure 16). This is a field for further investigation and an issue for workforce planning and marketing strategy focus.

Figure 17 shows that Indigenous participants were more likely to view teaching as A Lifelong Career (70% compared to 62.8%). They were also more likely to view teaching as a step towards related fields (15% compared to 5.2%). Indigenous teachers reported lower intention to seek a leadership role in the education sector.

Figure 17: Intentions toward teaching career by Indigenous status

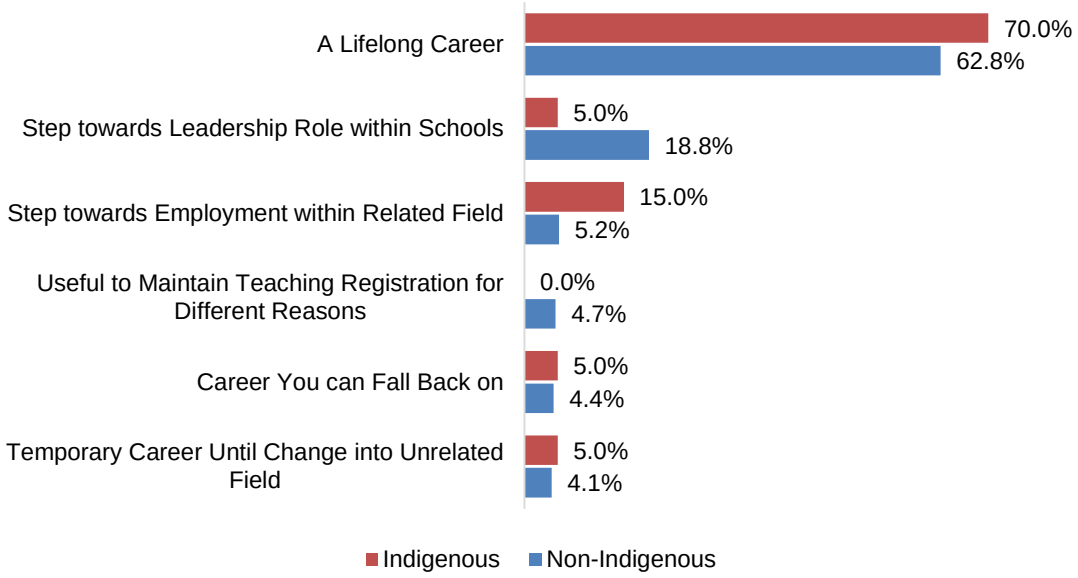
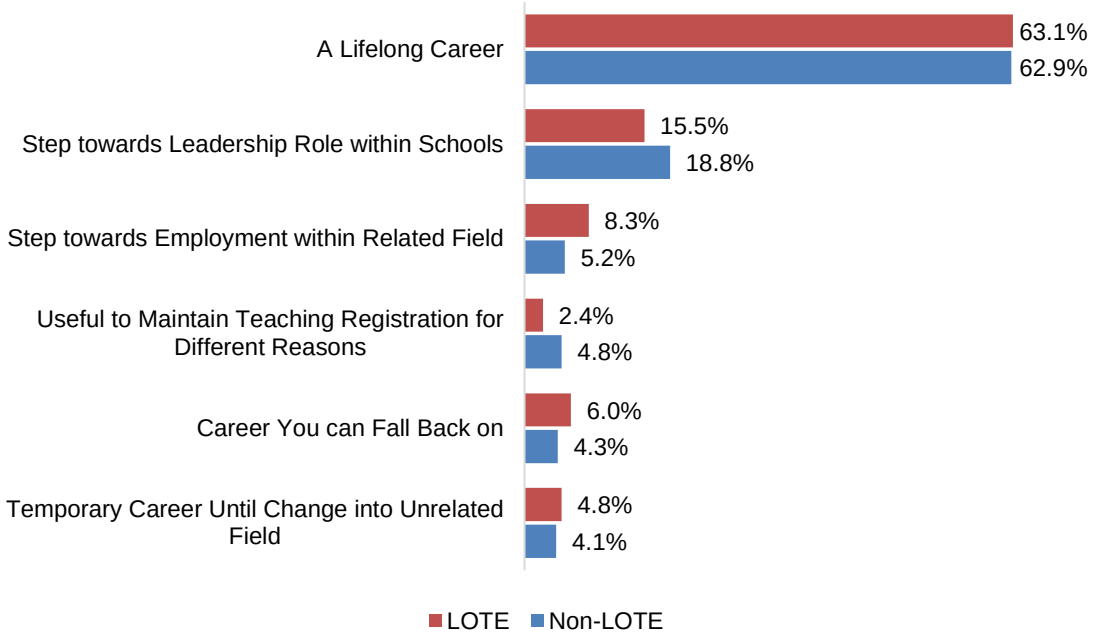


Figure 18: LOTE status by career intentions



3.7. Timing of decisions, influence of media, and influence of other people

This section presents data on when participants first started to think about teaching, the range of media influences that contributed to this as well as the degree of influence the people in their lives had on their decision to become a qualified teacher. This final part of this section presents recommendations current teachers would give regarding why people should teach in Queensland, Australia. This provides first-hand information from people within the field on key targeting strategies for the recruitment of people into the teaching profession.

3.7.1 When I first thought about becoming a teacher

Participants were asked when they first started to think about becoming a teacher. For the majority, this occurred while they were still at school (39.1%). The other most common time in life that participants first thought of becoming a teacher was while employed in another field (29.4%). Fewer considered teaching as a possible career while enrolled in a degree other than teaching (13%) and as a Year 12 leaver on the initial application to university (8.8%). A number of participants (9.6%) selected 'Other' as their response to this question. These participants provided additional detail specifying when they had first thought about becoming a teacher. These responses revealed common themes including, after having children and needing child friendly work hours, or after working in roles relating to teaching such as childcare, tutoring and coaching.

3.7.2 FIT-Choice responses – When participants considered becoming a teacher

Comparisons between participants and when they first thought about becoming a teacher were made on the FIT-Choice factors (Table 13). In general, responses followed similar patterns as discussed in previous sections. There were some important differences that emerged between the groups however. For the factors relating to Motivation, the participants who indicated they had considered becoming a teacher while still at school, were more likely to have higher scores for Intrinsic Career Value (6.5 compared to 6.1-5.8), Teaching Ability (6.2 compared to 6.0-5.7), Shape

Future of Children/Adolescents (6.1 compared to 5.8-5.6) and Work with Children/Adolescents (5.9 compared to 5.3-5.1). They were also more likely to higher scores for Subject Interest (5.9 compared to 5.6-5.7), Prior Teaching and Learning Experiences (5.8 compared to 5.3-4.7) and Social Influences (3.5 compared to 3.3-3.1). These results suggest that this group have a stronger desire to teach from an early age due to a high interest in working with children and from positive social influences, including their own experiences of school.

The Fallback Career factor was a stronger influence for those who were already enrolled in another degree (1.9), or an initial university application (1.8) or employed in another field (1.7) compared to those participants who were still at school (1.3). Job Security mean scores were the highest for participants who first considered teaching on initial application to university (5.5), followed by those still at school or enrolled in other degrees (5.3) compared to those employed in other fields, or participants who responded other (5.0). This suggests for these last two groups, other factors are more important influencers as opposed to the security teaching can offer as a career.

Table 13: FIT-Choice responses for total sample and time point first thought of becoming a teacher

	Motivations for Teaching													Perceptions of Teaching					
	Teaching Ability	Intrinsic Career Value	Fallback Career	Job Security	Time for Family	Job Transferability	Shape Future of Children/Adolescents	Enhance Social Equity	Make Social Contribution	Work with Children/Adolescents	Prior Teaching and Learning Experiences	Social Influences	Subject Interest	Expert Career	High Demand	Social Status	Salary	Social Dissuasion	Satisfaction with Choice
Rank	2	1	13	8	10	11	3	9	4	6	7	12	5	2	1	5	4	6	3
Mean	6.0	6.2	1.6	5.2	4.1	3.8	5.9	4.9	5.8	5.5	5.3	3.3	5.8	5.7	6.5	3.5	3.9	2.9	5.6
(SD)	(1.0)	(1.1)	(1.1)	(1.5)	(1.8)	(1.6)	(1.3)	(1.7)	(1.3)	(1.5)	(1.6)	(1.9)	(1.3)	(1.1)	(0.8)	(1.3)	(1.6)	(1.5)	(1.4)
Time point	***	***	***	**		***	***		*	***	***	***	*						***
While still at school	2 6.2 (0.9)	1 6.5 (0.9)	13 1.3 (0.9)	8 5.3 (1.5)	10 3.9 (1.8)	11 3.9 (1.6)	3 6.1 (1.1)	9 5.1 (1.6)	4 6.0 (1.2)	6 5.9 (1.3)	7 5.8 (1.3)	12 3.5 (1.9)	5 5.9 (1.2)	3 5.8 (1.0)	1 6.6 (0.6)	5 3.6 (1.2)	4 4.0 (1.6)	6 2.9 (1.5)	2 5.9 (1.3)
Year 12 leaver's initial application to university	2 5.8 (1.0)	1 5.8 (1.4)	13 1.8 (1.5)	6 5.5 (1.2)	10 4.2 (1.7)	11 4.1 (1.5)	3 5.7 (1.4)	9 4.7 (1.7)	4 5.7 (1.3)	8 5.1 (1.7)	7 5.3 (1.6)	12 3.2 (1.7)	5 5.6 (1.4)	2 5.7 (1.1)	1 6.5 (0.8)	5 3.3 (1.3)	4 3.9 (1.6)	6 3.1 (1.6)	3 5.2 (1.7)
During enrolment in a degree	2 5.9 (1.0)	1 6.0 (1.3)	13 1.9 (1.3)	7 5.3 (1.4)	10 4.5 (1.8)	11 4.2 (1.6)	4 5.7 (1.3)	9 4.7 (1.7)	3 5.8 (1.4)	6 5.3 (1.5)	8 5.2 (1.6)	12 3.3 (1.7)	5 5.6 (1.4)	2 5.6 (1.2)	1 6.4 (0.9)	5 3.3 (1.3)	4 4.0 (1.6)	6 3.1 (1.6)	3 5.4 (1.5)
While employed in another field	2 6.0 (1.0)	1 6.1 (1.2)	13 1.7 (1.2)	7 5.0 (1.7)	10 4.2 (1.9)	11 3.6 (1.6)	3 5.8 (1.4)	9 4.8 (1.8)	4 5.7 (1.3)	6 5.2 (1.6)	8 4.8 (1.7)	12 3.2 (1.9)	5 5.7 (1.4)	2 5.7 (1.2)	1 6.5 (0.8)	5 3.4 (1.3)	4 3.8 (1.6)	6 2.9 (1.5)	3 5.6 (1.4)
Other	2 5.7 (1.2)	1 6.1 (1.2)	13 1.6 (1.2)	7 5.0 (1.6)	10 4.2 (1.8)	11 3.6 (1.5)	5 5.6 (1.4)	8 4.8 (1.8)	3 5.7 (1.4)	6 5.3 (1.7)	9 4.7 (1.7)	12 3.1 (1.9)	4 5.7 (1.4)	2 5.6 (1.1)	1 6.6 (0.8)	5 3.4 (1.3)	4 3.8 (1.5)	6 2.8 (1.3)	3 5.5 (1.3)

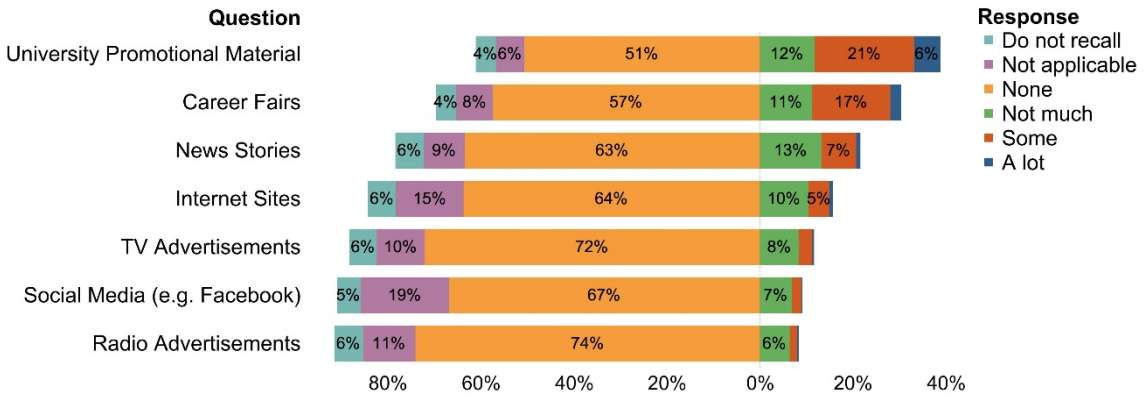
* $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

Responses on the Perceptions held about teaching also followed previously established patterns with High Demand receiving the highest scores from all groups (Table 13). Expert Career was the second highest scoring factor except for those that considered becoming a teacher while still at school. While nearly all of the factors had very similar mean scores for all groups, there was an exception with Satisfaction with Choice. This was the second highest scoring factor for participants who first thought about teaching while still at school with a mean score of 5.9. The group who scored this the lowest was those who first thought about teaching on initial application to university with a mean score of 5.2. The mean scores for the remaining groups ranged from 5.4-5.6. These results potentially highlight the importance of providing students with appropriate guidance around career pathways during their schooling. This is supported by the differences in satisfaction for those that had developed a desire for teaching during their school years compared to those that first considered it a choice when enrolling in university after completion of Year 12.

3.7.2 The influence of information and marketing sources

The degree of influence that a range of information and marketing sources had on individual participant's decision to become a teacher was also considered (Figure 19). Overall, the sources listed appear to have had little influence on the sample as a whole. Most of participants selected "None" as indicator of the level of influence each category, demonstrated in Figure 19. University promotional material was the strongest influencer of participants across three categories of 'Not much' influence (12%), 'Some' influence (21%) and 'A lot' of influence (6%). Career Fairs were the next strongest influence overall: 11% indicated that it had 'Not much' influence, 17% indicating that it had 'Some' influence and only 2% indicating it had 'A lot' of influence. The remaining sources had considerably lower degrees of influence on participants' decisions to become a teacher. However, News Stories was the third strongest influencer, being higher than Internet Sites, TV Advertisements, Social Media (including Facebook) and Radio Advertisements, which ranked as the lowest influencer.

Figure 19: Information and marketing sources and the degree of influence



Comparisons across key demographics of age, Indigenous status and LOTE status were also completed to see if other patterns of influence emerged. The comparisons on gender revealed very little variation in results and are therefore not presented here. Figure 20 presents a comparison by age category, with the general trend indicating that younger teachers (39 years and younger) were more likely to report higher degrees of marketing influence across all areas with the exception of radio which had similar frequencies across the categories. The key standout difference is the lower frequencies of Indigenous participants influenced by university promotional material. This is in contrast to participants with LOTE (Figure 22) who reported higher frequencies of influence for each of the market source categories.

Figure 20: Information and marketing sources and degree of influence by age

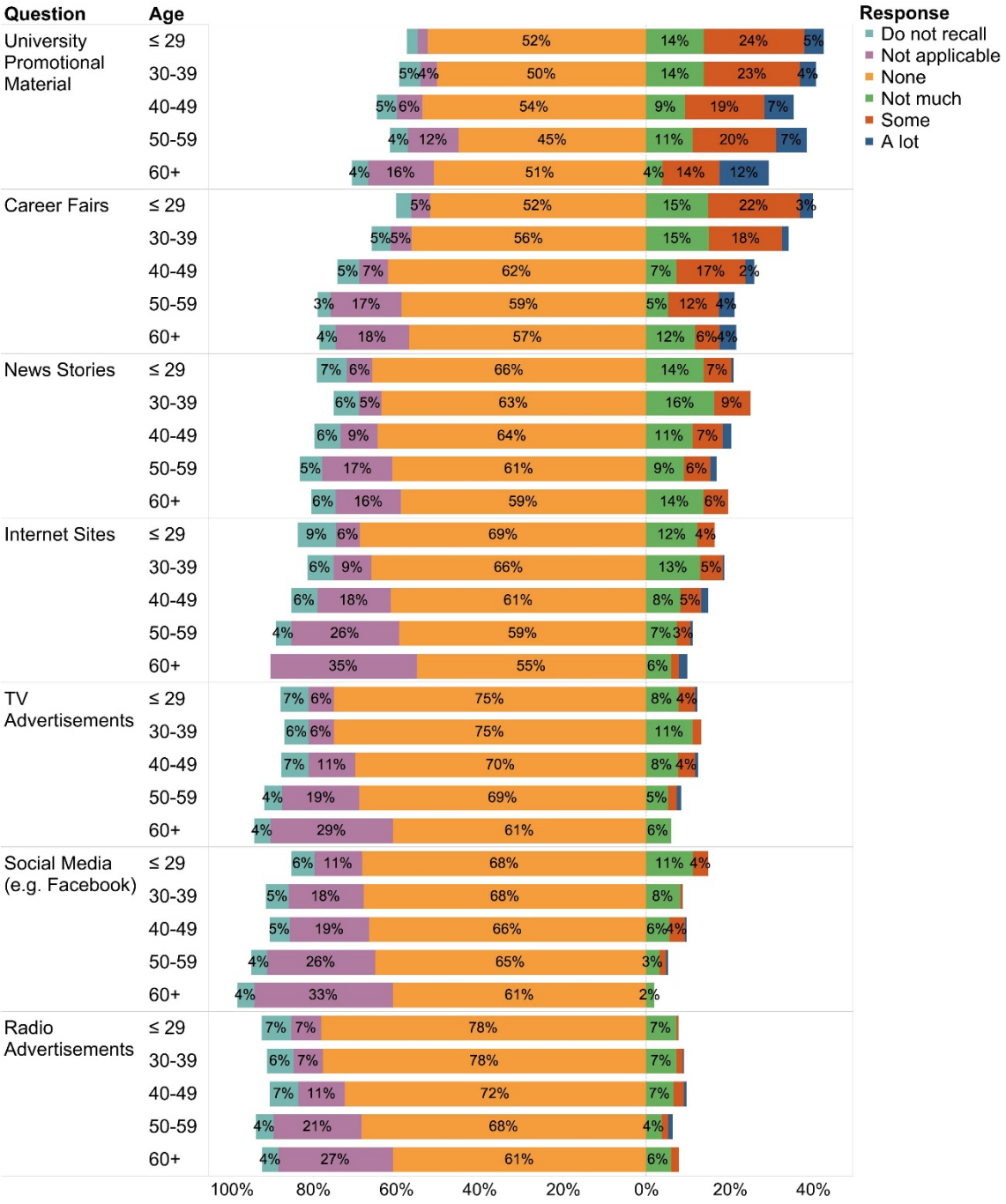


Figure 21: Information and marketing sources and degree of influence by Indigenous status

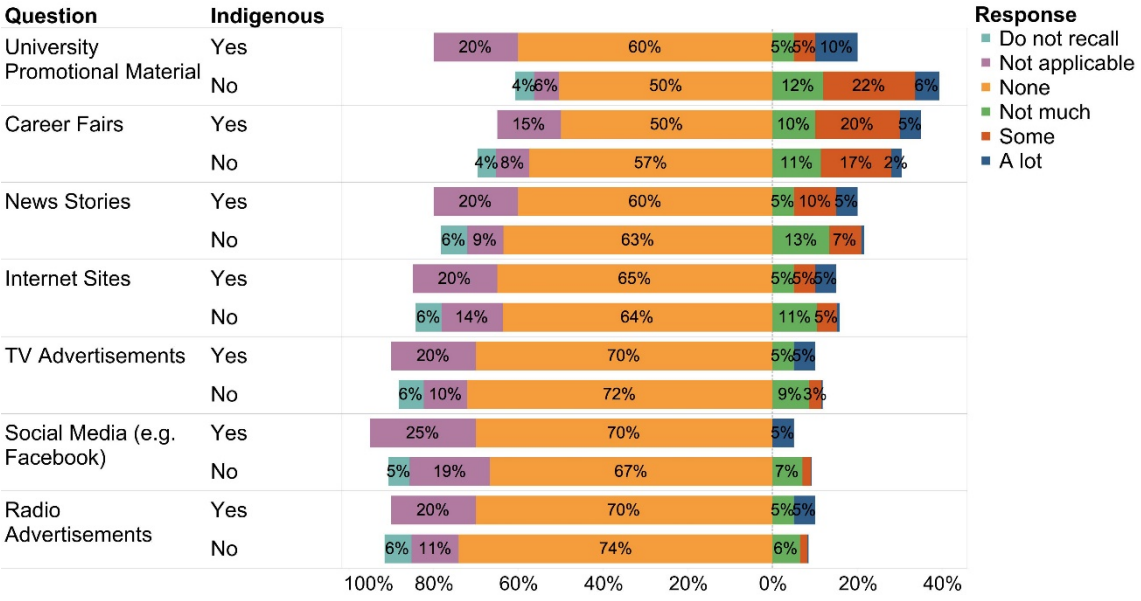
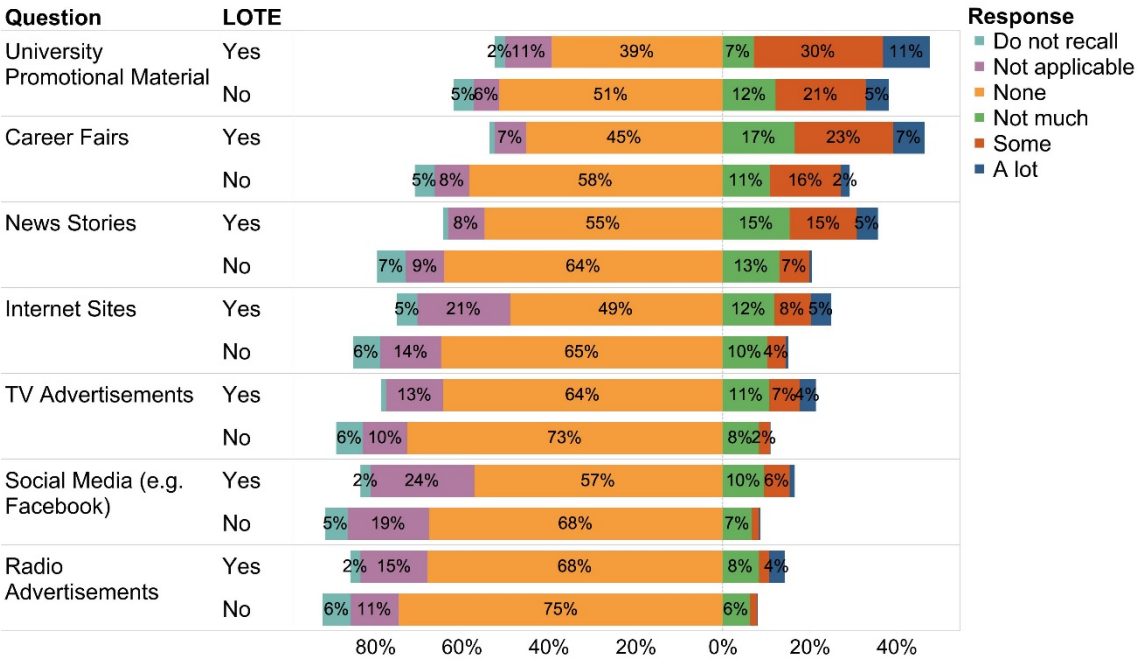


Figure 22: Information and marketing sources and degree of influence by LOTE status

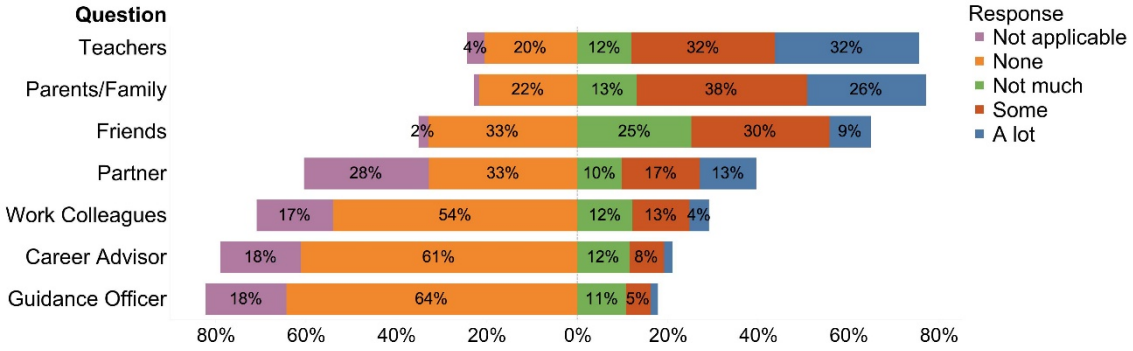


3.7.3 The influence of other people

Participants were asked to consider how much influence other people had on their decision to become a teacher, with options including Teachers, Parents/Family, Friends, Partner, Work Colleagues, Career Advisors and Guidance Officers (Figure 23). Teachers emerged as having 'A lot' of influence for 32% of the sample, followed by Parents/Family for 26% of participants. Teachers and Parents/Family were also rated by approximately a third of participants as having

‘Some’ influence. Friends were also rated highly as having ‘Some’ influence (30%). Of note is that Guidance Officers and Career Advisors were not rated highly as having any influence in the decision to become a teacher for the current sample. While overall these responses seem low, this potentially highlights the important role current teachers played in inspiring other people to consider teaching as a career.

Figure 23: Degree of influence of other people



Figures 24 to 27 show the comparisons that were completed across key demographics of age, gender, Indigenous status and LOTE status to identify influences on the choice to enter teaching. Figure 24 presents a comparison by age category with clear differences demonstrated by younger teachers (29 years and younger) reporting higher degrees of influence of Teachers, Parents/Family and Friends. The next highest group on these categories was participants aged 39 years and younger. In comparison, participants in the 30-39 and 40-49 age categories were more likely than the other groups to report higher degrees of influence of Partners and Work Colleagues.

Figure 24: Degree of influence of other people by age

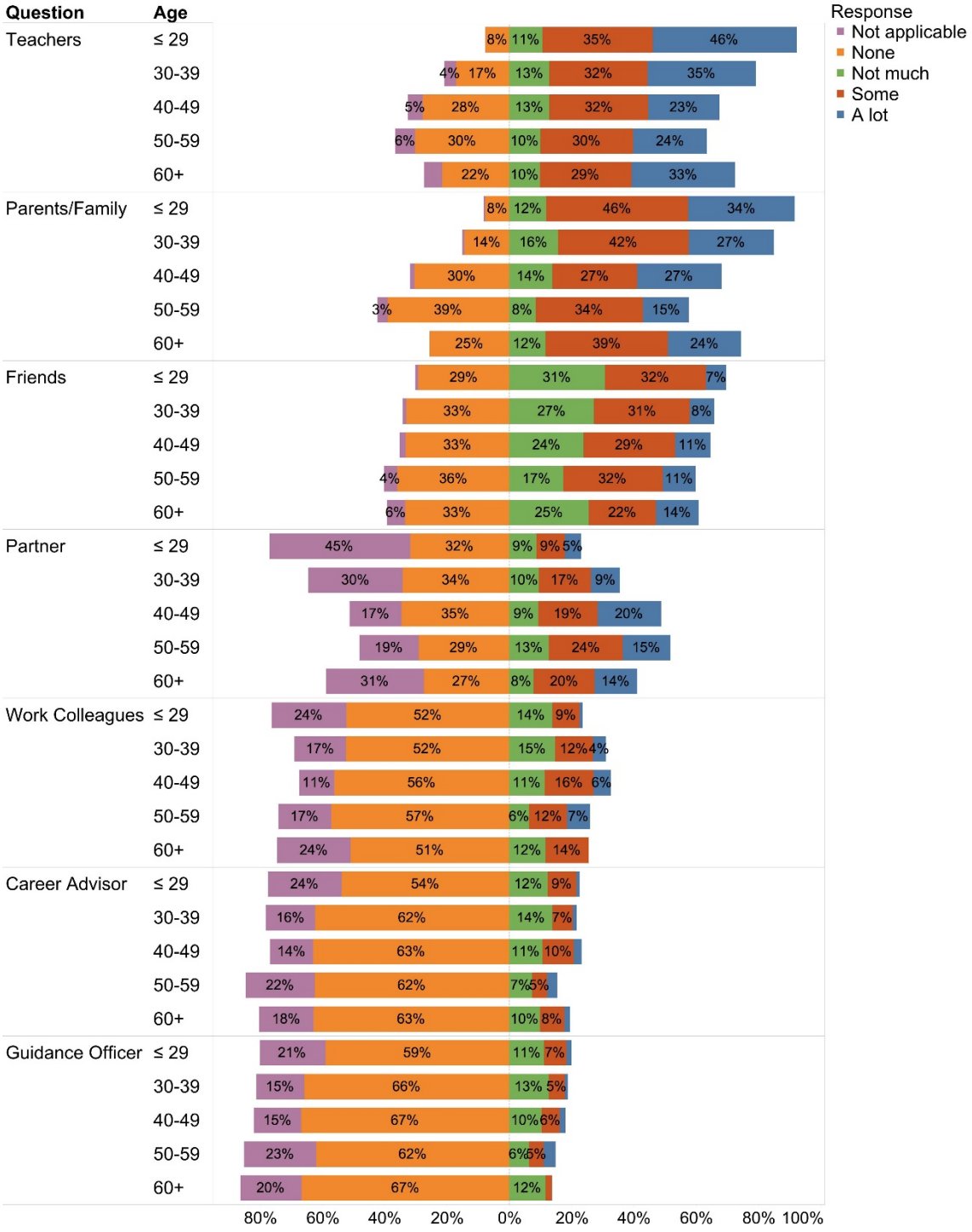


Figure 25 following, presents the comparisons that draw on gender information revealed some minor variation in results. Results show that males were less likely to have influence from others in their decision to become a teacher. The exception to this was with their partners. This suggests Partner influence in the selection of teaching as a career is more likely for males.

Figure 26 presents comparisons by Indigenous status. Similar responses are evident for the degree of influence of Teachers, Parents and Friends. Work Colleagues are reported as having a higher degree of influence for Indigenous participants, however, it should be noted a large

percentage of this falls under the category of 'Not much' (25%). This again is in contrast to participants with LOTE (Figure 27). Again, the general trend was for these participants to report higher degrees of influence across each category with the exception of Partner.

Figure 25: Degree of influence of other people by gender

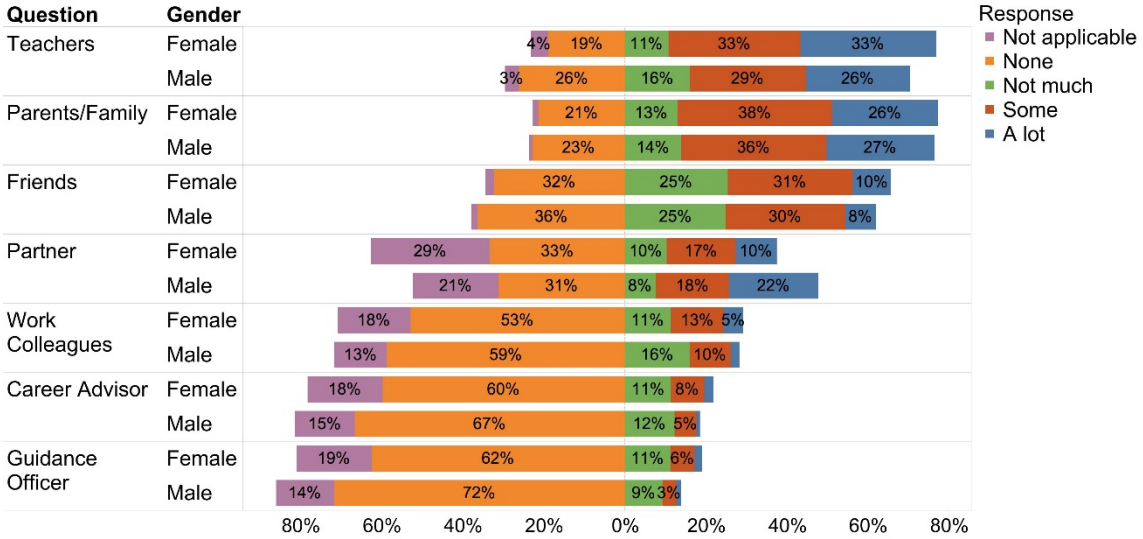


Figure 26: Degree of influence of other people by Indigenous status

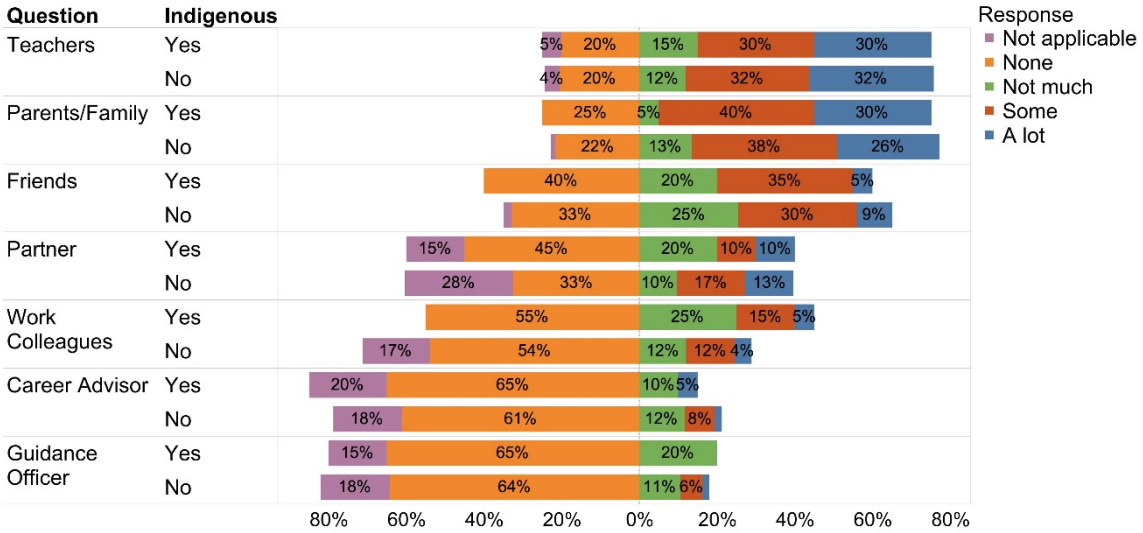
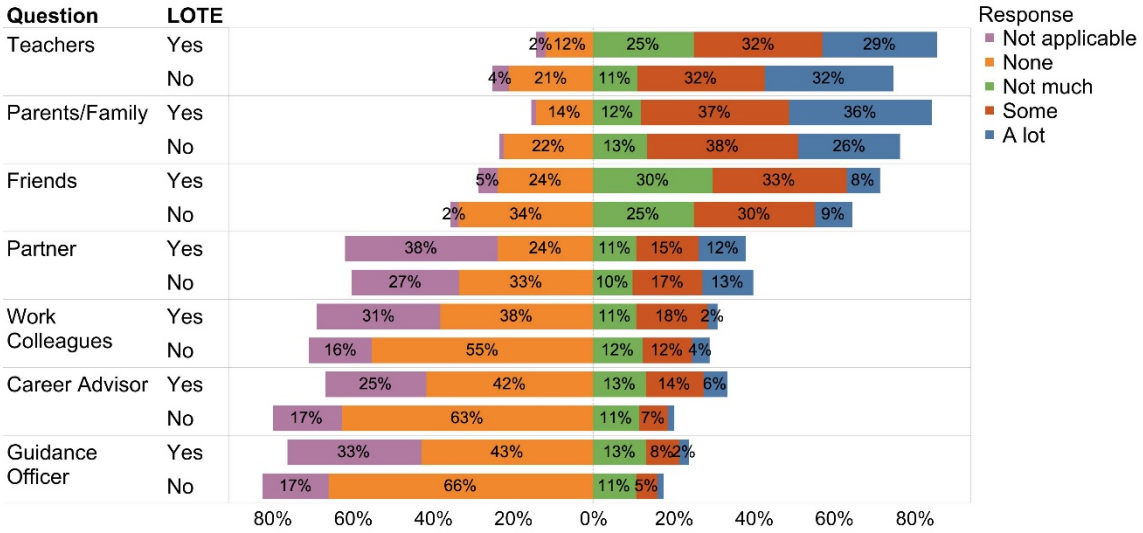


Figure 27: Degree of influence of other people by LOTE status

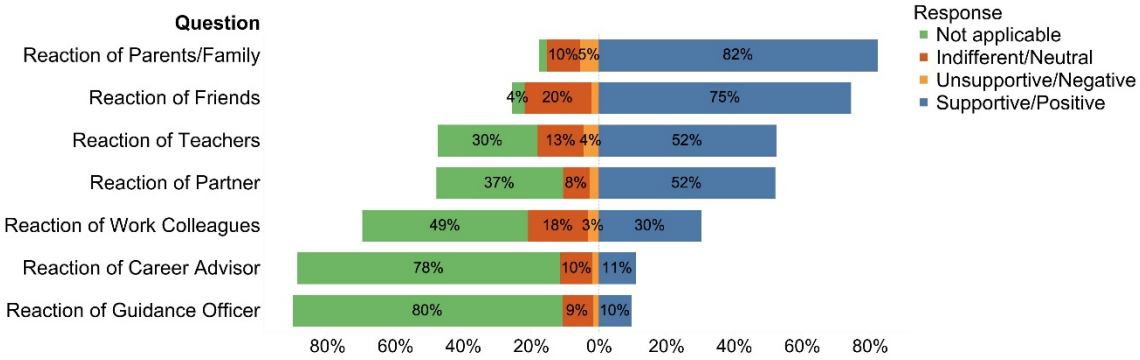


3.7.4 Perceptions of the reactions of other people to becoming a teacher

Results in Figure 28 detailed participants' responses when asked to consider how they perceived the reactions of other people to their decision to become a teacher. Response categories included: Supportive/Positive, Indifferent/Neutral and Unsupportive/Negative. A category of Not Applicable was provided to factor for participants considering teaching as a career at different time points. When taking into account the category of ot applicable, the responses overall indicated that people were more likely to respond in a supportive and positive way. This was especially the case for Parents/Family Members at 82% and Friends at 75%. Teachers were rated as having supportive/positive reaction by 52% of participants. It is important to note that 30% rated Teachers as not ppplicable suggesting that they considered teaching as a career after leaving school, however, 13% also indicated Teachers had an indifferent/neutral reaction and 4% indicated that Teachers had an unsupportive/negative response. For the small percentage of respondents that had responses relating to Guidance Officer, results suggest that they were nearly equally likely to respond in a supportive/positive way or an indifferent/neutral way, again with a small percentage having an unsupportive/negative reaction. These results are important as it suggests that schools and the staff within may play an important role in promoting teaching as a positive career path. Overall, Parents/Family and Friends have a significant influence on career choice. In the case of second or subsequent career candidates (those aged 40-59), Partners played a significant role in supporting the decision to undertake initial teacher education.

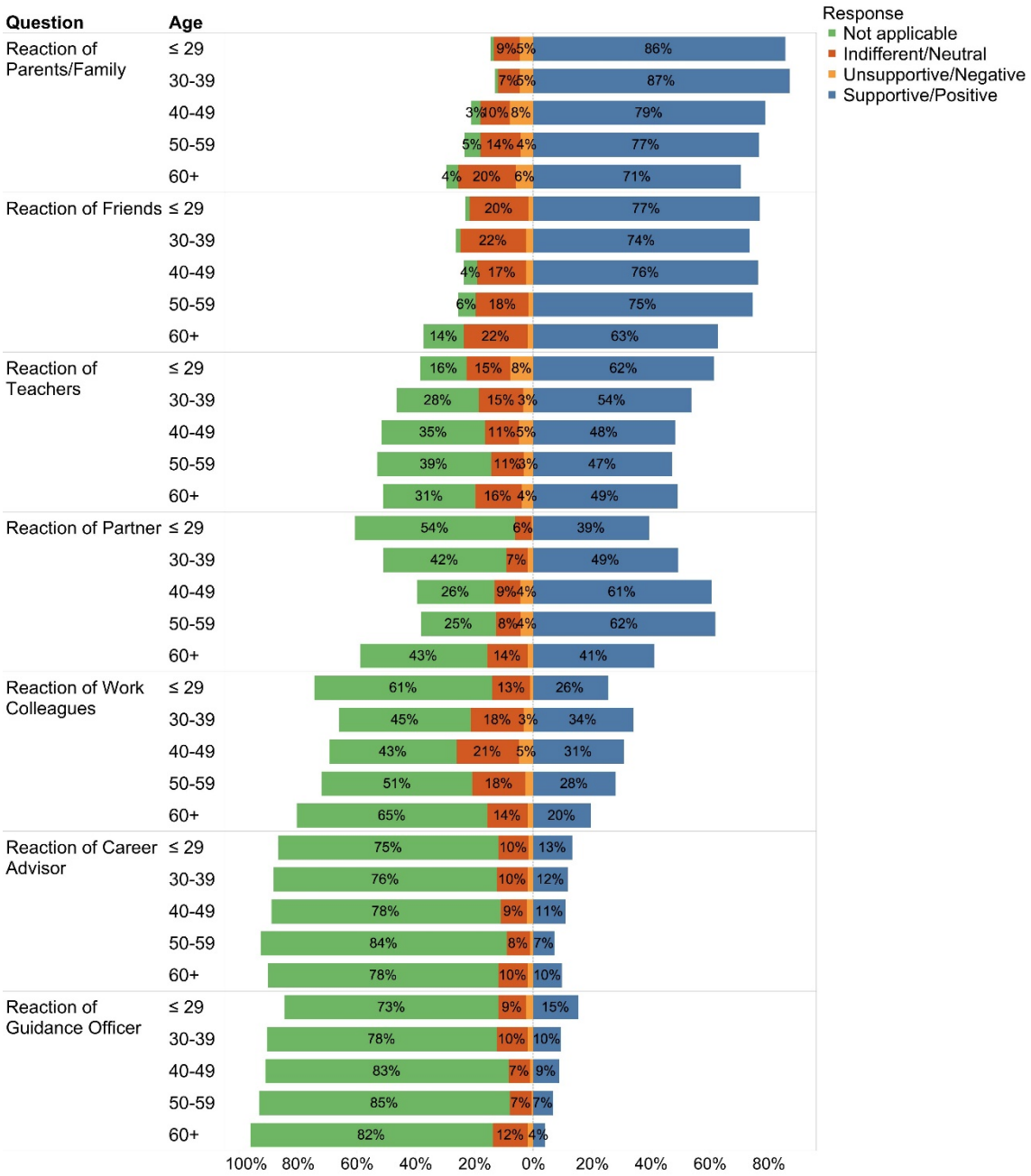
Current teachers of school students affect their choice to become teachers. Marketing strategies to promote teaching as a career choice should focus on parents, family, friends and teachers to reach school students.

Figure 28: Perceptions of others' reactions to becoming a teacher



Comparisons across key demographics of age, gender, Indigenous status and LOTE status were completed to determine if any differing patterns of perceptions of others' reactions were evident. Figure 29 presents a comparison by age category. The responses were mostly positive across all age categories. Clear differences can be seen with younger teachers (39 years and younger) reporting higher frequencies of supportive/positive reactions from parents/family and from teachers. In comparison, participants between the ages of 40-49 and 50-59 were more likely to have higher frequencies of supportive/positive reactions from partners. Those aged 30-39 reported the highest frequencies of colleague support.

Figure 29: Perceptions of others' reactions to becoming a teacher by age



In Figure 30 below, comparisons on gender revealed the same percentage of males and females reported supportive/positive responses from parents/family (82%). For all other responses, however, males reported lower frequencies of supportive/positive responses. This is in part due to higher frequencies of 'Not Applicable'. The exception to this was with the category of 'Partner', which males reported higher frequencies of supportive/positive responses than females.

Figure 30: Perceptions of others' reactions to becoming a teacher by gender

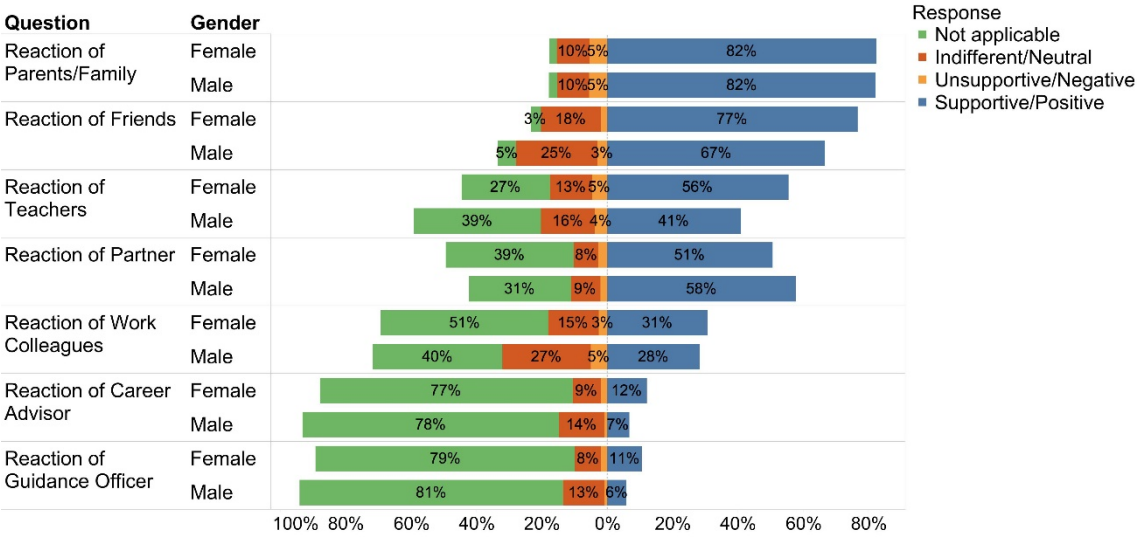


Figure 31 reports on similar responses for the comparisons on Indigenous status. The largest difference evident was the perceived reaction of teachers with Indigenous participants reporting higher frequencies of supportive/positive responses (65% compared to 52%). This again differs from comparisons on LOTE status (Figure 32). The general trend for LOTE participants' perceptions of others' reactions was lower frequencies of supportive/positive responses compared to non-LOTE participants, with the exception of the reaction of teachers, career advisors and guidance officers.

Figure 31: Perceptions of others' reactions to becoming a teacher by Indigenous status

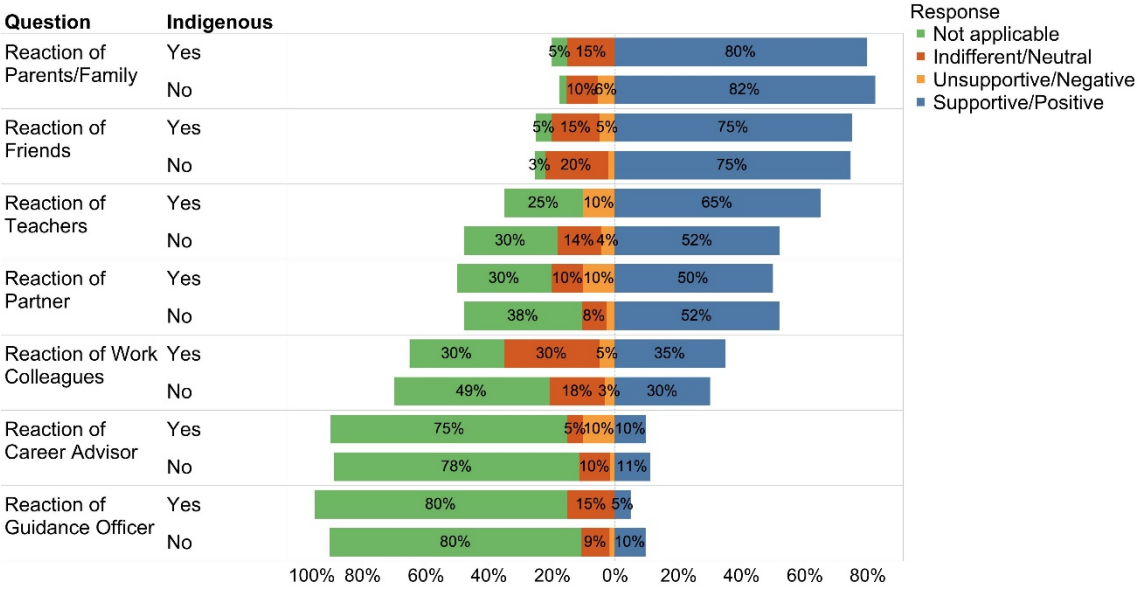
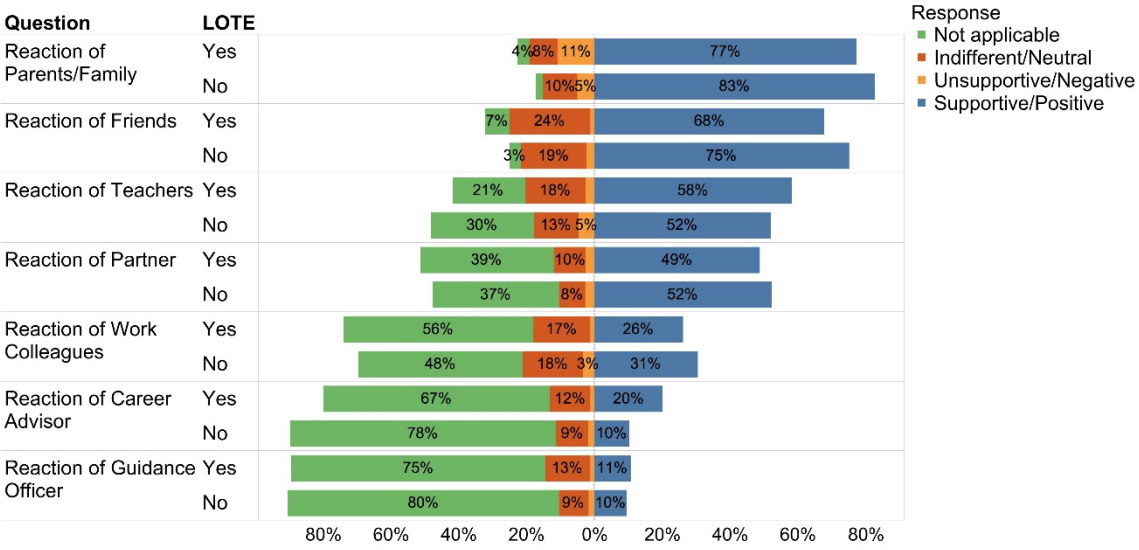


Figure 32: Perceptions of others' reactions to becoming a teacher by LOTE status



3.8 Main findings and future directions

A summary of the main findings and potential implications for future recruitment strategies are presented in this section. This is followed by some points of consideration for informing future directions. While the main focus will be on the results found on the motivations and factors influencing participants' decision to choose teaching as a career, important details were also revealed in the descriptive results of the sample characteristics. The one that perhaps holds the most significance to future recruitment strategies is that the majority of participants (77.7%) completed their initial teaching qualification in Queensland. This suggests that focusing on recruitment within Queensland for the future teacher workforce would be the most strategic approach.

3.8.1 Motivations and factors influencing the decision to teach – FIT-Choice responses

The FIT-Choice (Richardson & Watt, 2006; Richardson & Watt, 2014; Watt & Richardson, 2007) provided important insight into the Motivational factors that influenced participants to choose teaching as a career, along with the beliefs held about teaching. Analyses for the total sample revealed that the strongest influencing Motivation factors were Intrinsic Career Value, Teaching Ability, Shape the Future of Children/Adolescents, Make a Social Contribution and Subject Interest. The lowest influencing factors (receiving scores under 4) were Job Transferability and Social Influences, with Fallback Career being the lowest. The strongest perceptions and beliefs held by participants were that teaching was a High Demand career, followed by Satisfaction with Choice. The lowest influencing beliefs (under 4) were Social Dissuasion, Social Status and Salary.

The patterns revealed for motivations, perceptions and beliefs held by participants were consistent across the demographic comparison analyses. Only small variations emerged throughout these demographic and characteristic analyses. This holds implications for future marketing strategies aiming at the recruitment for additional teachers in the workforce. A general, cost-effective approach would be to focus on promoting teaching through the use of concepts represented by the stronger Motivational factors listed above. An approach that also had an emphasis of teaching as a high demand, and rewarding career (as evidenced by levels of satisfaction with choice) would also be supported by these findings. Recruitment strategies that are focused on recruiting people

with particular demographic characteristics into the teacher workforce should also take into consideration the points noted in the following sections.

3.8.2 Differences across demographic variables

While particular factors remained stronger influences consistently across the group comparisons presented throughout Section 3, there were slight differences that emerged. These should be taken into consideration if wanting to consider aspects relevant to targeting a particular sub-group of potential future teachers.

Gender

- The lower rates of men entering the teaching profession are well documented, and those that do are more likely to be within secondary school settings (McKenzie et al., 2014). Results of the current research indicated differences between the responses of males and females around motivating factors for teaching, with females tending to value factors such as being able to shape the future of, and work with, children and adolescents, more than males. While Intrinsic Career Value and Teaching Ability had the highest scores for both males and females, the third highest mean score for males was Subject Interest. This was the fifth highest mean score for females. Having a high importance on subject interest may indirectly influence the tendency for males to teach in Secondary settings as opposed to other educational settings such as Primary and Early Childhood settings, given the Secondary School focus on training in and teaching specific subject areas. Recruitment strategies targeted at men to attract them into the teaching profession should take this into account. For those targeted specifically at women, a stronger focus on being able to work with children, shape their futures and improve social equity would be appropriate.
- Increasing male perceptions of teaching being a high demand and expert career may also be useful in attracting more men into the profession. While these perceptions and beliefs were rated highly, the mean score was lower than for women. The remaining mean scores for influencing factors and beliefs were similar for both males and females. Given the lower numbers of males in the teaching profession it is important to take the differences that emerged into account.
- A detailed analysis of differences for gender diverse participants was unable to be obtained due to the small number that identified as neither male nor female. It was noted, however, that for the two participants that identified as neither male or female the mean score on Social Dissuasion was much higher than that of males and females. This may be a contributing factor as to why gender diverse individuals are underrepresented in the teaching profession. Further research would be needed to identify the factors that contribute to helping or hindering gender diverse individuals with choosing teaching as a profession.

Age

- Group comparisons across age categories revealed results that indicated the current age of participants may influence the weighting given to Motivational factors for being a teacher. Intrinsic Career Value had the highest mean score for all age categories, although older teachers were more likely to rate this as a stronger influencer. While Making a Social Contribution was still scored relatively highly by younger teachers (≤29 years), their scores were lower than any other age group with the exception of the ≥60 group. Prior Teaching, Learning Experiences and Social Influences were also scored higher by younger teachers. This could partially be a result of having more recent relevant experience as a student in school settings. This group also had the lowest mean scores for Fallback Career, however, longitudinal research would be needed to determine if this remains the case over a period of time. These results again potentially highlight the importance of prior experiences and social influences of recruiting future teachers into the profession.

- For teachers in higher age categories, Job Security becomes more important for those aged 30-39, as did Time for Family which was also the case for those aged 40-49. These findings most likely reflect that many participants within these age brackets may have established families with dependent children. This is an important aspect to consider if wanting to target older people into teaching as a second career choice.

Indigenous

- For Indigenous participants, the influencing factor of Enhance Social Equity appeared to be more important than for non-Indigenous participants. This is based on a higher mean score and being the seventh highest Motivation score as compared to the ninth for non-Indigenous participants. Additional motivation factors that Indigenous participants had higher mean scores for included Intrinsic Career Value, and Make a Social Contribution amongst others. This suggests that recruitment strategies wanting to focus specifically on appealing to Indigenous people would be strengthened by highlighting the opportunity that exists within teaching to contribute towards increasing social equity and making a difference in community.
- Indigenous participants higher mean scores for Prior Teaching and Learning Experiences highlight the important role positive experiences within school and learning settings can contribute to fostering a desire to teach later in life.
- Indigenous participants also had higher mean scores on their perceptions of teaching as a career for Social Status and Satisfaction with Choice, despite having lower mean scores for perceptions of Salary. This suggests that Indigenous participants attached a high social benefit value to teaching and in turn, are more likely to be satisfied with their career choice.
- These factors could be key to helping to attract additional Indigenous people into teaching. This is especially important as it would help address the lower representation of Indigenous Australian's within the teaching profession which has been identified in a previous workforce analysis as needing addressing (MATSITI, 2014).

Language Other Than English

- Teachers identifying as having a LOTE have previously been noted to be underrepresented in the teaching profession (McKenzie et al., 2014). The current research supports this highlighting an opportunity to address this through targeted recruitment.
- Overall, motivating factors tended to have similar mean scores regardless of LOTE status. However, the mean scores for participants with LOTE were substantially higher on Time for Family, and were also higher for Job Transferability, Social Influences and Fallback Career. Potentially recruitment of future teachers with a LOTE background would benefit from the additional focus of time for family and job transferability along with a strong message that their skill set is needed and valued within the teaching profession.
- This approach would also work well with the perceptions of the social status of teaching and help counteract the higher rates of Social Dissuasion potentially experienced by LOTE individuals based on the results of the current research.

Early childhood or school setting

Some key insights were found relating to the Motivational factors to choose teaching for participants located in different settings. These will be beneficial in the use of specific recruitment strategies for staff across these settings.

- Early Childhood: participants in Early Childhood settings had the highest mean scores for Motivational factors on Intrinsic Career Value, Work with Children/Adolescents and Shape Future Children/Adolescents. They also tended to perceive their profession as being high in social status regardless of having the lowest scores for perceptions of Salary. These findings suggest that recruitment strategies for early childhood teachers should have a strong focus on

Intrinsic Career Value, and the ability to work with children and the contribution early educators make towards shaping their future outcomes.

- Primary: participants in Primary settings top three motivational factors were Intrinsic Career Value, Teaching Ability, and Shape Future of Children/Adolescents. This suggests a similar approach to recruitment could be utilised as with early childhood professionals, with a stronger focus on the opportunity to utilise inherent teaching skills. Of importance to note is that these participants had the lowest score on Social Dissuasion, which suggests that Primary School teachers from within this sample have felt more social acceptance of their career choice. Overall the scores on this factor are low for all groups highlighting the need for promotional work which raises the perception of teaching within the general community.
- Secondary: participants in Secondary settings had the most variation in their responses compared to the other groups. The most significant difference was that their highest mean score on the motivating factors was Subject Interest. This was then followed by Intrinsic Career Value and Teaching Ability, which is in keeping with similar patterns for the other groups. For perceptions, this group had the highest mean scores for Salary, although this was still not a high score at 4.2. These findings suggest that recruitment of Secondary teachers would be strengthened with a strong focus on the ability to teach within specific subject areas of interest.
- Special School: results for participants in Special School settings were similar to the other groups with the highest three motivation scores being Intrinsic Career Value, Teaching Ability, and Working with Children/Adolescents. These participants had the highest mean score for Fallback Career, although this was still relatively low at 1.8. Perceptions of teaching were similar to the other groups although lower scores were seen on High Demand and Expert Career. These results overall suggest that similar recruitment approaches as used with Early Childhood and Primary School settings would be appropriate.

Career stage – Early Career teachers (0-5 years) and established teachers (6+ years)

- The Motivation factors mean scores were relatively consistent for group comparisons of early career teachers and established teachers. The stronger influences that emerged were Intrinsic Career Value, Teaching Ability, and Shape the Future of Children/Adolescents.
- The largest difference in results could be seen in the perceptions of Salary with lower mean scores for early career teachers suggesting that they view teaching as lower paid. This difference is most likely a reflection of the starting wage of beginning teachers and the annual increment that occurs with wages over time.
- Overall, these results indicate that the factors that motivated early career and established teachers to choose teaching and the perceptions they hold about teaching are generally consisted across the time period of 0 to 10+ years of teaching.

3.8.3 Differences between participants that chose teaching as a first- or second-career choice

Similar patterns of the stronger influencing factors again emerged across participants that choose teaching as a first- or second-career choice, being Intrinsic Career Value, Teaching Ability and Shape the Future of Children/Adolescents. Differences emerged with the participants who chose teaching as a first career choice being more likely to be influenced by wanting to work with children/adolescents, by prior teaching and learning experiences, and by positive social influences. They were also less likely to view teaching as a Fallback Career, and slightly more satisfied with their choice of career when compared to those that selected teaching as a second-career choice.

These findings may hold implications for recruitment of teachers into the profession. Early entry points into the profession may increase staff retention rates, given they are less likely to view

teaching as a Fallback Career. Further research would be needed to confirm this. These findings also raise the important role that positive prior teaching and learning experiences hold in attracting future teachers. Having an early interest in wanting to work with children/adolescents may be an important factor in why people choose teaching as a first-career choice. This is therefore an important point for future recruitment to draw on.

3.8.4 Alternative pathways into teaching

Over half of the participants in the current research indicated that teaching had been a second-career choice. Of these, 79.3% responded that they had been working in other professions/industries. Frequently rated types of prior work included for example hospitality, retail, banking or finance, childcare work or teacher aide and social or youth work amongst others. This has strong implications for future recruitment strategies as it highlights that there are opportunities to target individuals within other workplace settings and careers. Given the high number of participants who had entered teaching from alternative careers it is clearly an important strategy to employ.

3.8.5 Teachers not currently in the workforce

For comparisons between teachers not currently in the workforce and those that were still employed within an education setting, both groups showed similar patterns on Motivating factors with the highest scores being found on Intrinsic Career Value, Teaching Ability and Shape the Future of Children/Adolescents. Importantly, however, those not currently teaching scored lower on all factors except for Fallback Career. Larger differences in mean scores could be seen for Job Security and Time for Family, with those still teaching scoring these factors higher. For the perceptions and beliefs held about teaching, the satisfaction levels with choice of career were much lower for those not teaching. This result is not unexpected given that some may have no intentions of returning to the profession.

Given the similarity in Motivation factors, it is difficult to determine if there are recruitment strategies that would be more likely to attract people wanting to remain in the profession long-term. While a large difference in Job Security and Time for Family could be seen, along with a small difference in mean scores for Fallback Career, given the scope of the current research it cannot be determined if this would be the case prior to entering and then leaving the profession. For example, these factors may not seem as influential or important to people that are not currently in the workforce given their current circumstances. This is also the case for Satisfaction with Choice, as this may have been a contributing factor to individuals leaving the profession. Additional research would be needed to clarify this, potentially through the use of a longitudinal study which tracked participants' responses on entry into the profession with follow up data collected across a number of years.

3.8.6 Satisfaction and intention for teaching career

A positive key finding of the current research was that the majority of participants that were currently employed within school or Early Childhood Settings were either satisfied or very satisfied with their current employment (74.5%). This had an impact on reported levels of satisfaction. For those that were in a type of employment that was not their choice (e.g. full-time, part-time, casual etc.) satisfaction levels were more likely to be lower. The FIT-Choice comparison also revealed lower satisfaction levels for those who were not in an employment type of their choice. A further factor that influenced satisfaction levels was whether participants had been able to work within the curriculum areas in which they were qualified. These factors are not able to be directly impacted by the QCT as they are in part determined by the particular demands of any given school, however, it is important to note that they do have the potential to impact on the satisfaction of teaching staff and future decisions about teaching as a long-term career choice. Having flexibility in employment options and more choice available for the type of employment held could be an important factor in

helping to retain teaching staff who have higher levels of satisfaction within their professions, and therefore present teaching as a positive career choice for younger generations. This is beyond the scope of the current research but could be an important direction for future research to consider.

Encouraging was the positive finding around the intentions towards teaching careers held by the participants with the majority of current teachers viewing teaching as a lifelong career (62.9%), or a step towards a leadership position within a School or Early Childhood setting (18.5%). Some important differences emerged on group comparisons, with teachers under the age of 39 being less likely to view teaching as a lifelong career but more likely to view it as a step towards leadership roles. This trend was also seen in the comparisons between females and males, with females more likely to view teaching as a lifelong career compared to males who were more likely to view it as a step towards leadership positions. Indigenous participants were also more likely to view teaching as a lifelong career than non-Indigenous participants. However, they were less likely to view it as a step towards school leadership which was also demonstrated by LOTE participants in the sample. Together, these results highlight small differences in longer term intentions towards teaching as a career, which could be factored in for recruitment strategies. In general, promoting teaching as a stable, lifelong career choice with opportunities to build towards leadership roles would appeal across a range of demographic groups.

3.8.7 Targeting future teachers: Timing of decision, influence of media, and influence of other people

- When I First Thought About Becoming a Teacher:
  - The majority of participants, just below 40%, first considered teaching as a career while still at school. The next most common timepoint was while employed in another field, which was the case for approximately a third of the participants. This suggests that investing in marketing of teaching as a career would be best placed targeting those still in school, followed by those who are already employed in other fields.
- Differences on the FIT-Choice:
  - Comparison of mean scores on the FIT-Choice based on when participants first thought about becoming a teacher revealed that those who first considered teaching while still at school generally had higher mean scores on positive Motivational factors. These results implied that this group may have a stronger desire to teach from an early age due to higher interest in working with children, and positive social influence including their own experiences of school and learning. Fallback Career in comparison was a stronger influence for all other groups compared to those who first considered teaching as a career while at school. This again highlights implications for recruitment and that targeting future teachers from an early age may be a worthwhile investment.
  - For the perceptions and beliefs held about teaching, the largest difference could be seen in satisfaction levels with those who first considered teaching as a career while at school having the highest mean score for satisfaction, followed by those that were already employed in other fields. These results potentially highlight the importance of promoting teaching as a profession to individuals still within school settings. Focus on the importance of appropriate guidance for school students in relation to potential career pathways by practising teachers should not be overlooked.
- Information and Marketing Sources and the Influence on Becoming a Teacher:
  - When asked about the degree of influence a range of information and marketing sources had contributed towards participants' decisions to become a teacher, University Promotional Material emerged as the strongest influence, followed by Career Fairs, and News Stories. The next highest ratings were for Internet Sites, followed by TV Advertisements, Social Media (such as Facebook), and lastly Radio. It should be noted that overall the amount of influence attributed to these sources was small. The findings demonstrate that University Promotional Materials and Career Fairs have a reasonable

degree of impact on the decision making process to become a teacher. It also highlights that other sources of media are important as the way teaching is portrayed as a profession does create an impact. Given the age of the participants, it is unclear from the current research if online and social media outlets are poorer choices for investment in advertising, or if these have been underutilised as a medium previously.

- The Influence of Other People on Becoming a Teacher:
  - Teachers, Friends, Family and Partner emerged as the biggest influencers on participants' decision to become a teacher. Guidance Officers and Career Advisors did not emerge as having a strong influence while students' teachers have a significant impact on their choice of teaching as a career. This again highlights the importance of prior learning experiences and interactions with teachers in relation to inspiring people to consider teaching as a profession. Family and Friends emerged as strong influencing factors. This highlights the benefit of having a positive perception of teaching as a career in the general community. The general trend throughout the results on the FIT-Choice factors including Social Influences, Social Status and Social Dissuasion highlights that there are opportunities to increase the degree of positive influence and decrease social dissuasion through this approach.
  - Survey data clearly demonstrated that Guidance Officers had the lowest impact on promoting teaching as a career choice.
  - Overall, the people in participants' lives had a much stronger influence on their decision to become a teacher than other information and marketing sources. This again highlights the significance of promoting teaching to the community as a whole as being a worthwhile, highly valued career.

3.9 Future considerations and directions

This survey was comprehensive for the purpose of the main aims of the current research. During development of the survey there were additional areas of interest identified for possible inclusion. Given a larger scope, questions which further unpacked culturally specific reasons and motivations for choosing teaching as a career would have been included. In addition, another previously validated measure, the Professional Engagement and Career Development Aspirations Scale (PECDA, Watt & Richardson, 2008) would also have been included to gain further insight into the aspirations of teachers within their careers. Concepts like PECDA were not included in the current survey due to the scope of the project, time for completion and available funding. Future research could consider these constructs.

Based on the findings of the current research, a lack of representation within the teaching profession was identified for gender diverse individuals, Indigenous Australians, and people identifying as speaking a LOTE. Further research is needed to determine the factors that help or hinder these individuals in their decision to choose teaching as a career. Determining these and addressing the barriers to selecting teaching as a career choice would provide an opportunity to increase diversity within the teaching workforce.

The degree to which teachers' levels of satisfaction within their careers influences students to select careers other than teaching, needs to be further investigated. The current sample demonstrates that respondents' satisfaction levels were influenced by their employment type and the frequency with which they had taught within their teacher education areas of specialty. These levels of satisfaction may influence whether they portray teaching as a positive career choice to students. The results for the current research highlighted that teachers have influence over individuals' decision to choose teaching as a career, as does their prior education and learning experiences. Results also indicated that a large proportion of the sample first thought of becoming a teacher while at school. This suggests that potentially other students are disregarding teaching

as a career due to negative teacher views on this, or negative experiences with schooling. More research would be needed to determine if this is an influential factor or not.

The current research examined data for teachers who have been registered with the QCT within the last 10 years. Analysis of the target sample and the final sample revealed that the youngest age category was underrepresented. If future research aims to focus more predominately on younger, early career teachers (as opposed to length of time of QCT registration), consideration of strategies to increase their engagement in survey completion should be given. Even if stratified sampling is used, given the low response rate for this age group, a high degree of over sampling would be required. It would be therefore worthwhile to invest in identifying evidence based engagement strategies and stronger incentives for completion of survey data for individuals under the age of 25 years.

SECTION 4: COMMENTARY ON QUALITATIVE DATA

4.1 Teaching as a career choice

This commentary was informed by four types of information: i) the quantitative data analysis presented earlier; ii) Stage 1 of the QCT investigation into factors that influence the choice of teaching as a career (Gore, Holmes, Smith, and Fray, 2015); iii) a purpose-designed set of open-ended questions developed by LSIA, and iv) a broader review of international literature. As mentioned previously, Gore et al. (2015) differentiated three types of motivation to become a teacher: intrinsic, altruistic and extrinsic motivation. The literature covered by Gore et al. (2015) suggests that 'little research was carried out between 2005 and 2015 which specifically examines factors that influence the choice of teaching as a first career" (p. 1). The qualitative investigation complements the quantitative work. This section presents the results and findings that address the current vacuum in empirical research as identified by Gore et al. (2015).

4.2 Marketable messages using teachers' voice

The current investigation revealed five key reasons offered in the qualitative data for choosing teaching: i) impacting the development of young people and society, ii) personal experiences as motivation, iii) employment conditions, iv) environmental influences, and v) passion and enthusiasm for promoting learning, including learning by the teacher.

Consistent with Fokkens-Bruinsma and Canrinus (2012), the open-ended responses showed that teachers are focused on the social contribution they can make to communities and children's lives. A young teacher shared:

> I was standing in front of a bus shelter and shocked by the vandalism that graffiti had created across the walls of the shelter. I was 14 years old. It flashed into my mind that the creative energy that was used to make the graffiti marks could be guided by Education to become Art. I knew as I stood there I was capable of directing the change from destructive mark making to creative pursuits. (Response ID 869)

Teaching is seen as an opportunity to shape the future of children/adolescents while enhancing social equity and making social contributions. One teacher shared:

> I found much satisfaction in helping young people after having struggled in school myself. I was in fact failing the subject I now love the most until a teacher took me aside and gave me the help I needed. To this day, I am thankful for his direction - he was a student teacher. (Response ID 212)

Also clear is that teachers aspire to create a positive and safe learning environment for children as explained by a teacher as follows:

> Working in welfare I realised that many people had experienced poor learning and I wanted to make a difference and help break the welfare cycle by being an innovative educator and targeting the learner who struggled academically [and] socially and [was] impoverished. (Response ID 1428)

One of the most prominent reasons teachers chose to teach was reflected in statements such as:

> …to help students believe in themselves and to encourage and help them to do that. To see them grow and gain confidence as they learn and find their interests, abilities, and strengths, and help them in the areas they find challenging. (Response ID 535)

Many responding teachers identified their own experiences while being students as influential reasons for becoming teachers. These perceptions are clarified by one teacher as follows:

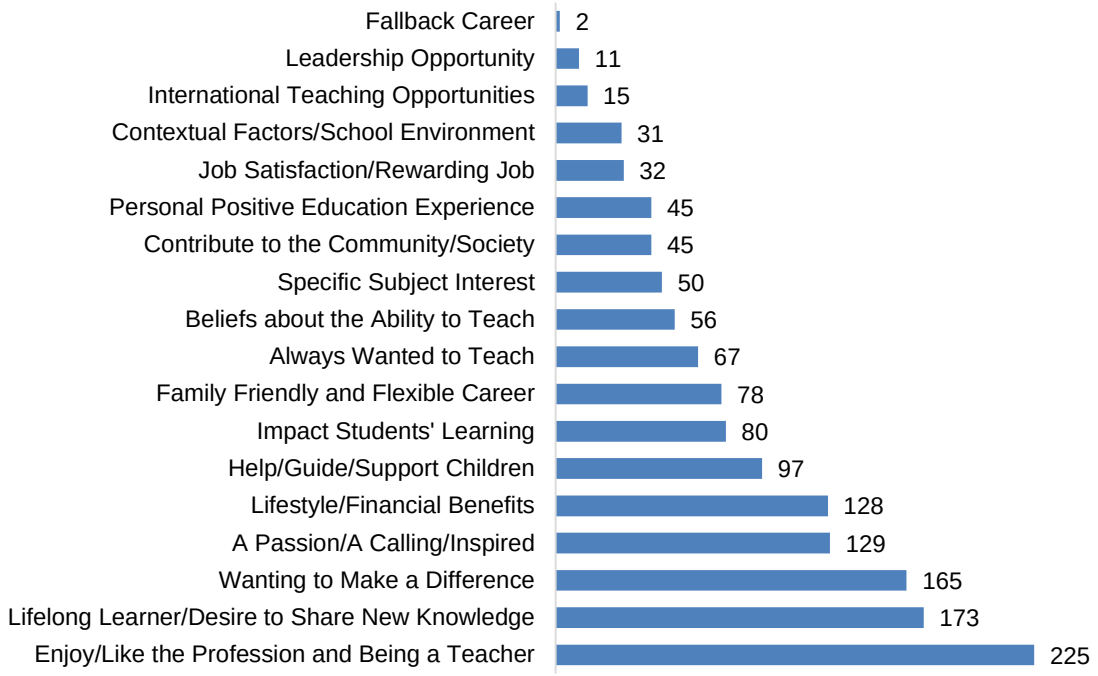
> I had a good education and I want that for others. I know education is incredibly imperative for change. Kids are important. (Response ID 548)

These perceptions inform recruitment strategies and the impact perceptions have on teaching as a career choice. For example, one teacher stated that her goal was:

> To treat children with respect no matter what their parental circumstances. To empower kids to escape the poverty trap.(Response ID 802)

A frequency count according to thematic categories of participants' responses to the open-ended survey question *'What were your main reasons for wanting to become a teacher?'* is shown in Figure 33. These responses are further highlighted through respondents' written comments provided in this section.

Figure 33: Main reasons for choosing teaching as a career



Consistent with the qualitative data participants' responses highlighted high levels of satisfactions with both the profession and *being* a teacher. Broadly speaking their comments identified the rewards that come from making a difference for children, young people and communities. The opportunities for lifelong learning and the desire to share knowledge came a close to second as shown above. Respondents acknowledge and appreciate the specific lifestyle a teaching career offers.

Responses to the survey's open questions also indicate that people at different career stages have different priorities. Noteworthy, the survey results also indicate some differences between male and female teachers' main reasons for choosing teaching. A mother with family responsibilities explained:

> Earlier on in my career, I feared juggling my children with a 9-5 pm job with 4 weeks leave a year. Sending them to childcare wasn't an option. My partner and I sacrificed a lot for me to stay home and raise both children right up until school age. In addition, school holidays continue to provide opportunities for me to spend time with my children, even though they're now 13 and 16. At the beginning of my teaching career, I struggled with having a healthy work life balance but as I'm more experienced in my craft, it's easier to maintain a healthy home and classroom working space. Teaching is fulfilling but at times frustrating but overall rewarding. (Response ID 1404)

The research results show that one of the five main reasons for choosing teaching as a career is people's passion for a specific subject. One teacher shared that:

> I like music and working within a community. I can't sit at a desk all day. I love that teaching is meaningful work. (Response ID 781)

Additionally, the survey data indicate that subject interest has a significant impact on career choice for men as well as opportunities for educational leadership. This finding is consistent with the analysis in the preceding section. A male teacher wrote as follows:

> Firstly, I wanted a stable career in which I could grow and be challenged. Secondly, I wanted to be able to use my existing qualifications and experiences in a positive way. Thirdly, I wanted a career where I would never be bored and where I could help others while still earning a living. (Response ID 864)

Teachers also described their main reasons for teaching as their passion for science, maths, languages, and sports coaching, once again consistent with the preceding analysis.

Consistent with indications in the literature, the survey results specify that the main motivation for choosing teaching as a career varies across demographic characteristics including gender, age, cultural background, and setting. International studies, including China and South Africa (Gao & Trent, 2009; Liu, 2010; Yűce, Şahin, Koçer, & Kana, 2013; Mwamwenda, 2010), note that these factors are influenced by specific demographic characteristics. One teacher voiced career plans and underlined a specific objective for choosing teaching as a career:

> I have plans to teach on Aboriginal community homelands as I have a homeland in the Northern Territory.(Response ID 661)

Another teacher discussed her experiences, noting the reflection back to an era when teaching enjoyed far higher status in Australia:

> The main reason was because of the benefits teaching offered women especially. Teaching was recognised within the community (1970s) as a worthwhile occupation for women as it offered financial independence, both in the short and long term. There was support from parents, family and teachers to follow this pathway. The pay was deemed a worthwhile addition to the family income, hours were seen as reasonable and with holidays aligned to school terms it was an advantage if you had children.
>
> Teaching provided the opportunity to undertake PD during the holidays, continue with postgraduate study and travel. Teaching enabled you to continue learning and sharing your passion for the subjects studied while providing the opportunity to form lifelong friendships with other teachers and students (as adults). (Response ID 1391)

Additional key differences exist between the literature discussed by Gore et al. (2015) and the teachers' reported lived experiences, which inform this quantitative and qualitative survey. These include, but are not restricted, to teaching as a career choice because it provides more family time, job security and job

transferability. The survey data highlights that in part, many teachers chose their profession because of the lifestyle it offers. Opportunities to have international experiences were also evident in selecting a teaching career. A teacher shared specific requirements for a teaching career:

> I wanted to travel abroad, so having a teaching qualification in TESOL / ESL / LOTE was a good asset. I thought I could help people to learn English because of my personal passion for grammar and 'proper' English language use, as I had spent a lot of time taking speech classes and participating in public speaking events, competitions and other related performances during my childhood. Prac sounded fun and offered good opportunities to explore different teaching settings. (Response ID 1489)

Teachers identified different aspects of lifestyle as reasons for choosing teaching. A teacher added reasons for becoming a teacher as follows:

> Another reason I became a teacher was because I wanted to travel and live overseas, and teaching is a very portable skill.(Response ID 441)

Perhaps more traditionally, teacher respondents also reported appreciating:

> Opportunity to work with young people and make a positive impact on their lives. Flexible hours and family friendly work conditions. (Response ID 428)

Complementary to highly marketable features of a teaching career is the opportunity to see progress every day, the flexibility the profession offers, and the prospect of being creative (Response ID 792). The opportunities teaching offers to be creative were described by one teacher as follows:

> My marks sky rocketed at uni when I began the Bachelor of secondary education as my dual degree with a bachelor of creative industries. While I was on prac I had a great rapport with students and staff and found the profession incredibly rewarding and enjoyable. Most of all, I loved the positive impact arts education has on youth and that I could be both an artist and an educator in contributing to that impact. (Response ID 1369)

4.3 'I suddenly had to reconsider my life': Teaching was the solution...

Although the research data show low impact factors for concepts emphasising teaching as a fallback career consistent with international research, (Akar, 2012; Cross & Ndofirepi, 2015; Gore et al., 2015; Klassen, Al-Dhafri, Hannok, & Bets, 2011; Watt & Richardson, 2007), teachers described teaching as a positive opportunity to excel in a second career.

One teacher recalled teaching as a desirable second career because it allowed time for family:

> I was suddenly a single parent and shift work as a nurse was untenable with no access to after hour childcare. I had been a pediatric nurse and was committed to continue working with children. (Response ID 571)

The valuing of teaching as career shift is also audible in the segments below:

> The opportunity to apply skills learnt through lifelong learning in a range of different working and career backgrounds. I had suffered an injury where my previous areas of employment had become an area I would be unlikely to be able to work in for an extended period of time. I then evaluated and decided I could best use my knowledge and talents in this area. I had also spent quite a lot of time assisting in my children's classes when help was needed and been encouraged to try this as a possible career by their teachers. (Response ID 494)

> I didn't…feel fulfilled as a solicitor. In the area I was practicing, I just felt like I was making already rich people richer. I was also a little bored. (Response ID 179)

4.4 ‘I always knew’: Teaching was the first career choice

Teachers whose first career choice was teaching shared several key factors that influenced their decisions: lifelong dreams, role models (teachers, parents, or family of teachers), the desire to make a difference, a passion for children, a specific lifestyle, their beliefs, and teaching as a fulfilling career. These results are consistent with international studies (Chang-Kredl & Kingsley, 2014; Liu, 2010; Manuel & Hughes, 2006) indicating that many teachers were significantly impacted by teachers during their experiences as students. One teacher noted this as follows:

> Since I was in grade 5, I wanted to be a teacher. I came from a difficult home and my teacher Mrs Kennedy helped me to see what an amazing and smart person I was. She inspired me to become a teacher. Ever since then I have wanted to give other children in need the gift that she gave me. (Response ID 530)

Another teacher fondly described how she:

> …had an amazing teacher in grade 3 - wanted to be just like her. (Response ID 291)

This idea was further underlined by a teacher who stated that the:

> … influence of amazing teachers when in high school who greatly shaped who I am, and I wanted to be that to someone else. (Response ID 740)

Teachers who chose teaching as their first career mentioned fulfilment (Response ID 195), passion, and the difference they wanted to make to children’s lives (Response ID 616) as deciding factors. This statement is also evident in the following teacher’s reflection:

> Teaching was my first choice career because I always knew that I wanted to do something with my life that helps other people. I enjoy helping students achieve their potential, take great pleasure in seeing the 'light-bulb moment' of understanding happen and love seeing students grow into adults ready to take on their next big challenges. (Response ID 680)

A further teacher mentioned the significant influence that role models had on his choice:

> My father is a teacher and I was drawn to the passion and the difference he made in children's lives. (Response ID 616)

4.5 A different focus: Reasons why teaching was NOT a first career choice

The reasons given by teachers who have moved into teaching as a second career after another pathway were widely divergent. There were two main pathways described. First, some described pathways to commencing at university later in life.

> After leaving school I went into an apprenticeship as a telecommunications technician and went through a number of role and position changes before deciding on a career change. (Response ID 295)

Second, others described a pathway from another discipline into teaching.

> I was studying Music and wanted to be an orchestral musician. During my degree I taught Music in a few schools and found I really enjoyed it, so after starting my Masters of Music I then swapped to a Graduate Diploma in Education. (Response ID 304)

Across both of these pathways the teachers described a range of factors that were motivators for choosing teaching as a second career and a number of detractors that influenced their decision not to take up teaching in the first place. Many teachers described how initial detractors and subsequent motivators combined in their career change into teaching. The reference to the influence of the guidance counsellor is clear below, as is the denigration of teaching as a choice for less able students:

> Teaching was MY first choice in high school but I was talked out of it by several people, notably my guidance counsellor who told me, 'You are too smart for teaching: do law'. I finally came to teaching in my early 30s after realising it was the most challenging job I would ever have and after being bored in previous careers. (Response ID 410)

On the other hand, some teachers indicated that they had not considered teaching when making their initial career choice and had only developed an interest in teaching later in life.

> I started out in Information Technology (I.T.) as a technician, for my own high-school then the local Primary Schools, when I was 17. When I began my formal qualification in I.T. I found that I was able to train others and was rather competent at it. As I continued to be successful managing my own business and my company grew, I found that I needed higher qualifications to expand. I started my Bachelor's degree in education and from the first Practicum at a local Primary School I decided to switch training adults to teaching children. (Response ID 558)

Importantly, a significant theme that was reflected across many of the explanations made by these teachers was the significance of passion in teaching. This passion often described a realisation that they had an interest in teaching or working with children and young people.

> After high school I started a biomedical degree with the aspiration of becoming a doctor. After realising that medicine wasn't for me, I volunteered in a kindergarten and discovered my passion for Early Childhood education. (Response ID 389)

For others, this passion for children or young people was targeted towards making a difference to society.

> I am a Boat Builder by trade and I wanted a career that I could make a difference in [the lives of] today's youths. Therefore I chose Primary Education and studied 4 years. I feel I wanted to be a positive role model for the youth of today, especially young males who don't have many, if any, positive male role models in their lives. (Response ID 341)

However, another key aspect of the passion described by teachers who have changed careers to enter teaching related to their passion in another field that they have combined with teaching.

> I originally wanted to be a ranger in the National Parks and Wildlife Service. Teaching was a choice later in life, but I still engage with Environmental Science, as a teacher, which is my passion. (Response ID 382)

4.6 Taking notice: Underlying motivations for teaching as a second career choice

Teachers across both pathways expressed a range of motivations for choosing to move into teaching as a second career option. These motivators included teaching as a safety net:

i. Seeking a career change for social or family reasons; Work in science for roughly 10 years on leaving university. On birth of first child I looked for something more interesting and family friendly and decided on education. (Response ID 316)
ii. Poor employment opportunities in their first choice sector; initially a musician, but income too unstable. (Response ID 344)
iii. Not many work opportunities in my previous qualification.(Response ID 416)
iv. Gaining life and work experience prior to commencing in teaching; and I had other interests when I first left university. (Response ID 443)
I don't believe I was in the right frame of mind or maturity to have made that choice as a school leaver. My own education did not leave me in a positive state of mind regarding education and I believe I required life experience to realise my potential. (Response ID 477)
v. Recognising an interest in teaching, children and young people whilst pursuing another interest. I didn't decide that I wanted to be a teacher until I had experience of it. I worked in the Film and Television industry, but continued working with an old teacher at my old school, helping with theatre productions. Through that experience, I realised how much I enjoyed spending time with young people, and I thought I may as well get paid for it. (Response ID 478)

Detractors to taking up teaching as a first career choice were highlighted by teachers. Most often these covered issues commonly viewed as detractors to pursuing teaching as a career including:

i. Remuneration: NOT enough money. (Response ID 158)
ii. Work conditions: Long hours, low pay, too many rules. (Response ID 146)
iii. Family influence: My sister was a teacher so there was no way I was ever going to be a teacher. (Response ID 439)
iv. My mother was a teacher and advised me not to pursue teaching. (Response ID 364)
v. Perceived suitability for teaching: I wanted to work in the arts. I didn't think I could work with teenagers. (Response ID 347)
vi. Social status, such as feminisation of the profession: Was never considered to be a desirable job for a male, still has the same stigma attached to it. (Response ID 397)

The one other key factor that was consistently described by the teacher participants related to the entry standards for teaching and other professional options that were considered at the time of choosing their first career pathway. For some teachers, the entry requirements prohibited them from taking up teaching as their first career. Often this was a result of educational opportunity linked to their family context.

> My time as an Early Childhood teacher commenced when I was 55 years old. I had always wanted to be a teacher. However I attended 10 schools (including 3 high schools including one in NT) before completing Junior in 1966 so did not get an academic scholarship to go on at school so took a technical scholarship to the then QIT [Queensland Institute of Technology]. (Response ID 403)

For others the lower entry requirements for education provided a pathway into higher education that led to a career in teaching as a compensatory choice.

> I wanted to study creative writing, but the course was a competitive one at the time. I decided to teach as I had coached basketball and enjoyed working with kids. (Response ID 544)

Lower entry standards also worked as a detractor for some teachers in comparison to perceived prestige of other options with higher entry requirements.

> I completed the highest ranking university course my marks would allow as I was unsure what I wanted to do after high school. Teaching required a very low entry score compared to the course I studied. (Response ID 299)

SECTION 5: CONCLUDING COMMENT ON QUALITATIVE DATA

In conclusion, the underlying concepts in motivations to choose teaching as a profession, and perceptions of teaching presented in the FIT-Choice items were consistent in both the quantitative data and qualitative responses. Examples of each FIT-Choice overall factor were found in the qualitative responses, for example, wanting to make a social contribution, shaping the future of children/adolescents, enhancing social equity, prior teaching and learning experiences, teaching ability, and social influences, among others. The qualitative data also uncovered additional motivating factors beyond those offered by the FIT-Choice measure. For example, while time for family and salary are on the FIT-Choice, qualitative data elaborated factors relating to employment conditions such as job flexibility, job stability and leadership opportunities, as evident in preceding analyses.

Notably, the inclusion of qualitative data provided additional insight into the specifics of how these factors influenced participants. This has the advantage of helping to understand important contextual details. For example, while Social Dissuasion had a low score on the Fit-Choice, qualitative data revealed this can have important implications for the teaching profession. For example, this can contribute to a delayed entry point into teaching as shown with a participant becoming a teacher later in life as a second career choice, due to being discouraged to select this career path while still in school. Given that this survey was only completed by people who have chosen teaching as a career, it leaves the unanswered question of how common these types of experiences are for those who have taken career paths other than teaching.

The combined approach of utilising the FIT-Choice items in conjunction with additional survey questions has provided a unique opportunity to examine a range of constructs important for consideration when determining what strategies may be useful in attracting people into the profession of teaching. While the FIT-Choice is a validated measure, the inclusion of qualitative data provides opportunities to hear the voices of current teachers in authentic ways.

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APPENDIX 1: ONLINE SURVEY

A 1.1 Survey sections developed by LSIA

A 1.1.1 Background information

Validation: Must be numeric Max character count = 2 Min character count = 2

ID: 11

What is your age? (*years*)*

ID: 12

What is your gender?*

- Female
- Male
- Other : *
- Prefer not to answer

ID: 13

Do you identify as being Aboriginal or Torres Strait Islander?*

- No
- Yes, Aboriginal
- Yes, Torres Strait Islander
- Other (*please specify*): *

ID: 14

Other than English, do you regularly speak another language at home?*

- No
- Yes (*please specify*): *

A 1.1.2 Qualifications

ID: 15

What is your highest qualification?*

- Doctoral Degree
- Masters Degree
- Graduate Diploma
- Graduate Certificate
- Bachelor Degree
- Other (*please specify*): *

Logic: Show/hide trigger exists.

ID: 16

Does this qualification relate to teaching?*

- ◯ Yes
- ◯ No

Logic: Hidden unless: Question "Does this qualification relate to teaching?" #12 is one of the following answers ("No")
ID: 17

What is the highest teaching qualification you have?*

- ◯ Doctoral Degree
- ◯ Masters Degree
- ◯ Graduate Diploma
- ◯ Graduate Certificate
- ◯ Bachelor Degree
- ◯ Other (*please specify*): _____ *

ID: 201

Where did you complete your initial teaching qualification?*

- ☐ Queensland
- ☐ New South Wales
- ☐ Victoria
- ☐ South Australia
- ☐ Western Australia
- ☐ Other (*please specify*): _____ *
- ☐ Northern Territory
- ☐ Tasmania
- ☐ A.C.T.

ID: 18

Which of the following teaching qualifications do you have? (select all that apply)*

- ☐ Early Childhood Education
- ☐ Primary Education
- ☐ Secondary Education
- ☐ Special Education
- ☐ Middle Years Education
- ☐ Other (*please specify*): _____ *

ID: 19

What specialisation areas were included in your qualifications? (select all that apply)*

- ☐ Accounting
- ☐ Agricultural Science
- ☐ Biology
- ☐ Business and Business Communication Technology
- ☐ Chemistry
- ☐ Civics and Citizenship
- ☐ Computing
- ☐ Dance
- ☐ Drama
- ☐ Earth Science
- ☐ Economics
- ☐ English
- ☐ Environmental Science
- ☐ Film and Television
- ☐ Geography
- ☐ Graphics
- ☐ Health and/or Physical Education
- ☐ History
- ☐ Home Economics
- ☐ Hospitality
- ☐ Industrial Technology & Design
- ☐ Other (*please specify*): _____ *
- ☐ Information Communication Technology
- ☐ Instrumental Music
- ☐ Languages other than English
- ☐ Legal studies
- ☐ Library
- ☐ Marine Studies
- ☐ Mathematics
- ☐ Media Studies
- ☐ Multiple areas (Early Childhood)
- ☐ Multiple areas (Middle Years)
- ☐ Multiple areas (Primary)
- ☐ Music
- ☐ Physics
- ☐ Studies of Society and Culture
- ☐ School Counselling
- ☐ Science - General
- ☐ Special Needs
- ☐ Textiles
- ☐ Tourism
- ☐ Vocational Education and Training
- ☐ Visual Arts

ID: 20

Over your teaching career, have you mostly taught in the curriculum areas linked to your qualifications?*

- ○ Yes, I've mostly taught within these areas
- ○ I've sometimes taught within these areas
- ○ No, I've rarely taught within these areas
- ○ I've never taught

A 1.1.3 Teaching employment

Meaning of 'teacher'

As defined in the legislation governing teacher registration in Queensland, a ‘teacher’ is a person who:

- delivers an educational program
- assesses student participation in an educational program and/or
- administers or provides consistent and substantial leadership to an educational program.
- The teaching must be in a school or in another setting delivering an educational program based on a syllabus or kindergarten guideline approved or accredited by the Queensland Curriculum and Assessment Authority (QCAA).

This includes, for example:

- teaching in a recognised school
- teaching the QCAA Kindergarten Learning Guideline or C&K Building Waterfalls Kindergarten Guideline with the Pre-Prep year (i.e. with 3½ to 4 ½ year old students)
- working as a non-teaching Principal
- working as an advisory teacher (time spent in school only).

Logic: Show/hide trigger exists.

ID: 21

Are you currently working in a school or Early Childhood service? *

○ Yes ○ No

Logic: Show/hide trigger exists. Hidden unless: Question "Are you currently working in a school or Early Childhood service? "#18 is one of the following answers ("No")
ID: 22

Did you teach at any time after completing your teaching qualifications?*

○ Yes ○ No

Logic: Hidden unless: Question "Did you teach at any time after completing your teaching qualifications?" #19 is one of the following answers ("Yes")

ID: 23

How long did you work as a teacher?*

- ○ Less than 1 year
- ○ 1-2 years
- ○ 3-5 years
- ○ 6-10 years
- ○ More than 10 years

Logic: Hidden unless: (Question "Are you currently working in a school or Early Childhood service? "#18 is one of the following answers ("No") AND Question "Did you teach at any time after completing your teaching qualifications?" #19 is one of the following answers ("Yes", "No"))
ID: 24

What is the main reason you are not teaching?*

Logic: Hidden unless: (Question "Are you currently working in a school or Early Childhood service? "#18 is one of the following answers ("No") AND Question "Did you teach at any time after completing your teaching qualifications?" #19 is one of the following answers ("Yes", "No"))

ID: 215

Please provide the name and postcode of the suburb of your current workplace. (*Suburbs and postcodes will be aggregated to look at trends across larger regions; to ensure confidentiality they will not be used for identification purposes.*)*

Suburb:

Postcode:

Page entry logic: This page will show when: Question "Are you currently working in a school or Early Childhood service? "#18 is one of the following answers ("Yes")

A 1.1.4 Your current work within a school or Early Childhood service

ID: 25

Which of the following positions do you fulfil within your school or Early Childhood service? *(select all that apply)**

- ☐ General Classroom Teacher
- ☐ Master Teacher
- ☐ Specialist Teacher
- ☐ Special Education Teacher
- ☐ Head of Curriculum
- ☐ Year Level Coordinator
- ☐ Other (*please specify*): _____ *
- ☐ Head of Department
- ☐ Deputy Principal
- ☐ Principal
- ☐ Early Childhood Teacher
- ☐ Early Learning Advisor
- ☐ Director

ID: 26

In the last two years, what year levels have you taught? *(select all that apply)**

- ☐ Early Childhood
- ☐ Prep
- ☐ Year 1
- ☐ Year 2
- ☐ Year 3
- ☐ Year 4
- ☐ Year 5
- ☐ Year 6
- ☐ Year 7
- ☐ Year 8
- ☐ Year 9
- ☐ Year 10
- ☐ Year 11
- ☐ Year 12
- ☐ Did not teach

ID: 27

What is your current employment type? *(select all that apply)**

- ☐ Full-time
- ☐ Part-time (2.5-4 days per week)
- ☐ Part-time
- ☐ Permanent
- ☐ Fixed-term contract (1+years)
- ☐ Fixed-term contract
- ☐ Casual/supply

ID: 28

Is your current type of teaching employment a personal choice? *

- Yes
- No

ID: 29

Rate your level of satisfaction with your current type of teaching employment?*

- Very dissatisfied
- Satisfied
- Dissatisfied
- Very satisfied
- Somewhat satisfied

ID: 30

Please briefly explain your response.*

ID: 31

How long have you been working as a teacher over the period of your teaching career *(please exclude periods of absence)?**

- ○ Less than 1 year
- ○ 1-2 years
- ○ 3-5 years
- ○ 6-10 years
- ○ More than 10 years

ID: 209

In which of the following sectors are you currently employed in any role including teaching and/or administration?*

- ☐ Government/State
- ☐ Catholic
- ☐ Other (*please specify*): _____ *
- ☐ Independent

ID: 33

Is your current workplace a….*

- ○ Primary School
- ○ Secondary School
- ○ P-12 school
- ○ Special School
- ○ Early Childhood setting
- ○ Other (*please specify*): _____ *

ID: 210

Please provide the name and postcode of the suburb that your school/centre is located in. (*Suburbs and postcodes will be aggregated to look at trends across larger regions; to ensure confidentiality they will not be used for identification purposes.)**

Suburb: _____

Postcode: _____

A 1.1.5 Choosing teaching

Logic: Show/hide trigger exists.

ID: 36

Was teaching your first choice for a career?*

- Yes
- No

ID: 37

Please explain why/why not.*

Logic: Show/hide trigger exists. Hidden unless: Question "Was teaching your first choice for a career?" #33 is one of the following answers ("No")

ID: 38

As teaching was your second or subsequent career choice, did you previously work in another industry/profession?*

- Yes
- No:

Logic: Hidden unless: Question "As teaching was your second or subsequent career choice, did you previously work in another industry/profession?" #35 is one of the following answers ("Yes")

ID: 39

Please specify the main industry/profession you worked in previously.*

ID: 40

When did you first start thinking about becoming a teacher?*

- While still at school
- As a Year 12 leaver on initial application to university
- During enrolment in a degree other than teaching
- While employed in another field
- Other (*please specify*): _____ *

ID: 42

How much influence did the following information and marketing sources have on your decision to become a teacher?*

	A lot	Some	Not much	None	Not applicable	Do not recall
Internet sites						
TV advertisements						
News stories						
Social media (e.g. Facebook)						
Radio advertisements						
Career fairs						
University promotional material						

ID: 52

How much influence did other people have on your decision to become a teacher?*

	A lot	Some	Not much	None	Not applicable
Parents/family					
Partner					
Friends					
Teachers					
Guidance officer					
Career advisor					
Work colleagues					

ID: 67

How did you perceive others' reactions to your decision to become a teacher?*

	Supportive/ Positive	Indifferent/ Neutral	Unsupportive/ Negative	Not applicable
Parents/ family				
Partner				
Friends				
Teachers				
Guidance officer				
Career advisor				
Work colleagues				

ID: 82

Is your teaching qualification and/or career… *(select the option that most applies to you)**

- A lifelong career
- A step towards a leadership role within schools or Early Childhood service
- A step towards employment within a related field outside of school or Early Childhood Settings
- A temporary career until you change into another unrelated field
- A career you can fall back on if/when other employment is difficult to find
- Useful to maintain teaching registration for different career and professional opportunities

ID: 83

What were your main reasons for wanting to become a teacher? *

ID: 84

Have your reasons changed since obtaining your teaching qualifications? Please briefly explain why or why not.*

- Yes: *
- No:

Logic: Hidden unless: Question "Are you currently working in a school or Early Childhood service? "#18 is one of the following answers ("Yes")

ID: 85

What factor influenced you the most to remain in the teaching profession?*

ID: 86

What are attractive reasons for someone to consider teaching in Queensland as a career choice?*

Page entry logic: This page will show when: Question "Over your teaching career, have you mostly taught in the curriculum areas linked to your qualifications?" #17 is one of the following answers ("Yes, I've mostly taught within these areas", "I've sometimes taught within these areas", "No, I've rarely taught within these areas")

A1.2 Survey questions - Factors Influencing Teaching Choice - 1

For each statement below, please rate how important it is in YOUR decision to be a teacher from 1 (not at all important in your decision) to 7 (extremely important in your decision).

Please select the number that best describes the importance of each.

 For more information on FIT-Choice Scale click here.

ID: 87

I am a teacher because...*

	1	2	3	4	5	6	7
I am interested in teaching	○	○	○	○	○	○	○
Part-time teaching could allow more family time	○	○	○	○	○	○	○
My friends think I should be a teacher	○	○	○	○	○	○	○
As a teacher I have lengthy holidays	○	○	○	○	○	○	○
I have the qualities of a good teacher	○	○	○	○	○	○	○
Teaching allows me to provide a service to society	○	○	○	○	○	○	○
I've always wanted to be a teacher	○	○	○	○	○	○	○
Teaching is a useful job for me to have when travelling	○	○	○	○	○	○	○
Teaching allows me to shape child/adolescent values	○	○	○	○	○	○	○
I really enjoy the topics I teach	○	○	○	○	○	○	○
I was unsure of what career I wanted	○	○	○	○	○	○	○
I like teaching	○	○	○	○	○	○	○

I want a job that involves working with children/adolescents							
Teaching offers a steady career path							
Teaching hours fit with the responsibilities of having a family							
I have had inspirational teachers							
As a teacher I have a short working day							
I have good teaching skills							
Teachers make a worthwhile social contribution							
A teaching qualification is recognised everywhere							
Teaching allows me to influence the next generation							
My family think I should be a teacher							
I want to work in a child/adolescent-centred environment							
Teaching provides a reliable income							
School holidays fit in with family commitments							
I have had good teachers as role-models							
Teaching enables me to 'give back' to society							
I was not accepted into my first-choice career							
Teaching allows me to raise the ambitions of underprivileged youth							

I like working with children/adolescents	○	○	○	○	○	○	○
Teaching is a secure job	○	○	○	○	○	○	○
I have had positive learning experiences	○	○	○	○	○	○	○
People I've worked with think I should be a teacher	○	○	○	○	○	○	○
Teaching is a career suited to my abilities	○	○	○	○	○	○	○
A teaching job allows me to choose where I wish to live	○	○	○	○	○	○	○
I chose teaching as a last-resort career	○	○	○	○	○	○	○
Teaching allows me to benefit the socially disadvantaged	○	○	○	○	○	○	○
The subject/s that I teach, interest me deeply	○	○	○	○	○	○	○
Teaching allows me to have an impact on children/adolescents	○	○	○	○	○	○	○
Teaching allows me to work against social disadvantage	○	○	○	○	○	○	○
I want to share my passion for my subject area/s	○	○	○	○	○	○	○

Page entry logic: This page will show when: Question "Over your teaching career, have you mostly taught in the curriculum areas linked to your qualifications?" #17 is one of the following answers ("Yes, I've mostly taught within these areas", "I've sometimes taught within these areas", "No, I've rarely taught within these areas")

A1.3 Survey questions - Factors Influencing Teaching Choice - 2

For each question below, please rate the extent to which YOU agree it is true about teaching, from 1 (not at all) to 7 (extremely).

ID: 131

Beliefs About Teaching - Please select the number that best describes your agreement for each.*

	1	2	3	4	5	6	7
Do you think teaching is well paid?	○	○	○	○	○	○	○
Do you think teachers have a heavy workload?	○	○	○	○	○	○	○
Do you think teachers earn a good salary?	○	○	○	○	○	○	○
Do you believe teachers are perceived as professionals?	○	○	○	○	○	○	○
Do you think teachers have high morale?	○	○	○	○	○	○	○
Do you think teaching is emotionally demanding?	○	○	○	○	○	○	○
Do you believe teaching is perceived as a high-status occupation?	○	○	○	○	○	○	○
Do you think teachers feel valued by society?	○	○	○	○	○	○	○
Do you think teaching requires high levels of expert knowledge?	○	○	○	○	○	○	○
Do you think teaching is hard work?	○	○	○	○	○	○	○
Do you believe teaching is a well-respected career?	○	○	○	○	○	○	○
Do you think teachers feel their occupation has high social status?	○	○	○	○	○	○	○
Do you think teachers need high levels of technical knowledge?	○	○	○	○	○	○	○

ID: 186

Being A Teacher - Please select the number that best describes your agreement for each.*

	1	2	3	4	5	6	7
Are you being encouraged to pursue careers other than teaching?	○	○	○	○	○	○	○
How satisfied are you with your choice of being a teacher?	○	○	○	○	○	○	○
Do others tell you teaching was not a good career choice?	○	○	○	○	○	○	○
How happy are you with your decision to be a teacher?	○	○	○	○	○	○	○
Do others influence you to consider careers other than teaching?	○	○	○	○	○	○	○

APPENDIX 2: PERMISSION TO USE FIT-CHOICE

For information about this work, please contact Helen M. G. Watt and Paul W. Richardson.

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APPENDIX 3: INFORMATION LETTER

Investigating factors that influence the choice of teaching as a career

INFORMATION LETTER

Background context to the project
In August 2015, the Queensland College of Teachers (QCT) engaged the University of Newcastle to review recent literature on factors that influence the choice of teaching as a first career.The review found that there had been very little research carried out between 2005–2015 that specifically examined factors that influence the choice of teaching as a first career. Shortened background information.

What is the current research project about?
The QCT has engaged the Learning Sciences Institute Australia (LSIA) to further investigate the factors that influence the choice of teaching as a career.*The focus of this current research is to understand what the factors were that led you, a currently registered teacher, to choose teaching as a career.*

What is expected from you in this project?
We would like you to complete an online survey.This survey is depending on responses, up to approximately 25 minutes.The survey investigates the factors that influenced you in choosing teaching as a career.

Who are the participants in this project?
Participants are a sample of registered Queensland teachers who gained registration here within the past 10 years.

Are there any risks associated with participating in this project?
Survey responses are sent directly to LSIA. Participants provide background demographic data useful for analysis purposes; this information is not linked to names or email addresses.Reporting of the background data will be aggregated to ensure anonymity of respondents.The project is low risk with the privacy of all participants protected through the use of pseudonyms if required when drawing on open ended responses for exemplification purposes.

What are the benefits of participating in this project?
Your response to this survey will assist in developing a firmer understanding of the influences for uptake of teaching as a career. Your response will inform decision-making and reflection on policies linked to the promotion of teaching as a profession.It is your turn to have a say.

At the close of the survey, you also have the chance to provide your email address to go into the draw for one of four Dymocks gift cards (value $50). This aspect of the project is voluntary, and your email address is not connected to your survey response. The vouchers are provided as a thank you for participating in allowing us to better understand why you chose teaching as a career.

Can I withdraw from the study?
Participants can withdraw at any time by leaving the online survey website. Once participants *"Submit"* the responses cannot be deleted or retrieved for withdrawal as responses are anonymous.

Will anyone else know the results of the project?
The data is held by LSIA.QCT will receive the aggregated results of the project in a report and further dissemination will appear in scientific publications. The final report will include detailed analysis of survey results along with recommendations on what strategies can be pursued by the QCT and its stakeholders to better promote the teaching profession as a choice of career. A complete demographic breakdown of the survey group (or all Queensland teachers) using internal data with a summary of findings. The final report will further include a detailed analysis of survey results along with recommendations on strategies the QCT and its stakeholders could pursue to better promote the teaching profession.

What if I have a complaint or any concerns?
The project has been reviewed by the Human Research Ethics Committee at Australian Catholic University (review number 2016-206E). If you have any complaints or concerns about the conduct of the project, you may write to the Manager of the Human Research Ethics Committee care of the Office of the Deputy Vice Chancellor (Research).

Manager, Ethics
c/o Office of the Deputy Vice Chancellor (Research)
Australian Catholic University, North Sydney Campus
PO Box 968, NORTH SYDNEY, NSW 2059
Ph.: 02 9739 2519
Email: resethics.manager@acu.edu.au

Any complaint or concern will be treated in confidence and fully investigated. You will be informed of the outcome.

This research offers empirical evidence of what Queensland teachers have to say in response to a key question: Why choose teaching? It provides stakeholders with information about specific drivers of choice that can be used to inform targeted recruitment strategies and decision development. It identifies the intrinsic motivators that influence a person's choice to become a teacher, who influences their decision and how this information can be used. The report is data rich and illuminating at both the quantitative and qualitative level and a potential catalyst in changing how the profession should be promoted to various demographic groups.

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