

*Teacher Cognition:
The effects of prior experience on
becoming a teacher*

by

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Faculty of Education and Social
Work
Doctorate of Philosophy
2007*

Volume II

VOLUME II

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TABLE 1
 Characteristics of 42 studies and key variables, studies grouped alphabetically

Study	Method	University	N	Key Variables	Sample Population
Anderson & Anderson (1995)	Survey	WMU	1405	Attitudes Efficacy Preferences	Entering
Anderson et al (2000)	Case Study	Michigan ³ State		Views about & of teaching	Entering
Avery & Walker (1993)	Survey	Minnesota	152	Perceptions of gender/race	Entering
Barry & Lechner (1995)	Survey	Auburn	73	Cultural awareness	Entering plus other cohorts
Bird et al (1993)	Interview	MSU	9	Beliefs	Entering
Bodycott (1997)	Combination ²	Singapore	12	Self-perceptions	Possible entering*
Brookhart & Loadman (1996)	Survey	Duquesne	936	Views about & of teaching	Entering+
Bullough & Stokes (1994)	Writing	Utah	22	Metaphors	Entering
Carter et al (1993)	Survey	Notre Dame, Australia	59	Self-perceptions	Entering
Carrington (2002)	Combination ⁴	Newcastle, UK	289	Views about & of teaching	Entering [^]
Chan (1999)	Interview	Hong Kong	20	Beliefs	Entering
Gomez et al (2000)	Case Study	Wisconsin	2	Beliefs	Entering
Graue & Brown (2003)	Survey	Wisconsin	130	Beliefs	Entering
Gurney (1995)	Survey	Sutherland Secondary Michigan	151	Metaphors	Entering [#]
Harrington & Hathaway (1995)	Computer conferencing	Michigan	27	Multicultural education	Entering
Herbert et al (1998)	Combination ¹	SLU	239	Efficacy	Entering plus other cohorts
Holt-Reynolds (1992)	Interview	MSU	9	Beliefs	Possible entering*
Jensen (1998)	Synthesis	Utah	Ng	Conceptions	Possible entering*
Jensen (2001)	Case Study	Utah	4	Changing concepts	Possible entering*
Johnson (1992)	Interviews	UT Queensland	25	Self-perceptions	Entering plus other cohorts
Johnson, et al (1999)	Survey	Belfast	334	Perceptions of teaching	Entering plus other cohorts

TABLE 1 (Continued)

Kagan (1992)	Synthesis	Alabama	Ng	Developmental growth	Entering plus other cohorts
Kile (1993)	Interpretive	Arizona	22	Most Memorable Teacher Beliefs	Entering
Klein (1996)	Survey	W. Ontario	279		Entering
Kyriacou & Coulthard (2000)	Survey	York	298	Views about & of teaching	Possible entering*
Kyriacou et al (1999)	Combination ⁴	York Starvanger	217	Views about & of teaching	Entering
Kyriacou et al (2003)	Survey	York Starvanger	196	Expectations	Entering
Mayer-Smith et al (1994)	Interviews	British Columbia 4 Simon Fraser		Beliefs	Entering
Mahlis & Maxson (1995)	Survey	Florida	134	Beliefs	Entering
Mahlis & Maxson (1998)	Combination ¹	Kansas	253	Metaphors	Entering
Maxson & Mahlis (1994)	Interpretive	Florida	20	Ideal teacher & student	Entering
McCall (1995)	Combination ²	Wisconsin	21	Cultural awareness	Possible entering*
Mertz & McNeely (1992)	Survey	Tennessee	52	Teacher's role	Entering
Minor et al (2000)	Combination ³	Valdosta	134	Perceptions	Entering plus other cohorts
Morales (2000)	Case Study	CSU	23	Cultural	Entering plus other cohorts
Mueller & Skamp (2003)	Interview	British Columbia	12	Views about & of teaching	Entering [#]
Nettle (1994)	Survey	UNSW	386	Activity Motivation Relations Structuring Perceptions of teaching	Entering plus other cohorts
Reid & Thornton (2000)	Combination ⁴	Ng	1611		Entering
Richards & Killen (1994)	Survey	Newcastle	631	Expectations	Entering plus other cohorts
Ross & Smith (1992)	Case Study	Florida	6	Perspectives	Entering

TABLE 1 (Continued)

Sugrue (1996)	Interview	Ireland	15	Lay theories	Possible entering*
Von Wright (1997)	Combination4	Stockholm	378	Metaphors	Entering
White (2000)	Synthesis	Memphis	Ng	Changing concepts	Possible entering*

Survey = pencil and paper methodologies to include surveys, questionnaires and tests.

Computer conferencing = Dialogical Community Exercise (DCE) is a structured computer conferencing

activity that provided the text for analysis.

Synthesis = researchers used study specific criteria to select those studies deemed relevant for use in study's comparison, analysis or critique.

Writing = primary source was students' journal, papers and other written assignments.

Combination1 = methodologies of survey and written work analysis were utilized in study.

Combination2 = methodologies of writing and interview were utilized in study.

Combination3 = methodologies of survey and phenomenological analysis were utilized in study.

Combination4 = methodologies of survey and interview were utilized in study.

Ng = not given

The study uses only Science Education majors but the research question was academic subject

independent, therefore this study was not excluded.

* The status of the whether the participants were entering or not could not be established, but enough

information was provided to indicate that participants could be entering, therefore these studies were

not excluded.

+ The study focused mainly on comparing Male Elementary Student teachers to other subpopulations,

but due to the extensive comparisons, this study was not excluded.

^ The study focus was on the views of ethnic minority pre-service teachers' view of themselves as 'role

models' for minority children, however the research instrument asked for motives for entering teacher

education and images of the profession, therefore this study was not excluded



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PARTICIPANT CONSENT FORM

TEACHER COGNITION: THE AFFECTS OF PRIOR EXPERIENCE ON BECOMING A TEACHER

BY

STEVEN SEXTON

I,
[name]

of
[address]

have read and understood the information for participants on the above named research study and have been given the opportunity to discuss it with the above named research investigator.

.....
[signature]

I am aware of the procedures involved in the study, including any inconvenience, risk, discomfort or side effect, and of their implications. I understand that if I am contacted for interviews, the interviews will be audio taped.

.....
[signature]

I freely choose to participate in this study and understand that I can withdraw without compromise at any time.

I also understand that the research study is strictly confidential.

I hereby agree to participate in this research study.

Signature:

Name:

Date:

Telephone:

Signature of witness:

Name of witness:



RESEARCH STUDY INTO TEACHER COGNITION: THE AFFECTS OF PRIOR EXPERIENCE ON BECOMING A TEACHER

SUBJECT INFORMATION SHEET

You are invited to take part in a research study into, How do preservice teachers interpret prior teacher experiences as to the type of teacher they do and do not want to become. The object is to investigate what relationships exist between how teacher candidates entering teacher education programs interpret prior teacher experiences using a questionnaire. Then after establishing what relationships may exist between primary-secondary, male-female, undergraduate-postgraduate, and those candidates straight out of undergraduate courses-returning students, to further explore these relationships in one to one interviews based on responses to the questionnaire. The study is being conducted by Steven Sexton and will form the basis for the degree of Doctor of Philosophy at The University of Sydney.

If you agree to participate in this study, you will be asked to complete the six-part questionnaire titled, "What Was School Like". Completion of the questionnaire should take approximately fifteen minutes and then be returned to the researcher in the supplied postage-paid return envelope. Then before starting your teacher training program, you may be contacted for a one-to-one interview lasting approximately an hour to further explore your responses to the questionnaire. These interviews will be audio taped.

All aspects of the study, including results, will be strictly confidential and only the investigator's name above will have access to information on participants. A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report.

Participation in this study is entirely voluntary: you are not obliged to participate and - if you do participate - you can withdraw at any time.

When you have read this information, Steven Sexton is able to discuss it with you further and answer any questions you may have. If you would like to know more at any stage, please feel free to contact Steven Sexton. This information sheet is for you to keep.

Any person with concerns or complaints about the conduct of a research study can contact the Manager for Ethics Administration, University of Sydney on (02) 9351 4811.

PART 1:

WHAT WAS SCHOOL LIKE?

Code: _____ Age: ___ 22 or younger
 (Please circle) Undergraduate / Postgraduate ___ 23 to 30
 Primary / Secondary ___ 31 to 45
 If Secondary: Main area(s)? ___ 46 to 65
 _____ ___ 65 or older

Sex: (Please circle) Female / Male

Your Overall Experience Was
 (please answer for both Primary and Secondary School)

	___	.....	Positive	.....	___
Primary	___	.....	Neutral	.....	___
Secondary	___	.....	Negative	.....	___
	___	.....	Mixed	.....	___

PART 2:

The School Experience May Be Best Described As
 (please answer for both Primary and Secondary School)

	___	.....	in a family	.....	___
	___	.....	on a team	.....	___
	___	.....	in a garden	.....	___
	___	.....	at a circus	.....	___
Primary	___	.....	in a prison	.....	___
	___	.....	in a zoo	.....	___
	___	.....	on a stage	.....	___
	___	.....	in a crowd	.....	___
	___	.....	in a factory	.....	___
			Other (describe)		

Why Do You Describe Your Experience So?

	_____	_____
	_____	_____
Primary	_____	_____
	_____	_____

PART 3:

What Should Your School Experience Have Been Like?
(please answer for both Primary and Secondary School)

	_____	.....	as in a family	.....	_____
	_____	.....	as on a team	.....	_____
	_____	.....	as in a garden	.....	_____
	_____	.....	as at a circus	.....	_____
Primary	_____	.....	as in a prison	.....	_____
Secondary	_____	.....	as in a zoo	.....	_____
	_____	.....	as on a stage	.....	_____
	_____	.....	as in a crowd	.....	_____
	_____	.....	as in a factory	.....	_____
			Other (describe)		
	_____				_____
	_____				_____
	_____				_____
	_____				_____

Why Do You Say That Above?

Primary	_____	_____	Secondary
	_____	_____	
	_____	_____	
	_____	_____	
	_____	_____	
	_____	_____	
	_____	_____	
	_____	_____	
	_____	_____	
	_____	_____	

PART 4:

How Would You Describe Yourself?

Please read the following statements about yourself carefully, and indicate your reaction to each of them by circling one of the four choices provided, namely, SA (strongly agree), A (agree), D (disagree), or SD (strongly disagree). Needless to say, there are no right or wrong answers – just your own feelings about yourself.

On the whole, I am satisfied with myself	SA	A	D	SD
At times I think I am no good at all	SA	A	D	SD
I feel that I have a number of good qualities	SA	A	D	SD
I am able to do things as well as most other people	SA	A	D	SD

I feel I do not have much to be proud of	SA	A	D	SD
I certainly feel useless at times	SA	A	D	SD
I feel that I am a person of worth, at least on an equal plane with others	SA	A	D	SD
I wish I could have more respect for myself	SA	A	D	SD
All in all, I am inclined to feel that I am a failure	SA	A	D	SD
I take a positive attitude toward myself	SA	A	D	SD

PART 5:

Thinking About Life, Etc.

“Speech is a mirror of the soul: as a man speaks, so is he.” (Syrus)

“Time the devourer of all things.” (Ovid)

“Sleep is a death ...” (Sir Thomas Browne)

“For love is heaven, and heaven is love.” (Sir Walter Scott)

One finds this kind of expression everywhere --- such a way of description somehow gets to the core of a given human experience, captures its flavour, and communicates its essence.

Now, if you were to come up with some expression that grasps your sense of Teaching, what Teaching is all about to you, what would that be?

How would you describe your sense of TEACHING? _____

Why? _____

PART 6(a): Describing People

- A. Think about students you are going to work with. Suppose you can choose your IDEAL types at will – how would you describe such students? Please pick **any eight characteristics** from the list of 62 on the next page, PART 6(b) that, to you, best capture the features, traits, manners, and characteristics of your ideal students.

- | | |
|----------|----------|
| 1) _____ | 5) _____ |
| 2) _____ | 6) _____ |
| 3) _____ | 7) _____ |
| 4) _____ | 8) _____ |

- B. Now, think about your IDEAL teacher. What would best characterise such a person? Please choose **any eight characteristics** from the list of 62 in PART 6(b) for her/him.

- | | |
|----------|----------|
| 1) _____ | 5) _____ |
| 2) _____ | 6) _____ |
| 3) _____ | 7) _____ |
| 4) _____ | 8) _____ |

PART 6(b):

Ideal Checklist of Characteristics

- | | | | |
|-----------|--|--|---|
| | <input type="checkbox"/> Visionary | <input type="checkbox"/> Negativistic | <input type="checkbox"/> Receptive to others' ideas |
| | <input type="checkbox"/> Quiet | <input type="checkbox"/> Likes to work alone | <input type="checkbox"/> Unwilling to accept others |
| | <input type="checkbox"/> Timid | <input type="checkbox"/> Reserved | <input type="checkbox"/> Affectionate |
| excel | <input type="checkbox"/> Industrious | <input type="checkbox"/> Non-conforming | <input type="checkbox"/> Desire to |
| | <input type="checkbox"/> Physically strong | <input type="checkbox"/> Becomes preoccupied | <input type="checkbox"/> A self-starter |
| | <input type="checkbox"/> Curious | <input type="checkbox"/> Sense of humour | <input type="checkbox"/> Sophisticated |
| | <input type="checkbox"/> Sense of beauty | <input type="checkbox"/> Self-sufficient | <input type="checkbox"/> Haughty, self-satisfied |
| | <input type="checkbox"/> Determined | <input type="checkbox"/> Self-confident | <input type="checkbox"/> Stubborn |
| | <input type="checkbox"/> Never bored | <input type="checkbox"/> Courteous | <input type="checkbox"/> Energetic |
| | <input type="checkbox"/> Strives for distant goals | <input type="checkbox"/> Always asking questions | <input type="checkbox"/> Independent thinking |
| difficult | <input type="checkbox"/> Talkative | <input type="checkbox"/> Obedient | <input type="checkbox"/> Attempts tasks |
| | <input type="checkbox"/> Fault-finding | <input type="checkbox"/> Willing to take a risk | <input type="checkbox"/> Regresses occasionally |
| | <input type="checkbox"/> Sincere | <input type="checkbox"/> Competitive | <input type="checkbox"/> Spirited in disagreement |
| assertive | <input type="checkbox"/> Persistent | <input type="checkbox"/> Popular, well-liked | <input type="checkbox"/> Self- |

	<input type="checkbox"/> Versatile	<input type="checkbox"/> Emotionally sensitive	<input type="checkbox"/> Emotional
	<input type="checkbox"/> Thorough	<input type="checkbox"/> Intuitive	<input type="checkbox"/> Altruistic
others	<input type="checkbox"/> Domineering	<input type="checkbox"/> Courageous	<input type="checkbox"/> Critical of
	<input type="checkbox"/> Willing to accept others judgment	<input type="checkbox"/> Bashful	<input type="checkbox"/> Independent judgment
complex	<input type="checkbox"/> Disturbs class	<input type="checkbox"/> A good guesser	<input type="checkbox"/> Prefers tasks
well	<input type="checkbox"/> Considerate	<input type="checkbox"/> Does work on time	<input type="checkbox"/> Remembers
	<input type="checkbox"/> Adventurous	<input type="checkbox"/> Healthy	

Phase 2 Interview Protocol

Interviews will be held on the respective campus of each participating teacher education institution in their Faculty of Education Building. Interviews will be scheduled at times of mutual convenience and will be audio taped for future transcription. Interviewees will be reminded of this fact and reassured about confidentiality. The researcher will conduct all interviews.

Interviews will be conducted in three parts. Part 1 will be the greeting and warm-up prior to audio tape recording to establish the atmosphere and settle the interviewee into the interview. Part 2 (begins audio taping) will use stimulated recall interviews. This part of the interview will use the respondents' own questionnaires to explore those reasons and meanings behind their reported responses in regards to their prior schooling experiences. And Part 3 will use unstructured interviews to allow each interviewee to best present his/her Life Story about their interpretation of prior teacher experiences as to the type of teacher they do and do not want to become.

Part1:

Good morning/afternoon/evening _____. How are you today?

Thank you for your participation in this study and I want to remind you that your confidentiality will be assured even though this interview will be audio taped. At no time will your name be associated with this tape and I will refer to you by your questionnaire number if any personal address is required. Do you have any questions about this interview or research study before we begin?

Part 2: (begin audio-taping)

In your questionnaire, you said your overall primary school experience was _____, and selected the metaphor _____ how was primary school like _____?

You then selected the metaphor _____ for primary schooling should have been, *If there is a difference between what the school experience was like and should have been like, ask them how should primary school have been _____ and not _____.*

You then said your overall secondary school experience was _____, and selected the metaphor _____ how was secondary school like this?

You then selected the metaphor _____ for secondary schooling should have been, *If there is a difference between what the school experience was like and should have been like, ask them how should secondary school have been _____ and not _____.*

In your questionnaire, you listed as the eight IDEAL student characteristics _____, _____, _____, _____, _____, _____, _____ and _____. How do these make the IDEAL student?

Is this how you were or saw yourself as a student?

Now in your questionnaire, you described your sense of Teaching as _____, Is this how you see teaching?

Is this how you were taught?

Part 3:

You selected the eight IDEAL teacher characteristics of _____, _____, _____, _____, _____, _____, _____ and _____. How do these make the IDEAL teacher?

Is this how you see yourself as a teacher?

If yes, in what ways?

- Did you have teachers who were like this? For example in Primary school? Secondary school?
- Did you have teacher who were not like this? For example in Primary school? Secondary school?

IF NO, TRY TO GET EXPLICIT REASONS WHY NOT

- How where your teachers not like this? For example in Primary school? Secondary school?

At this point I want interviewee to feel free to explore these eight characteristics and reasons why they were chosen, this should result in well remembered events of prior teachers – if these are not forthcoming, explicitly ask for them.

Interview will conclude when interviewee wishes to stop, the researcher has gathered all the information needed or any further questioning will produce only repetitive/superfluous data.

Phase 3 Interview Protocol

Interviews will be held on the respective campus of each participating teacher education institution in their Faculty of Education Building. Interviews will be scheduled at times of mutual convenience and will be audio taped for future transcription. Interviewees will be reminded of this fact and reassured about confidentiality. The researcher will conduct all interviews.

Interviews will be conducted in two parts. Part 1 will be the greeting and warm-up prior to audio tape recording to establish the atmosphere and settle the interviewee into the interview. Part 2 (begins audio taping) will use stimulated recall interviews. This part of the interview will begin with the respondents' own previous interview transcriptions to refresh their memory of the first interview for phase two. Then unstructured interviews will allow each interviewee the opportunity to express in his/her own words the affects of their first teaching experience on how they see themselves as teachers.

Part1:

Good morning/afternoon/evening _____.

Thank you for agreeing to this second interview. Similar to the first interview, even though this will be audio-taped, I will only refer to you by your questionnaire number to ensure your confidentiality as at no time will your name be associated with this audio-tape. Do you have any questions about this interview or research study before we begin?

Part 2: (begin audio-taping)

In your first interview, you described your Ideal Teacher as a teacher who is _____, _____, _____, _____, _____, _____, _____, and _____.

Is that how you still see your Ideal Teacher?

If yes, how?

If no, what has changed?

In your first interview, you described you Sense of Teaching as _____.

Is that how you still see teaching?

If yes, how has this teaching experience re-enforced this belief?

If no, how has this teaching experience altered this belief?

While you were actually teaching or when reflecting on a lesson taught, did you remember reacting/behaving/responding like _____ (specific teacher mentioned from first interview)?

If yes, how?

If no, in what ways can you see _____ (specific previous teacher mentioned) in your teaching?

Is this a positive influence? How?

Is this a negative influence? How?

University Entry Requirements

The University of Sydney:

The University of Sydney requires its Master of Teaching students to complete a Mediated Reflection assignment as part of the program. During the initial phase of the Master of Teaching program, all students are required to complete a Mediated Reflection on what education, curriculum, the role of the learner and the role of the teacher mean to them. The primary source material for this assignment comes from journals the students are requested to maintain over the length of the phase. The intent of the journal is for students to reflect upon course content, focus group discussions and current events in education. The first recommended journal entry is that students reflect upon their own educational experiences and the roles played by individuals in those experiences.

The University of Sydney begins its Bachelor of Education programs with all students enrolling in the same foundation education courses, Education 101 and 102. The focus of these courses is to break the pre-service teachers from their previous role as the student and to re-engage them with the educational activity under new terms as prospective teachers. In doing this, these courses seek to develop within the teacher candidates an understanding of education, teachers and the work of teaching with a sense of reflection and professional orientation. This process culminates with a written assignment on the 'life and work study of a teacher.'

The University of Auckland:

The University of Auckland requires all its students to complete a questionnaire on what beliefs they hold about teaching and learning. This questionnaire is then repeated near the end of the programme for students to re-examine their beliefs and report on any changes in their beliefs. The programmes' course content begins with lectures focusing on teacher candidates' beliefs and practices leading into a reflective thought assignment. This assignment has the student teacher observe an associate teacher's

lesson and then interview them about how the class was conducted and why it was conducted in that manner.

Conventions Used For Transcripts

I conducted all interviews and transcribed all the audio-taped interviews. The following consistencies were employed throughout the transcribing:

1. Verbal pauses by the interviewee were typed as: uhhh, ummm or ahhh
2. When the interviewee needed prompting, this was transcribed as comments in parenthesis: ()
3. Verbal utterances made by the interviewee while the researcher was establishing the context of the next topic were also transcribed in parenthesis: ()
4. Comments by the interviewee that have been removed have been described in brackets as to the reason why removed from the text: ()
5. When a word by the interviewee was unable to be understood, it was replaced with three hyphens in the text: ---
6. The names of explicitly remembered teachers or schools were replaced with three underscores and only the gender identifier was carried through the text: Mr. ____, Mrs ____, Miss ____ or ____ School
7. Laughing during the interview that broke the flow of the conversation was indicated with brackets, [laugh]; if it was only a short utterance that did not affect the flow of the conversation, it was not transcribed
8. Pauses in the conversation that were excessively long and as a result broke the flow of the conversation were indicated with brackets: [pause] or [long pause]. The interviewee was not interrupted by the researcher if they looked to be trying to recall a specific incident or trying to answer a question until it became apparent the train of thought was gone or it seemed to the researcher that the interviewee was not going to offer any more information on that topic
9. Interviewees' comments were treated as a stream of conscious utterance and therefore only commas were utilised to show natural breaks in the utterance, or to break up repeated words and phrases
10. When interviewees' utterances were sufficiently long, the researcher did not break the transcription but tape counter locations were used as

an indication of where within the utterance the various segments are located

11. Verbal encouragements by the researcher were transcribed as: (uh hmmm)
12. When the interviewee was expounding on a point and then lost their train of thought and it appeared to the interviewer that no more information was forthcoming and a follow-up or new question was required, the interviewee's narrative ended in three full-stops: ...

The original audio-taped recordings are held by The University of Sydney in a secure locked facility in accordance with the Ethics' approval of this research study.

Interview Isabella – Postgraduate secondary traditional female

Tape Transcript

- 000 Begin the interview
- 001 Now in your questionnaire you said your overall primary school experience was positive (yes) as it was acting on a stage as the kids were always trying to out perform each other (yes), ummm that you said it should have been more like on a team were there was more inclusion (yes). How was primary like being on that stage?
- 004 Okay ummm, well I moved my primary school was in a country area and I moved first from a very small country town to a larger country town and when I first got there of course no one knows who you, you are the new kid, so I suppose when I first started and I, it is very clear in my mind when I first arrived and the new, bigger school and children like you just, I suppose they were watching and watching is a lot of how children behaved and now that I am older and look back, I think how petty some things were about, look at my new school bag, oh cost \$400, and ohhh and things that they have that are new and that would be sort of the rich children whose parents had been in that town for generations upon generation whereas my family just moved there, and in, in that way I suppose being the fact you know, it was mainly I suppose that way of being on a stage, but that was just two years of it, that was there, it's just basically relating children to children, nothing really to do with the teachers or anything, but ummm, and then to say it was like a team well, ideally ummm, if, if I don't know, I suppose it's just a bit humanity there they are not everyone will get along each other but I suppose as a team yeah, like that, that I suppose I always felt a bit on the outside as well, but I was in still new in school and I suppose I wanted to feel to be more included.
- 022 Okay, that collaborative working together (yeah), because you also said secondary was positive (that's right) and that it was like being in a garden ummm basically because you said it was and all girl school (yelp) and at secondary they were more mature, but you actually did a lot of outside stuff, you were allowed to sit outside (yelp) but that secondary should have been like a stage where more opportunities to display skills (yes), how was secondary in a garden?
- 027 Oh any garden, I always think of secondary as ahhh, junior secondary as like compared to when you get to year 11 and 12 its way high stress in the whole HSC, your assessment and all this is counting towards this mark you know, so the garden, now that I look back it was more like ohhh, school was just so fun because you started in year 7 and you met people and I went to a boarding school, so people joined in year 7, I was a day student because I lived in the town but students would come from other isolated farming areas or to you know, sort wealthy farming areas and so their parents could afford for them to go to boarding school, so in that it was

great just like it just I started in year 7 so you start off with a lot of, ummm, getting to know you and it was a private school so we went away on a getting to know you camp, ummm, we ummm, did a lot to really include ummm, and when I think of sitting in a garden I really do think because the school had very beautiful gardens and lawns and we, my friends and I would often sit and I think I am taking the literal sense in some ways, just have some sense of pretty cruisey, so it was not so much stress, and then coming to year 11 and 12 it was really ummm, all right this is what you gotta do and so the garden stopped and no more relaxed or what's pleasant or that sort of thing, ummm and also I suppose I say on a stage ummm for secondary, that it should be yeah, I (should have been on a stage) ummm yeah, ummm I suppose there are friends of mine who worked really, really hard but they were quite about it and ummm if like a good friend of mine worked very hard and before the HSC marks had been given out at the end of the year 12 year they gave out five prizes to girls who they thought would sort of you know, the highest ranking people who were probably get dux but because we didn't get our HSC marks, they say that they were the top of the class, they gave five awards to five girls that had worked and year 12 had about 55 people, it was quite small and this one friend of mine worked extremely the whole way through and she was always very modest not really going on about it and she in the end got a higher mark than some of those girls but of course you can't predict what you are going to get but even though out our whole school life I thought that I just couldn't help but think that she wasn't really recognised for her efforts and her consistency in getting good marks, and I wasn't really up at the top of that sort of group but that is what sort of came to mind.

060 Okay because talking about students, you talked about the characteristics for an ideal student (yeah) remembers well, desire to excel, persistent, considerate, obedient, healthy, energetic and independent judgement (yeah). How do these make the ideal student?

064 Okay, I wrote considerate as in that the thinking of the team thing but then looking at the others that I would hope so and of course as a teacher if you had a student that remembered well that would be I think ideal, and ummm I think I put desire to excel that they want to ummm, better themselves, they would just continue to ahhh, and get to that perhaps stage thing like, and ummm you know, of course if you ask for quite you receive that, I think healthy that's important, that one was, healthy and energetic that they can maintain concentration and sort of not get distracted or ummm interrupt or just you know, ummm the normal disruption of the class and independent judgement that, they would not listen to everything that is said either by me or books or whatever and just say okay that has to be true, or you know, that they will think or think things through a bit more for themselves (critical thinking?) yeah.

078 Is this how you were as a student?

- 078 Ahhh, [laugh] I don't think I was a very critical thinker, I was really found that I, I, if anyone were to tell me something I would just believe them straight away, only because I trusted them or I felt you know, you respect someone whose older than you who is telling you something, so as I was thinking about that I thought actually it would be better if they worked, if not I'd do it, but well that sort of thing, I thought I was obedient, healthy and energetic ummm, tried to be considerate, but with desire to excel probably not with excel I ummm I don' t think I, umm, worked as hard as extremely as hard as I could have, but I other things in life that I enjoyed like I had sport and so it wasn't as if school was everything to me, remembers well not the sort of genius type either so, but I'd say some of the others, I'd, I'd would have done.
- 091 Okay, jumping back, you talked about your sense of teaching (yeah) as basically to encourage, to give, to learn (right) because you basically learn almost more about yourself and society though meeting and teaching others and that the basically get more than you are actually giving back (hmmm), is this how you see teaching?
- 095 Ummm, yeah, I, I have spoken to teachers who say that you learn so much about yourself, and first through the years of teaching whether you gain confidence or if you when I start teaching I thought I was you know go ready to go help --- teach, boy was I wrong or ummm, but to, to encourage and to give, definitely to, these are people that you are responsible for and ummm, that ummm, if you have chosen to be a teacher, you therefore want your pupils to ummm, respect you, but or perhaps more be able to help them in the subjects that you are teaching, so in French I really like French so of course if I had people who were also willing to learn French ummm and I could see them making progress and everything like that, I would, you know, that would be really good.
- 107 So was this how you were taught?
- 107 Ummm, [long pause] not all the time, no, I had, my French teacher was very encouraging and giving ummm, in high school and ummm, other subjects, the other thing about my French teacher there were only three of us in French in year 11 and 12 so that was a very close class where we shared a lot together, our teacher was really sort of relaxed around us and we worked very hard the three of us ourselves, there wasn't really any competition or anything we were just three very hard workers, and we were all just loved the subject and that the, the program as he taught it was just you did really good like we were able to ahhh, he, he sort of extended us, he helped move us along to do more things, he was a great teacher ummm, my other classes which were bigger or where the teacher taught several subjects like maybe History and Computers or English and Drama, I found this person who taught us French taught us other things as well but I just found, not all my teachers were necessarily like that, ummm, yeah.

- 123 Okay because the characteristics you listed for an ideal teacher (yelp) ummm energetic, sense of humour (yeah), thorough (yeah), courteous, self-assertive, self-confident, sincere and considerate, how do those make an ideal teacher?
- 126 Ummm, I think the sense of humour it helps but ummm, it is not necessary but I think it makes the classroom more enjoyable if there is a good atmosphere and if ummm yeah, sense of humour and energetic I think really doesn't make class a drag or the pupils if they could look forward to going to class that would be really good, ummm, then the sort of courteous and considerate that's just sort of look out for all the students ummm, I was wondering for what I said courteous for, for a teacher, I guess courteous, is more polite and that they can relate to the student and not just cranky or very ummm, authoritative, in a really sort of bad way figure, ummm yeah, so the self-confidence and self-assertive I think if they feel confident and assertive themselves it would really help the students to have ummm have a good, ummm sort of good interaction with the teacher, if the teacher seems like very controlled and they know what they are doing I think it will reflect on the class that ummm, yeah, that they have confidence in this teacher and that they are willing to listen and happy to take the work.
- 147 Did you have teachers who were like this?
- 147 Ummm, ummm, I believe, yeah, ummm, yeah, throughout my English teaching yeah, ummm, not all of them though, but yeah, I would say, as model as a teacher can, yeah, I don't know.
- 153 How was your English teacher like this?
- 153 She, ummm, was just, she had probably been a teacher for thirty or forty years, she was quite old, but you did not, like she just had a very good way of teaching that you just listened and grasped on to every word that she said and ummm I think, I don't think that this is being contradictory to what I said that you should have independent judgement thing and not challenge everything they said, but she really knew her stuff in teaching English and History and ummm, yeah, yeah.
- 161 You said not all your teachers were like this, how were some not like this?
- 162 Ahhh, she was not my History teacher but another teacher would just sort of waltz in at very late often because she had other things on her mind to do and would basically get us to like photocopy parts out of book and just and just have piles and piles of notes to read and ummm, I really found that she was not instructing us, she was just saying copy this out and read and make notes and that was just very repetitive and I really couldn't work with, well I didn't enjoy that, ummm my last teacher was actually the principal so he had other, a lot of other issue to deal with and so often he couldn't turn up to class or whatever the case was, we were sort of left to go along at our own pace, he also new maths very well but ummm, it was a classic class so it was sort of hard to get down on one to help individuals, I found it a bit hard but yeah, ummm

- 177 just going back on that with sincere, just to not to play around, because if you ever break a student's trust or whatever, anyone trusts basically, (did that happen?) ummm, well it did, but I got over it [laugh], but that was a long time ago, well five years ago so, (in what way?) just, I just don't like the sort of things a teacher would say, like I will let you for this time and ummm, and I will help you with this and then something comes up and they couldn't do it, of course that happens, of course, but I found that would often happen but, its stupid but anyway ummm, I just think sincere in, in the way you teach and everything that you do believe in what you are telling them and what you are saying, and you just don't say this because someone else said it, you say what you, what you understand and umm that you understand according to this subject or whatever.
- 198 Is this how you see yourself as a teacher?
- 198 Ummm, I would, I'm not very confident yet, there's, there's things this past year in the job that I have been working full time have greatly increased my confidence, ummm, yeah, ummm, I think I am thorough and considerate such, just wanting to, I have this image that I want to be in class and I just always will have to face that I will not get it all but, (what kind of image?) I can be a teacher that students listen to in class and I don't have to repeatedly have to say be quite please I am trying to teach or but that from the start when I am teaching you don't talk and when I set homework you do it and that might, just, just to have a way of teaching that the students respond and know that when I say you don't do this or whatever.
- 214 Why is that important?
- 214 I think, ahhh, well it just to keep control, I, I suppose I'm scared of, of, I have just seen teachers not be able to teach a class and the students just sort of run riot around them and ummm nothing actually gets accomplished during the class time or she doesn't follow up on her assigned homework, I would think that in order for them to be able to progress in learning or just that, they would enjoy coming to class so that they can ummm, yeah, I don't know, to just have a good relationship were they can do things but also ummm, I'm just scared of not being able to keep control.
- 227 Classroom management comes up quite a lot in your first year and half, but ummm when you look back on your school your entire school career, do you have those teachers that just stand out?
- 232 Definitely (for what reasons do they stand out?) ummm, ummm, mainly because I had, ummm, I knew that they appreciated me and that I worked well and that, ummm, and I probably worked even harder when I knew that they appreciated that and some people I just had a really good relationship with and it being a small school like primary school we had four classes in year 6 and year 5 and things like that ummm, high school was quite small years ummm, yeah the teachers that stood out I suppose I knew that they appreciated the work that I did and they told me that and ummm therefore I was encouraged in my work or if I knew that, I just worked

harder in order to know that, these were probably teachers that I respected myself and ummm, you know, just knowing that they, knew I was, thought I was a good student or whatever.

252 Any of them stood out for negative reasons?

252 Ohhh, just the negative, I know that even though this teacher was supposed to give us their best, I know that myself I didn't work as hard as I could because it was just so tedious but ummm, all in all I feel, I was still much, I respected that they were the teacher and I did whatever I could ummm, but ummm, ummm, again, I don't, the negative doesn't really stand out so much as the positive, sorry, I am pretty lucky I suppose, yeah well whatever.

270 Explains the purpose of the questionnaire and interview and how the data will be used and interpreted.

270 End of interview.

Interview Ryan – postgraduate secondary non-traditional male

- 000 Begin the interview
- 001 In your questionnaire, you said your overall primary school experience was mixed and selected the metaphor in a crowd stating I went to many schools, how was primary school like being in crowd?
- 005 Primary school was like being in a crowd because it was just people, for me, I take a long time before I develop friendships, and due to my continual change of schools, I never really had good friends who I did things with, could relate to and so forth, in the end, it was being a crowd, and just concentrating on school more than anything else
- 010 Okay because you then selected the metaphor in a family for how primary school should have been, stating a place to be nurtured and learn, in what way should primary school be in a family?
- 012 Because of the importance in early childhood schooling, the primary school environment has a lot of associated nurturing and learning attributes, the best environment should be like a family where the students learn interactions between people, where they make friends, and can talk to their teachers as if parents about problems and other such things, a learning environment is not just the academic issue, but the personal development, and in primary school, the personality development of a child can be greatly affected when occurrences of bullying etc are experienced
- 020 You then said your overall secondary school experience was also mixed and selected the metaphor in a family, stating a tight group of friends as family and the rest of the students as the outside world; how was secondary school like this?
- 023 Once again, due to my personality nature of being unable to make friends quickly, the situation first started as a crowd, however as time went and I passed into grade 9, I made a close group of friends who all had very similar interests, they essentially became my family away from home, where we talked about lots of things, could tell problems and help each other out, and did things together, the rest of the students, who I did not have as friends, who were sports jocks etc were the outside world, those that if we left alone, then we too would be in turn left alone to our own things.
- 031 Okay you then selected the metaphor on a stage for how secondary school should have been and stated, a place to go from into the world regardless of uni or other, how should secondary be like on a stage?
- 035 The role of a secondary education, albeit compulsory until grade 10, is a preparation ground for the “real world”, regardless of if you leave in grade 10 or 12, whether you enter the tertiary education system or into the workforce or other, the grounding for appropriate interaction is developed as the person matures (hopefully), the blending of the “adult” world with the once previous “kids” is where secondary school holds

the most value, no longer seen as a child, but yet still a “to-be” young adult, where values, morals, ethics, etiquette and such are learnt, taught, regarded, disregarded. Personal development classes and things like sex education happen, and all help complete a rounded individual to enter the world theatre, underneath the mask which is presented to the world is the true person, and a secondary school provides that stage where such a mask is practiced

- 046 Now going from what you said about your own schooling experiences, in your questionnaire, you listed as the eight ideal student characteristics curious, thorough, always asking questions, receptive to others' ideas, attempts difficult tasks, visionary, independent thinking, and willing to take a risk, how do these make the ideal student?
- 051 The ideal student is not someone who is purely academic, not sporting or cultural (such as music or the arts), the ideal student is someone who is after the gift of knowledge and tolerance, because with knowledge is tolerance, but without tolerance, much knowledge will be lost, a student must be curious, to learn, to observe, to want to know, they must be thorough with their learning, to pursue all avenues, and never take something for face value, go into depth be the information to have a bias, always asking questions, there is never a stupid question, but only stupid answers - this saying, is that asking questions, regardless of how simple, mundane or repetitive (to a extent) is something you have to do, otherwise you will keep coming up to un-crossable barriers in your learning, receptive to others ideas is the same as having the tolerance, even though someone might be wrong, you should have the receptiveness and understanding to see their perspective, as very little is a dead fact,
- 065 and plenty of exceptions exist, always challenging yourself as a student is very important, because without attempting difficult tasks you will never learn what you are truly capable of, even if you fail at a difficult task, the merit in attempt will always teach something, even if it is just the knowledge that it is something beyond your ability, because that will provide the incentive to learn further and get past such a task. Students should be visionary, for the sake of their future, and the future of the world, to strive for long term changes and goals, independent thinking such as perpendicular and parallel thinking allows a student to challenge themselves even greater and attempt such difficult tasks before them, breaking free of rigid thoughts and doctrines is what those who have achieved so much before us possessed. Inventers, researchers, artists, people who are independent in their thinking provide a direction for new things, willing to take a risk also ties into the attempting difficult things, you can't win it if you're not in it - this saying is at the heart of it, where if you do not take the risk, then you will never be able to take anything away as a reward, risk, and fail, you are not a loser, but someone who tries, and that is far greater an effort than someone who sits back and plays it safe all the time

- 079 Is this how you were as a student?
- 080 In some ways yes, I tried to be much of that philosophy, even today, however, my home life and parents ideals, prevented much of the risk taking factors. Academically, I was never too strong, or in any other fields, but I believe my thinking and method of behaviour allowed me to become the very well balanced person that I am.
- 085 Now changing from being a student to the teaching side of school, in your questionnaire, you described your sense of teaching as a way to give in return because my own experience as a student makes me wish to give something back to the future of the country and world, is this how you see teaching?
- 090 Yes, teaching is a way of life, and a dedication to the future of the world, without it, then progress would never occur, but there are many ways of teaching, from those that only dwell in the past teachings, and never expose the changes, and those that are always teaching the cutting edge of development, some that never allow free expression and thought, while others provide a place where the mind is not content until such roaming is undertaken.
- 098 Is this how you were taught? (Yes), in what way?
- 100 I was privileged to be taught at a very prestigious private school for my last five years of high school, the school had both the old and the new, as our principle was a visionary type of person, the charter of the school was to produce well rounded individuals who were gentlemen (all boys school) but highly educated and independent free thinkers, our education had both the historical grounding of those that tread before us, as well as the always changing world before us that we would have to enter, our teachers provided extra learning that the curriculum did not require, but it was there for our benefit, and no-one complained, our learning was encouraged in such ways to express ourselves, regardless of right or wrong.
- 118 Alright then that leads into how you see teaching to the ideal teacher, you selected the eight ideal teacher characteristics of visionary, determined, persistent, sense of humour, attempts difficult tasks, self-assertive, desire to excel, non-forming, how do these make the ideal teacher?
- 121 A teacher needs to have these ideal characteristics, not so they can be a teacher, but a teacher, someone who not only feeds information to empty hungry minds, but someone who opens the eyelids of students that are still blind to the world, visionary to have a goal, determined to assist students with problems in their learning, persistent to continue teaching regardless of results and set backs, a sense of humour to laugh at students, themselves and the world, be less their optimism for their task, teaching is itself a difficult task, and so becoming one is taking the attempt, being self-assertive is required to hold to ones convictions and insist on the learning that the students may challenge, the desire to excel is not just restricted to the role of a teacher, but to everyone, and being a non-forming teacher, I think

- should be changed to non-conforming, as conformist methods of teaching become dry and boring, and students easily lose interest in a system that they must endure for a decade or more, make it interesting, and the students will enjoy, and participate, and learn more effectively
- 139 Is this how you see yourself as a teacher?
- 140 I would like to become a teacher like that, it is within my interests and those of my future students that I develop such a teaching method, but, as I am not yet a teacher, I can not say that I will be when I finally start teaching
- 145 Did you have teachers who were like this? For example in Primary school? Secondary school?
- 146 I am lucky that all my secondary school teachers were like this, as part of the school's employment criteria; I would suspect that their teachers would have to demonstrate such qualities to be teaching at such an institution
- 150 Did you have teachers who were not like this? For example in Primary school? Secondary school?
- 151 My teachers in primary school, many were non-fussed, apathetic, because they had been teaching for a long time, and did everything the same, even at university, there are lots of lecturers who teach using the same notes each year, so much so, that their notes are on yellowing paper, they are those teachers that do not inspire their students because they themselves no longer hold the passion or desire to teach, but continue to do so because it is a job and it pays
- 160 As primary was in many schools and secondary was friendlier with a tighter knit group, is there any influence this has had on your choice to be a secondary school teacher?
- 161 Yes and no, the reasons for me wishing to become a secondary school teacher is the reason of specialisation mainly, I personally would not be able to teach very well across a broad spectrum of subjects, however in a secondary school setting, I have the flexibility to teach science (which is my choice) as it is something I enjoy and have much learning and experience in, the influence from my school experiences that reflects my choice as a secondary school teacher is for the sake of the students, when they enter the secondary school age, their minds are more open, developed, and ready for the mass of learning available to them, however, a lot of these students are bored, don't care, and just go with the flow before them, too many people at school were like this, and I wish that they were able to be inspired to be different, and take the opportunities before them instead of frittering them away, and ending up somewhere in the future in a dead end, realising what they had before them, and just throwing it away
- 178 Question on interview and research study
- 195 End of interview

Interview Jasmine – postgraduate primary non-traditional female

Tape Transcript

- 000 Start of interview
- 001 Now in your questionnaire you said your overall primary school experience was neutral (yes) and that it was basically being in a vacuum (yelp), ummm said you were you were basically lacking in confidence (yeah), no one tried to communicate to you whether it was your family or your school (uh hmmm), that you were there but you weren't (yeah), how was primary school in a vacuum?
- 006 I consider it was in a vacuum because I had very few recollection of, of feeling of primary school yeah I don't have many recollections, ummm for example I can barely remember doing any homework ummm I couldn't tell you if I regularly did homework because it's like, it's as though I didn't know the importance of what I was doing ummm I as I wrote on the thing, no one, I don't recall anyone communicating with me about the importance of, of why I was at school or what it was I was actually trying to achieve at school I think it was just sort of assume that you know (her name) will go off to school as was everyone else was taken off to school ummm and I just, I am a bit disappointed that ummm it wasn't communicated that someone didn't try to communicate more effectively as to what the whole purpose of me being there was, because I was very lacking in confidence I was very quite and so I didn't generate huge conversation and ahhh I think I was just being there but not there is not necessarily a very accurate description but it is sort of like ahhh, attending something you don't particularly enjoy attending, you sort of not really reaping the benefits of whatever it is you are attempting, like if you go along to a function of some sort with a partner and you are not really that keen on going to the function, yeah
- 030 Okay because you said primary should have been like on a team, because like the idea that the coach is there to motivate but also a nurturing role (correct), so how should primary be a team?
- 032 Well I sort of feel that it's a team because you got the coach, the coach being the teacher and that, that pupils being, being the players so to speak, that we really are, I think we should be encouraged to there to help each other and to be nice to each other and, and nurture those who, who may not be good at this and nurturing the others who aren't as good at that and when I say nurturing I mean you know, including them and yeah as I say I see the teacher as being the coach
- 039 Okay, you had very similar reports when you talked about your secondary school experience (yeah), it was also neutral (correct), it was also in a vacuum (correct), the lack of confidence carried on into high school? (correct), that same idea of I was there but not there (yeah), ummm was that how secondary was also?
- 043 Definitely

- 043 Because you said secondary should also have been like on a team (I think so), so how was primary and secondary different, if they are both to be on a team?
- 046 Well there wasn't much difference, I don't see them as much difference, except ummm (the way they were or the way they should be?) they way they should be, I think they are the same, I think the whole of life is almost being on a team, in a way, ummm but talking about school in particular, yes I still say that ummm, children of, of either primary or secondary are having to make decisions for themselves, of slightly varying importance the older the child becomes, but that, they have to make those decisions they need a coach who will, who will guide and talk to them and communicate so that they are able to make clear decisions
- 054 All right, so, along that idea of students in the school system, you listed the characteristics of your ideal student (un huh), courteous (yeah), industrious, sincere, strives for distant goals (hmmm), has a desire to excel, is receptive to others' ideas, has a sense of humour and thorough (yeah), how do these make the ideal student?
- 059 I think these make the ideal student because there is less the teacher has to contend with, they are more able to really ummm, focus the, the teacher is able to focus their energy and skills on, on teaching what they have to teach instead of having to deal with other outside factors that I haven't listed, the negative side
- 065 Is this you as a student?
- 066 Ummm, I was a lot of things, I was always very courteous, ummm industrious ahhh well I could've been a lot more industrious if, if, if I had been communicated with the importance of it, ummm sincere, I have always been very sincere, strive for goals, I didn't know what goals were, as I say I was I was here but I wasn't here, desire to excel, no, I was here but I wasn't here again ahhh, receptive to others, I have always been receptive to others ideas, I am not one for sort of arguing the toss on every suggestion or every bit of information, I'm not an arguer, and I definitely have a sense of humour and I've always been very thorough
- 075 All right, because that's the idea of being an ideal student and being a student, going back to the way you described your sense of teaching (yes), ummm that it's basically sense of teaching is to nurture and to motivate every individual (yeah) to the best of their abilities (yeah) because people need to be aware of the talents that are in them (yes) but also the benefits that holds (yeah), this holds for them (yeah), the teacher needs a lot of energy and must have their heart in it (yes), is this how you see teaching?
- 081 Definitely, yeah (why?) well I think to be able to, you have to have your heart in something to, to see a child for example, if they are not hearing you, that that they need to be putting more effort into their work, if they are not hearing why it is so important, you have to have your heart in it, you have to have a lot of energy to find different ways to get them to hear your message, otherwise you just give up, I would imagine

- 089 Okay that's the idea of your sense of teaching, which is about nurturing and motivation (yeah), because then it leads to the idea of the ideal teacher (un huh) which you have as courteous (yeah), also industrious (yeah), also sincere (yeah), also strives for distant goals (exactly), also desires to excel (yeah), but is sophisticated (yeah) with that sense of humour and thorough (correct), how do these make the ideal teacher?
- 094 Well I think these make the ideal teacher because that's, that is setting the, the example, in giving, is being the coach, they are seeing what it is you are trying to make them be, ahhh, and although I put sophisticated as opposed to what the perfect student would be is because I guess it is one's own idea of what is sophistication, I call sophistication, ummm a natural unpretentious manner that one, one has, in their speech, in their mannerisms and the way they conduct themselves and I see that as, I think a lot of people would shoot me down in flames for saying this especially in this society in Australia, but I think will smooth things over you for in the future and for a child to be given the gift of natural sophistication, I mean if the parents aren't, aren't promoting that it makes it more difficult for the teacher, but at least I think, ummm, as a child if, if it can see sophistication then they are more likely to perhaps maybe not definitely but perhaps be more like that and I see that as a plus for their future, yeah
- 114 Is this how you were taught?
- 114 It was, that is how I was taught, yeah that is one thing I carried on in my values, yeah
- 115 Is this how you see yourself as a teacher?
- 116 It is, yeah (in what way?) well I know that I have a natural sophistication ummm because my parents did in fact put a hell of a lot of effort into that but I, I know I am ummm, I don't know if I am all this other things, I am very courteous, I am very industrious, very sincere, I like striving I enjoy striving for goals as long as I know what the goal is, ummm, yeah, ummm
- 123 Looking back on the school system you actually went through in your primary and secondary, did you have teachers who had these characteristics?
- 125 Yes I did (examples?) well there are only I guess a handful that stand out in my mind, (okay so why do they stand out? What makes those stand out in your mind?) well I guess the ones who stand out in my mind, there's, I guess there are a couple who were very ummm, I guess they were very nice to me, yes they were more I guess courteous those who were more courteous to me I tended to take more notice of and as I said I didn't take much notice of very much at school so the mere fact the a couple of teachers stood out, the Headmistress stood out in my mind because she was always correcting my speech, as my parents weren't, she was always correcting our table manners, I, I went to boarding school ummm, in fact none of the teachers from my public school days stand out in my mind except for those who, there was

one who, we did spelling bees every morning and, and the time table every morning, the teachers themselves doesn't stand out but I just remember enjoying those repetitive little spelling bees we had every morning, but I guess that had nothing to do with this, but otherwise I don't recall any other teachers except for those who the headmistress who, who was always correcting us, she was very thorough very ummm, always very thorough about how we conducted ourselves in the sophistication stakes, ummm where as the only other teacher I remember was because she was always very nice to me, and that's all I remember about school

- 152 Explains the questionnaire and interview and how the data will be used and interpreted.
- 204 End of interview.

Interview Nicholas – undergraduate secondary non-traditional male

000 Begin interview

001 In your questionnaire, you said your overall primary school experience was mixed and selected the metaphors family and prison stating 'my year 5 teacher was a complete bitch' how was primary school like being in both a family and prison?

002 Well, I went to two different schools for primary, from K to 4 I went to a local co-ed primary school in Haberfield (I was living in Five Dock) I started Kindergarten in the middle of the year just after my fifth birthday, I don't have much memory of it but I remembered it as fun, then I went to ____, I repeated Year 4 because my parents wanted me to go there and the only spare spot was in year four, as I was really young for my year (and not really understanding much at the time) I didn't mind, I started a few weeks into the year, I remember a lot more from the two years of Year four and onwards, the first year at the primary school wasn't much different but at the private school it was a lot harder and stricter, my teacher was an older lady and she had a very kind heart and loved teaching so it felt very comforting, I was also made to fit in, as in they did a lot to help and I made some fast friends whom some I still keep in contact with (I went thru high school with them too) I think that's what I think about when I chose the family then in Year 5, I think that's why I thought of it as a prison, I disliked my year 5 teacher, I felt that she was a little discriminative towards people who weren't popular, I didn't enjoy school much that year but thinking back she wasn't overly too bad I guess my spelling had problems and she made a class for me and a few other students who were struggling I remember thinking that there were mornings in which I hoped to wake up sick so I wouldn't have to go to school, she was also the first teacher to give me a detention, I don't remember what for but she made me write an essay about why I should do homework! I didn't even know what an essay was then, year six was a different year for me because I think that we were seniors it gave a different outlook, I had a good teacher, she was very knowledgeable and she guided rather than taught that was another year in which primary school felt like family

029 You then selected the metaphors family, team and crowd for how primary schooling should have been, stating 'your school life should be seen as something fun and worthwhile', in what way should primary school be family, team and crowd?

031 I thought that primary school should be seen as something that you remembered back as fun because when you're young, you are very sheltered in what you see or understand, because of this I feel that students shouldn't feel pressured into doing extremely well but learn how to learn and help others learn hence the kind of "team" outlook, as I am from a Chinese background schooling can be kind of competitive, even within families and friends and so that is why I feel it shouldn't be felt that the children have to achieve something so feel like they enjoyed primary school, as for the crowd I thought of it as a time when children just have fun, after primary school I

felt that there is a lot of things that don't really happen like when you're young it didn't matter what the other children looked like or if they were girls or boys you just played together the same, and no one was really teased or left out, that sort of tied in with feeling like it was a family

041 You then said your overall secondary school experience was also mixed and selected the metaphors family, team and crowd, stating 'had heaps of fun, made heaps of friends that I still keep in contact with', how was secondary school like this?

043 I went to the same high school as I did primary (___) and because I already knew people it didn't feel as daunting as it would have if I started a new school, the teachers made me feel comfortable and many times they comforted me when I was sad or depressed or when I had problems at home, I felt that some of them really took the time to help me with my work, and emotionally and I felt like they were family in a way like an aunty or something similar, also the people that I met in high school had similar backgrounds to me (one of them ended up being one of my dad's old boss's granddaughter!) that kind of help me relate to a lot of teenage problems and gave me a sense of security and friendship, what I chose was mainly based on my last year at school, in year 12 we were given a 'common room' in which it was like our area and it was restricted to us only, it gave us space and a kind of authority over the younger years, it also had hot water, microwave etc., we stayed in the room usually if we didn't have class or at lunchtimes and it let us bond with each other, also our house groups were small there was about 10 to 15 people and this also helped us develop emotionally, we went to camp every year at the beginning of the year and usually did activities in these house groups and that make the team work develop, I learn what it was like to have to work in groups and what worked and didn't and how to interact with others, because of the last year of year 12 it brought a lot of us closer together, which is why I said that I made heaps of friends and still keep in contact, I feel that I am closer to my high school friends than my uni friends even though we are all at different unis and doing different courses

067 You then selected the same metaphors for how secondary schooling should have been as how primary should have been (family, team and crowd), in what ways should primary and secondary be the same?

068 I felt that primary and secondary should be the same in the way that students are taught to develop skills such as reading or writing or math etc., even social skills, I chose the three that I thought was the most comforting for a child and ones in which a child would feel safest at school, I think that students or children, sorry I keep switching it's just what I say at the time it means the same in the question, should feel like they want to go to school not like they have to and that primary and secondary school should in some ways link to each other when I changed from the different primary schools it took a lot of getting used to cause they were so different, both academically and culture wise,

- 075 How should they be different?
- 076 Different? That's kind of hard, I feel that while high school should be the place when they really start to study students shouldn't be forced, they should be encouraged but they shouldn't be forced to do something they don't want to, in primary school I think that while students should still be encouraged to study they shouldn't need to feel that they have to work really, really hard, I know some parents who already send their primary school children to tutoring and other similar classes, I don't feel that children that young need to be pushed yet
- 082 Now going from what you said about your own schooling experiences, in your questionnaire, you listed as the eight ideal student characteristics curious, determined, sincere, versatile, willing to accept others' ideas, adventurous, courteous and independent thinking, how do these make the ideal student?
- 085 I don't think that there is an ideal student, these characteristics I feel are the ones that will help a student learn, I think that these eight encourage the student or work well both in a team and as an individual and this is important to the student and his/her peers, also as a teacher these characteristics will help the class run smoothly and effectively
- 089 Is this how you were as a student?
- 090 This is kind of how I was as a student, I wasn't all of the characteristics all the time but when I was given team work etc some of the characteristics would come out and I felt that as a student that was a good way to interact with other people, within the group when team work was needed I felt that these were the points that came out overall when everyone and that is why I chose them
- 095 Now changing from being a student to the teaching side of school, in your questionnaire, you described your sense of Teaching as to help and guide a student to achieve the most for themselves and not for others worth but their own, because everyone deserves the best from within themselves, is this how you see teaching?
- 098 Yes, I feel that everyone has a right to learn and even though sometimes what they learn may not be seen as achievable to others it is to the student, I also feel that exams aren't really a good way to measure someone's work or ability, I believe that everyone can achieve well to a certain point and if they worked hard to achieve that goal then they have done well
- 102 Is this how you were taught?
- 103 In a way yes, I was told that I was intelligent but didn't use my brain, I don't think that I was encouraged in some years especially year five! but through out my schooling there were teachers that encouraged me and really pushed me to try my best and that's when I realised that it was worthwhile when I saw what I could achieve, and in some ways encouraged me to be a teacher
- 108 Now going from how you see teaching to the ideal teacher, you selected the eight ideal teacher characteristics of curious, determined, persistent, thorough, energetic,

independent judgement, emotionally sensitive and considerate, how do these make the ideal teacher?

- 111 I think that teachers should have emotions too I felt that more in high school than primary I chose the eight characteristics because I felt that it was important for a teacher to be all rounded and in a way be curious and care about their students, I don't want to be a teacher who doesn't care about how my students learn or what they feel about learning, because I am studying to be a high school teacher the characteristics I chose were more suited or thought for, for high school.
- 116 Is this how you see yourself as a teacher?
- 117 Yes, I hope that when I become a teacher I have these characteristics or keep these characteristics in mind when I teach, like I said, I want to help someone to achieve their personal best and not someone else's and I think that these points help to achieve that
- 120 Did you have teachers who were like this? For example in Primary school? Secondary school?
- 121 Mainly in high school, I have had teachers who were like this and I felt that they honestly want to help me achieve and didn't give up on me
- 123 Did you have teachers who were not like this? For example in Primary school? Secondary school?
- 124 While there were teachers like this both in high school and primary school I don't remember much of them I think maybe cause it wasn't an enjoyable time I didn't wish to remember
- 126 How were your teachers not like this? For example in Primary school? Secondary school?
- 128 The teachers in which were not like this I chose to forget them, they were not bad people, just maybe the way that they taught or handled students were different and just not the way that I would prefer, I think they just thought differently to me although some weren't very persistent
- 131 What do these ideal characteristics mean to you?
- 134 Curious, I chose this point because I felt that teachers so feel curious or inquisitive about their students, if they didn't wish to learn or didn't do a certain task she should want to find out to maybe help the student if there are problems, many of my high school teachers whom I remember always asked to see if there were other problems to why I didn't complete work or why I acted or felt certain ways.
- 140 Determined, a teacher should be determined to help students, if a teacher can't be bothered then she/he should expect her/his students to be bothered, Persistent, again like the curious, if a student continually acts a certain way or not does work etc then the teacher shouldn't just give up on the student, thorough, Teaching wise I feel that a teacher should be thorough and detailed, if a student wants to learn more then the teacher should make time or give extra information to help the student

- 149 energetic, teachers should be energetic and feel positive about what they want to teach, if the teacher is interested in what she teachers then that vibe is often passed on to the students, independent judgement, the teacher shouldn't always judge someone on what they've been judge before, she/he should take the time to find out about the student first, sometimes people just need to be treated fairly to be about to find out what bothers them, emotionally sensitive, teachers should be sensitive to what the students may be experiencing in their own personal life, this may have an impact to why they act a certain way or what they are feeling,
- 154 considerate, teachers should be considerate, many student look up to teachers for a way to act and I think that everyone should be considerate to others.
- 160 Question on interview and research study
- 185 End of interview

Interview Ruby – postgraduate primary non-traditional female

Tape Transcript

- 000 Begin the interview
- 001 Now in your questionnaire you said your primary school experience was positive (un huh) and that it was like on a team, actually primary and secondary were both the same, and that you said ummm, both primary and secondary involved a lot of sports where you excelled and you had fond memories of the classroom and sporting field, how was primary school like being on a team?
- 005 That is what I was sort of stumped with, I think it was just the different ummm, the different suggestions that were given, I just felt, I don't know, I had a large, I always seemed to have a large group of friends, I might one or two special friends amongst the, the group of friends but it was like a team because playing, we could play netball we could do all sorts of things together, if there were projects we would all try to team up together like that, so I ummm, I ummm, I kind of fitted in well at school and I, that's probably the best explanation I can give for it, other than, so,
- 012 Because you said it should have been like on a team, basically saying the team, meaning student, teachers, parents, administration and community (hmmm) everybody working for what is best for the students (hmmm), how would that make primary school better or how would that make a primary school?
- 015 Well I imagine that there would be a lot more support groups for the children they were made to feel they were a part of a team then they would feel that they are just as important as everyone else rather or not their as clever as everyone, so that doesn't really matter, I think that's probably an idealistic way of looking at it, but ummm, I think that's probably a good way to go, I think, ummm, I know when, I've got daughters that have been through high school and ummm, I have always believed that you should be rather take on board everything your children say if they have got a beef at school or problem at school I like to sort of go and talk to the teacher about it rather than go in there and you know raising hell without listening, I think it is important you, you get the best out of your children and out of the whole schooling situation if you work as a team
- 024 Okay, because you pretty much had the same ideas for secondary (yeah) so that whole team idea of working together was carried through to secondary as well?
- 026 Yeah, I think so, I think that's the most idealistic way to look at education quite frankly, a lot of people expect teachers to go above and beyond the call of duty but I think a lot of it does come from home, it has to come from home, in many, if they are not going to get the backing of teachers and parents as a, a whole, kids are just gonna do whatever they want, play each other, play the teacher against parent or parent against teacher whatever, and you see that happening and I think teamwork probably is the best answer to that.

- 032 Okay, because talking about students and what's going on in the school, you listed the characteristics of an ideal student (un huh) as curious, determined, never bored and considerate, self-confident, a student willing to take a risk but with independent thinking and healthy, how do these make an ideal student?
- 036 Well, the fact their curious, that curiosity is something that my mom --- one day, and ummm to be determined to carry it through, ummm and hopefully you never want a child to be bored you want them to be always inquisitive and wanting to know more, and to be considerate is, is very important to be considerate of the people around you, the teacher's feelings, everybody I think should be concerned with being well-mannered, self-confident too is something we all inspire to and hope that our children have, and wanting to take a risk, ummm, you know put your hand up answer questions whether or not you are quite sure or not, have a go, ummm, independent thinking, yeah ummm, I think that's good too, I think that to enter into healthy debate and to be encouraged to do so without being made to feel silly, and if people haven't got their health they've got nothing [laughs]
- 049 Okay because going back to that idea of student and teachers in the classroom, you talked about your sense of teaching was to help along a child's personal development as well as the curricular that the reason being if an individual feels comfortable within their own skin they have a better chance of applying themselves to the expectations of the classroom teacher (un huh), is this how you see teaching?
- 053 [long pause] Well yeah I do, I do, I have special interest in drama and I believe that drama is, is very good for the development of the child, I was, I apart from the fact I had a happy childhood and I had a happy teaching experience growing up and learning experiences, I was very, very shy, and ummm, I had, I would often agonise over whether or not I was going to answer a question or not and take a risk and I think it is very important, I came from a totally different place too, I mean, in those days you weren't really encouraged to shine so much you were encouraged to stay a part of the team, I guess and ummm, not that I want little starlets or anything like that, but I just think it is nice, it is really refreshing to see a child who can get up and talk and, and feel comfortable about that and be in a safe place and I think that's what you have got to provide as a teacher, a safe place for children to be able to, to air their views and feel comfortable about, you know, doing well without feeling embarrassed about doing well or feel embarrassed about failing, you know, having a go.
- 067 Along that same idea of sense of teaching, the characteristics for an ideal teacher, visionary and sincere, versatile, considerate and with a sense of humour, a teacher also willing to take a risk but is intuitive and healthy, how do these make the ideal teacher?
- 071 Well I think you need to be visionary particularly at the beginning of the school year, you need to be able to ummm, come to some sort of, conclusion as to or work out

exactly where it is you want to go, work out which sort of goals you want to achieve throughout the year, I think you have to be sincere to children, I think they can tell when your, not entirely with them ummm, versatile, certainly, I think that ummm, its great to be able to have fun with a child but then also be able to show them a difficult Maths problem or whatever, ahhh, considerate, again you show them, show them consideration and then they will probably show it to you, led by example, you need to have a sense of humour, I or otherwise we would all go crazy, got to be able to look at the funny side of things and not take things to seriously, ummm and again willing to take a risk, maybe you know lashing out and having a go at something that might be a bit difficult but do it anyway for the sake of having a go, I mean again children learn by example, ahhh to be intuitive, perhaps to be able to look at a child and pick up perhaps they might be having a problem or, or things aren't quite right with them or whatever, and again health, healthy, I think health should be up at the top actually (they are not in any order) I, I know but if not healthy then you have got nothing.

089 Was this how you were taught?

089 Ummm, by some, by some I had some lovely teachers and I had some pretty lousy ones (examples?) ummm, one particular teacher, she was actually a nun, she ummm, she was just considerate, very, very considerate, ummm she was back in primary school, I, I shown in English and story-telling and all that sort of thing had no problems at all, but I really struggled with maths and she was just she would come and say to me quietly if you need a little hand with something come and see me so I was always able to keep my head about water because she could see, she was lovely, she was a lovely young woman, ummm, I had high school Science teacher who was really very harsh and unpleasant, a very unpleasant woman, she hated anybody with blue eyes and blonde hair but we had found out later she had been a prisoner had been a prisoner of war in a concentration camp and so obviously the blue-eyed Aryan thing got to her, I don't know, but I mean as children we thought she was just a witch but later on we realised she had had a very hard life, and ummm, and she wasn't able to come to terms with it I don't think, ummm, basically I had some pretty, some pretty good teachers actually, I really did I know my sister didn't she had several teachers that were less than satisfactory but ummm, I got through pretty unscathed, and I wasn't a kid who gave trouble

109 Are these characteristics how you see yourself as a teacher?

109 Hopefully, hopefully, well actually I have done drama for some time at playhouses, so yeah, I think so, I ummm, I was surprised I was able to interact with the children actually, and ummm, there were a couple of kids there that were problem children that I just, I don't know I just seemed able to reach them, ummm and I not being bored with something is something I wouldn't tolerate, I really worked hard at not being bored

- 115 You said you had some really just happy, happy teacher experiences growing up, what made them happy?
- 118 From what I can remember, I, I think they were just people that I admired, people that I felt were, I remember on one particular occasion a young girl in high school, a young girl started as our English/History teacher and she had absolutely no control over the first term and I remember feeling very sorry for her, for she I knew she was a sister of a friend of mine, boyfriend of mine and she just wasn't coping but the second term, she had us all whipped into shape but I don't know what happened but she just did and she was fantastic and she was so inspiring, everyone went from not really taking any notice of her at all to wanted to please her, and I can't really put my finger on what it was, I think she just, can't remember if she sent anyone from the room or anything like that, a gear shifted and she became in control and we all did well that year too.
- 133 You said you had a special interest in drama and had actually done teaching in drama, but yet you are going into primary school teaching.
- 135 I'm, if I was a little younger I would do the high school teaching, I'm pushing 60 and I just don't feel I would have the energy to do that, I will certainly want to pursue perhaps creative arts in primary school but I really don't feel I want to do that with high school kids
- 139 Okay, I was just kind of wondering cause.
- 140 I know, I know I had to think long and hard about it, cause I have studied at New South Wales and they do high school teaching there and they don't do primary school teaching so that is why I am at Sydney, but ummm, yeah I just don't feel and also my husband and I are selling up in a couple of years and I just want to make myself more employable, and while I feel I can teach drama and I have helped out HSC students out, you've got to have a degree to really to make yourself feel totally legal and kosher, that's why I'm doing it.
- 146 Okay ummm, the fact that both schools were very positive and both experiences were very team centred, there is idea that teaching is a really good job, why not do it in drama, but primary school the curriculum (tangent on curriculum).
- 158 Explain the questionnaire and the interview and how the data will be used and interpreted.
- 174 End of interview

Interview Lily – undergraduate secondary traditional female

- 000 Begin the interview
- 001 In your questionnaire, you said your overall primary school experience was mixed and selected the metaphor in a factory stating `learning was primarily rote - focused on results, how was primary school like being in factory?
- 005 In primary school there was a lot of repetitive study on a group level, reading back memorised timetables at our desks, or even sitting saying the alphabet in kindi, even homework was repetitive with having to write out timetables and spelling words X number of times, much of the lesson content was focused on the group as a whole, rather than individuals, punishment was given to the class as a whole and activities were class based, my sister ended up with the same teacher a year after I had her and the assignments and homework given were exactly the same as I had previously received.
- 013 You then selected the metaphor in a family for how primary school should have been, stating learning works in a zone of comfort, in a non-threatening environment where the student can express themselves instead of making it such a chore, in what way should primary school be in a family?
- 015 Primary school should be a place where a child feels comfortable. I remember being constantly afraid of getting something wrong and having to write it out a 100 times for punishment, and I hated going to school as I didn't like the rote learning system and rarely completed the writing out of wordlists and timetables, etc, which were set as homework, I hated year 6 so much due to the constant pressure of doing well and making a selective school that I made myself physically sick most mornings, therefore I reckon that encouragement rather than pressure would have been better for all students, as competition was much too fierce and often broke off friendships, group assignments were also marked on an individual basis, making us students ready to undermine each other in order to improve marks, not a positive environment by any means, although it did induce results through fear,
- 022 You then said your overall secondary school experience was positive and selected the metaphor in a family, stating `the atmosphere was friendlier, focused on developing the person, how was secondary school like this?
- 023 This was primarily due to my subject selections, primarily in the humanities area which encouraged a considerable amount of discussion in the classroom, unlike, maths and the sciences which were primarily theory, teachers were also interested in the students' lives and the interaction placed students on a level playing field with the teachers, particularly in the HSC year where increasing pressures on personal, as well as academic fronts, meant that the teacher's concern of these issues were well appreciated, also as I was at an all girls' school students were closer with each

- other than they may have been at a co-ed high, due to shared experiences and the like
- 031 You then selected the same metaphor for how secondary school should have been as how primary should have been family and gave the same reason for both primary and secondary, in what ways should primary and secondary be the same?
- 033 As learning centres focusing on developing the intellectual and personal growth of an individual in both these situations I think the basic structure should still follow the outline of a family, of course though this is not saying that both these instance of family are the same, but are adjusted to where the individual student is with a correlation to how they are treated as part of the family at that age, the structure of a support network plays the greatest significance in a school system, and if an individual is comfortable in this atmosphere they will automatically learn more and enjoy doing so
- 040 How should they be different?
- 041 As previously stated the levels of responsibility and the way they are treated should be in accordance with their age levels, such as the Yr 12 student is nearly equal with the teacher and the kindi student is slightly awed by the teacher and therefore follows instructions out of a slight fear and respect,
- 043 Now going from what you said about your own schooling experiences, in your questionnaire, you listed as the eight ideal student characteristics determined, adventurous, courteous, independent thinking, remembers well, likes to work alone, self-assertive and healthy, how do these make the ideal student?
- 045 These eight characteristics encompass the ideal student as they are the antithesis to the classic disruptive and uninterested student, who is; in my mind, the student who most teachers prefer not to have in their class
- 048 Is this how you were as a student?
- 048 Strangely, I must, it is, I have found that as a result of having these attributes I have been successful in all I have attempted and therefore these characteristics must have benefited me somewhere
- 050 Now changing from being a student to the teaching side of school, in your questionnaire, you described your sense of Teaching as teaching is the art of bringing out the knowledge a person has inside them and expanding on it using the knowledge of others because the knowledge is available already and the teacher is only the facilitator through which such knowledge is presented to a student, is this how you see teaching?
- 054 Yes
- 054 Is this how you were taught?
- 055 Primarily yes, a large part of my learning experiences, now that I reflect on them, were primarily dependent on my interest in the area, although if I wanted to I could do well in any subject, therefore it seems like I had an innate knowledge of most

- concepts already and in order to further develop them I asked questions or did research, this was facilitated through personal interest assignments in both primary and high school, this idea was present in all my schooling as well with none of the teachers willing to believe that a student was not capable of performing to the highest range possible, particularly in primary school the high expectations held of all students did serve to make the students excel, which was reflected in extraordinarily high selective high school acceptances for these students
- 062 Now going from how you see teaching to the ideal teacher, you selected the eight ideal teacher characteristics of versatile, thorough, sense of humour, healthy, popular, receptive to others' ideas, self-confident and intuitive, how do these make the ideal teacher?
- 064 These characteristics allow a student to feel comfortable and make an ideal learning environment, a teacher needs to be able to connect to their students to communicate their knowledge and to provide a link between the topic and the student, therefore the teacher is a facilitator, as previously stated and needs to be able to employ various methods to communicate their topics, of which they must have adequate knowledge to cover the bases, or else they'll lose the respect of their students
- 070 Is this how you see yourself as a teacher?
- 071 Currently this is not how I see myself as a teacher but it is the ideal which I'm striving to achieve
- 072 Did you have teachers who were like this? For example in Primary school? Secondary school?
- 073 I had teachers like this in secondary school who loved their topic and were therefore able to convey the material in an interesting manner, as a result of this they were the most liked teachers and the results of students in these classes were of high calibre.
- 076 Did you have teachers who were not like this? For example in Primary school? Secondary school?
- 077 In secondary school I had teachers without any of these characteristics and I hated attending their classes, in these classes we often ignored the teacher, particularly when a student had to correct a mistake he/she had made, respect for knowledge was quickly lost, and rarely performed to a minimum level as the classes seemed like such a chore and in the end the teacher didn't seem to care about us, and therefore could not adapt, making any effort of learning seem like a waste on those students who did try to master the material at hand.
- 082 As primary was rote learning and focused on results and secondary was positive and friendlier, is there any influence this has had on your choice to be a secondary school teacher?
- 084 Not in anyway, my decision to become a high school teacher is based solely on the fact that I do not feel I can be the nurturing type which I feel a primary school teacher

should be, also I prefer teaching a subject to students who want to understand and communicate, as I plan on teaching ESL overseas, not just those students who are forced to be in the class, this decision was also made to a general distaste of the all round subject requirements which a primary school teacher needs to teach, eg science, maths, English, HSIE, etc., which I do not think that one teacher has the experience to equally fulfil the knowledge to adequately teach students.

096 Question on interview and research study

111 End of interview

Interview Jessica – undergraduate secondary traditional female

000 Begin the interview

001 How was primary school like being on a team?

002 I think I did not clarify myself very well in this part of the survey, the boys left at the end of Year 4, so we became one class of Girls from Year 5-Year 6, in looking back at my primary school experiences I recalled the latter Years - Year 5 and Year 6 as being a sort of team, because of this smaller group and because there were only girls and a female teacher!, it was easier to get along with one another, like all primary schools we had a captain and a vice-captain and various other counsellor roles but because there was only one class, most of us did have some type of leadership role to play, events such as the Sports carnival allowed us to work together as a team both as a grade and with the rest of the school, I think having no boys in the class did help a lot when it came to getting to know one another and in terms of developing friendships, we did have a Year 6 retreat/camp and we were put together in cabin groups where we had to work as a team when creating our group name, and a poster for a group name, we also were involved on the camp in a skit show where we performed various acts with the purpose of entertaining the teachers, we had countless of events where we had to work as a class, eg. include school assemblies, Year 6 Farewell and Mass

022 In what way should primary school be in a family?

023 Again, I'm going to refer more to the latter Years of my Primary schooling, I had a really good Year 5 experience, however, I had not-so-good experiences in Year 6, the good thing about being in a class with Girls was that we were able to talk about more personally things- such as the topic of Personal Development, however, there were a lot of other changes happening in our school- including a countless change of substitute teachers, because our original teacher was taken ill, I'm not sure what happened, but I guess being in a group of girls did contribute to a fair degree of bitchiness amongst one another, not surprisingly, all us girls had our own group, even though we knew each other well, and I think this applies to even co-ed schools, I went to a co-ed High school and I noticed that girls tended to form their own group, while guys tended to mix around well, I had some bad experiences in Year 6 and I also got bullied a little bit and because I had these bad experiences I did not perceive my primary school years to be one big happy family, Year 6 is an important time in ones life and it is inevitably filled with changes, I believe if it were a co-ed class, things would have been a little bit different. my high school co-ed experiences seemed to demonstrate that having a class of males and females seemed to dampen out hostility, bitchiness and possible bullying, in the early Years of my primary schooling, I did get along with the opposite sex, like all kids, girls played kiss and catch with the boys and there was general teasing between some girls and boys

friendships but recalling those days, I felt happier and if this trend of co-ed classes did continue I'm sure, my Primary schooling would have been a lot more family feel,

039 How was secondary schooling like a family?

040 Well, my high school was co-ed and it was a Catholic school and I think both of these elements contributed to this feeling that my secondary schooling was like a family, firstly, the name of my school was called ____ and there was continuous emphasis and references to being like a family, also being in a co-ed school helped a lot and I really don't think I can explain why, I guess maybe it's just me, because I just seem to get along with boys well - if not better - than compared to females, probably, because there is less hostility and bitchiness when I converse with guys, also I think the Catholic Education helped a lot in creating this ideal of a family especially when it came to my later years of my Secondary Education, in Year 11 and Year 12 we had a retreat and that helped a great deal in breaking down the barriers between teachers and students, eg., at the retreat we were allowed to call our teachers by their first name, also we were allocated to certain, smaller retreat groups and we got to know one another on a more personal and intimate level as we discussed our families and our relationship with them, and other various topics, they randomly allocated us to these retreats and these smaller retreat groups so we were forced to associate with people whom we didn't know as well; not to mention that a fair amount of us were separated from my own high school group and friends it was only not until Year 11 and Year 12 that one begins to understand how much work our teachers put into teaching us and to helping us perform well in the HSC, this acknowledgement of having good teachers helped a lot in creating a more comfortable and peaceful setting environment and in fostering a family orientated schooling, we also had various other events such as ____ Day, and later on, the Year 12 Mass and Graduation, it was only until Year 12 that a lot of hostility broke down between us and a lot of people became nicer to one another, hence, the good peer support, I think this may be partly because we all knew that we would not see one another again so we may as well make the most of what we got, also I believe that a lot of the troublesome and not so academic of students left at the end of Year 10, therefore, and not to sound crude or anything, a lot of the hostility was eliminated

069 In what ways should primary and secondary schooling be the same?

070 I guess when it comes to choosing your school and having the ideal school you can't really have your cake and eat it too, I did wish that my primary schooling was more Family orientated and I'm glad that my high school experience was like that, my High school grade was and is considered quite large for a Catholic School so inevitably there would always be division and individual groups, the retreats were great and helped a lot in creating a family environment, however, because the grade was so big, creating an environment where everyone worked together with every one was quite difficult! my school was also excessively multicultural and we had many ethnic

groups! the Lebs (Lebanese) would hang with the Lebs, and the Phils (Philippines) would hang with the Phils and the Asians would hang with the Asians, but this type of grouping applies to all schools! when I referred to division, I guess I was referring to the cultural conflicts, the Lebanese girls and boys tend to be very dominant, even bullies, and were also very proud and liked to make sure that everyone knew that the Lebs were the best! what I learnt from my Retreat was that it is in the Lebanese nature to be rude, and dominant and loud! so of course there was a bit of division between various individuals and groups, I guess this is what I was referring to when I said that I believed that there was not enough encouragement in working together, a lot of the Lebanese guys and girls left at the end of Year 10 and I believed they would have gained a lot out of the retreats had they continued or if they had a Year 10 retreat, we did have Reflection days every year, and we were randomly selected into groups but this was not as significant or as effective as the Year 11 and Year 12 retreats

096 How should they be different?

097 Well I think there should be a balance, secondary schooling should have a balance of teamwork and of a family orientated environment, a family orientated environment works well as everyone feels comfortable with who they are and whom they are with, it also fuels them with a sense of pride and peace, working on a team also helps them to develop the skills, as a young adult, and as individual, to work with others, regardless of their relationship with them, because of the many changes that occur in the later Years of Primary schooling I think the emphasis should be made predominantly on a more family ideal environment, just a slightly bit more, teamwork is a wonderful skill to develop and works well when the Year 6 students are going to make this huge transition to High School, on one of my Teaching practica I learnt that the public system had implemented a Peer Mentoring program and I thought this was fantastic! I really wished that my own catholic primary school had adopted this approach, of course, this would not have been as effective with my grade particularly, since we only had one class

112 Industrious, determined, persistent, sense of beauty, receptive to others' ideas, considerate, self-sufficient and self-confident, how do these make the ideal student?

113 I guess I learnt from my own personal experiences, and perhaps even from others, that the three main characters anyone should have is to be industrious, determined and persistent. I believe that even those who are or may not be so bright are still capable of doing anything if they set their mind to it and if they work hard at it, there are countless of stories of students who may not be born gifted but work hard and just keep at it, and they do end up performing well and I don't juts mean academically, a lot of these chosen characters are based on my own personal experiences and insights, I'm a fairly big Art Buff and I believe that it is very important to appreciate beauty in this world because the world is a beautiful and

exquisite place, I do not just want my students to be academic elitists, but I want them to be able to appreciate life and what it offers, this ties in with the next two characteristics, consideration and receptive to others' ideals. I want my ideal student to be considerate and to be able to appreciate others, being intellectually smart is one thing, but having good morals and being able interact, associate, relate well with others is also very important,

128 self-sufficient is what all adults strive for and inevitably face and I believe a good place to develop self-sufficiency is during the Schooling Years, independence, initiative, even self-confidence are all necessary things for the individual, if my ideal student was self-sufficient, he/she would be able to do things on their own; for example, knowing and learning that they can improve on their spelling, they would self-sufficiently give themselves more spelling words, self-confidence is also vital in being pleased with what they have worked so hard for and compelling them to challenge themselves even further

136 Is this how you were as a student?

137 Yes and No, I did work terribly hard during my HSC and so I knew that being determined and industrious was necessary for obtaining a good mark, I have a sister whom I believe is smarter than me and I know that unlike me, she is very determined and persistent and she pushes herself, because she is a perfectionist, I often wondered why those children who made it to selective schools managed to do so well and with continuous tutoring experience I learnt that it was mainly due to these three characteristics, determination and persistence compels you to work hard and harder and with this train of thought that there is always room for improvement, that there is always something more that you can do to challenge yourself, you will do well academically and even personally, self-confidence was something I lacked sometimes, I did notice that I did well on various maths' test because I had done the work and so I felt confident and thus I did do well, I've heard countless of stories in relation to the concept mind over matter, if you think you can, you will do it! self-sufficiency was something that I partly lacked. I did wish that I had my sister's perseverance in doing extra work/studies and being the elder sister I was forbidden to look for any jobs during my later high school years because I needed the time to study, it was not until later that my sister was allowed to get a casual job, because she was capable of handling her studies and working and I believe because she was allowed these experiences she was able to develop a greater degree of self-sufficiency than I did

155 again I mentioned that I was an Art buff, so I believe that having an appreciation to beauty [pause] but more so, to life, is a wonderful and necessary thing, to be able to appreciate or to even have a sense for beauty allows the individual to grow spiritually and mentally, generally I do think of myself as being a peacemaker and I am quite open to other people's opinions and ideas, I also believe strongly in empathy

- and that everyone one should try to be empathetic in all situations that they encounter, it helps them to be more at peace with themselves
- 162 Now changing from being a student to the teaching side of school, in your questionnaire, you described your sense of Teaching as the ability to transmit and communicate knowledge to students in a way that they can learn, benefit and understand from because school is about learning and learning on a number of levels, academically, spiritually etc., is this how you see teaching?
- 165 Yes of course!
- 165 Is this how you were taught?
- 166 Teaching is a verb, it is an action, a doing thing, what teachers are doing is passing on their knowledge their learned skills and understanding to their students, teaching can be anything, my dad could teach me how to use the new VCR, he is transmitting his knowledge of what he knows to me, teaching goes two ways, transmitting the information to the student and teaching in a way that is effective so that they student can absorb and understanding this knowledge that is being transmitted to them
- 171 Now going from how you see teaching to the ideal teacher, you selected the eight ideal teacher characteristics of thorough, sense of humour, industrious, self-confident, receptive to others' ideas, sincere, energetic and always asking questions, how do these make the ideal teacher?
- 173 I believe that a good teacher is one who goes though his/her work very thoroughly, an ideal teacher should know their stuff inside out and when assisting their students they should also do a thorough job in helping them and ensuring that they understand what is being taught to them, the greater the amount of feedback, the greater degree in which one can learn, this characteristic is also tied with being industrious, an ideal teacher must put in 100% of their efforts, in order to be satisfied with what he/she teachers, a half-hearted preparation in his teaching will produced a half-hearted outcome with his students,
- 180 a sense of humour is important in established a good relationship with the students, a sense of humour helps the student to identify with the teacher on some level, humour comes with laughter and one cannot have enough of it! to enjoy what you are studying is vital! I know from personally experiences that self-confidence is necessary in teaching, students are like hyenas, if they know that they're teacher is not confident they in turn will not feel confident with what they are learning, also they will know that they can walk all over the teacher and thus they will not be able to learn,
- 187 an ideal teacher must be open minded and receptive to others' ideas, I know that to solve a math's problems there are many ways of solving it, there is no one-way, and that also applies to teaching, an ideal teacher must be able to be open to others' ideas, as the proverb goes two heads are better than one and students must be encouraged to think for themselves; to solve the problem in a way that is

comfortable for them and they should also be encouraged to think creatively and imaginatively, teachers are role models and to have an insincere teacher is to have an unhealthy relationship between his/ her student, students will not feel that they can approach a teacher nor feel comfortable with them and thus this will inhibit their learning,

196 an energetic teacher makes what they teach interesting and thus compels students to take an interest to what they are learning, passion is contagious, if a teacher has a passion and a great love for his of her topic, no doubt, this passion would surely be transmitted, in some way, to the students, my ideal teacher must also ask questions about what he or she is teaching, how they are teaching it, how they can improve upon teaching their topic, to question themselves enables them to scrutinize, to rectify and to constantly improve themselves, for teaching, life and the constant plague of time are constantly changing and one must keep up with the times! to ask questions is to enable you to see yourself objectively and thus to improve themselves, in, I think the 1950's~70' there was an outbreak of rebellion against conformity and people began to shy away from such influences, this led to a revolution of new reading and new perspectives about life, morals and learning, have you ever read "Catcher in the Rye" or seen the movie "Pleasantville" you would know what I was talking about!

210 Is this how you see yourself as a teacher?

211 This is how I would like to see myself as a teacher, I did have many good Secondary teachers who did make things humorous, who did show that through hard work and thoroughness it was all worth it, my Year 12 History teacher worked us to death, he gave us essay after essay after essay, going from Year 11 to Year 12 we had a change of a fair amount of teachers including my History teacher, it was not until Year 12 that we realized how much work our teachers put into what they taught and my Year 12 history teacher is a whopping good example of someone who worked extremely hard, he actually fell sick a few times and landed in hospital but he made his best efforts to come and teach us, skipping only a few days, he also offered History Extension classes in the morning, before school started and he lived practically a half an hour to an hours drive from our school, we learnt, through the year how determined and dedicated a person he was, he told us how he spent 3 days, non-stop without sleep on his thesis and that has left a huge imprint upon me because it demonstrated to me how much effort he puts into his work, prior to become a teacher, from his example and many of my other teachers I do wish that I could become as dedicated and as hard working as he is, he and my other previous history teacher wrote history books, and they were involved in various other educational things and it inspired our whole class in developing a great love for history and a great appreciation for their hard work, it compelled us to work harder and to continue with this example,

- 239 I also had a Year 8 English teacher whom I didn't quite like because whenever he would hand back our work he would not give back any or very little feedback, I learnt from my Year 11 History teacher how important remarks were in helping me to improve my writing, for to be thorough with our work, I learnt to improve upon my mistakes, mistakes which I couldn't see when I wrote, from this experience I learnt that it is necessary to be thorough with students work, I'm pretty sure you know this but I am in the generation where we were not taught grammar [pause] and as a result of this I struggled with my writing, unlike the children now, we just learnt for ourselves how things should be written and placed, looking back at my primary school Years I wished, and I wished that our teachers pushed us, I wished that they challenged or encouraged us to challenge ourselves to improve our skills, I was never pushed to learn new words, I was never encouraged to continue writing and to seek help in rectifying my written expression, I was never encouraged to think that I would benefit from challenging myself, my mum never intervened with my studies during my primary school Years and as a result of this I struggled to overcome a natural development of written expression, from this experience I learnt that teachers must ask themselves questions and to ask their students questions, from such a long experience, I have vowed to do my utmost best in challenging my students and to make a difference in their lives!
- 261 my Year 9 science teacher was very laid back and had a great sense of humour, in fact my Year 8 English teacher also had a great sense of humour, and from this, many of the students learnt to love their subject, in our science class we, at times did not do any work, we would talk and chat, but our science teacher was receptive to our ideas; what we should do in class, what we shouldn't do in class etc., my Year 7 homeroom teacher was the best, since Year 7 was the Year when we had to get use to a whole new atmosphere and surroundings, he made us feel very comfortable and to this day I can still recall some of his jokes, to have humour, is again inextricably linked to laughter and both are the culprits to having a great time and feeling comfortable,
- 272 I suppose the kindest of teachers were the most loved because they were the most sincere, I had a lovely and gentle Year 1 teacher and he was true to his word, if we did the work, he would give us a prize, if we were good, we would get a reward, the kindest of my high school teachers were the one's that were the most respected and the most trusted and it does create a great relationship between teacher and student,
- 280 self-confidence, I recall having a substituted teacher in Year 7 and I also recall that my class gave her hell [pause] I believed she couldn't control the class because she couldn't raise her voice, she didn't feel confident in being strict and that led to her downfall as she promptly left the school soon after, the rest of my teachers had an

- abundant amount of self-confidence so all us pupils, knew that the teachers knew what they were talking about
- 285 energetic, I don't recall any of my teachers being relentlessly energetic, they were all energetic in their own way, I tutored at a coaching school once and I found that I was energetic because of the students, but I don't think I was running around all over the place, hopping and skipping when I taught [pause] but really I was energetic in the fact that I didn't mind what I was teaching and I think this applies with all of my teachers
- 291 As primary and secondary were both positive experiences, has your prior experiences in school had any influence this has had on your choice to be a secondary school teacher?
- 292 Yes, mainly it was because I had a good Catholic education and it was also mainly because of the Year 11 and Year 12 retreats, I was encouraged by my retreat group to become a school counsellor and that was the degree that I enrolled in, only recently I changed my course to teaching and I'm more content now with this change as I have developed, and is still developing a great passion for teaching, it is a very satisfying and rewarding career, as the numerous above examples have explicitly stated, I had many great teachers who I believed shaped us [pause] and taught us the values and the morals that we needed, believe it or not, many of my high school peers have decided to become teachers, I can name two handfuls of people,6 of which go to Sydney Uni, and I know that it was because we had great role models who taught us that we should give back to community, to use the talents God has given us to help others, to make a difference and to teach them what they themselves had so passionately taught us
- 304 Questions on interview and research study
- 308 End of interview

Interview Sarah – undergraduate secondary traditional female

Tape Transcript

- 000 Start of interview
- 001 Now you said your overall primary school experience was actually negative that it was like being in a factory or a morgue because there was poor teaching but as well as lack of student enthusiasm,
- 004 That's the morgue bit, yeah but not just students enthusiasm but also teacher enthusiasm, I think actually being in a factory and being in a morgue are fairly similar because of a complete lack of emotion involved in both, completely sterile is how I think you can describe it, I think that is what factory and morgues have in common, both are very sterile, the factory kind of probably relates to the crowd one, ummm because it wasn't just so much the overcrowded as there was a complete lack of treatment for the individuals
- 008 Okay so that was both student and teachers?
- 009 Yeah well I think that if the teachers treated the students in such a way the students responded in kind so the teachers end up being nameless faceless beings ummm, also there was also a very poor teacher retention rate ummm the primary school I went to the principal had a nervous breakdown when I was in about year four and that was quickly followed by a lot of the teachers going on stress leave, so there was this huge staff turn over so that also probably related to the factory bit but where I said factory I was thinking more of a production line and probably not to an efficient one as in a production line where you have the goods going passed at a rate that is to fast to really care or grab it and have a really close look at it.
- 016 You said it should have been like in a family, basically so that you feel a part of it, that you are in the school and part of the school.
- 018 Yeah, I think that is really important for kids because where do you move from, you move from the home, the family to the school and I think that, that is especially important in primary school, or even in just a learning community not necessarily just a family, that's what I think, would have been important had it existed, and that's also meaning the relationship you had with other students, as well as your relationship with teachers, I mean you tend to look up to teachers a lot more when you are primary school, like how many primary school teachers do think you mum might have made ummm, really we didn't have that much of that in my school but that is because there wasn't that kind of communal closeness.
- 025 Okay, your secondary was very different,
- 025 Well I think I tend to over-rate the secondary experience because the primary was so negative.
- 026 Okay, because you said it was positive and that it was like being in a garden and ummm it had a positive attitude and it was nurturing the individual students.

- 028 Which is funny because that is not where you would necessarily expect to find it, I was at a small primary school and a huge secondary school and ahhh and it was probably to their credit that there was that kind of sense of individuality ummm and I suppose when I say a garden I am not necessarily speaking of you know sitting there serenely admiring beauty, I am thinking more of ummm, a garden where you are part of, you went around and searched for your own path, if that makes any sense in the fact that teachers could encourage you in that sort of way, I think primary school was very heavily to my mind to ahhh about conforming and, the school which I went to didn't necessarily encourage conforming in any kind of way and they were very open and they were very ummm, I use the word political correct but I don't necessarily mean it in that way, but they were very fair and they didn't let their own biases interfere with their teaching which was what I experienced at primary school.
- 038 Okay, having been that positive, you said secondary should have been like on a team, so that you had that nurturing aspect still (un huh) but the idea how to, that it is learning to, it is a community of individuals.
- 041 Yeah, I think that, I'm talking actually particularly the school I went to and that I feel it was probably, a bit more competitive in some ways than it should have been, I went to an academically selective school which in New South Wales you sit a multiple choice test and the top five percent of the state got picked and the top five percent go to one of these particular high schools, ahhh there is a lot of competition not just to get into but school but within the school, I think that that could have been channelled more towards the school identity rather than the individual identity, okay why, I kind, kind of contradicting myself when I say they should nurture the individual and they did but they could have perhaps nurtured a group of individual better in some ways and I also partly, partly, I thought school was mixed rather than positive, I mean it was positive but there was always a certain kind of mixed in that I felt that I as an individual received a really good secondary school education, I didn't feel that my friends did ummm because they very much valued what they saw as valuable in terms of the teachers, I mean it was like in the casual areas really when you think about it, it was you know, so much as you are worth, I will pay attention, pay attention to you and that was unfortunately the way it was, so while mine was positive I don't think everyone's was
- 055 Okay, because speaking about that, you listed the characteristics of an ideal student as always asking questions, energetic, intuitive, independent judgement, industrious, determined, sincere and versatile (yeah), how does that make an ideal student?
- 058 Well I think all those eight things actually link in quite well together and I think when I was looking at an ideal student, I kind of thought of students, not of, not even necessarily students that my teachers liked but students who I felt were good students, to what the essence ummm of being a student and of being what I think

teachers should try to encourage in their students is a desire for life long learning and that they were those kind of people, they weren't necessarily the ones that that sat docilely in class, they weren't people who would just teacher pleasers, ummm but they were people who had this genuine kind of engagement, I don't think everyone did, I know I said things like industrious, I don't necessarily mean industrious in terms of a conformist kind of way, ummm,

066 I was actually thinking a lot more about independent judgement and I suppose I am also thinking what makes a good student later on, like at university or past high school because if you've got independence of judgement and independence of thought and you want to ask questions like always asking questions ummm then you will develop far more as a genuine kind of learner rather than just having that surface kind of learner, which unfortunately, I think most teachers prefer that surface sorts of learner because they don't ask questions they just sort of sit there and they are a lot more cooperative but being a group learner isn't necessarily about being meek and you can be cooperative in your own way without necessarily being submissive.

074 Was this you as a student?

075 Ummm, sometimes, I don't think I was as versatile as I would've liked, I wouldn't have been too sincere, I was certainly sincere that ummm, I was the kind of person who went around saying things that no one else said and always wound up being in trouble, always being the one to say what everyone else thought but not wanting to say like in high school for example I was sincere enough that I got kicked out of the SRC because ummm our major project that year was to commission a portrait of the principal and ummm I stood up in assemble and I said that this was an absolute, you know a --- thing and why should students be raising money towards, you know, self-gratification which was what I termed it and I said if anyone wanted to object to that I certainly objected to it myself and so that didn't fit in with the school ethos nicely as you could get, (tangent on side story of Margi Gras)

088 Because in a similar idea, you talked about your sense of teaching was actually like acting, grab attention and give them that window into your world ummm, because basically teaching is a role (yeah) as well as a profession

091 It's, it's a consciously constructed role, it's not, it's one of the roles that we have seen through, you know, 13 years of schooling and another thing it is not just a role we have observed, but a role you see in the media all the time, you know, you read your inspiring teacher novels and you think ohhh I want to be like that, and the thing is that all those images that you have of teaching you tend to have based your own ideas of teachers on them and it is quite exaggerated, and a lot of the time if the construction is in the sense that not only do you have to sometime exaggerate your own feeling ummm you also have to draw a crowd in which is the student audience and depending on the sort of context in which you are working you still have to work in different ways to draw that crowd in and I don't mean acting in a sense in a sense

it empowers the teacher and dis-empowers the student, I mean acting in a sense that it is incredibly interactive, like an actor you play a certain role within your teaching but so do your students, you construct these roles based on kind of ideal type of teachers-student and they don't necessarily have to be binary opposites, so you look at, you know, ideas of learning in a more cooperative kind of sense, you probably will see the teacher as an actor and as a leader ummm, but someone who is also very open, so I think the metaphor of acting describes teaching well, particularly, I mean at different stages in your career you will incorporate those elements of acting into your teaching, first it will probably be a completely constructed kind of role ummm and then later on in your career you'll, you'll have merged your own identity with that kind of image such that to the extent that it will no longer be consciously acting but it will still be unconsciously.

111 Okay, you listed you ideal teacher as affectionate, self-sufficient, willing to take a risk, energetic, intuitive, spirited in disagreement, courageous and persistent, how do those combine to make the ideal teacher?

114 I suppose, I'm actually going through them, I think that while I'm, I thought, I actually think that now that is a very narrow range of adjectives for my ideal student I think I, I think I put a lot more, the ones I choose for a teacher were really quite different in their own kind of way, ummm I think affectionate as a term ummm, not necessarily that they believe in, in sentimentally kind of view of teaching but more in the sense that you have to have that affection you have to have the genuine passion to an ideal and that genuine connection with your students otherwise you are never going to be able to communicate with them well and also if you have got that kind of affection you will keep on going long after you, you logically should and in the kind of work place climate I means lets face it, teachers spend their lives doing overtime and teachers aren't paid very well and you've gotta have a commitment and a sense of intrinsic motivation which will come from that affection, the same thing with being self-sufficient otherwise, that that kind of contrasts with affection because while you have that affection you don't you are not dependent upon your students for the way you see yourself and I have seen to many teachers who have actually otherwise would not be self-sufficient enough in themselves and then as a result dedicated their lives to their students but they didn't have senses of self as being apart from the student and that I think is incredibly important,

131 ummm, willing to take a risk and energetic I mean they all kind of really fall in with each other and I think I took, I think I nominated yeah energetic and intuitive for both teachers and students because that really creates a positive classroom climate and I think quite literally when I was filling in the form I quite deliberately looked at what I put ummm as a student to see if would apply to a teacher as well because I don't see teachers and students necessarily as being separate and the ideal teacher and the ideal student should together create the ideal environment and they would have

those elements present in both of them were they to do that, ummm spirited in disagreement, I kind of actually like the phrase very much, but it sort of expressed ummm what I think I wanted to convey which was not necessarily authoritarian but certainly willing to disagree not just, you know whatever you say girls, not that kind of a teacher, ummm willing to have a disagreement and willing to engage in that without letting it overtake ummm, their own overall opinion of someone, I had to many teachers who tended to stand up and give you, not even so much give you their view of things I mean that's, that's they respect you, ummm equally adapt to their way of thinking which is probably the essence of a bad teacher and even more so if the teachers didn't realise they were doing it and they were very well intentioned but they weren't willing to disagree or weren't willing to have you disagree and everything kind of went smoothly but without that conversation or debate you can't have any new ideas, and its that simple.

152 Was this how you were taught?

152 Ummm, I never had a teacher who was spirited in disagreement, never, never, ummm, ahhh, I suppose in some ways the teachers that I had, although I thought they were really great some of them weren't actually very courageous and I think that had a lot to do with the kind of environment you were in school, these days in terms of ummm, litigation and in terms of this intense need to live within the rules, I mean I was going to school in 97 and 98 which was when I was in year 9 and year 10 which was when there was the whole furore about child protection ummm in New South Wales schools and that was in the media the entire year and I noticed actually that there was a conscious shift in the way the teachers treated us after that ummm, for example I lived in a really remote area of town and I used to have a teacher drive me home after school, sometimes just because it was very hard to get to by public transport and she always had me last period and she never really did that after the whole child protection thing, ummm kind of interesting as we were both females but and I think not that, also being courageous in within and that goes with willing to take risks but and it, it wasn't entirely taking risks ummm, not everyone is willing to take a risk but willing to go with the vibe, I mean what the students are interested in like if you are looking at the novel and some issue comes up you don't necessarily need to just ummm, crush it because you have created a lesson plan off something else ummm, I had teachers who were good teachers but who never had much of an effect on me because they weren't flexible enough but was the word flexible in there, was flexible in there, because I would have chosen flexible if it was in there because that is kind of what I meant when I said courageous,

176 ummm and, and also I actually loved the term non-conforming but I don't think it actually expressed what I wanted to say, I didn't put that in, I what I mean by non-conforming kind of links up with willing to take a risk as in not being afraid of your image or not being afraid of what other people think of you ummm we had in high

school we had a, in primary school we had a staff who was very dismissive, divisive because they were also leaving because there was this huge turnover ummm and the odd thing is that in themselves the teachers didn't conform that much simply because there was nothing to conform to but the whole thing with high school though my teachers were great they were a very cohesive staff and that meant you used to have to conform to an ethos because there was a definite ethos which was articulated throughout high school.

186 So, so how were they great then?

186 Pardon? (how were those teachers great then?) Ummm, they ummm (what made them great?) they were good because they really cared and they had a sense of passion and commitment that really extended beyond the classroom ummm the thing is I said I went to a pretty academic high school so I suppose they were lucky to be at that school and in that environment and they recognised that ummm the only thing that wasn't great about them was that I did get the sense you were only valued as much as you achieved, but interestingly enough this is just something I have been thinking about since school, during school I never actually had that sense, ummm

194 and I mean I decided to do teaching because of the teachers that I had in high school ummm, particularly in my area which is History, Drama, and English which is what I am gonna teach, they were really did care and did encourage you and they didn't really ummm quantify things which ummm really didn't count the cost, they didn't mind if you wanted to stay after school and have a discussion, I had the Deputy Principal, the Deputy Principal was my English teacher and he actually only had one class and ummm I did a couple of subjects by correspondence for my final year so I mean we literally spent half the day having a nice chat about the English novel which we were reading and this was someone who had a lot to do, he was always staying behind and working till 5 o'clock, but he was still quite willing to engage with me as a learner which I didn't really find at primary school,

205 they engaged with you, I'm not even really thinking of baby-sitting they engaged with you ummm as people whom it was their job to deal with, that is not to say it was necessarily a bad issue, it had nothing to do with you the individual, it had nothing to do with you as a learner they weren't engaged in the act of learning they were engaged in the act of doing their job which is a different kind of thing altogether.

212 So is this how you see yourself as a teacher?

213 Ummm, definitely energetic, sometimes I don't think I'm persistent enough, I don't think that necessarily, I mean there is this image of yourself as a teacher and there is this image of yourself as a person and as a person I am sometimes not persistent enough, ummm because sometimes I am used to things being to easy, I don't mean necessarily in life I mean kind of in terms of grades, and in terms of results and in terms of persevering at things I mean I have always had some things come to

- me easily ummm, other things never came to me all that easily because I mean I think, I always, I think I recognise now that the only reason I had a pretty appalling experience at primary school was I came from a pretty appalling family background ummm and as a result it is very hard to tell the difference between, you know, the five year old who is genuinely naughty and the five year who swears and she learned those words at home or you know the five year who is always late to school because, you know, dad was to drunk to drive you that kind of think, ummm and also with the sort of the, the definite conformist kind of ummm, attitude in primary school, they like the girl who drew nice sort of pictures and I, I was the kind of person who never really did nice sort of things or wanted to do them, and I wanted to be liked a lot but never did the things that would make it easy for anyone to like me, I mean I was quite, ummm, not obnoxious but I think that kind of experience would probably feed into my teaching ummm and probably make me in some ways not just willing to take risk but more appreciative of students who don't necessarily fit in, ummm,
- 238 and I didn't necessarily fit in partially because I mean it sounds really, it sounds really up yourself but I probably was very bright compared amongst all of the kids that were there and at the same time I had hearing disability ummm the same time like I said I came from an incredibly poor background ummm, among other things there were lots of issues involved in that, so there were a couple of reasons why I didn't fit in and I think I would probably recognise that in students, I don't think I am intuitive enough but I think that if you look at conceptions of what class knowledge mean, I think you would find intuition is something which can be developed, if you haven't got it all you'll never get it, but if you've got a little bit of it you can work on that, I think I've got a little bit but not enough yet, ummm and I am way to spirited in disagreement, when I say that is part of the ideal teacher I think all these have to be assessed in moderation, ummm and sometimes I find it really hard, you are often most critical in things of your teachers that you will see in yourself as a teacher or yourself as a person, I mean the things that you most hate about other people are things you fear doing yourself and that has always been my case, with the affectionate/self-sufficient dichotomy because I think I will find it really hard to draw the line between being affectionate and being caring which means separating your own life, because if you go into teaching because you have been inspired by your teachers, if you go into teaching because you have this whole making a difference thing, I mean that's the biggest cliché of all, but you know, if, if you encapsulate me attitude towards becoming a teacher it is that whole kind of motif ummm but you need to separate yourself as a teacher and yourself as a person and I don't know if I will be able to do that, by the way.
- 263 Because you said that going into teaching was because of your secondary teachers (yes and then I am so critical of them, I know I'm terrible) who were the ones who give, who gave you that inspiration to teach?

- 266 I know, I haven't really told you about that have I, probably because I was talking about all the horrible ones, ummm the ones that gave me the inspiration, the inspiration to teach were the ones I could see something within them that was like the way I would like to see myself and so I think I became a teacher partially because it allowed me to access a side of myself which I liked (for example?) ummm example would be the acting thing and that is connected with the idea of teaching as acting, I mean I had this teacher who was, she was just so charismatic and I wasn't, I was a very shy kind of person but I would look at her and I would think I can kind of be like that, ummm or also we had, I had couple of English teachers who just had this really amazing kind of style that, they had, it sounds like I am reducing it to technical things here, they had the most amazing way of asking questions while not penetrative in themselves really got you thinking and, I became a teacher because I had teachers who made me love learning and I couldn't foresee a life were I wouldn't be involved in some kind of learning activity in some kind of continual learning, some kind of life-long learning I think and so it just wasn't necessarily the teaching that I ummm got or even the fact that they actually spent a lot of time with me,
- 304 a lot of time that they necessarily shouldn't have done but it was also the fact that I felt engaged as an individual and I felt engaged with something which was greater than my interaction with the teachers and greater than ummm the sum of two people it was, sort of began to see the idea of learning, this is very idealistic and I am sure that within two weeks the whole idea will be shattered, but why I went into teaching was, I kind of saw learning as the only thing which really lasts and learning is the only thing which is sort of past down from somewhere, I have never wanted to have children, that has never been in the future for me and that in fact probably also affect why I want to become a teacher in that it was a way of making a contribution and passing on something that was really worthwhile and really important and I wouldn't have done teaching had I not had such a bad experience in primary school and had I not had such a good experience in secondary school, because I have seen both ways, and when you sit down, school defines your life, if you are having a bad year at school you are having a bad year period, if I mean it just takes up so much of you and it forms you in so many ways and that's why you have all crap about people who want to go to private schools,
- 338 I imagine because you have that whole holistic kind of focus, had I went to a school that was without that kind of focus but was somehow managed to change the way I thought and simply to feel you had no thought is such an amazing thing and I think I kind of got that feeling at the high school where I went to, I was encouraged way, way to much in high school as in way to much recognition, like I was saying before with my friends who didn't do as well as I, I often felt not that the teachers were wasting time on me but that they were, they responded to me far more than other people, like if they had to chose someone to go to a youth conference probably who

choose me, I would tend to get good grades in high school with certain teachers, which was unfortunate because that was probably very obvious to some people (tangent on university History instructor, long tangent)

- 384 Explains the questionnaire and interview and how the data will be used and interpreted.
- 384 End of interview.

Interview Samuel – postgraduate secondary non-traditional male

Tape Transcript

- 000 Introduction to interview
- 002 In your questionnaire you said your overall primary school experience was positive and that it was on a team because it should have been on a team as well, meaning you were one of many there with experiences and partaking as on a team that were both positive and negative but it was basically just let you see about what you were there and saw how you were able to be part of it, how was primary school like being on a team?
- 007 Ummm, we all took part, we all helped each other, ummm, from what I remember whenever we had an assignments, the most rememberable times were when we had outside visitors, we would all listen and we would all get involved, feel the examples of what was brought along, we had lots of Aboriginal elders because the area was rich in historical Aboriginal area, and the elders would come down and teach us about ---- and spears and digging roots and berries, as a group we all participated and we sometimes we would pair off and that involved team interactions as well
- 020 You also said secondary was pretty much a similar idea, it was also positive and still on a team and it was like your primary school except that due to specialisation of some of the academics it kind of started breaking the group up. How was secondary like on a team?
- 023 Ahhh, secondary was more a team because so then like everyone starting to socialise with people of common interest so sort off like going against other students as opposing team, people who were in the creative strand or academic strand like chemistry or physics, ummm, although I enjoyed it, I choose the wrong strand, I went for economics, whereas now I am a practicing graphic designer, and ummm, and in school that was for all the students who had done the arts strand and the arts teacher told me there was no need for me to do arts, that was just so wrong, so instead I did advanced maths, chemistry and economics
- 034 Because you said you actually struggled and it was actually the wrong information, you still said that your primary and secondary were basically what they should have been and were as it actually worked for you, even though it was the wrong advice, the environment worked for you.
- 037 Because I think I learnt a great more in terms of having to fight, ahhh, stand up for myself, having to ahhh, debate a teacher for whatever I believed, I remember one particular teacher, one of my maths in advance mathematics, the issue was maths 102, ummm, was more difficult than just advanced maths and I was doing very well in Advanced Maths 102 whereas with that lower still advanced mathematics I was still struggling and he was trying to get me out, but then it made me realise that his

concerns were not for my personal benefit it seemed to be more to do with why, he had to do with my sister, just he had that kind of specific personality that was probably the one negative strand I had where I was able to learn how to listen to people, including what they are saying and trying to convey to me, and that --- in my professional career whenever I have to sit in meeting and have to talk about a project, I always have this dim memory of having to debate my ideas within a team environment in that scenario (tangent onto work related story)

- 057 You listed the characteristics of your ideal student as curious, persistent, willing to accept others' judgement, non-conforming, has a sense of humour, willing to take a risk, receptive to other's ideas and has independent thinking, how do those make the ideal student?
- 060 I suppose someone who would be innovative, someone who would be advance advancing rather than just going along, along with whatever will be, they would be interested in the surroundings, listen to what is surrounding them, but, ahhh, interpreted with innovative views, and that kind of student maybe slightly troublesome but hopefully the realisation today would be that they would have a realisation that ummm, things would advance themselves, they are aware of that, that teachers would listen to students points of view, that ummm, that students are teachers themselves, I think that that would be really the ideal student.
- 072 Was this you as a student?
- 072 No, this is my interpretation after growing up and looking back, I could have been but I don't think so, I was laid back kind of person, ummm, very laid back person
- 077 You said your sense of teaching, switching from the idea of being a student to talking about whole class and school experience, was understanding another person first, meaning you'll better understand yourself, then provided a long description of why that works ranging from judging a book by its cover, Chinese whoppers, ummm, basically going through becoming worldly, opening your mind's eye to see others' points of view can only go towards reducing conflict and misunderstanding, the whole idea basically that if adults educated this way, that, mature not only the creative self but the politic, that if adults have this world view, holistic approach, is this how you see teaching?
- 091 Ummm, yeah but more controlled (how?) like I am laid back, like the person who observes, the person who sits back and I observe sometimes if I observe, if I choose, probably you would not even know I was in the room, I would sit back and look and observe the way the people behave and then you can almost, not judging a book by its cover but you can build quite a lot and that's how you approach a situation but keeping in mind because that's how you can build on what you have experience yourself in the past, that was mainly what I meant in that but, ummm, I am very into that, you cannot come into a situation or discuss issues with other people, you just got to go with your own interpretation or own beliefs because that is

- where you will accomplish more, because someone will present you with something and you go that's really fantastic, but that's wrong, from what I know it is this way,
- 105 How about the idea that you say more controlled, what do you mean?
- 106 Ahhh, more controlled, in the sense that ahhh, you allow the other person to open up and feel, perhaps that they have the upper hand and that they are telling you and swinging you to their point of view, but you know your own strengths and you are aware you are opening yourself to them but in the end, I will be the one who is taking a bit from them, their, if it meets with my beliefs, in that sense I am in control and I think it's a controlled environment in my point of view, ummm, an example would be if I would have been brought up Catholic, ummm, politic, there are so many issues in the Catholic faith that are just crap that are so ridiculous, like the excessive wealth, the hypocrisy of the way they view ahhh, living life, you know, it just so crazy you know, but what I do is take a little from this faith and take a bit from here, I don't like to think that I am slotting into any compartment, that is what I mean by controlled ummm, I don't just slot into an accepted view, I like to think that I take whatever bit that suits me, but it may not suit you, it may not suit another person, and I totally accept that
- 130 Okay, going from the idea of talking about your ideal student to your ideal teacher you said visionary, strives for distant goals, sincere, thorough, self-confident, always asking questions, emotionally sensitive and remembers well, how does these make and ideal teacher?
- 135 Ummm, visionary in that ultimately see where you want your students to be ummm, like I was saying to you ummm, ahhh, from visionary in that ultimately you offer student the ability to be open to an outside view, when you are working out in the real world, working in a team environment, professionally, you are very rarely working completely on your own unless you are doing research or but, ummm, in a company environment you are forever having to go through different tiers and showing your work to a number of different people to get it accepted until it goes through and very rare do you get through everyone easily and in the end when you submit it, it is what you actually go through so visionary being ummm, being moulding them in a way to make them more like yourself I guess, which would be kind of vanity, so you don't get angry about it, just look at them for what they are and ahhh, in themselves for ---, take in the selective process for ultimately there will be probably just only one out of all the students that will fail to get to the end result that you know is what you want them to get to achieve
- 158 That is visionary, but what about the rest?
- 158 Okay so having been visionary, you are striving for distant goals so that means that each little step will achieve that, and sincere I mean you gotta be truthful to yourself and also with other people within reason, you don't want to give away all your cards before you got to, you know how much information you can release, because if you

give it all away then your ultimate vision will be exposed but then other people may not be open to another person's views, ummm, and they might go okay no if that is what you are aiming for then I don't want to be a part of it, which then kills your vision, that's why sincere is controlled necessarily, ummm,

171 thoroughness, definitely you gotta cover as much information as possible ummm, and again the reality of the situation, you can't know absolutely everything that can ummm, happen and that can raise my frustration as the way the creative force works is that works by you really wish that you could snap your fingers and know every possible thing that could come along, so if you could plan and anticipate, anticipating comes from being more worldly and accepting other people so then you can plan better and I see that comes from parents because if their children in a particular situation because they are not anticipating an end results, and that will be enough, and anticipating that they won't get bored, that is why thoroughness intuitive result, ummm, you gotta be self-confident, self-confident that that vision is the right one, ummm, but self-confident also in the way you don't mind realising that it was in the wrong direction maybe because someone else has given you a different view, and not being to proud and headstrong and say I am still going to go for that vision, so being self-confident enough to strive through adversity and ummm, criticism and ummm, ignorance of others for your own vision but being self-confident enough to hear someone else's suggestions and realise, ohhh, now that actually that one is better, so perhaps my vision isn't achieving it in this direction I had better take another direction, so self-confident,

206 always asking questions, just reconfirming you are taking the right steps, then again just re-enforcing self-confidence, just ensuring you are heading in the right direction, to ummm, you can not work without other people, and ummm, hence asking questions and emotionally sensitive, yeah that ties in, ummm emotionally sensitive, ummm, should be open to, should be open to realise that some people are, ummm, can be, ummm, scared, ummm, emotionally sensitive to another person's, ummm, lack of self-confidence, I noticed that in my work, people who have to work with others still uncomfortable putting forward their idea that they will get cut down and then they will walk away from that environment and they just feel miserable, that that's not right, so you gotta be emotionally sensitive to that, and the way I always work is I never identify any individuals but always discuss as a whole, ummm, unless it is something which is positive in which case I like to encourage the individual along with the whole and that is something I have found which works beautifully, so much so, that when I was managing the art department I was always of the belief that the manager was the first one to arrive and as the manage the last one to leave, ummm, not this I get in after the workings arrive and I leave at 5 o'clock while the workings keep working, and in doing that my workers (tangent on worker/manage story),

245 Is this how you were taught?

- 245 Ahhh, I don't know, maybe I may have been, some of my teachers gave me, ahhh, reassuring in a sense, so perhaps they were like that, I remember some teachers identifying my creative streak, my first grade teacher Mrs. _____, she was like that, my year four teacher ummm Mrs _____ was like that and my high school arts teacher, Mrs _____ was most definitely like that, and ummm, my sixth grade teacher Miss _____ was one of them, so ummm yeah those four teachers I think, yeah, they were probably like that
- 259 Is this how you see yourself as a teacher?
- 259 Yeah, well what I try to work on in principles, that is how I envisage myself as a teacher, working with students as opposed to preaching to students or teaching directly to students, ahhh, because I think people don't like to be told what to do and how to do it, I think that is the conflict within us, the teach community, one thing I didn't like when I was I was at the University of Sydney (tangent on University teachers telling students how and what to do without any investigation on students part),
- 277 that didn't work for me, being told what to do and how to do it, I didn't learn it, when I was nine years old, and ummm, even back then I think I same basic structure of what it means to learn
- 281 Okay you had teachers like your year one, year four, year six and high school arts teacher that had these characteristics (yeah), were there those teachers who did not have these characteristics?
- 283 Oh yeah, I had those teachers that ummm, who didn't care, there were those teachers who turned up and taught out of the book, and then as soon as the bell when, stood up, slam the book shut and got up and walked out the door and, ummm, that was a negative to me, it was a learning experience for me because I could see first hand that is not how you do it, and generally these people are nice people but not teachers you know, I don't know why they bother to teach, they definitely have a different view of being a teacher and how to inspirer, it was a nice learning experience as they were nice people but they were not teachers, ummm that's pretty much it the way I see it,
- 302 Explain the purpose of the interview and answer questions of about how the data will be interpreted and utilised
- 328 End of interview

Interview Emma – postgraduate secondary non-traditional female

Tape Transcript

000 Start interview

001 Now you said your primary school was positive (that's right) and that it was like being in a family (hmmm) because there was more of a nurturing experience and actually remembered teachers hugging students (yes, that's right), and you said it should have been in a family with that need for nurturing but also to launch students into this whole school environment process (that's right, yeah), how was school like being in a family?

005 Ummm, well the primary school I went the actual community itself, ummm, everyone was a very tight knit community, everyone went to swimming club out of school, ummm, you would see each other on Saturday morning up at the local shopping centre, and ummm, everyone's family seemed to know everyone's family, ummm, the teachers also lived around the area and were good friends with your, you know, your parents, whatever and were seen out as well, ahhh, I think why I said it was important and that is should be a nurturing experience is because I think going from being in your family to suddenly in a school situation now, ummm, its kind of nice to make the shift not so incredibly daunting and sort of make the students feel more relaxed in the school environment and more relaxed to learn too, you learn, you learn most of your abilities to form a self from your parents where you are at home and then you get to primary school and you need that confidence to learn from these people if they kind of show a little more of, ummm, not affection but make it sound not us and them kind of thing and ummm, I think I had a positive experience because they weren't ummm, overly familiar but also if a child was upset or fallen over or something, it wasn't just take them to sickbay or something like that, you gave them a hug then you were taken over to sickbay and you felt like you were cared for.

021 Okay, you also said your secondary was positive (yeah) and that it was like being on a team (yes), because you had more of that team

023 It was a different kind of school though too, it was a private independent girls school so we also had very much a reputation to uphold, the school was run quite like a business which a lot of state schools are now too, but our Head Mistress was a ummm, good disciplinarian, very firm and fair and she had a very good reputation for other schools as well and show she did run it almost as like we were very part of team, and her teachers were her team and we were all like team members, ummm, and so it was always like strategies for learning and that kind of thing, taking it more advanced and more sophisticated level, no teachers were particularly familiar at all ummm, it was, I mean they were caring but not to that point of it wasn't really

- nurturing, it was caring but it was also you need to learn and develop a well-rounded career, learning to learn.
- 034 You also said it should have been like that, well actually should have been on a team.
- 035 Well it felt right because I think it should, should have, you know, maybe not so meaning as nurturing but getting you know, more self-confidence in how you should be, and I think if you felt teachers were invading your space a little and being more nurturing, you would feel like you can't really develop and you want that kind of unfamiliar ummm, comparison between teachers,
- 039 All right, in talking about students, you said your ideal characteristics for a student were persistent, have independent thinking, visionary and thorough (yelp) but considerate (yelp), sense of humour (yelp), does work on time and a self-starter, how do these make the ideal student?
- 043 Ummm, okay I think persistent because not to ummm, give up if you get disappointing results, ummm, then to persist because that is just one test, that's one particular area of a subject, that your not, that is a weakness at that time but take strength from those things that you can do well, independent thinking I think it is good not to be totally so reliant upon the teacher but develop a more lateral thinking approach to subjects as well, because that will help you in the more senior years of school and definitely prepare you better for university, ummm, and then visionary I think being able to see how the subject area is going to be able to fit into your life, see beyond, okay, you know, I'm doing this subject for school and not just think it is for the HSC or to do well on the test just to impress my teacher or my parents or myself but see beyond to see how it is building upon and building an educational experience and
- 055 thorough just to ummm, basically making check points for yourself making sure you are covering areas, that even though you may not be confident in them to make sure you are also consistent with ummm, your studies, considerate I think is important because ummm, being considerate off other peers and ummm, well, the fact the teacher is out there and even though you may have a bit of a personality clash with some teachers as well but that's their style and that's, you know, their doing the best they can, we hope, in front of a class and so considerate that just might be them and so also, you know, considerate in terms of not teachers coming to school smoking as you are affecting other class members and it is also affecting your own classroom experiences so be considerate of that fact
- 065 sense of humour is good not only, that's very important actually, not to your learning to seriously and enjoy it, ummm, and it think it makes it pleasurable and you will ummm, not see it as much as a chore, ummm, doing work on time is good things that have deadlines makes you more efficient, means you get more work done, you don't have to think about which big mountain to due, you just, too hard to start, and

self-starter is not relying on others to get you going, you get yourself going, so you can get work done on time, and that just makes you a better student.

073 Talking about that idea of a student in school and everything, you talked about your sense of teaching and you give a quote, the pain of discipline is far better than the pain of regret, talking about you need hard work and persistence and the fact that it is never to late for a student to turn around (that's right), basically that if you give 100% there is no room for you regret (yeah, yeah, yeah), is that how you see teaching?

078 Ummm, yeah, in a way I think, you know in order for a teacher to give the best class and not cheat the class you are going into to be the best prepared you can be, you know, just not to think of what is on the syllabus or whatever, make sure your subject knowledge is up to scratch, make sure that your confident with what you are going to teach and ummm, make sure it is not just ABC but try to think of creative ways to communicate your teaching, that all comes through, you know, a kind of discipline, that helps you know, not rigid approach to learning rather than coming away from the classroom thinking I wish I had prepared a little better or it's a shame the students didn't bond with me so well, go in there more well prepared than what you may need to be, ummm, that sets you up for anything that may go wrong in a class, or ummm, and then not coming away with that feeling I could have done better, well you will always have that because you know, if you want to do well, then you will always coming away with a critical list but not have that whole feeling knowing you could have something better,

092 Okay, speaking of teachers, you said your ideal teacher was determined (yes) also persistent and thorough (yeah) with a sense of humour (yeah) self-confident (un huh), intuitive (yeah), energetic and willing to take a risk (yeah), how do these make the ideal teacher?

097 Ummm, I think determined meaning to never give up on students, I know that in some of my classes in school the ummm, some teachers would just focus on a particularly gifted student, especially in the more senior levels because it was going to make their class look good, ummm, and kind of give on the kid that was basically getting lower results or not really consistent with everyone, ummm, else in the class, so determined to actually bring out the best in each student, no matter what their ability is, ummm,

105 persistent, once again, just ummm, persistent with the weaker students ummm, making sure they, you know, are aware that their teacher methods also have to adapt to these kids as well, ummm, thorough once again covering, not just the syllabus but also thorough in terms of making sure that the students are understanding what's going through, testing their understanding, ummm, you know, possible doing checks on whether the information you are delivering is being processed, sense of humour very important, I mean students will respond to a

- teacher that's firm but fair, but also can have a sense of humour, shows, shows they are bit human but also show that you are necessarily being their friend but you are also showing that you can be, you also enjoy your subject maybe in a way, you also enjoy teaching, ummm, I think some of those teachers that are really firm and strict all the time, it looks like they don't enjoy their subject area,
- 118 self-confidence very important, ummm, even if you show a weakness in the class or ahhh, basically you can get around a difficult question a student may ask you or you are not particularly sure of an answer, give them ahhh, you know, a strong answer and make sure you are reaffirming that you know your subject area but that you will get back to them if you are not particularly sure, ummm, and not just to go in there and guide the students, make sure they feel they have got a leader and they feel that, you know, you are the guide and they feel confident that you are going to get them through that subject area, intuitive being ahhh, yeah intuitive in the perspective of classroom dynamics, ummm, just intuitive to how students are responding to you, I think is very important,
- 130 energetic, very, very important, so many teachers come across as quite stale and bored with their subject matter, like here we go again, I hate this year 9 class, kind of thing, ummm, energetic kind of the fact that they go in and think well this is another day lets kids going, ummm, because it wakes up the kids bit too, willing to take a risk, ummm, kind of showing the kids that they, the teacher also is --- a teacher that thinks black and white, I don't mean take a risk, I mean kind of looks beyond what is, you know, is set like, for that, for the particular year and syllabus, and your, you know, take and show different case studies to the students, and bring them in and show how it might cross over those different subject areas, and not make it quite just a rigid experience, I think
- 143 All right, is this how you were taught?
- 144 Ahhh, yeah, these were different ummm, aspects of, in the teachers that I admired and used kind of as my role models or mentors would be ummm, all of them seem to in some way show some of these characteristics.
- 147 For example?
- 147 Ummm, one of my English teachers who had a great impact on me, I had her in year 9, so it was an impressionable year and we were on of the top English class but we still had a lot of naughty kind of girls in the class and we would always test her and we wanted to know more but we were also quite a difficult class to teach, I think, she was very firm with us and very fair and in a lot of other classes we would muck up but with her we really respected her because her delivery was ummm, quite strict but then she would get this kind of cheeky wide smile after she said something and I used to love her, I used to kind of feel we could respond to her and she would ummm, she would bring in this interesting quirky newspaper article, but none of us understood what she read and then go through the language of that and it would

encourage us then to go trouble to try and impress her with oh yeah we found this kind of thing, you wanted to go beyond what was expected of us and homework of what the class was, ummm, yeah she was energetic too, she would come in and talk and, you know, quite kind of voice to start off with then raise her voice level, it was all quite dramatic and it worked very well for that, being that age group, and so yeah I would say she was probably mainly most of those traits.

166 Okay, is this how you see yourself as a teacher?

166 I'd hope that I would be like that, yeah, I mean so far from the little teaching experiences that I have had, I would say that ummm, I would hope that I was most of those characteristics, actually I think I would be most of those characteristics, but I would still have to develop a lot of them as well.

171 Well basically you had that year 9 teacher who was like these (yes); did you have teachers who weren't like this?

172 Absolutely, I had teachers who were, who were total reverse, I had teachers who were lazy, would come in and almost just get us to copy slabs out of texts books and do the questions while they did their marking in front of us, you know, it was clearly like, you know, they wanted to get their marking done and it was just like throw them anything from the text book, ummm, would talk in a monotone ummm, voice and would not just take any effort into inspire us, ummm, teachers that would just turn up late and, and teachers that seemed just not to really care, you know, hands out test and results with not much feedback or anything like that and gave no room for any improvement or give the answer and if we asked if we could go through it again or whatever oh it was just we'll cover that next lesson, just put off that was laziness.

185 You said you had your year 9 English teacher who was yes, yes, yes, do you remember any of those teachers who were no, no, no?

186 Yeah, a Science teacher, ummm, and I think that a mere fact that ahhh, I was strong in the humanities ummm, and science we had quite bored staff at our school and they had been there for years and lot of them had been in their profession for at least twenty years and at that same school, and so they were yeah, one particular teacher she was yeah, she was basically who I was describing when I was describing bad teachers, no feedback on tests, ummm, talk in a monotone voice, had no command of the class, would talk really kind of softly and everyone would just talk and talk and talk and she would say class this and this and no one would pay any attention, it was a waste of time, people would come and go as they please it was just, she had no discipline either in class.

200 You talk about how primary was very positive and nurturing (yeah) and secondary was also positive and on a team (yeah), with both of this being very positive choices, what was the decision for you to go into secondary especially into English and Economics?

- 203 Ummm, basically I, well yeah English because I had a good role model and I really loved English at school which made it a very strong subject for me and I think I enjoyed it and I also ummm, involved myself in lots of extra-curricular things with English as well and I think that I felt that I had a strength in teaching it, but as soon as I left school I thought about going into teaching ummm, and I wanted to have more of, I wanted to be sure about getting into it and I kept thinking I might go into it later long because I didn't know whether I would be ummm, developed enough to go from school to uni back to the school environment, I ummm, remember being in the school system but twenty minutes to teach this then the school bell rings and that kind of teachers lifestyle, so ummm, I enjoyed Economics and senior Economics and I did Economics as my undergraduate degree and I enjoyed Economics and then I, did that sort of thing over in London (tangent on her previous career in Economics editor work) I enjoy Economics but English is more my passion.
- 227 You said you had an English teacher as a good role model (yes), how do you mean role model?
- 228 Ummm, role model, I think when I was thinking how I want to come across in the classroom, my friends ask me what kind of teacher do you think you will be, ummm, and I was saying all the things this particular teacher had represented, she was firm, fair, she had a sense of humour, she was creative, she was inspiring, ummm, and I think I saw all those things in that made her a role model to me, I would like checkpoint myself on them and think now what would she do in a situation like that, ummm and to use her as an example, you know.
- 237 Explain the purpose of the questionnaire and how the data will be used and interpreted
- 257 End of interview

Interview Mia – postgraduate secondary non-traditional female

Tape Transcript

- 000 Start the interview
- 001 You said your primary school experience was mixed because it was like being in a garden as well as in a crowd, ummm you felt lost and you actually like being outside away from the classroom, how was it both a garden and a crowd?
- 004 I will start with in the crowd part, I picked that one because I felt a bit like a number, a bit sort of, ahhh, a bit invisible sort of thing, ummm and in a garden I suppose that's what got me thinking about I like to be away from the classroom, the reason I say that is because the most positive memories I have of primary school was, it was sort of outside in the playground with the other kids, playing at lunchtime, ummm, just basically being out of the classroom environment.
- 013 Okay, because you said that it should have been like in a family, meaning students should be nurtured and treated as individuals (yeah) not as a number, and made to feel safe and secure (yes).
- 016 Absolutely, I would say that ummm, the over-riding negative thing about primary school was that I felt like a number, I didn't feel like I was, I had sort of individual, ummm, academically I struggled in primary school, ummm, I was living overseas as a child and when I started primary school in Australia I felt, ummm, behind academically the other kids and I could tell that the teachers could see that I had, had learning difficulties and so on, but they just, I don't know why, they just in hindsight maybe it was lack of resources or something, but they couldn't sort of give me any sort of individual attention that I probably needed then, ummm and because of that I felt, just sort of you know, out of my depth really and so I think because of that I feel being, prefer the social side of things and the, the playing side of things which is why it was mixed experience, I look back and I had some great friends and ahhh, you know, it wasn't all negative.
- 027 All right, because your secondary was positive (yeah) and felt that it was like being on a team and on a stage (yeah), meaning you felt a sense of accomplishment, you felt like a leader, you felt like people listened, to basically your ideas (un huh), how was secondary both a team and a stage?
- 031 Well, ummm, I think I put I felt I was on a team because I felt like I was contributing, I felt that ummm, ummm you know, not only was I, it was sort of, a team is different to a crowd in my view because you are being treated like an individual, your ideas are being taken into account, ummm making a contribution, but your also working together with other people, so sort of a step up from being in a crowd, ummm and being on a stage on of the things the helped to ahhh, overcome some of the problems I had experienced in primary school was that I developed a lot of confidence in particular activities like drama and debating and things like that which

helped me to develop confidence in my school work as well, and my secondary experience was better than my primary was early on I had some great teachers who went out of their way to, to help me overcome, basically what they did was they, they helped me work on my confidence which, which ended being the key to helping me with all these other learning difficulties, it was just a lack of confidence really, so helped me in other areas of my life like drama, developing actually and how to cope academically.

- 049 Okay, because you said your secondary should have been like on a team and a stage (yeah) so that students could be encourage to basically do their best as well as help others to their best as well (un huh). so, that's the way secondary should have been as well?
- 052 Yeah, I wouldn't change a thing, I really think it was a positive experience for me,
- 054 All right, because you idea of how secondary being so positive leads into your list of ideal characteristics for a student being receptive to others' ideas, curious, always asking questions, independent thinking, willing to take a risk, emotionally sensitive and considerate and determined, how do these make the ideal student?
- 058 Well, when I was looking at all your, all of those adjectives that you did list here, those that jumped out me overall was that, the ideal student was someone who as a teacher, ahhh, things like being obedient and quite, you know don't need as much as people who have a thirst for knowledge and also a thirst for life, I think that, as a teacher I think I would like to have those kind of people in my classroom, ummm, and I think that is what happened to me when I was in secondary school and it was mostly because I had a couple of really great teachers that ahhh, opened up a whole lot of doors for me and, and started showing me how much more there was to, to learn and you know, once you sort of realise how much is out there you just, you know get that just kind of hunger for learning which I, hopefully that will, some of these other aspects I put forward certainly the curious and always asking questions is part of that, independent thinking I think is really important because, ummm, one of the things I think I got, I came away from school with that I am most happy with and proud of, I feel I am able to come up with my own ideas and able to express them, ummm, and that is simply because I was encourage to do so and I wasn't made to feel stupid, you know or I was listened to again it boils down to that, that's why I think being a good teacher is being you know a good listener as well because ummm, feeling like you are being listened to, you know, you put out a crazy idea and no matter how silly it might be, someone will listen to it and then might give you criticism but constructive criticism or whatever but as long as you are allowed to speak your mind,
- 082 Was this you as a student?

- 083 Hope so, some of the time, I'm sure I was a bit annoying as well, but you know, ummm I hope so, I think generally I was, but ummm, in most you know, certainly the subjects I really liked,
- 087 Okay, so going back to talking about some of those teachers you mentioned, you put down as your sense of teaching as to inspire, to encourage, to listen, to guide, to understand, to see the heart of the matter but also basically to communicate and to guide (yelp), because teaching is about helping others to formulate and express their own unique vision, basically allowing students to see themselves as basically being sensitive to others students and other people's needs (yeah), is this how you see teaching?
- 093 Yes, I think it is not just about being a dictator and sort of trying to shove your own ideas down someone's throat, I think it is about helping other people come up with their own ideas, you know, that is really key and ahhh, ummm, and ummm, and that's what, that's what was inspiring to me, not sort of just being really a good communicator or other things like entertaining or being able to control a classroom or all those other things, it is about actually inspiring other people to, to you know, come up with their own ideas, I guess,
- 102 All right, because very similar, the ideal teacher (yeah) has a sense of humour, visionary (yeah) intuitive and sincere, versatile courageous and also receptive to others' ideas and determined (un huh), how do these make the ideal teacher?
- 106 Well first of all, I think sense of humour is important no matter what you do, ummm, and I think having a sense of humour allows you to be versatile, and so they kind of go hand in hand, ummm, all of them visionary, intuitive, all of those things sort of go hand in hand with my idea, you know, of being inspiring to other people but at the same time, you know, really being receptive to what your students need, it is no good just standing up in front of the classroom and you know, making really beautiful speeches and so on you actually have gotta tailor what you saying to what your students need and what they, you really gotta be it is not just a sort of one-way thing, it's a, it's a student teacher relationship, in my eyes, you know, information is flowing in two directions, not just, you know teacher passing on information to the students, you gotta always have the, you know, the relationship side of it, ummm, rather than a dictatorship, I don't know if that is the right expression, so ahhh,
- 122 Is that how you were taught?
- 122 By some teachers, yes (for example?) ummm, one of my favourite teachers at school, ummm, ummm, this was at the beginning of high school and I think he really set up the rest of high school career because he was the one first addressed some of the problems I had in primary school, ummm, just to give you an example I had a great deal of trouble with spelling and reading and writing and ummm, and so throughout primary school the teachers would invariably send me off to remedial class or stuff like that and it just wasn't working and I wasn't really getting anywhere

and when I started with this teacher, ummm, he, he instantly identified that my main problem was that I just lacked confidence and you know, so rather than sending me off to remedial class which made me feel you know, different to everyone else like there was something wrong with me, he just sort of did reverse psychology and put me in all the top classes for those, in those areas, which at first I thought why am I being put in all these classes I have told I am not good at these things, but after awhile you know I started to think yeah I'm good at this and, and I'm quite good and that I can do this and that is what really turned me around, he would, I thought he was a really good teacher, he wasn't the most the sort of flamboyant teacher, he wasn't sort of, ummm, you know, larger than life or anything like that, but for me he was great, because he was obviously observing and, and noticing what things sort of made me tick and, and sort of, you know, ummm (intuitive?) yeah intuitive that is exactly right, and it worked for me and as a teacher I hope that I can emulate that kind of empathy that, that ahhh, cares for the student which I think he had, ummm.

150 Did you have teachers who were not this?

151 Yes, definitely, ummm, ummm, let me think of a bad example, honestly I don't remember the bad teachers nearly as much as I remember the good ones, ummm but I'd say, you know, the ones that sort of stand there and talk and you know, writing on the blackboard sort of teacher, where they sort of regurgitate, you sort of kind of get the impression they are teaching the same thing they taught last year and they are not tailoring it and they are not picking up on the vibe of that, that particular group of people, you know it is sort of the same stuff they do every year and ummm, well yeah, they just stick to that, I'd say that was a real negative.

164 All right, good, you said in secondary you had great teacher who helped you overcome (yeah), as well as secondary was very positive compared to primary, any influence on you being a secondary teacher?

167 Yes, definitely, I, certainly my secondary experience being very positive has influenced my decision to teach but I think mostly it was the transition between primary and secondary, in that, that was the teacher I was talking about before, there have been a couple of others teacher who also have been inspiring but it was just for me such a huge experience overcoming that learning difficulty, you know, and going from in the space of just a few months, from going from a lacking confidence so much to having it, and that snowballed once I started to pick up academically and it you know, all the other areas of my life improved so much as well it was just such a huge, umm huge life experience I guess for me and it was I was about 12 or 13 so it was year 7 so maybe it was that particular time, but I don't know, but, at that, it was really when I look back on my life that was probably one of the most important things that, that happened to me in terms of be a catapult in other areas and, and personally and today, you know, the idea of a career and teaching and all of that stuff, you know, it had a huge impact and I am quite idealistic and I

have a sort of wanting to make a difference point of view and I ahhh, I can't think of a more profound or way of making a difference but also I sort of feel like it is my way of giving back as well, someone helped me and because I went through that I feel like I am in sort of a unique position to understand, so, you know, what it is like to be a student like that, so I maybe that would be an advantage if I every come across a student who are in a similar situation.

- 196 Good, in relation to your year 7 teacher, do you see yourself teaching in a similar way that this teacher taught?
- 199 Yeah, ummm, in some ways I would definitely hope I would be like him in a way, be intuitive, and receptive to my students, I mean I accept that my style will be slightly different than his and there are other teachers I sit back and think that was a really good way of doing things or you know, sort of, some teacher I know were really funny and you know, ahhh, you know it was torture going to their class and other teachers who were just so passionate about their, their teaching areas and, and you know, you couldn't help but become enthusiastic as they were, you know I guess you sort of take bits of a grab bag, you take good things and bad things from different teachers that you have had yourself, and hopefully come up with something that is a combination of all those things that this slightly different as well.
- 214 Explain the questionnaire and the purpose of the interview and how the data will be used and interpreted.
- 305 End of interview

Interview Hannah – postgraduate secondary non-traditional female

Tape Transcript

- 000 Start of interview
- 001 Now in your questionnaire you said your primary school experience was positive and it was like being in a garden (un huh) because you felt secure, there wasn't pressure and there was actually a lot of time outside (un huh), but that it should have been actually that same way as you were happy with it, how was primary school positive and being like in a garden?
- 005 Ummm, I just remember feeling very relaxed and running around a lot and playing and ummm, I remember sitting in the classroom and there being a, you know, a cool breeze coming in, I don't remember there being any sort of pressure or ummm, or anything bad that happened, I don't remember anything, I don't remember any sort of negative memories at all, but then again it was a while ago, ummm yeah I just don't remember anything negative really at all
- 011 Okay you also said secondary was positive (hmmm) but in this case it was more like being in a team (yeah) as well as it should have been because it was a very stable environment ummm, basically also provided structure (hmmm) and that is exactly what it should have been as well (hmmm), so how was secondary a team?
- 015 Secondary was really different for me because I went from a, a suburban public school ummm with lots of space and trees and things to city school which was just girls, ummm and it, you know, sort of ummm, you know, I ended up I think on the top floor of the building for the first few years and ummm it was, it was you know the sort of thing associated with high school the changing teachers and that kind of thing, ummm I had really bubbly teachers ummm you know sort of one or two that I probably could have left out but overall I had really good teachers, ummm and it was a very tough kind of, kind of environment, I don't play sport so I don't get that sort of idea of team from, from a sporting sense ummm I was not really at all involved, not really involved sporting life, (cell phone goes off, pause in interview) ummm yes so it doesn't come from a team sense of being involved in all those sort of school things as such but it comes just from the interaction with the teachers and the general kind of structure of the school it's not because of I played in drama or anything like that at all, I didn't, I didn't do any of that or that kind of play
- 039 Okay because you said for your ideal student that the ideal student should be considerate, determined (hmmm), courteous (hmmm), industrious (hmmm) curious (hmmm), sense of beauty and have a sense of humour (hmmm) and be self-confident (un huh), how do these make the ideal student?
- 042 Ummm, I suppose ideally I would like ummm, I'd like people to kind of think for themselves a bit, you know don't necessarily, I'd, I'd wouldn't expect, I guess I'm not necessarily tolerant of people who ummm have no vision ummm who see only in

- black and white, no greys I suppose I would be more interested in, you know, ummm not just going with the norm ummm and you know obviously on the other hand ummm I would also expect some consideration and that sort of thing from the point of view of actually being able to get through that particular lesson ummm,
- 051 Ummm, okay was this you as a student?
- 051 Probably not, I don't know what were they again, (considerate) considerate, yeah I was probably considerate, ummm determined, determined but not necessarily in a academic way ummm, yeah my mother probably made sure I was pretty courteous, industrious, ummm, I don't know about that one, curious hmmm maybe in the things that interested me, sense of beauty yeah, I don't know about a sense of humour, I don't know if I had one then, and I don't think I would have been very self-confident, at that age, I was quite young when I went away to high school, I was sort of a year younger when I went to high school, although I didn't quite realise it at the time I think all through my school I actually struggled because I was a year younger than everyone else, but by the time I actually, about two years after I left school I remember kind of looking back over the high school certificate and thinking gosh, you know, that was really quite easy, but I don't think I would have thought I was particularly very self-confident, at that stage, I think maybe that came a bit later when I got a bit more mature, maybe if I had started school a bit later, maybe
- 066 Okay for your sense of teaching, you basically gave two quotes, no man is an island (hmmm), and, they are all our sons, giving the reason that every child is every adults responsibility, that teachers need to be strong carrying it through (un huh), ummm that is all comes down to (hmmm) education is a journey to be enjoyed, its not a destination (hmmm), is that how you see teaching?
- 071 Hmmm, yeah (in what way?) because I don't think every child is necessarily academic, ummm, I think, well I suppose when I look back over my own education, considering the time in which I was educated and considering I was a girl, ummm, I think I was very lucky to get the education I did but at the time I don't think realised that how well I was being educated certainly not until I was perhaps in my early thirties when I started, it might have been when I actually, I did my first degree after I had my first child, when I went back to uni when I went to uni I was 31 the year when I started, ummm so I just then started to realised how well I had actually been educated but somehow despite my best efforts to the contrary I managed to actually get quite a lot into my brain ummm and so I mean I just think that not, not every person is going to be academic but I think that they should, you should be able to engage in whatever, whatever you are talking about, may not necessarily understand but hopefully you should be able to approach it in such a way that they will find something there of interest to them ummm, or, or something, you know, they will be able to relate to ummm I mean suppose it would easier for me in teaching English then in other subjects but umm than other subjects, but yeah I mean that

question I found really hard, I had sort of done most of the questionnaire and left it I think for about a week and while I, my mind you know, I thought gosh I have no idea it really took me a long time to come up with something and I am not sure that is entirely encapsulated all of it but I suppose sort of a fair bit about it.

- 094 Okay because going from sense of teaching to your ideal teacher (hmmm) so said a teacher should also be considerate (hmmm), courteous, but sincere and versatile (hmmm), have independent thinking also a sense of beauty (hmmm) and sense of humour as well as self-confident (hmmm), how do those make the ideal teacher?
- 099 I suppose a lot of those things were based, because I've had, I've got two sons ummm which one turns 14 in the next month and the other one is 9, the older one went to ummm went through the state system for a few years then went to an alternative school and ummm then he went to a private school and my youngest son ummm went through the public school system ummm until this year and I have looked at all these different types of education and the different ways of teaching and different approaches that people have and ummm I one thing that I have particularly noticed with the teenagers, is that once they get to high school is that a lot of the teachers ummm find it really difficult to, they, they, they really want to relate to the students but they try to ummm adopt this sort of very friendly relaxed sort of approach with them ummm and when they run into difficulties they resort to sarcasm which doesn't really seem to be very successful ummm as the students don't really understand the meaning ummm so I guess, I felt it is really important for the teacher to sort of treat the student with the same sense of courtesy that they would expect them to display, but at the same time they, they also, ummm be sort of quite firm with them you know, you know for the children to sort of actually respect them and the fact the teacher is still able to communicate with them, for the student to feel they are approachable.
- 120 Is this how you were taught?
- 120 Ummm, probably, well probably it was something pretty close to that, yeah, yeah I suppose that it was probably fairly accurate especially in ummm, high school ummm, maybe not all it in primary but probably some of it as well.
- 124 Is this how you see yourself as a teacher?
- 125 I'd love to, but I don't think I will succeed.
- 126 You said you had teachers in high school that were like this, how were they like this?
- 127 Ummm, I remember teachers being very courteous, (who?) ummm we had some of those right out there sort of teachers ummm (for example?) ummm there was oh there was one woman who was about 60 who taught me for General Studies but she actually did ummm what did she call it, Women's Rights or something I think she called it, ummm let me think, ummm that would have been something like that, ummm it would have been pretty basic I can't actually remember the name, I had fabulous History teacher who taught me modern and ancient history, I had a really

good History teacher in a second form which is year 8, had a wonderful Geography teacher called Mrs _____, who taught my son in his first year of high school which was really fun because she is only a few years older than me, she was quite young when she was teaching us and she was great ummm and I always remember them being very ummm you know very calm, they didn't yell, they didn't scream, I can't stand hearing a teacher scream, they are awful, ummm yeah, I suppose they were all self-confident when I think about it, all the teachers I had would have been really very confident, ummm I had a maths teacher who definitely had a sense of beauty hmmm ummm, they would have, they would have all been sincere and they were considerate, yeah, yeah.

149 Were there any teachers who weren't like that?

149 Not that I remember, I remember having a male science teacher who was just hideous (in what way?) ummm he was English and he, ummm, fell into the great unwashed category, mind you he was probably a little baffled a bit as he was trying to teach me science and I was probably a bit of a lost cause ummm, but yeah he was, he was a bit odd ummm, ahhh, I don't, I can't remember any others off the top of my head, I think the ones who were like that maybe, maybe just sort of dropped out, you know, just don't remember them, hmmm.

162 Explains questionnaire and interview and how the data will be used and interpreted.

212 End of interview.

Interview Chloe – postgraduate primary non-traditional female

Tape Transcript

000 Begin interview

001 Now in your questionnaire you said your overall primary school experience was positive and that it was like being on a team because you learn to relate well and work with others and you learn important social skills, how was primary school being on a team?

004 I think you learn all your very basic social skills in primary school, like I remember once, ummm, just ordering a computer program and I knew how to do it and the girl next to me didn't know how to do it right and I just kind of took charge and I went do this, do this and you do this, and then I go see and then and she got really annoyed and I couldn't understand like why she being annoyed and I shut it off and I kind of learned from that that you can't really tell people what to do it is more about helping them understand or like, yeah, its not just all moving myself from a kind of self point of view to a team point of view, become aware of how others feel, yeah, and working together with them to help solve problems and stuff.

012 All right, because you also said it should have been like on a team (yeah), meaning that you do learn the social skills and working with people and great problems are usually solved by groups working together (yeah), how was that and ideal primary school?

014 Ummm, how was that ideal? (yes), what do you mean?

015 Is the ideal primary school because the way your primary school was or because how you see primary school teaching should be?

017 Do I think all primary schools should be like that? (yes) ummm, yeah, in a way, but I think there should be other aspects too, cause its how we think, I guess I only put one down that, I think that that is really crucial element of primary school teaching and of all primary school, that's while I said the ideal is that and I think my primary school lived up to that

020 Good, because you also said your secondary (yelp) was positive but described it as being in a factory (ahhh, yeah), ummm, as it seemed to be more about learning to basically just to churn out the answers for an exam (yeah), how as it positive but in a factory?

023 Ummm, it was positive because, like, when I think back that was probably the major thing that left, that major different learning point is that you didn't learn to learn, but kind of learned to do well on the exams and just regurgitate information, but it was still a positive learning experience because you did still have other social aspects and you did and I mean even just learning how to regurgitate comes in handy at uni [laugh], and in future life but like it was still positive because even though it was like that, you know, you still do other stuff which was fine and it was just enjoyable and

- you make friends in high school which are much more long lasting than in primary and its your adolescence growing up, like even though it was you learned to just regurgitate, that was only a minor
- 032 Okay, because, ummm, you also said secondary school should have been like on a team, basically giving pretty much the same criteria for a primary and secondary school as those social skills and working together and that it is very important to learn those team work skills
- 036 Hmmm, I probably think that in high school that there is less emphasis on team work and doing group stuff and yeah, as where as in primary, I think because that is were you first learn it, that is when it all came up, and in high school it is more about your individual, I felt my individual learning rather than learning about team work and I think there should be more emphasis on team stuff as well, ummm, that's why I put that down as the ideal
- 040 Talking about that idea of high school and being in school (yeah), you listed the characteristics of an ideal student (yelp) curious, self-confident, desires to excel, being self-assertive, independent thinking, receptive to other's ideas, competitive and obedient, how do these make the ideal student?
- 045 How do they make, ummm, well, I guess, okay curious, just a, seeking to ummm, solve problems, like wanting to know how things work, and to know deeper and not just accepting everything at face value, because as you grow up you get told a lot of things that you gotta challenge everything as to whether it is the truth or not or whether you know I am trying to ripe you off or not, that kind of thing, (hmmm) so, yeah, ummm, self-confident, ummm, as in I think at school you are not really self-confident of what people ask, I think that once you get that then you have the confidence to attempt big problems and things, so the ideal student is self-confident because they are not worried about what other think because they are learning,
- 054 ummm, and then I guess self-assertive comes similar, just a bit more, kind of, you take, you don't have to push but you got that, ummm, what's the word, motivation, motivation to, like if you are a motivated person then you will think to do well, ummm, and then, what else to I have here, desire to excel, yeah, that kind of same thing as motivated, ummm, but setting high standards, independent thinking and receptive to others' ideas and competitive are kind of like, independent you want to work sort of by yourself but you are irrelevant of other people but then you gotta be receptive to other's ideas which brings in that whole idea of group work, ummm, because others might have better ideas than you, so its kind of, they kind of go together I think, you gotta be receptive to other people's ideas too, because if you are not you are never gonna maximise your achievements
- 065 and then competitive its just, that's just again motivation and desire to excel, I think that and obedient, I think, that's important because you don't know everything as a student and sometimes lessons you learned are just doing what, you know, doing

- what someone else tells you and it might not be what you are actually doing that's important but its, just knowing when to sit there and when to rebel,
- 069 Was this you as a student?
- 070 Ummm, not in all areas, no not at all, I think, I wasn't, I was probably curious and I had a desire to excel and I have always been independent and receptive, the thing the ones I weren't were very self-confident, I think I was bit worried about what other people thought, and a bit un-obedient, nothing radical just the normal rebel against teachers, parents and stuff (your average teenager) yeah,
- 077 Cause changing from the ideal student, you talked about your sense of teaching was good teaching is invaluable because teachers have the ability to inspire, mould, and instil values into the future generations and an effective teacher will allow their students to achieve great things (yeah), is this how you see teaching?
- 081 Ummm, yes, I agree with all that
- 083 Good because if that is how you see teaching, then you idea if your ideal teacher was visionary, sense of humour, whose determined and energetic, intuitive, persistent and versatile and is willing to take a risk, how do these make the ideal teacher?
- 086 Ummm, I thought they were all self-explanatory, [okay, so what do these characteristics mean to you, how do you see them in teaching?]I guess if you are looking at it as good teaching is invaluable, so if you look at teaching as though teachers have the ability to shape lives basically which they do and to be very positive and that they do need to be visionary, they need to have a vision of where they, like I guess, if they, if you don't have a vision you are kind of limited in what you want to achieve, if you have a vision of greatness you want to achieve then you could be focused on that, so they need to have a vision of, how they are, just the way they are going to inspire their children, I think,
- 095 sense of humour, just because working with kids you need a sense of humour when you have bad days [laugh], ummm, determined because, ahhh, its gonna be days when its gonna be hard and you need to push through mental barriers and energetic, same kind of thing, you are gonna get tired, you need to have energy, and energetic to kind of wakes people up and gets them inspired as well, intuitive, I think, just being able to tell when there are problems or not, without having to have it spelled out to you, is important and persistent is kind of the same as determined, as in pushing through those tough days, pushing through with those tough students too, who aren't achieving those goals or who just aren't achieving their own goals really, versatile, you might be teaching --- but not have much to work with, but yeah, so it is good to be able to use different things and not be limited by your environment cause you, like if you haven't got the tools but you still excel, ummm, and willing to take a risk, is just not, last one is a tough one because in teaching its kind of hard to take a risk too, just, ummm, because you are risking other people's lives, you know, it may

- depend on what the risk is, but I think, maybe if it just you and an idea and you want to take a risk with that idea and just try it out or something then that is just, but you wanted risk a child, like in risk in a way that could damage that child or whatever, you know what I mean, it is a fine balance,
- 112 Was this how you were taught?
- 112 Not by some teachers, ummm, yeah, most of my teachers were pretty great, and I mean there are always a few that stand out, and ummm, (why do they stand out?), just because they really related well, ummm, they did have a sense of humour, and that they didn't give up on me that they were persistent, ummm, yeah, and energetic, and they ones that stand out are too the ones that they know you more than just little Johnny or little Amy, as a person, they know you more than just a student, they know you more as a person, thy kind of care about you, more than just your grade or whatever, they care about how you are doing personally,
- 123 Okay, so you had teachers who stand out because they were able to do some of these ideas, were there teachers who stood out because they didn't do these ideas?
- 124 Hmmm, maybe not, no, no, hmmm, like, who stood out because they didn't, hmmm, yeah, yes and no, its hard to say, I'd say, I'd say probably no, they didn't stand out because they didn't do this, but the ones who did stand out do so because they did do this, if that makes sense (yeah), if they didn't do this, they were still kind of okay teachers, but they just I think not doing this makes you really bad, yeah,
- 133 Okay did you have bad teachers?
- 133 Ummm, yeah (how were they bad?) ummm, are we still talking primary or secondary (primary or secondary), okay, because I still keep thinking of secondary, they were bad cause they weren't concerned with the students as much as their own personal life and, ummm, yeah, and they had their own agendas that they wanted to reach, rather than putting, I think rather than putting the students first, hmmm,
- 141 You talked about the fact that your primary school was very positive and team centred and secondary was still very positive but more like a factory, ummm, because both were quite positive, why go into primary teaching?
- 144 Ummm, why go into primary, gotcha, there are a few reasons, ummm, I do really want to be a teacher so, I always liked science and when I went to uni I was actually doing a science degree, and which I did but then I kind of realised I am a people person and I kind of rethought what I was doing before I went into my honours here and I, from working with children through gym whatever, so I liked to do teaching and I thought about doing high school, I think, because Biology was my major, this is a very way, I don't know if I agree with everything that is taught in Biology as a syllabus, and I thought I wasn't sure if I could teach something I didn't agree with, so I though, well then primary and then the other thing with primary is it is kind of used every experience I had and it just kind of clicked with me, because I do find Art fun, I have done Indonesian Studies, and I could do that, I could use my gym teaching, I

could use everything I have done in the past would fit into this job, and it just kind of seemed the way to go, you know, so yeah whereas with secondary it was like that would be cool but a little bit kind of hard, yeah.

- 161 Explain the questionnaire and purpose of study and how data will be used and interpreted
- 175 End of interview

Interview Luke – postgraduate secondary non-traditional male

Tape Transcript

- 000 Start the interview
- 001 Now you said your overall primary school experience was positive and that it should have been somewhere in between a garden and a stage because there were a couple of wonderful teachers who supported and encourage and might of over-indulged, how was primary like part garden and part stage?
- 004 It's a garden because I say elsewhere in there it was carefree so it was a time when you had no responsibility and you could explore and ahhh, you look back on it and ahhh, and I guess looking back on the primary school experience it was kind of luxuriant in what you know, ahhh, lying in a garden, you know, a deep grassy lawn and, and being and being sort of indulged ummm, and the stage comes in because, ahhh, primary I think it was mainly my first class teacher but then I think later on I had a fifth class teacher who was similar ummm, who were did kind of put me on centre stage they were, ___ (interviewee's name) you are a wonderful role model, you know, I remember first class whenever, ummm, the teacher left the room she would appoint someone at the top and anyone who misbehaviour their names got put up on the board, soon as the teacher would go I would go put my name up, put my name up and when the teacher came back she would see my name, she thought (makes face) because she loved me so much, god bless her, she left me get away with murder and that ummm, caused problems when I came across a third class teacher who absolutely hated me, because I was probably you know a little bit obnoxious.
- 021 All right, because you said that primary school should have been like in a garden, ummm, because one is young and carefree and one should be able to delight in discovery
- 022 For sure, because, ummm, my ummm, father actually went to a Montessori School and ummm and I think they only go up to primary school level ummm, and from what I could glean ummm at that system it was a system which allowed the child a certain degree of latitude and freedom in learning what they wanted to learn at the time they want to learn when they want to learn it, and so on, and one of my pet hates of, of the entire primary and secondary school ummm experience for me was being treated like a child, and I felt that ironically enough at the primary school level I wasn't but at secondary school I was, I really, really hated that, to me my father's experience at the Montessori School was that they were given a certain degree of responsibility and, ummm, trusted ummm to a far greater extent than were for secondary school
- 032 All right because you said your secondary which you just eluded was probably one of the reasons it was negative, ummm the fact that it was like being in a factory

- (yeah) ummm and literally said, I went to a horrible place (yeah) ummm with basically there was no concern for the individual it was all about HSC performance and the school's standing in the community, how was school in a factory?
- 037 Ummm, primarily that they, they, the teachers had actually put in a hell of a lot of work because what they had done was gone back over HSC exams from the last twenty odd years or whatever and worked out exactly the type, first of all worked out the ummm, subject areas within their subjects, ummm the streams, which got you the best marks and within those streams they worked the different types of questions you were likely to get ummm and then they had devised the answers to those sort of questions, so for two the last two years it was a case of rote learning, ummm, those answers which for me was, I mean for someone who actually loves learning and takes great pleasure out of learning and discovering, when I came to uni the first thing I did was throw myself into the courses I had never done before ummm where else everyone else who had been to school with me was no, no, my aim is to become a doctor, become a lawyer, whereas I was I want to study this and learn about that which is what I liked, (tangent on uni subjects studied in undergraduate degree), the school did, it did make it very, very successful ummm and had a very high standing in the community and had a huge long waiting list to get in this place and ummm, one of its great claims to fame was it could take ummm a mediocre student and push them and get them those extra marks and so it was very proud,
- 055 I think the main stat they looked for when I did the HSC was mark over 400 cause they mark it out of 500, so their main stat was we got 'x' percentage over 400 and so that was what they showed and the way they got that was mindless discipline as well and you need that to back up the rote learning system and that I mean I got to _____ (names a private school) I don't know how well you know the schools, it was one of the schools that still wears the boater and has the school tie, you gotta keep the boater on all day and gotta keep your tie on all day and then they had this horrible Orwellian system of prefects and people informing on other people, ahhh when I got to fourth form I actually thought I said to myself you know, ummm, this is stupid I hate this I got to get out of here, I was on the verge of going and then thought I had just done a work experience with a couple of barristers friends of my dad and ummm and I really enjoyed it mainly because I was supported and given encouragement ummm and ummm said no I will stay at school as this the best chance I have of getting into I thought of Sydney Uni and ummm then in the end I just scraped in and I hated it and I not going to use my law degree and now I am going into teaching, so,
- 071 Yeah I know what you mean as I have a bachelors in particle physics and now I am a primary school teacher now, it was fun to study and I hated doing it, but as vastly different, you said secondary should have been like in a family, basically ummm, saying for your own sake basically learning should be about what you get out of it for

yourself and not possessions it may bring in the future (yeah), how would secondary be a family?

- 077 Okay, once again I have to draw on my father's experience just because that's the only other model ummm and that's really unsatisfactory too because ummm, he was educated in Holland and ummm, and ahhh I really know very little about it but what I do know is that he was in a, it was co-educational a school and ummm, I said, this is going to sound really dumb because I really know so little about it that I am basing it upon photographs, that sort of thing because he actually finished school and then he got packed out to Australia, so looking at these photographs he took of him and his classmates and it just looks so much more relaxed and obviously the uniform is warmer because it is in Holland and ummm when he actually wanted me to go to ____ (names another private school) ummm and again from what I gather its not relaxed in the same way his gymnasium was ummm it, it did seem to be the case it did have a preferential interest in learning and the ends of learning and they didn't have the mindless discipline for the sake of discipline purposes, I had a mate of mine who had a buddy at ____ (second private school) who obviously wasn't doing well there and umm he was failing out and he was mucking around and yet they were not pursuing him, they were like you are old enough, if that is what you want to do, that's fine it's your business ummm, and perhaps they weren't taking the right attitude as far as ummm, they weren't actually given him a little bit more support and that's where the idea of being more like a family but it seemed, I think it would try, I would have personally would have thrived in a better environment where it did have that element of support but also more casual ummm and a lot more mutual respect,
- 100 Okay, speaking of that of being a student you listed your characteristics of an ideal student (right, this is really tough) as visionary, curious, has a sense of beauty and determined, strives for distant goals and sincere, has a sense of humour and prefers complex tasks, how does this make an ideal student?
- 105 Ummm, it probably makes for a fairly ummm, unique student, ummm, seems like perhaps there are a number of, when you read it out to me now it seems like there are some fairly contradictory items there, ummm, this is a really tough one because there are so many to choose from, see I went through and found a whole lot of the ones I liked and I tried to narrow that down to eight, they are good characteristics and I may not have paid it the attention that I should have, ummm, but all of those are good one, that is not to say none of those should be there it is just perhaps others should be there as well, but that would make it even more complicated wouldn't, ummm, I guess one of the things I am struggling with is when I first told my partner I was going to pick up teaching she said yeah, actually I think I heard her tell a friend yeah I can see ____ (interviewees name) being the kind of teacher who will pretty quickly work out which students are interested and which ones are not and just concentrate on the ones that are and the ones who aren't will probably be killing

each other in the corner and he will be completely blanking it out and I heard that and I thought ohhh I don't like that idea, I hope that's what I don't want to become, but in the same sense she knows me pretty well and I have been with her for a long time and ahhh, there is probably a certain element of truth and I have to bear in mind that naturally I will tend towards the people who ummm, love learning as much as I do, ummm but I must be aware of that and try to work with the people who ummm, who aren't, find ways of involving them as well ummm, I think a lot of those probably apply to highly motivated ummm individuals those eight ones I got there, ummm, yeah

129 Was this you as a student?

130 Ummm, [long pause], yeah, [long pause], yeah, yeah, [long pause].

133 All right, stepping back from a student to how you see teaching (hmmm) basically you had an unusual quote [laugh], life is slow dying but then you basically give a reason why that even though this is the poet's what the poet does the very act that he actually writes out a poem is in itself an act of affirmation (yeah), how is this the way you see teaching?

139 yeah, ummm, I must confess I was a little bit confused, ummm, by that question I wasn't sure what the quotes were at the start there, I guess ummm, it was probably umm, just an idea, giving you some sort of idea of, just the sort of thing ummm, the area of what one talks about ummm, and ummm, I guess, yeah, the problem with that is, he does actually, it does actually come into the complexity side of things, and it does overemphasize the complexity, something I have got to be really aware of and ummm, it's ummm, yeah, I knew you would pick that up because I was, I was actually thinking about as I was walking over here, and ummm, ahhh, I've got a tattoo of a Welsh dragon on this arm for ummm, my brother and ummm, and a unicorn for my little sister on this arm. My father passed away about ummm, eighteen months ago and I was thinking I should get something for dad you know, I first thought he was Dutch so I could get lion but then that might get confused with Scotland so ummm, so what would be appropriate and dad hated tattoos so anything would be inappropriate, and I thought Camas the myth of Sisyphus pushing the rock, you know, pushing the rock uphill and then thought no, no that's too negative, too negative but yeah, dad would appreciate it and in its negativity, ummm, I mean, yeah, it's funny, Camas probably had it right you do spend your life just pushing a rock up a hill and ummm, it comes back down again and you keep pushing it right back up, don't know why we keep doing it but we keep doing it, ummm and ummm, I guess that element of humour, you walk into a classroom and you think you can make a difference and yeah, perhaps you are being over-optimistic and ummm, in a few years time you are gonna become a burnt out and cynical teacher that see (okay) on that television series called Teachers, ummm [long pause], I guess there is an element of that, the affirmation of doing the act of

teaching, trying to make a difference and that feeling of, I mean I have been coaching Rugby side for the last eight years and the best that any of my sides have ever done is second to last, ummm, I probably should have given the coaching away a long time ago, but you know, I went to another coaching course on the weekend and you know and I am like, I know had to do it now, that's what you do, keep pushing the rock up the hill.

181 Okay, talking about being a teacher, you listed the characteristics of an ideal teacher as visionary, curious, also has a sense of humour, strives for distant goals, sincere, sense of humour, has independent thinking and courageous (yeah), how do those make an ideal teacher?

185 Well, first thing I should say they are very, very similar to ummm to the ideal student, so you have got a teacher whose on the same wavelength as the ideal student, ummm, and the differences there ummm, I think there are two differences there independent thinking and courageous and I think where those two come in is this element of trying to get to, depending on how pessimistic you are, the, the 90% of the class that you know my partner thinks I won't focus on, ummm, being courageous enough to address that other 90% and independent thinking enough to be able to come up with different ways of ummm communicating to them and involving them and bringing them into it, ummm so you have got the ability to take the good students further and I guess , I guess that is probably, probably again stems from my secondary school experience,

199 ummm, you know, I didn't feel that anyone there was interested in taking me any further, it was like the focus was on the, the mediocre students we are gonna get them up to above their 400 so that they can go off to uni and become doctors and lawyers, lawyers and stockbrokers and so on and their parents will be really happy and ummm, and we are going to do that through this mindless discipline, it was only effective in that kind of environment anyway, it would be completely ineffective in a public school environment, ummm, ummm so yeah I guess what I want to do is readdress the weaknesses that I felt, that I encountered in that secondary school,

210 ummm, that is have the ability to take the visionary, the curious, the students with the sense of beauty, the students who strive for distant goals, ummm, where they want to go perhaps the independent thought and courage towards also be able to at least bring the others ummm, to a point where their, where they have their own goals, perhaps not as quite as distant,

217 Was this how you were taught at school?

218 Ummm, at secondary school level, ahhh no, (primary?) primary school level ummm, [long pause] again some of the teachers, ummm, some teachers were bloody awful, ummm, (for example?) ____ (name of school), Mr ____, fourth grade, shocker, ummm, I don't think, he was, all the students hated him, cheap man, he rode a motorbike to school and he used to drive it at 8:30 in the morning he would come

- screaming up to school path to where he class was and you could hear the kids just screaming as they just jumped out of the way and he would come right up the pathway, and he was just too cool for school, he was, he was just too tough and he just hated me and ummm because what had happened was I had just spent six months at school in the States that year and when I came back to Australia, he said oh no, no, no you are behind where we are, and I had always been in the top class and I was always the smarty and, and I had been spoilt by the first grade teacher so I was probably a little bit obnoxious so and ummm, (pause as cell phone goes off),
- 245 Cause you said you had your year one teacher who was spoiling you (yeah) and then you also mentioned your year five teacher (yeah), how was your year five teacher?
- 247 Ummm, again it was almost a carbon copy of the first one the first grade teacher, in so far as she decided that I was you know a brilliant writer and ummm, ummm, could do no wrong, although I must say when class sung happy birthday to me ummm, my fifth grade teacher she sent me out to stand out on the path for the rest of the time and I went up to her after school and she was like what was the noise, you're all in trouble and I was like going they were singing happy birthday to me, you love me so much, no problem but she was, then again we only had her for sixth months, for the first half of the year and for the second half ummm, a fellow came in and again he, he hated me ummm, again I am sure part of that had to do with I had been over-indulged with her and I was a little bit obnoxious but again, like ____ (previously mentioned teacher) he was very much, fancied himself a ladies man, I don't know, he just hated me
- 267 Any, any reason why especially in primary school the female primary school teachers were actually very positive memories and the male primary school teachers were very negative memories (yeah)?
- 271 Mind you, it wasn't really anything to deal with sexuality because we had a gay ummm, male teacher in sixth class and ummm but ummm but the thing with ____ (first negative teacher) and ____ (second negative teacher), they were both ummm, ummm very much a ----, but exactly why ummm, yeah apart from being, can't really think of, I remember when ____ (second teacher) hit me, ummm one time that was when we had a student teacher come in ummm he wanted to talk to us about Captain Cook discovering Australia and put out this map to show us where Captain Cook had sailed, and ummm, again it was me just being obnoxious because ahhh, I, I had already read ummm I read the account and so when we had this bloke come and speak to us about and ummm I mucked around I don't know, I went why didn't he fly, he went to ____ (teacher) and he just went whack and I was just being obnoxious.

- 300 Okay because you primary school experience was actually very positive (yeah) and your secondary was not very well done, you didn't really enjoy it at all, but yet you are going to be a secondary school teacher (yeah).
- 304 Because ummm I am hoping I will be able to do it better, it is like Rugby, I was a terrible player ummm I played and ummm but ummm one of the things I think ummm, looking at Eddie Jones, Eddie Jones was a first grade player and ---, the thing about ummm, either failing or having a bad experience is that you learn more from that than you do from successful experience, ummm, if you just go, like my sister she was, she was a very good mathematician at school, ummm but my brother never went to her when he had a problem he always went to me even though I was a terrible mathematician, the only reason he came to me was I remember struggling with this last year and this is how I came around it, and because I actually struggled with it, the same problem and I could remember how it was, she would just go do this and do this as it all came natural to her ummm, she never had to think about it, I had to break everything down and why that did and why that didn't work,
- 332 Explain the purpose of the questionnaire and the interview and how the data will be used and interpreted.
- 358 End of interview

Interview Grace – postgraduate secondary traditional female

000 Start of interview

001 In your questionnaire, you said your overall primary school experience was mixed and selected the metaphor in a crowd stating I didn't know English well, so I just followed the crowd, how did this make primary school like being in a crowd?

004 I didn't really enjoy primary school as much as I did in high school, I didn't like following the crowd but I didn't have much of a choice because I didn't know how to voice my opinions clearly and everyone knew me to be a really shy and quiet girl who never talks much even to the point when the teachers ask me to read out handouts, I was very confused at the words, since I didn't know how to read properly and; I read and talked without movement of the lips so I was literary wasn't heard, I also never really participated in any actives to my best ability, like I used to really enjoy swimming but I have never participated the school swimming carnival, but when the athletic carnival was held I was forced to participate and I did have an urge to win the race.

013 You then selected the metaphor on a team for how primary school should have been, stating in a team allows individuals to work up or improve against other teams, as in a team level, it can adapt to individuals of all skills and knowledge, in what way should primary school have been like be on a team?

015 Maybe more team activities should be introduced such that it involves more group work, because not all team actives involve the whole group, to improve teamwork a reward system should be introduced, like maybe a present or less homework for the most successful team give all members of the team a driving force to compete against the other teams,

019 You then said your overall secondary school experience was also positive and selected the metaphor in a family, stating it was very multicultural, so everyone was accepted and I also made friends with people other than Chinese as my English improved, how did this make secondary school like a family?

022 As I grew stronger in my second language of English, this skill allowed me to communicate to other people and become more multicultural, since I understood the culture other than the Asian society, this allowed me to be more close to the friends around me,

025 You then selected the same metaphor for how secondary school should have been as how primary should have been on a team and stated, I think it's the same as primary but the chosen activities should be different as knowledge is accumulated, in what ways should primary and secondary be the same?

027 As I quoted, team work activities should be in both primary and secondary because it allows students to develop team skills that are really important for socialising within school and out of school, which can affect the student psychologically

030 How should they be different?

031 High school should be different to primary by the topic in which the syllabus teaches, but the way of structure for teaching should be similar since even though they have developed into teenagers in secondary, but I think that it is the teenagers when they go through there transition who need caring the most,

- 034 Now going from what you said about your own schooling experiences, in your questionnaire, you listed as the eight ideal student characteristics industrious, determined, strives for distant goals, adventurous, independent judgement, persistent, willing to accept others' judgement, competitive and self-starter, how do these make the ideal student?
- 038 These characteristics make an ideal students because a student needs the basic such as, motivation, which incorporates, determined, strives for distant goals, adventurous, self-starter, competitive, persistent to achieve, because a child without motivation is mentally weak which will effect there learning ability at school, but other people judgements do exist which should be incorporated into the students individual judgements because two minds are better than one, industrious is also very important because after the student has found his/her goal they need to work hard to survive for it because effort is the equaliser
- 046 Is this how you were as a student?
- 047 In primary school, I had a lack of motivation but during high school, since I had motivation from the realization of how worn out my parents was from work to support me in coaching collages to improve my English, so, in high school were I came into a new environment which gave me the opportunity to start a new profile
- 050 Now changing from being a student to the teaching side of school, in your questionnaire, you described your Sense of Teaching as to teach is to learn because there is no limit to how much knowledge, awareness and skill, at the same time when you teach you also absorb new languages of the human behaviour and our universe is constantly expanding like us, is this how you see teaching?
- 054 Yes, I feel that teaching would enable myself to satisfy the above,
- 055 Is this how you were taught?
- 056 This wasn't the way that I was taught but this was the way which I have learnt, from my experience of being a student and a tutor when I had a, the opportunity to teach other students during peer tutoring at university
- 059 Now going from how you see teaching to the ideal teacher, you selected the eight ideal teacher characteristics of talkative, does work on time, affectionate, energetic, sincere, persistent, willing to accepts others' judgement, and self-confident, how do these make the ideal teacher?
- 061 They are what is needed to be a teacher,
- 063 Is this how you see yourself as a teacher?
- 064 Yes, these will be how I would like to see myself as I graduate from education, all the above characteristics allow myself to enhance the students attention and at the same time there make the class a learning and enjoyable lesson, having affection, being energetic, sincere and willing to accept others', teacher or students', judgement will allow the students to have a great bond with the teacher and hence this will allow them to enjoy and eventually participate in the class more, being

persistent with the student is also necessary for student who have difficulties with their studies and to be persistent with student I must being with myself by submitting my own work on time for my student and to have self-confident while teaching by not letting the unique students lower your confident, because a teacher without self-confident greater than his/her class will overpower them.

075 Did you have teachers who were like this?

076 In secondary school I had a teacher who was very much alike my description.

077 Did you have teachers who were not like this?

078 Well, all teachers are individuals who have there own teaching method, but most teachers were like this, well, they seem to appeal to me as if they had the same force for teaching.

080 As primary was mixed and in a crowd while secondary was positive and like being in a family, has your prior experiences in school had any influence on your choice to be a secondary school teacher?

083 Yes, my experience has shaped me to become a secondary school teacher, because I have gone through the difficult times of schooling in primary school and also enjoyable times in Secondary school, which makes me feel that students can change no matter whatever age bracket they are situated in, but I particularly chosen Secondary education because I had a better time there and I feel that once the student have matured in secondary it will be more easily for them to absorb the new environment and develop new characteristic.

091 Questions on interview and research study

100 End of interview

Interview Zoë – postgraduate secondary non-traditional female

Tape Transcript

- 000 Start of interview
- 001 Now you said your overall primary school experience was positive (yes) and that it was family because it seemed like an excitement for my family being, you were from a large family (extension) an extension of your family (I had a very large family, one of eight children), how was primary school like that family?
- 005 Ummm, because all my brothers and sisters were at the same school and my father was a carpenter and he worked at the school, so it wasn't so different to go to school, literally my family my siblings were there
- 008 Okay, because you said that primary school should have been in a family for those same reasons.
- 010 Well, yes, I construed it as a family literally because it, because of my large family and ummm going to school with siblings but ahhh, that's my belief, that it was good fun,
- 013 All right, because for secondary school you said it was mixed that it was like on a team because of the involvement and lots of extra-curricular and socialising, so how was it like that, was it the team because of the actual sports?
- 016 Yes, because of the sports and because of, main, mainly really because of the socialising because I went to an all girls school in high school and you grouped together and you would go out afterwards,
- 020 Okay, because you basically should have been as secondary as well for those exact same reasons.
- 021 Yeah, because I believe in ummm, ahhh, community like learning, group, group learning (okay the idea of collaborative) yeah, yeah collaborative that's the word, bouncing ideas off of each other,
- 024 All right because you talk about your ideal student as visionary, curious, never bored, likes to work alone, a sense of humour, non-conforming, receptive to others' ideas and performs complex tasks, ummm, prefers complex tasks, how do these make an ideal student?
- 028 Ahhh, well I'm talking from my position whereby I have been teaching visual arts and ummm in that capacity, I believe you need to be visionary in your ideas ummm when I said likes to work alone, which is not conducive to what I said before in secondary school, but in ummm, in, in the art field, yes I think you need to, because your ideas have to be your own and not really so much mixed up in others well that's what I see (okay more they can work alone) yes, (not necessarily that they actually like to do it but more that they are able to work alone) yeah, and ummm well I always like a sense of humour and ahhh non-conforming comes under the guise of ummm art and I think it helps with visual art anyway, to be slightly non-conforming,

- 039 Is this you as a student?
- 039 Ahhh, no only now (why now?) ahhh, because you can do what you like as a mature aged student, what do they call them in America (ahhh, non-traditional students) non-traditional students, yeah, cause I did an exchange over there,
- 043 Okay because talking about students and schools, you listed your sense of teaching as to transfer my gathered knowledge and to enable other generations to learn from it, to benefit (yeah), is that how you see teaching?
- 046 Ummm, yes, its good, well in my capacity as an older person going into the teaching field, ummm my, my from what, I feel I could benefit the students by my, ummm knowledge of life, not to preclude the young ones from teaching going in at 21, they sort of serve another, way of teaching,
- 053 Similarly, you listed for ideal characteristics of a teacher visionary, curious, non-conforming, intuitive, energetic, attempts difficult tasks, courageous and remembers well, how do those make the ideal teacher?
- 056 Because of their ummm literally the adjectives, I mean I think you need energy to be, and energy comes in the forms of being courageous and tackling ummm I mean those three come together, attempting difficult tasks, ahhh the non-conforming is part of the Arts, you know, I would like them to you know have their own great ideas, so, whereby you can be a bit limited in other sorts of study, I, I feel, I feel, I mean like in English you can be given a text to study say Shakespeare ummm it can be sort of a certain amount of interpretation but it, it is under the guise of the HSC, this is not very helpful,
- 067 It's okay, is this you as a teacher?
- 068 I hope so, (why?) because I love the idea of ahhh, seeing the children you know being enthusiastic or loving the, loving the job,
- 071 Is this how you were taught?
- 072 Ahhh, not so much the way I was taught, you know like in the sixties, it was a bit more by rote, and I have got two daughters now they are much different, its much different, not, not as much by rote and ummm set curriculum, set curriculum, I believe that even in the education, that the student, the Australian student doesn't want limiting, or parameters imposed to their education,
- 079 Did you have teachers who were like this?
- 079 No I had nuns [laughs] (what were they then, how were they?) they were very conformist and they tended to think more so ummm, control and what is the word, discipline, like that was the main thing on their agenda,
- 086 Did you have teachers, that ummm in no way the nuns were like this, ummm do you have. Like when you said you had nuns and they were controlled and disciplined, do any of those stand out for any reason?

- 089 Ummm, yes in my later life in my personal life, yeah, I think, I think I was a conformist for a fair while or what I thought was a conformist, but when I started to go into art and, and I thought it changed me.
- 093 More like the teachers you had in school, your primary, your secondary when you look back on your school experience, do you have any of those teachers that you can actually, you can remember specific examples of what they did or didn't do?
- 096 Only in the cruel department (that's fine why did those stand out?) ummm, because they were cruel, they did things that would be constitute as cruel now a days, like I used to learn the piano and if you played a wrong note you got the strap, so you were terrified to play, like it wasn't conducive to learning at all.
- 102 So like you had no teachers that stood out for positive reasons?
- 103 In a little bit in the religion side, there was an awful lot of religion it being a Catholic nun, yeah they were, they were imbued with that, they loved to impart religion to you so religion came through a lot in my education (is that because it was positive or because of the volume?) positive, positive and volume (how were they positive?) well they believed it, they taught it well, they were, they were ecstatic not ecstatic exactly about it but they were, you know, that was their life that was what they liked to teach and there was a lot of volume of it.
- 114 Explains the questionnaire and interview and how the data will be used and interpreted.
- 122 End of interview

Interview Rily – postgraduate primary non-traditional male

000 Begin interview

001 In your questionnaire, you said your overall primary school experience was positive and selected the metaphor in a family stating I attended a small private Christian school with caring teachers and good community, how did this make primary school like being in a family?

005 The small size of the school, about 16 people in year 1, 30 or so by the time I got to year 7, gave a somewhat intimate feel to the school, and my mother worked there also and so I had more of a connection with teachers than other students probably had, the level of care and interest in other people's lives went beyond a purely educational experience to one more holistic, more like a family or at least how a family should be,

011 You then selected the metaphor in a family for how primary school should have been, stating the primary school experience needs to be supportive and nurturing and interesting, as in a family, there needs to be the environment to grow and develop, in what way should primary school have been like be in a family?

015 Assuming a family as a place where individuals are taught, disciplined, trained and given room to grow and express themselves, then primary school should be very much like a family, as it is very important to a person's development that they not only have the right guidance and instruction when they need it, at times when they are most influence able, but that they also can express themselves in a supportive environment, leading to the discovery of their individual talents, abilities and interests, ideally, this is how primary school should be for everyone.

022 You then said your overall secondary school experience was also positive and selected the metaphor on a team, stating there were lots of groups, club groups, family groups, sports groups, groups of friends, team seems to be the best description, how did this make secondary school like being on a team?

024 A team is composed of people who work together towards a goal - sporting, academic, social or other, I found it hard to find one of the metaphors about high school that resonated with me more than the others, so the team descriptor seemed best due to the number of different groups I was in at high school, family group was a mix of ages where we gathered for roll marking, announcements and other admin requirements, but the goal was to develop relationships between those of different ages who would not normally communicate, in senior high, classes that I took like maths c, advanced maths, and physics were quite small numbers of people, trying to get an understanding of the material and achieve well, I was also in the school soccer team, where we trained and played together to have fun and do well, i.e. beat other teams, in at least 3 years of high school I was also in the school musical, where a group of people would work very hard to put on a production, a team-like

- spirit is evident in all of these group activities, which I think is why I chose the team metaphor,
- 033 You then selected the same metaphor for how secondary school should have been as how primary should have been in a family and stated, as in a family, high school should prepare you for things that are ahead, offering opportunities for development and a supportive yet not restrictive surround, in what ways should primary and secondary be the same?
- 037 Primary and high school should be the same in that they should provide learning and growing opportunities for the student, and support, personal, financial, resources, for achievement and experimentation in different areas.
- 040 How should they be different?
- 041 They should be different in that high school should, increasingly throughout from junior to senior, place more responsibility into the hands of the student for learning and for choosing their direction, subject selection etc., the family aspect of high school is more focussed on the ideal that families should raise, nurture and develop individual to go on and do whatever they do, still being supportive but with increasingly less control, primary children need more nurturing than high school students, and high school students need more room to move as they get older,
- 050 Now going from what you said about your own schooling experiences, in your questionnaire, you listed as the eight ideal student characteristics curious, persistent, willing to accept others' judgement, sense of humour, obedient, independent thinking, attempts difficult tasks and remembers well, how do these make the ideal student?
- 054 From the study aspect of being a student, curious, persistent, independent thinking, attempting difficult tasks and remembering well are characteristics that will be beneficial academically, from the relational aspect of being a student, willing to accept other's judgement is of benefit in learning from the other, and also by not getting upset, having a sense of humour and being obedient make classroom life much easier than otherwise, and this is a very important part of being a student,
- 060 Is this how you were as a student?
- 060 Not overly, some of the characteristics such as a sense of humour, obedient and remembers well were definitely me, but other such as independent thinking and persistence are things that, in retrospect, I wish I had more of and am now working on,
- 064 Now changing from being a student to the teaching side of school, in your questionnaire, you described your sense of Teaching as teaching is the vehicle in which knowledge, experience and character are transported into the next generation because I believe that there needs to be a wholesome aspect to teaching which incorporates values and how we live, as well as being the way the community

- knowledge and experience are passed to those who will follow, is this how you see teaching?
- 070 As in ideal, yes, I actually wrote holistic aspect, where teaching transcends the material, and is more about life in a broader sense than the immediate subject, not diminishing the value of the subject, I am not saying that that is how I see teaching occurring everywhere, or even anywhere, but that is my vision of it, I guess,
- 074 Is this how you were taught?
- 074 Somewhat, some of the most important and stinging lessons that I learnt from my teachers were about character, not about an academic subject,
- 075 Now going from how you see teaching to the ideal teacher, you selected the eight ideal teacher characteristics of visionary, persistent, thorough, sense of humour, does work on time, receptive to others' ideas, energetic and independent judgement, how do these make the ideal teacher?
- 080 From experience at uni and school, I know the importance to the student of a teacher having work done on time, having a sense of humour, being receptive to other's ideas and being persistent. I could talk a lot about each one of these ummm, [pause] thinking about it from an independent point of view not as a student, I also think that a teacher needs to be able to exercise independent judgment much as policeman might, and be something of a visionary, and thorough in all they do, I tried to choose the characteristics to cover a range of things, teaching the content, administration, relation to students and personal character
- 089 Is this how you see yourself as a teacher?
- 090 How I may hope to be, mostly,
- 090 In what ways?
- 091 I believe I have a good sense of humour, that I am something of a visionary for what can be achieved, academically and personally, I am persistent with things that are important to me, and generally thorough, the others are things that I hope to work on and develop,
- 094 Did you have teachers who were like this?
- 095 Probably none that were all the above, but some who were energetic, others with a sense of humour, and others thorough, both in Primary and Secondary,
- 097 Did you have teachers who were not like this?
- 098 Yes, some teachers would have a distinct lack of humour, or energy, or not be particularly thorough, probably more in secondary school, though I had a lot more teachers in secondary than primary school,
- 100 Were there any teachers who stood out for either having or not having these characteristics?
- 102 I just remember some being good and some being bad, I don't really have names to go with them just memories that some classes we had more fun in than others,

- 106 Please expound on these eight teacher characteristics and reasons why they were chosen. Please include any events/examples of prior teachers both positive like the caring teachers of primary - how were they caring? In what ways? and negative examples of these characteristics.
- 111 Visionary, I think it is of particular importance with a group of young people to have a vision for what can be, more so if they are a difficult group, this give energy, motivation and endurance, belief in someone for what they can become what they can do is powerful,
- 116 Persistent, this was chosen with content in mind, not everyone is going to get it at the same time, or in the same ways, so a teacher must be able to keep explaining and demonstrating until understanding or skill is reached, this connects to what is written above about belief in a person, persistence is an expression of belief that someone can do the task at hand,
- 119 Thorough, a teacher needs to thorough in preparation, marking and caring for each student, it is rare that a student would put in a great deal more effort than the teacher had displayed, so a benchmark needs to be set with regard to the content, as well as thoroughness being a pre-requisite for a well-run classroom, my high school physics teacher was always well-prepared and thorough in what she did, and it was obvious to the students,
- 125 sense of humour, this is essential in life in general, and particularly when things might be difficult in a classroom, things should not be made light of, but humour can break down barriers that nothing else will, my Year 6 teacher had a fantastic sense of humour that I and my best friend latched on to very well, and it helped to build strong rapport,
- 131 does work on time, this shows the student that the teacher cares, and also is very important in the running of a particular course, for feedback and further instruction,
- 137 receptive to others' ideas, I put this down to go against the idea of authoritative teaching, no one knows everything, and it is far better to admit ignorance than to make something up,
- 143 Energetic, I guess this also shows that a teacher cares about what they are teaching, if no enthusiasm comes from the teacher, it is unlikely to be generated amongst the students, my year 11 chemistry teacher wasn't particularly enthused about the material, and it made it hard to learn well,
- 149 independent judgement, I wrote this one down thinking about the importance of justice and equality for all, it is inevitable that a student will get on better and/or easier with particular students, but this should not interfere with discipline processes,
- 154 As primary and secondary were both positive school experiences, how has your prior experiences in school influenced your choice to be a primary school teacher?
- 160 It has helped me to look back and see the difference that a teacher can make for the better in student's lives, and the importance of teaching a subject well, so that

people aren't turned away from something due to it being poorly taught, the community and team aspects of a school also appeal to me, as these were strong positive aspects of my schooling experience

176 Question on interview and research topic

177 End of interview

Interview James – undergraduate primary traditional male

Tape Transcript

- 000 Begin the interview
- 001 Now in your questionnaire you said your overall primary school experience was positive and that it was like being in a family meaning that it was a home away from home where you were treated in a positive way where the emphasis was on fun and enjoyment, how was primary school in a family?
- 004 Ummm, I guess it is like when you are young, I mean I didn't really understand the full picture of where I was in learning so, I was more, it was not necessarily that I was treated as a family member but more that I did not necessarily know what was going on, so I guess that is why it was a positive experience, I don't think not understanding what is going on is a negative experience.
- 011 Okay because you said your secondary school experience was neutral and that it was more like being in a factory (yeah) with the teacher who seemed to be more concerned with the grades students got and the school's standing than what the actual student's got of it.
- 014 Yeah, there was definitely a lot of talk about we are such and such ranked school and these were our marks and all that sort of stuff, yeah I do feel that it was very much sort of a factory and a business trying to get these marks to get more students in and more money, yeah I felt like that way.
- 018 Okay if it was a factory, why was it just neutral, not going into the possible negative side, what balanced out the school experience to not make it a negative experience.
- 020 Ohhh, I felt in terms of the factory side I felt that was more something from the Principal and not so much from the actual teachers, so a lot of the teachers were very good and did care about you and myself as an individual and my learning, weren't so much about, you know, the [pause] or anything like that, so I would say more from the administrative side from the Principal and like that, there was this factory so you could say I had two very different experiences, one very positive from some of the teachers and some of the other people gave it a more factory feel ti it.
- 029 All right, because you went on to say your primary school experience should have been in that family meaning that school can be scary and it is very important fro very young people to feel safe and secure, so how should that safe and secure work into a school?
- 032 In a primary school? (yeah) ummm, ummm, I don't know I guess what I said before you know, you don't really know what is going on so life can be a bit confusing, ummm, and I guess kids definitely don't view schools as going there to learn some stuff and get their mark and then leave, they do it quite like I did from a family view, so as a result, the relationships you build, the relationships I think as a teacher you would want to build are more sort of, ummm, I guess they are like, sort of, you know

parent relationships rather than strictly teacher relationships, since that you know, you don't, at that age just being treated as a factory, you, you just sort of expect other things or require other sort of things (such as?) I guess just, ummm, in terms of the relationships you have with the people there, be they student or teachers, you are not just part of the process you are actual people so you want to people to have relationships.

- 050 Okay, because you said your secondary school experience should have been on a team where you are there to build that social awareness and where you are learning your role in society and the place where diversity should be unified, okay how?
- 056 Ummm, I guess you know in a way I was thinking when you get to secondary school age I guess you are sort of more stable in yourself and where I think you are not necessarily be a factory I think, ummm, there is more thinking about the end goal, so ummm, I, should I try to say how the individual points? What were they? (social awareness, how would that tie into a team, your role in society, how does that tie into a team?) its like team, I was looking at actually out in the real world it is a very diverse place and trying to work together, to social awareness and being aware of people's differences and basing those difference, that is where I said about diversity, you know unified in diversity expecting that just you know, in school where there will be different types of people and different ways of doing thing and different styles and everything like that, and being able to take all those different cultures into one thing, and use those things to better effect in society.
- 075 Okay, so going from what school should have been you listed your characteristics of what your ideal student as someone who is curious, considerate, self-confident, obedient, a self-started, they have independent thinking and they are never bored, how do these make the ideal student?
- 080 Ummm, its, can't think what I was thinking, ummm, I guess I was probably thinking that more from the perspective of what I would like a student to be as the teacher, so I think it is like obedient and considerate to make my life easier, but ummm, in terms of things like you know curious and never bored mind you it is someone interested in learning and ummm, and also, you know I said independent thinking and over all your role is more is just to guide them rather than just you know chuck the knowledge down their throats, but actually have people that have the desire to learn and want to learn things, where all your role is basically just to focus their direction in certain ways, so in a sense not teaching them but teaching them how to teach themselves.
- 096 Was this you as a student?
- 096 Ummm, it would change from subject to subject, the ones I wasn't really interested in my learning would have come all from the teacher not much independence on my part, but I think the ones the topics I was interested in, you do go the extra mile not because you know want to do better at the curriculum or get a better grade but

actually want to focus in on that subject, (uh hmmm), so yeah I would say it depends from subject to subject.

104 Okay, moving from the idea of what the student is you did not even put down anything for what your sense of teaching was, ummm, going back to the questions of how do you see your sense of teaching, looking now would you be able to put something, say something about your sense of teaching was for you or how you view your idea of teaching, how would you be able to put that into words, if you are able to now?

111 Ummm, I guess basically what I said before, regarding people, you have to take into different role sometimes, ummm, I don't know, I find it hard to answer that sort of question because it can be quite a dynamic, I feel from my experience, its not just you know the student does something and you can look it up in a book and then under you know 3A you are supposed to do this and this, its not repository in a since its dynamic sort of relationship so its quite hard to coin your know something to describe my sense of teaching because it is such a dynamic changing thing.

123 Okay, when you get into your methodology programmes in your courses you get into what is called your philosophy of teaching, which is how you can sum up how you see teaching role and a lot of times they will do it teaching as where you put in some kind of metaphor, ummm that is one of the ways they were looking at this, like you were saying, teaching as guiding or the fact that teaching is dynamic, there might not be just one word there might be more than one word, which is that reason for asking the question why, which is basically looking at this point of how you see that role of teaching because that leads into basically what you see as the ideal teacher, which you said was determined, sincere, versatile, adventurous, they have a sense of humour, they are also self-confident, they are willing to take a risk and they are also energetic, how do these make the ideal teacher?

136 Well like I said before in the sense that it is dynamic, I guess that is what I was thinking when I put in things like versatile (uh hmmm), and those sort of things because hopefully you will not just read out of a textbook or expect things to be like that, hopefully, because they are human beings and human beings are unpredictable so I guess it is why you need to be versatile, things like, I guess, I, from the primary point of things it is the relationships you have with the students, that is not strictly a student teacher relationship (uh hmmm) so I think also your also developing not only the academic knowledge but also the sense of self and their personal development, so in that being a sincere and fun person is important because in the kids eyes they are not there to just learn stuff, their it is part of their life and part of their life growth, so you have to be a good person for life experiences and not just teaching, and I think the other stuff interest and energetic, I don't know, I guess, I think you just be a dork, I guess you have to be passionate about it,

because I think the kids pick up whether you are or not, I think it makes a difference, that is from my experience.

160 Okay, ummm, is this you as a teacher?

160 It is what I aspire to be (um hmmm, in what way?) ummm, well as I said I view those things as being important, ummm, it is how I view the attributes to be a good teacher so, I sort of have the mindset that whatever I am going to do I want to do well so these are the things I aspire to be and those things that I would like to grow in, become more even if like now I am not now, like some of those things I might only be a bit, I want to develop.

172 Did you have teachers who were like this?

173 Yes, some, and ultimately even if I didn't very much, I guess my experience was positive in that sense, so I had a positive educational experience, (the ones who were like this, how were they like this?), ummm, I guess, they were people who actually cared about you and cared about your learning and its, its seems more than just a you know one hour thing a nine to three sort of gig I mean, so as I think back I was important to them so as a result you had a lot more respect and more positive experience, so I guess, ummm, so what was the questions again? (Which teachers were like this?) You when the names of teachers? (Yes, do you remember teachers who were like this?) Yeah (For example?) ummm, you don't want names do you (I can replace them) ummm, I had a chemistry teacher in the sixth form and, ummm a history teacher as well, the history teacher I had was someone who, was always, a friend in the sense that she didn't make herself out to be an authoritarian figure which was good in some sense but in terms of the actual curriculum side of things makes them a bit strange but still it was a positive experience so I guess I still enjoyed the subject so as a result I think I enjoyed the content, but then on the other side I had a chemistry teacher who was, in that she was very passionate that she was very passionate about the subject itself and that makes a big difference you know (ummm hmmm), it does at secondary school, ummm.

204 Did you have teachers who weren't like this?

204 yeah, I guess, hmmm, not to many, I didn't have that many who were to bad, so ummm, I did hear from other people at least that they hate the sort of textbook teachers who sort of sit in front of the class, I had that to some degree but not to a huge degree (uh hmmm), but ummm, there were some subjects that it is hard to pin it on the teacher because as I said it was part my fault as I did not enjoy the subject, I had quite a good run of teachers.

216 All right, with being able to describe that primary was a positive experience and that secondary was neutral and that most of your actual teachers you can remember that were quite good came from secondary, why are you going into primary?

219 Ummm, well, firstly I wasn't actually going into, because I am doing a Bachelor of Music Education, ummm, because you can choose to either a primary or secondary

major, last year I was actually doing a secondary major and then I changed to primary, the only reason was because last year I got a job teaching at a primary school in music for a couple of weeks and I loved it so I decided to change, so that was the reason I decided to change, it wasn't really because of my schooling experience, in fact the actual reason I decided to go into teaching was because of my experience in primary school because I have had the opportunity to teach and I have enjoyed it (uh hmmm), because straight after I went actually to study psychology and only then decided to change, so even though my schooling experience wasn't negative I wouldn't say it actually have that much bearing on my initial choice (uh hmmm), it was more my post schooling experiences.

- 239 Okay, all right talking about that actual teaching experience when you went into the primary school, before you spent probably a good thirteen to fifteen years sitting on the classroom side observing what the teacher has done and during that time you actually had to step over in to the teaching side, how had, how has that affected or how has that influenced the reasons you picked those characteristics as an ideal teacher, [long pause] the characteristics of an ideal teacher, were those what you thought a good teacher should have or were those what you thought having been in the classroom what you think a good teacher should need or should be able to do?
- 261 I'd say it was a mixture of both, yeah, I guess they are not mutually exclusive, so they are things gathered from being in the classroom and some of those things I would have gathered from being on the other side, so, ummm, (would be able to see which ones were which?), ummm, [long pause], that's more versatility, as I said before from my experience from teaching you know improvising a lot (uh hmmm), so I guess I would views those skills as being more from my teaching experience than being from my student experience, but as I said there would be some cross-over as well.
- 278 All right, so how was that teaching experience?
- 280 It was positive, ummm.
- 284 Talk about interview and differences between New Zealand and Australian teacher training.
- 316 End of interview.

Interview Ethan – undergraduate primary traditional male

Tape Transcript

- 000 Begin the interview
- 001 Now in your questionnaire you said your overall primary school experience was positive and then described as being both in a crowd and on holiday with your mates with the description being it was a whole lot of fun but it was also filled with a bunch of petty concerns, so how was it being in a crowd and on holiday still result in it being positive?
- 005 Ummm, in a crowd, crowds are fun as there is always something going on, if you are not making the fun, someone else is, that is the sort of dynamics of being in a crowd, and yeah, just with your mates, they are a part of the crowd, that sort of thing.
- 011 Ummm, okay, you also said secondary was very positive (yeah) and described it as being in a circus as well as on a stage with the fact that you were frequently involved in the performing and social context of it and it was also just a very big show.
- 014 Yeah, I thought, I thought, you get a very different impression in college because you are more aware of what the schooling system is all about and what you are actually doing, and its, its meant to be more about knowledge than just putting you in the college system and trying to succeed in that, and the curriculum and yeah also, a lot of it was just a bit of a joke, that's why it was a bit of a circus, it doesn't seem as [pause] and so you are just acting and just enjoy it a bit more and acting crazy.
- 023 Okay, because while primary was in a crowd and on holiday, you said it should have been in a family with the idea that that support is very important to young kids and teachers are required to act as a parent, which is a good thing for the young (yeah), why in what ways should primary school have been like in a family?
- 027 Ummm, I think the biggest thing I was getting at was something I realised in first year was there is sort of a difference between the anthropology department and the sociology department, and I got the impression from anthropology that, it was sort of like you are coming into my course and I am going to whack you down and it was very condescending and it appeared like they weren't there to help and then in sociology, it was, I got, probably from the lectures and papers I got, I really got the feeling that they were there to actually help me with the knowledge and help me out, in that respect I think primary school, I think some of tended to anthropology and just didn't feel like you were there being helped, it sort of felt a little like you were one in the system and not being sociological where you are the target and you are meant to be helped, staff and the people there are there to help you out.
- 042 Because you said for secondary it should have been like on a team and at a carnival where the person basically should be free and an open place where people can choose with stall they want to play at and basically to get a taste of everything (yeah), so in what way should secondary have been like a team at a carnival?

- 046 Yeah, I think felt at primary school you sort of need that closer, that closer sort of network and ummm, because you can't choose as well for yourself, you need to rely on people to help you choose things, and then when you get older and get to college I think being on a team is more of a better idea for it because, you are sort of an independent player but you still have that network around you, yeah so I was sort of getting at carnival should be really fun, people should realise that school should be fun not get to caught up in the stuff, and ummm, get a taste of everything and enjoy it, that's, that's my ideas in retrospect.
- 057 Okay, because talking about being a team player and ideal framework, you talked about your ideal student, you said was visionary, curious, persistent, versatile, non-conforming, always asking questions, a self-starter and attempts difficult tasks; how do those make an ideal student?
- 061 I would just suggest to have an attitude of a broad perspective and look for different things, find knew stuff, very challenging stuff, stick your head into it and don't give up, yeah, still have the perspective of mind not to be limited by it, to try and kill yourself and trying to do the stuff you just can't do and it was just sort of that was an attitude of just going for it
- 069 All right I can see that for visionary, curious, persistent and versatile; how does non-conforming help a student?
- 070 I think, if [pause] everyone is different and I think school systems tend to make people, they give the impression that people are different but they are not really, because most of them do the same stuff, particularly the options they have for like the sports they do or the subjects they take and I think ahhh once you get of school there is a whole lot more diversity and what you are allowed to do, what subjects, what interest you are allowed to have and its like wow there is this big world out there and if you start, don't conform to the sort of things the school system says you should do, I think it would be a positive thing to start earlier (uh hmmm) sort of that sort of being yourself earlier.
- 081 Alright, so sort of moving from that student aspect you listed as your sense of teaching as what teaching means to you as the relationship between a teacher and learner is key in the remedy of a fallen humanity, freedom, explaining that as to be able to teach a person who is able to learn is such and honour and something that is desirable, is that how you see teaching?
- 086 I do see teaching as an honour it is something that is an amazing privilege to have that relationship with someone, to show them these new things, to give them opportunities really to be able to that and see that happening in front of you and see that your work actually is doing something good in someone's life, which I think to do something good in someone's life is the most amazing thing, so I think to be able to do that is choice.

- 095 Okay, because that leads into your ideas you had for your ideal teacher, you said your ideal teacher should be versatile, thorough, adventurous, has a sense of humour, always asking questions, intuitive, energetic and has independent judgement; how do these make an ideal teacher?
- 100 Ha, ha, ha, well a lot of them are sort of quite hard to do together like being versatile and being thorough but yeah, it is always finding that sort of trade off and I think it is really important as a teacher because it keeps the learning moving as you go and it sort of, I was thinking of pace, not so much as you take them but that the learning takes place, sort of, a lot of those characteristics are those things that if you stepped into a class and just like them being in the class and that is a huge thing about it, one of my papers, so far my least favourite paper of my academic career and I just did not enjoy being there, my learning, what I learned was so much smaller, and it was just, it just has so much effect, so being energetic and someone with a sense of humour and someone who is fun that is a huge part of it, learning creatively, the rest is just pace of learning, keeping it new but not going to fast, that sort of stuff.
- 119 Is this how you see yourself as being a teacher?
- 119 Ummm, is seeing how, it is how I see myself possibly in the next few years once I get trained and can balance them better, as a teacher now I think I have some of them but they would be a little bit unbalanced, I think because umm like a saxophone I skip a little bit too fast and not thorough enough, when it comes to versatility there are still some sections I do not feel comfortable enough with and I still I think energetic but not so much in the other characteristics, I think I have some but to be honest not all of them.
- 129 All right, did you have teachers who were like this?
- 130 Ummm, I have had, it is hard to find a teacher who has had all of them but I have sort taken a few characteristics from teachers, like I had a Physics teacher, he was awesome, he sort of when he, everyone sort of enjoyed being in his class because he sort of was energetic, he did crazy stuff like he would jump up and walk around on the desk and just hop from desk to desk and point to students with the ruler and in that sense he was sort of, sort of cool and enjoyed being in his classes, he had a great sense of humour, ha, ha, ha yeah I had he sort of had a good pace as well he was sort of occasionally get a little sort of side tracked and tell you something interesting which is sort of like versatility so, there were some teachers who had lots of the characteristics and they were the best teachers.
- 145 How were they the best teachers?
- 145 Ummm, I think as a teacher, he sort of gave us a love for the subject and made that subject sort of fun and alive (uh hmmm) it wasn't just something from the textbook, because then it is just from a book and anything can be booked, but he was interested in the subject and not just focused on the curriculum, go that little bit extra

to cover those opportunities that are beyond the curriculum ummm, he had balance, teachers who make the subject cool are very important, he was like that.

155 Were there any other teachers like him?

155 Ummm, there were a few (such as?) ummm I had, I had one who was still one of my favourites, she sort of got us to look around the class and got us moving, lots of different activities and even boring stuff she was sort of able to make it exciting, you had to write out your spelling words and then you had to get her to check them and then race back down to the floor, that was just sort of a fun aspect of it, (uh hmmm) yeah, probably again she was just sort of making it fun, sort of the idea that if you enjoy being in school then you are bound to learn something.

170 Did you have any teachers who were not like this?

171 Oh yeah one example would have been at university but that one doesn't count, so ummm, ahhh there was one, well one lady I had her for two years and she was a bit boring and a little bit old, she wasn't too old in age and ummm yeah, just wasn't, I can't really remember that much from that year, if I have a good teacher I remember a lot more about them, I remember, one of the biggest things I remember was she played the flute in front of the class and it made her face go funny and we cracked up and she told people off for laughing at her face, but ummm yeah, that was probably the main one, but I think ummm oh yeah one example was in year 6, there were two teachers in year 6 and they were both guys and both let them call you by their first names, that was sort of the privilege of being in year 6, and one of them was sort of older and one of them was sort of a bit younger and sort of had that impression of being a bit more energetic, and I was sick when they read out which class everyone was going to be in and I remember hoping I would be in the old guys class because I was sort of intimidated by the younger guy and umm I just didn't want to be in his class and luckily I wasn't, but if I think I were because at some stage about half-way through the year for just a bit of work because our teacher was somewhere else and I really enjoyed it without sort of being intimidated by it, he was sort of energetic, I think I might of enjoyed that class just as much as the other.

202 You said primary was positive but that crowd-holiday and that secondary was stage-circus, but primary should have been a family and secondary a team; why go into primary?

206 Ummm, why go into primary, cause I was sort of getting at there the holiday because a lot of being a primary school is not being a school I think, looking back, you don't get as much work but you have more time to be a kid, and I just sort of enjoy that sort of fun side of it, so I think that cool, a better place to work in and also you get them earlier and if you can channel them earlier you can sort of change them to be a better student.

220 Was teaching you first choice?

- 220 yeah, it was, I sort of had an idea about other things but yeah teaching is my first choice, but at least as a stepping stone to whatever else because both my parent have been teachers and both have ended up not being teachers, at least my dad was quite a long time out of it, but it is just a great skill to have to be able to teach, I think a good skill to have, it is a win-win situation even if you don't stay in it, it is a good skill to have.
- 238 Final comments and questions about interview
- 263 End of interview

Interview Liam – postgraduate primary traditional male

Tape Transcript

- 000 Begin the interview
- 001 Now in your questionnaire you said your overall primary school experience was positive and you said that it was like being on a team as you had teachers that were mostly good and when the teachers were good the students responded similar to like a coach in sports, how did primary school feel like a team in sports?
- 003 Ummm, ummm, just that ummm, some of the teachers just organising the kids and the kids just responding with each other and the teacher, ummm like communicating with each other and working together and ummm, and to the goal that the teacher has set and ummm, there wasn't, I think for the most part we worked well in groups (uh hmmm) and ...
- 009 Alright, because you said the your primary school should have been on a team and also in a family (yeap) meaning that it should be an environment where students feel safe and encouraged so that they can work together to develop their social skills (yeap), how should it be on a team and in a family at the same time?
- 012 Ummm, ummm, like a team I think, ummm it could be ummm, there should be like respect (uh hmmm) ummm, should be like kids get to know each other and be friends and stuff and get along well, ummm,
- 019 How would family and team be similar then?
- 019 Ummm, I just think they have the same principles ummm, work in the group and ummm, kind of work together and ummm, get along and ummm, and I think in both aspects there is kind of like a leader like the head of the family and the coach of the team kind of thing (uh hmmm) I think there is a bit more love in the family kind of thing like a caring environment whereas in a team it can be more routine and the teachers are open to talk about other things and problems and such, ummm
- 030 Okay your secondary was little different, you said overall it was basically just neutral, that that it was like being in a circus and in a crowd, saying that students were really noisy, not well-behaved and lots of classes and that the teachers just seemed less sensitive (yeah), how were they less sensitive?
- 034 Well, I just think that they have lots of different classes and other things, they were, not sure, they didn't have as much time to the individual, they just kind of set tasks and just kind of let the students be more responsible for their own learning but ummm, I think, ummm, ummm, less one on one (uh hmmm) ummm, just kind of like the bell rings and we are all off to the next class and just didn't feel part of it especially when you are young there are always excuses like oh I am marking oh we will get to it kind of thing and other things take priority and you don't take priority and then when you get older they sort of say the same things oh we are marking other

- stuff and doing other stuff and you kind of seem like its, I don't know, ummm, I'm not sure, ummm
- 049 Okay, because you said secondary should have been like on a team (yeah) and also with the idea of on a stage where it is to encourage the development of you own ideas but also be able to express them (sure) and to go more into that lateral thinking (yeah) ummm, why team and stage?
- 054 Ummm, like a team is kind of like a safety but then you should also have opportunities to ummm, stand on your own sometimes, (uh hmmm) ummm, but always with the kind of encouragement and ummm, yeah, ummm,
- 058 Okay, because talking about all those ideas about school leads us into talking the ideal student (yeah) who is curious, persistent, determined, courteous, also intuitive, has independent thinking, is always asking questions and considerate, how do these make and ideal student?
- 062 Ummm, how do they make an ideal student (uh hmmm), [laughs] ummm, ummm, I am not sure what I was thinking, I am not sure how to answer that, ummm
- 067 Okay, in particular what do you mean by a student should be intuitive?
- 067 Ummm, [long pause] ummm, the ideal school situation and ummm, be able to use common sense kind of thing, (uh hmmm) ummm, where this would be developed through previous years in school, ummm, I think it all equates to like just like positive environment, like working with other needs of the class, and working with the teacher like ummm,
- 078 Okay so what does independent thinking mean for you?
- 078 Ummm, I guess it is, that's when you are working on your own and you learn to develop your own ideas, and ummm, and there are times when you are working in groups but you also have to, like on that stage, you do have to figure it out on your own, like problem solving and stuff, learning to work things out for yourself
- 085 Alright, was this you as a student?
- 086 Ummm, [long pause] yeah because I was curious, maybe not so persistent, intuitive sort of, I think I was courteous and considerate and ummm, I think, I think in primary school I was always asking questions and in intermediate, but then I think in high school I just kind of like stayed with the crowd (uh hmmm) yeah I think I felt uncomfortable ummm, ummm initiating conversation with teachers by myself and that kind of thing
- 097 Okay, so that is the idea about a student, lets talk about what you say teaching is, where teaching is a unique profession as it can be both self-gratifying and selfless at the same time (yeah), how is that teaching?
- 100 Ummm, I think, ummm, I think for me as a teacher being able to see the kids grow and evolving into people and increase their knowledge ummm because I was being a key contributor in that, it is quite self-gratifying and it pleases me and so it also takes a lot of work and ummm, for the whole it is for the benefit of the children and

- ummm, I think of, mean because teachers don't get paid all that much and it I could probably do another job and get paid more but in that way it is kind of selfless and stuff I think
- 112 Okay because that goes back into you said about how you see an ideal teacher, the ideal teacher has a sense of humour, sincere (yeah), receptive to other peoples' ideas, thorough, also self-assertive, is popular and well-liked, emotionally sensitive and visionary, how do those combine to make the ideal teacher?
- 116 Ummm, I think it is important that the children respect and feel comfortable with the teacher, ummm, I mean they shouldn't go to school thinking oh I've got Mr so and so ummm, they need to feel comfortable coming to class and when in the class they want to feel safe and ummm, they don't want to feel shut down, ummm, and I think the teacher has to sometimes think outside the square in terms of visionary thing and ummm, and has to be confident and self-assertive
- 128 Did you have teachers like this?
- 128 Yeah, I think, ummm (any teachers you remember specifically?) probably more so in primary school (such as?) ummm, year 2 I had this American teacher on exchange like for the second half of the year, like for the first half of the year, I like moved primary schools, and when I came to this school, ummm sort of like before like in maths the teacher before would sort of like just open the book and do this and this and I could do the work but she didn't push me and then the new teacher he was like real enthusiastic and ummm like the students were not doing boring work and he was real nice and had a great sense of humour and ummm, and he seemed to be knowledgeable kind of thing as well and ummm we just like had fun but learned more at the same time, (okay), yeah, and then in secondary school, ummm the teachers were more, were more kind of just sitting at their desks and just kind of dull and ummm, ummm, yeah, with the work that they gave, I don't remember a lot of teaching, ummm
- 153 Okay did you have any teachers who were like the exact opposite?
- 153 Yes, ummm, yeah like in high school, those who just kind of sat around and dull yeah, and also in primary school there was a couple of good experiences between the other teachers, it was just kind of, I mean I had a lot of teachers in secondary school and ummm, some were good but those were in high school, ummm those that didn't have those characteristics (uh hmmm)
- 161 Why go into primary school teaching?
- 163 Ummm, I guess it is because I have always had this good report with children and good experiences in primary school and I can, I can see the difference a good teacher makes in primary school, like from my own personal experience and I think that it is up to the teacher to make the kids kind of learn but in secondary school it is more up to the kids, as they are more responsible for their learning and so I think,

the teachers, I just feel that maybe it is more important that in primary school there are good teachers (okay)

173 Do you want to be more in the lower primary or middle primary (intermediate?)?

173 Ummm, I am undecided actually, probably not new entrants like 5 and 6 year olds, ummm somewhere between 7 and 11 (uh hmmm) that age

178 Comments on interview and research study

188 End of interview

Interview Benjamin – undergraduate primary non-traditional male

Tape Transcript

- 000 Begin the interview
- 001 Now in your questionnaire you said your overall primary school experience was mixed and that is was like being on a stage with the idea that you were shy, felt awkward and struggled to fit in, how did that make it feel like on a stage if you felt awkward and struggled to fit in?
- 004 Well, for the primary I felt that ummm, it was good and bad experiences but overall it seemed like that ummm, everyone was looking in the fishbowl if you know what I mean (uh hmmm) that I was exposed out of what I found secure (uh hmmm),
- 009 Okay because you said for primary it should have been as if you were in a family or in a garden with the fact that in primary you need the support and nurturing to grow and get confidence and set the standards to enjoy basically set the standards to enjoy school as well (yeah right), why should primary school be in a family and in a garden?
- 014 Ummm, the peace and serenity that I feel in ummm nature in just making the kids feel secure and not making it a moving step but that it is a progression of the family rather than a big step being in school it should be ummm just made it the easies that it can for the child, I feel, I felt that it would be nice for me
- 020 Okay that is why the question is what do you think it should have been [laughs], alright because you had two experiences for secondary, first off it was very negative and then you switched schools and it became very positive, so I am assuming it started off as a crowd and switched to being on a team with the idea that it was very frustrating and you were laughed at so you laughed back but then you changed the schools and then had some very positive group experiences, what the difference between the schools that made one go from negative to positive?
- 025 Ummm, first secondary school I went to ummm was a school that the age went from primary all the way through to bursary (uh hmmm) ummm it was a very much ummm as a family, the school was very connected to parents and had a relationship with them that they told them any thing that came up in the day the parent would know about it straight away, ummm it was very controlling and it ummm they, they were one of the last schools to still be punishing with the strap and ummm, I just that it was, that it was too family that the school was seen to be against you it wasn't you know ummm there was more like they were telling on you, the whole time whenever your parents came in to pick you up ummm that, that was totally negative because it was such a small school that ranged over so many years it had a name that stuck with you, (uh hmmm) you could be there years later and still being persecuted for things that ummm your older brother and you did when you were younger or something (uh hmmm)

- 041 with going to the larger school that was totally positive of course there was the ummm, introductory period where there were fights trying to fit in and things like that but overall in the end it was so positive that it was in a crowd that I really saw how big schools can get from a smaller school and then it was on a team because you found the people that you were accepted by and the group and you were totally on a team because each group was accepted by every other group so you were pretty much accepted all over the school once you found your niche
- 050 Okay, for secondary you said it should have been that team idea as well but also staying in that stage idea, with the idea that it is preparing you for the world where you get more responsibility and influence and more leadership skills, how should it be both a team and a stage then?
- 054 Okay, ummm, the saying it is on a stage there is different than being looked at as you are the entertainer, (uh hmmm) ummm, where you still need a team and your support group to say yeah and give you encouragement of going on the stage but, but school is sho ummm enclosed and ummm, you know restricted it needs to be more personal as you are getting into your secondary school, there is the saying it is time for you to go and make a life of your own (uh hmmm) and to ummm and be really confident in yourself so that when you step out of school you are not relying on ummm your parents or anything you are relying on how good you are (uh hmmm) and the support group you have found as a team from being in school (uh hmmm) yeah
- 065 Alright if that is how you felt about school to the idea of what you said the ideal student was, the ideal student was curious, strives for distant goals, fault-finding, persistent, adventurous, courteous, healthy and remembers well, how do these make the ideal student?
- 069 Ummm, what I have written down there is a range that I feel, felt covered a person and can make up a person, person's ummm, a person that I feel is a successful person in the future, (uh hmmm) attributes that, that are owned by a person who is going somewhere, yeah they have got everything on their side I see worth writing down, there is there nothing that, that can be seen as really holding them back, it is all go forward, go forward, go forward, yeah
- 078 So, how would an ideal student be fault-finding?
- 079 Okay ummm, an ideal student would always be looking out for him, his student environment and always be keeping the ummm, keeping those as standards and really fault-finding anything against standards that are only good and productive, he is not simple finding faults for the heck of it, he is finding faults because he sees areas that need to be improved and it is only benefits it is not derogatory or anything like that
- 088 Okay, and is the ideal healthy, how is the ideal student healthy?

- 088 Okay ummm just in being that courageous ummm being that outgoing on a stage person, ummm that your full on for life, your full on for everything you want to live this life, you want to get going, ummm so that means everything you do is to your potential so you active lifestyle is going make you healthy, so ummm
- 095 Okay, so if that is the student, now looking back to how you talked about how you see teaching itself, is having a level of the student to create a strong rapport then critically thinking of my implication, with the idea that I believe that the student feels misunderstood that the teacher is at the front and the student at the back, both need to be integrated, how is this teaching?
- 101 Ummm, by getting at the level of the student you can ummm you can work inside their mind work inside their limits and really understand where they are coming from, (uh hmmm) and actually, actually build a friendship a rapport so that you can be relied on for personal or anything ummm but that really critically thinking of what, yeah, this is where I see a teacher needs to be to get through to get, get through to the lowest to the highest student, you still need to ummm build this friendship, this relationship of teacher student but on the student's level because ummm, that is who needs to be taught, don't need to be a the teacher's level because we are already taught so getting down on their level only shows what needs to be improved but thinking ummm, of the implications that, that level of relationship gonna cause what kind of stress what kind of ummm, ummm you know ummm your expectations you know and what the students will expect of you ummm you need to keep consistent on your decisions and that ummm just, just the whole feeling of being one, one classroom rather than being the teacher and the students, you are here to be taught you know it seems the teacher doesn't have to, I mean why can't the teacher move freely between the students and get on their level rather than standing and being straight and rigid and not being able to move and be fun and friendly
- 125 Okay, because if that is teaching, the next part talks about the ideal teacher, a person who remembers well, determined, sincere and persistent, considerate, energetic, sophisticated and has a desire to excel, how do these combine to make the ideal teacher?
- 130 Ummm, by being determined and energetic ummm their personality is just going to be electric and the kids are just going to be drawn to the teacher and really ummm interested in what they are going to be doing next, and with the sophisticated ummm just ummm you know with a sense of class, the teacher's got class and the students want to hang around with the teacher and hear what is coming out of this teacher because ummm, if you can say if the kids can feel the teachers cool, or you know really because ummm on their level and they feel ummm you are one of us rather than you are a teacher to be fought or to ummm to ummm be feared or run away from (uh hmmm)

- 142 you are a teacher they can come up to on a break or whatever and talk to you know, being considerate and ummm sincere, you can take their problems and give a clear solution with ummm, the experiences that you have had rather than ummm, ummm being cold to the students rather you are warm to the students and get on their level, ...
- 148 Was this how you were taught?
- 148 Ummm, one teacher, one teacher I can think of in secondary school (how? In what ways?) in what ways, he was a History teacher and he ummm, could run a classroom from a desk or walking around talking to individuals, there was a real personal connection he made with us and with every student there wasn't a student or classroom it was each student he knew our middle name our last name, he joked, he laughed, he came and talked to you personally ummm, ummm he could single you out of the whole classroom and you know that he was just talking to you, just that I ummm reckon he was on a personal level with the students and ummm yeah, the student could come to him and say anything, they wouldn't be criticised or anything like that, that there would be a solution (uh hmmm) ummm,
- 163 Was he the only one (yes) so did you have teachers who were the opposite of this?
- 164 Yes (how were they?) ummm, by ummm, trying to intimidate by trying to ummm, ummm raise their voice to be intimidating to be ummm, to create order to ummm, it didn't need to be like that and it was and ummm I don't know, I feel, I feel the opposite of what I call a teacher is a teacher who has like a power trip (uh hmmm) that, that is almighty in front of the classroom, ummm that yeah, it is so different from the child that, that ummm doesn't understand why they can't learn because the teacher has been there and been the student as well so why can't they understand what level they are at and ummm you know so ummm, so ummm I guess by the book I what I call as being a bad teacher (uh hmmm) for me by the book strict, strap ummm a lot of them seem to be just seeking chances it is just understanding the student rather than being telling the student how to be understood (uh hmmm)
- 185 Is this how you see yourself as a teacher?
- 186 [long pause] this is what I see myself eventually growing into (uh hmmm) ummm I don't see myself as that a 100% yet ummm, I can see there are attributes that ummm I've wrote, written in being truthful in your survey personally, so I guess some of my personality is coming out in some of these answers, ummm so yeah I guess this is what is want to be as a teacher (uh hmmm)
- 195 Alright, comments on interview and survey
- 212 I see this as being a parent, there are things here about how my father brought me up, I won't, I have even said to him I don't believe in this and won't do it this way, I will do it differently with my kids, so I guess with what was done to me in the past as a student, I will never do to my students (uh hmmm) because I think that unfair and if you can't learn from your previous experience, I mean you weren't the teacher you

were the student but you need to ummm, if you can't learn from it then, then you are never gonna learn from things (uh hmmm) you know never gonna pick things up and move on (uh hmmm) personally grow over these, these experiences

223 Okay so why primary school?

223 Primary school for me (uh hmmm) I, I am solely focused on my two children, three and one, I, I want to know the system and, and be ready for anything with my kids and it won't be a problem ummm I don't want to have all the problems coming up like what I had when I was young from my parents, (okay) ummm, ummm yeah its, its, I'm into prevention not cure so I'd rather go and do the research now rather than try and fix it later, ummm, yeah I see it as the best for my children and their, their development, I've seen my children, I know they are young now but they are gonna be totally individuals and go getters (uh hmmm) that ummm if I can provide everything they need then they will be able to do that and they can go and have their course of their life with all the, the ummm knowledge so that they can do what they want to (uh hmmm) be independent

243 Questions on questionnaire and ideal characteristics being limited to 8

280 End of interview

Interview Lachlan – undergraduate primary non-traditional male

Tape Transcript

- 000 Begin the interview
- 001 Now in your questionnaire you said your overall primary school experience was positive (yeap) and selected the metaphor it was like being on a team (yeap) stating we were placed into groups where we also decided on a group game and competed for points, why primary school more like that team idea say instead something more like the garden, stage or family?
- 008 Ummm, I don't know, it just kind of felt, felt that ummm, in the beginning we were told that we were as a class and we were ummm like a team basically and to look after each other, to help each other and that sort of thing and I felt that from the start and also feel that would be a good way to look at it
- 015 Okay, because you said primary school should have been on that team as well but also as in a family, with the idea that families are there for love and help each other while teams are to allow individuals to have contact with others and communicate and help others building relationships, in what way should primary school have been a family and a team?
- 020 Ummm, let me think about that one [laughs], I guess primary school is being a family in the sense when there has been problems in my ummm, in my life, ummm growing up as a kid, other students have brought stuff like t-shirts and other staff have taken me under their wing and done extra things like ask if I was okay and other boys have shouted me lunch and I guess I, I in my view that's ummm, a little step further from what a normal team would do, sure a team will help each other out and stuff but this was more than that sort of extra care and that,
- 031 Because you also said secondary was positive and like being on a team with the idea that you had different strengths in you group and that you completed a lot in sports, so was it the different strengths in the groups or the competing in sports that made it more like on a team?
- 035 I think a bit of both and the fact that I, I had a competed in a lot of sports umm I did stuff in tennis, rugby, cricket and ummm and I basically got into a lot of sports in secondary school and ummm, yes so more like a team thing because I could relate to it more I guess
- 041 Alright, okay, you said exactly what secondary should have been as well both that team and family idea saying exactly the same thing as for primary, that basically it is about that team aspect but also that family aspect, so if primary and secondary are similar in that regard how are they different then? (primary and secondary different? ...) or do you see it as a continuation of the exact same thing?
- 046 I'd see it as a continuation of, of what we had in primary

- 048 Uh hmmm, okay, going from those ideas of school to how you see the ideal student, the student is visionary, considerate, has a sense of humour, with a desire to excel, receptive to others' ideas, self-confident, does work on time and willing to accept others' judgement, how do these make the ideal student?
- 053 Ahhh, ummm, I guess those, those things make my ideal student, ummm, because it's, it's not just about yourself but also about helping others that are really struggling or just helping others, you know, umm and its okay, its okay to sort of compete for marks but I guess my whole philosophy or part of my philosophy in life, if you've got it why not share it [laughs]
- 062 Okay, so how do you see students in the idea that we talked about receptive to others' ideas and, and willing to accept others' judgement?
- 064 Receptive to others' ideas ummm, not knocking them, you know, I suppose you know respecting them as a person to allow them to share what they have to share (uh hmmm) and to remember that, that they might have valid points, uhhh, in terms of, what was the other one (willing to accept others' judgement) ummm, willing to accept others' judgement, I guess that's, ummm, that's goes the way I look at things is that sometimes you, you ummm, sometimes you don't have an honest opinion of yourself (uh hmmm) ummm, so if you are willing to accept other people's judgement your taking all that they have to say and its true some of it might be crap but in the end there might be something worthwhile, as it is sometimes easier to see things when you or they are outside the circle (uh hmmm) and, and they realise that you are not doing nothing but in fact you are
- 081 Okay, so why is it important for a student to be able to do work on time?
- 082 [Laughs] that's the ideal, that's the ideal [laugh]
- 083 Is that the ideal as a student or as a teacher?
- 083 Ummm [laughs] that would probably be both (alright), I mean it would be great if they can do that, you know I'm pretty sure you should be able to do things when you say you are going to do them, because, this is not me but I thinks it is quite important
- 090 Okay, because similar to my next question, is this you as a student?
- 091 Besides that does work on time part, [laughs] ummm, half of it was me and half of it is me aiming to be, but still thinking it is quite important, obviously for this I mean you got to met deadlines otherwise you lose marks ummm, but as a student ummm, yeah, half of its me and half of it is what I deem as what I am working towards
- 101 Okay, so which ones were the ones that are you and the ones you are working towards?
- 102 Ummm, [long pause] I think they might be, might be just that one
- 106 Okay because going from the student to how you see teaching itself, you described teaching as play hard but play fair with the idea that I believe in the idea of being firm with kids but that if you are firm but fair they will respect you, how is play hard but play fair teaching?

- 112 I guess I put that because of the fair play program that was running when I was a school at college, like I said I was a, a athlete, like for example I was a rugby player and you would have to do an aggressive tackle and really aggressive tackle and it was fair but it was a good one, I mean everyone could see that it was a fair and it was really good and it was really aggressive and had full effect, so I sort of see that sort of concept where, I guess tackling kids that not so much the aggressive [laughs], ummm, yeah, I kind of believe of standing firm, standing strong with the kids (uh hmmm) and setting the boundaries and letting them know that these are the boundaries and don't dare and I guess this is where the firm comes into this, don't cross it and that's approaching it in the simplest form, firm but fair as there as conflicts because I have been in situations where I have done that, I've put up the boundaries and I've been tested and they have tried and they weren't successful and I was successful and so the rest of the group of kids they could see, I gave them the boundary and it is for the safety of us, so we, we can play safe knowing that everyone is one the same level on the same playing level, all rules apply to everyone, no one is special because the bully, maybe he is the bully but not even he can say as everyone is treated the same and they kind of feel safe, I guess,
- 140 Uh hmmm, okay so if that is the way you see teaching this is what you said was the ideal teacher, someone who is sincere, thorough, considerate, visionary, self-sufficient, also self-confident, desire to excel and energetic, how do these combine to make the ideal teacher?
- 141 Ummm, [long pause], I think they make the ideal teacher because ummm they let the kids know you know what you are talking about being self-confident, ummm and if you don't have all the resources that the school is provided with or your institution has provided then you are able to provide them or come up with something (uh hmmm) ummm, to have vision to try new things to make the curriculum or syllabus more exciting to try and make it appealing, ummm, and to also show, to show what you are producing, what you are trying to teach them, and show it with a bit of energy then most kids are quite receptive to that, but if you find someone who is really enthused about it, then you are more likely to, likely to go with the flow, but at the same time to be considerate to ensure that you are aware that others, others kids might be left, I don't know focus or attention and to be sincere, to be sincere is to be ummm, ummm to be sincere [long pause], I guess I would put being sincere with gaining the kids trust (uh hmmm) ummm and to be sincere I guess is to also compassionate as well, to be thorough is to be, I would put that with being confident, you know being thorough with your teaching and research and knowing your stuff and always looking for ways to excel to excel to be the best especially with teaching because umm you know, these are these are a group of young people who depend on are dependent on your knowledge and ummm and your skills and so know as

much about what it is you are trying to teach but at the same time give them a positive experience about school

186 Did you have teachers who were like this?

186 Yes (examples?) ummm I went to a catholic secondary school called ____ college and ummm the brothers were really because their founder of their organization is the patron saint of teaching, ummm and so they specialised in education of kids, but I guess I saw a lot of these things in them, and they weren't all the things I jotted down here but each and every one of them had at least a couple of them, and that stood out for me

198 Any one or two that stood out particularly?

198 Yeah, a brother named ____ who is now at ____ in Wellington, he is the ____ there and ummm, he was great because he was thorough and I mean he knew his stuff, and the way that he knew what he talked about is ummm, is that whilst he was ____ of the school he was doing papers and stuff as well at university and he got degrees and all that and ummm, he ummm he what is the expression he walked the talk (okay), ummm, at the end of the day during school as kids were leaving, he would be in the driveway and stand there in the car park and as kids were leaving make sure kids socks were pulled up and shirts tucked in, and at the same time if you did not have any bus money you could go and see him and umm he would give some money to get the bus home, and ummm he did that most days but not everyday, but basically when he was there at school he knew your name and ummm, also if you didn't have any lunch money you would just go to see him at morning tea or lunch and he would write out a chit to the tuck shop and you got your lunch and yeah so he was one of the one who really stood out in my mind in terms of the ideal teacher as he taught was well and another brother that stood out for me was Brother ____ who during a period of who when I was there when I was 14 to 18 ummm, took me under his wing and it was really fulfilling, I guess he saw a lot of potential in me, throughout the year he would do things that were beneficial to the school and ummm, he kind of took me under his wing as I was a bit more isolated and by myself and I had problems studying at home and he helped us through, he was also hardworking and ummm, he also did papers while he was teaching

247 Did you have teachers who weren't like this?

247 Ummm, [long pause] I must have, but I don't really remember them, but I must have, but I have been told that I am the type of person that really focus or looks at the negative side of people, I just take what is good and remember that

255 Okay, is this how you see yourself as a teacher?

256 Hopefully [laughs]

259 Any reason why primary school?

259 I guess to start off where I started (uh hmmm) and to see how I go in teaching, yeah I regard that as maybe the first step and if I can get the idea at primary level I see it

as building up to the next step, for me primary is the foundation, basically if I go well with that then I will work up to intermediate and secondary

270 Comments on questions and interview

285 End of interview

Interview Olivia – postgraduate primary non-traditional female

Tape Transcript

- 000 Begin the interview
- 001 Now in your questionnaire you said your overall primary school experience was negative and described it as being in a prison and said that you had hateful teachers who stunted my development and my academic progression, the typical teaching strategies of public humiliation and discipline, everyday was miserable and you actually can't remember ever having any good days, why was it like a prison?
- 006 Ummm, it always felt like I was trapped and couldn't wait to get out and didn't ever want to go there, didn't want to get there and couldn't wait to get home, ummm,
- 008 So you said typical teaching strategies of humiliation and physical punishment (uh hmmm), how were those typical?
- 009 Pretty much an everyday occurrences, it happened not just to me but to quite a view others, it was sort of routine, knuckle slapping and kneeling on dried paint that sort of thing [laughs] (was this a catholic school?) yeah it was
- 013 Because you said primary school should have been in a family (yeah) with teachers should be acting as caring parents as when you are little you miss your parents and when you go to school you need that nurture for the children, why should it be like a family?
- 016 Because, my view of teachers is as parents, because your parents aren't there and you have to go to school and I see the teacher's role in particular in primary is to replace your parents and your family during your time while you are there and ummm, want the best for you and want you to develop as if they were your parents and take that sort of responsibility in your life
- 021 Okay because your secondary, your secondary was a little bit better (yeah), you described it as neutral (yeah) and in a circus [laughs] saying it was better than primary but there were only two teachers that inspired me, you were put in several classes where you could make some good friends and you could gain some qualifications needed to go to college, however, you couldn't wait to leave (yeah), how was, how was in circus and even though just a little bit better still not like in a prison?
- 027 It was just entertaining, just watching what lots of the kids got up to [laughs], it was yeah, it was, I don't remember it as being particularly quiet and there were lots of ironies in there and you would try to concentrate with all sort of antics and joking going around and ummm, frantic teachers going off in the back of the classroom, the funny side of it was there but then on the other hand it was very distracting,
- 032 Okay you talk about primary I mean secondary school should have been on a team (uh hmmm) where working together as one unit to achieve personal achievement and also school achievement and you should feel proud to part of a positive effective

- team, that the team work will enhance learning (yeah), so how would that make a better secondary?
- 036 What being a team? (yes) because I think that when you get to age group, your more able to function better in a team as when in primary school it is being more in a family where you have that need at that age where it is more loving and cosy when you are in primary school as you are more dependent and then in high school or secondary school you are more independent and function in a team but also independently within that team as well,
- 044 Okay, because talking about that idea of being a student, you had the eight characteristics of being an ideal student, a student who is visionary, curious, talkative, and quiet [laughs], non-conforming, always asking questions, attempts difficult tasks and adventurous (yeah), how do these make an ideal student?
- 048 Ummm, well just looking at kids that I, I worked with, I always find the ones that want to learn more, the ones that have got a vision, and can visualise their future and where they want to live and be in the future, and therefore more inclined to want to learn and what was the next one (curious) yeah curious those who prefer to ask questions and want to know more, wants you give them information they want to go and find out more themselves, and ummm talkative to a, a certain extent, ummm it is easier sometimes if at least the kids will talk and ask questions and ask for information and things like that, and taking that information and not just doing anything you know what I mean but willing to ask, but they are quiet and prepared to talk, ummm
- 061 non-conforming, ummm, I just found that when I worked in high school that the most kids who were really wanting to learn and really had ummm, sort of a will to learn didn't really conform to the norm they always sort of not liked to wear the school uniform and sort of things and express their own personality and they wanted to make their mark in a way and it was usually those kids the do really, really well and good to work with (uh hmmm), adventurous, prepared to take a risk, in that way and that is a good one and for a teacher as well, ummm not being put off difficult task to be willing to have a go even if they might get it wrong but the right attitude, being adventurous in certain respect because a lot of kids will give off if they get ahead or will go I don't even want to try that because I am going to get it wrong and laughed at by other kids, the more adventurous kids who will go and have a go whatever it they are learning wether it is sports like rock-climbing and I mean I used to, teach rock-climbing in high school and ummm, you would get the most timid kids having a go and ummm, more out of it, a lot more out of it, is that what you are looking for
- 077 Okay, that is why I was asking these questions, literally talk into the mic, literally getting your idea of what those mean, (okay), because if that is what the student was. You talked about what teaching is (hmmm) saying teaching is the nurturing and encouraging of others to believe in their capabilities to enjoy learning with the reason

that teaching is not just supplying information, it is uhhh (viewing) viewing the individual under, holistically and encourage the person to work to find the information themselves, how is that teaching for you?

- 084 What do you mean? (how is that for you teaching?) what is teaching (yeah) if I am teaching the kids will be fine for themselves, and if I am doing my job then the kids will want to find things out for themselves, if I was just standing their spouting off new information I would think they have probably already forgotten it, but if they come in the next day and say oh look I found out this, then they have taken it forward and you have set them up for life to try and find things out, learners in the future (like life-long learning?) yeah, definitely
- 092 Alright, if that is what you see about teaching, this leads to what you saw as the teacher (uh hmmm), the teacher is also visionary, with a sense of beauty, sincere, persistent, versatile, intuitive, receptive to others' ideas and also adventurous, how do these make the ideal teacher?
- 096 I think visionary again so they are teachers that are prepared to look outside the box (uh hmmm) and when they get a response from a child and instead of just looking to a narrow criteria and the little that happens they ought to a expand on that and look at why they have these tasks completed in a certain way and be able to ummm, ummm, have a vision of what they are trying to do and what they are trying to say (uh hmmm) and also of have, have a vision of, of how you want the students to sort of live through their lives and not just in your classroom that year but have a vision of how you would like to see them develop right through their whole life (uh hmmm), ummm sense of beauty is being, ummm, appreciating little kids and all the quarks that they have, because a lot of them come across teacher that ought to appreciate that you know, with you are either that way of this way and with the kid that comes out as different in some way and you don't or shouldn't want them to get sidelined as a result of that, and just to see that you are honest with the kids, there are not two sides to you, they know what is what, they know what you want and you come in one day and they don't have to wonder if you are a completely different person [laugh]
- 115 and persistent is just not giving up on the kids that are struggling and not giving up on trying to engage the kids in their learning, and giving up on the idea, notion that learning is something that can carry them right through their life (uh hmmm), versatile is just being flexible in your approach and not doing the same route and trying to be versatile in your response as well, and that one receptive to others' ideas, again listening to what the kids have to say to you, not that they just want to hear your voice all day [laughs] and adventurous, again prepared to take a risk, prepared to think outside that box and try to bring them around
- 125 Is this how you were taught at school?
- 125 Ahhh, no, no (not at all okay) [laughs]

- 126 Okay, you said in this secondary school you had two teachers that inspired (yeah, I struggled to think of that), okay in what ways did they inspire you?
- 128 They, to tell you the truth one of them was in college to be honest, but I thought I ought to put something down, [laughs] and one of them is actually a college lecturer who has inspired me, she was prepared to do all sorts of different things to get us to learn human biology, and, and she had all sorts of views about environmental issues and such in fact she was one of the greens and I found her as someone to aspire to as she just looked outside the box all the time, and she'd try anything, she'd do all sorts of ideas to get us to learn, and the other one was I think in secondary school who inspired me was, was my needlework teacher who was a dragon, an absolute dragon and she was, was very, very kind at the same time, and I knew what was what with her, and she was fair and she didn't particularly inspire me in the subject because needlework was [laughs] but her personality as a teacher and feeling comfortable and confident in her classroom, she kept the classroom in order which was important, as a lot of rooms I went into were like a riot and ummm, so yeah, she had some difficult kids in her class but she managed to teach them
- 147 Okay, did you have teachers who like the exact opposite of these?
- 147 To these (yeah – eight ideal characteristics) ummm particularly in primary school, particularly, yeah, and in, in it was more they were just boring and, and there was nothing that made you sort of go a well yeah I want to know more about that (uh hmmm) you just felt like you were given the information because they had to give you the information
- 152 Okay, how was primary like the opposite?
- 153 Ummm, well they didn't have any of these qualities, they were ummm, this might sound ordinary but ummm, it was always punishment, it was basic, basically like stamping out, the stamping out of all individuality the kids had, you learned never to take a risk with your ummm, they were never intuitive to how you were feeling and totally inflexible in their teaching styles and just like chalk and talk the whole time and ummm, and totally insincere and the head teacher would be nice to your parents and if you were bumbling you used to get caned and it was he was an absolute bastard really [laughs] didn't have a clue about anything really and had no vision about what they wanted or how they saw the kids and what they wanted the kids to be in the future
- 170 Okay, so why are you going into primary then?
- 170 Because I feel through me own experiences, and through the experience I had in high school and how the kids can be off the rails and really mental, and I sort of realised how as a primary school teacher the power you have and how you can really set the foundation for that whole child's life and that is why, I didn't want any kids to have teachers like I had, because I know what it was like (uh hmmm) and I like kids [laughs]

- 180 Comments on research and interview
- 207 End of interview

Interview Sophie – postgraduate secondary non-traditional female

Tape Transcript

- 000 Begin the interview
- 001 Now in your questionnaire you said your overall primary school experience was mixed (yeah) that it was like being in a crowd you felt like just one of many with little opportunity for individual expression of identity (uh hmmm), how was, why did you not have opportunity for individual expression of identity?
- 004 [long pause]
- 006 In what ways did you feel you were just part of the crowd?
- 006 Ummm, it was more to do with my childhood experience than my school experience, particularly, the reason why I put mixed as my overall school experience was because I went to a number of different primary schools around the UK and ummm, I suppose partly because of that, and when you come into an environment where a lot of kids are already established it is harder to become ummm, well in a way its hard to become one of the crowd although, but I put that because that was how I felt but more than that my children was one of your average very insecure children who ummm in my early primary school days was screaming when my father was leaving me and then my mother as my father wasn't around, and so I was a very insecure I don't think I wanted to be an individual, I think I was happier thinking okay whatever you say, okay I will do that (uh hmmm) it is not about the school itself well the schools, the primary school I went to from the age of 9 to 11 ummm, there would have been 32 children in the whole school and they were split into two classes, so another reason I might of felt like that now that I am thinking about it, is because in a class of nine and ten year olds or maybe 8 and 9 years olds, maybe 7, 8 and 9 in one class and 9 and 10 year olds in the other class, (uh hmmm) so, ummm, we were taught in, in across the age boundaries and that was by one teacher, one teacher the whole day in amongst one group of multiple age groups (okay)
- 031 You said it should have been like in a garden where the ability to gain knowledge, with input in terms of the pace and what an individual takes from the experience, how should primary school have been like in this garden?
- 033 Hmmm, ummm, well for me a garden is a peaceful restful place and ummm, I do remember it being quite noisy (uh hmmm) ummm, lunchroom, you sat at your desk for lunch, like I said there were only two, a very small provincial school in my second school a private school, ummm a more peaceful environment where you are able to contemplate, I think, another fault I think I was never giving the opportunity I think to consider, it was much more just this is what you need to learn, then when I went to the second primary school they had to teach me how to write again, I had to do, ahhh, ahhh, because they said my writing was like a spider, so I just felt like ummm,

- I don't know, I didn't feel that my creativity was being developed much, expression and in a garden I am more likely to be able to do that
- 050 Okay, because secondary you said was also mixed, that the idea that it was more a competition (yeah), there was more constant grades, constant test, everything was a competition and that it should have been more like a team idea where people are working with their peers, giving the chance to learn from your peers and given the change to be the leader, you get the chance to learn from each other instead always the teachers (uh hmmm), how should secondary be more like a team while primary is more like a garden?
- 057 Ummm, I have actually been into a school and seen some of this happening, I was only in it for two days, but two days none the less, in a secondary school, when I was this would be six years ago aged 34, ummm and I was just trying to get a handle on what teaching was about and whether I did want to do that, it was six years ago, the sorts of things I saw the Head of Maths doing, ummm he would have groups of children sitting at one table and, and he would say I am going to ask a question and make sure no one at the table puts their hand up until everyone at the table knows the answer, and in that way he was encouraging students who were 12 or 13 to discuss whatever it was and to use whoever was at the table who knew the answer as a very good uhhh instrument for teaching the other kids because I think kids emphasis with other kids, ummm not always but ummm, but that sort of team approach, giving everybody the opportunity to contribute but not ahhh, not necessarily assessed at every step, that is what is, not assessed in the competitive sense (uh hmmm), of course you have to assess things, you have to what level they are at and where they need to go next but, I don't think need to have the scores, every month we would have scores and ummm we would be given a position within the class, so you know you are number 5 or number 10 (whoa), number 16 in a class of 18 is not feeling desperately good about it, we would do that for each subject (okay), yes I was average, I was pretty much average, in some things I was good at but I was average for most things, so I could say it didn't really affect me, I could say my self-esteem was not damaged undue by that, ummm, but for some people I could see that is not a good way of motivating kids
- 088 Okay because talking about kids in school, lets go to your ideal student, student should be determined, considerate, adventurous, with a sense of humour, someone willing to take a risk, who is also curious, receptive to others' ideas and self-assertive, (uh hmmm), how do those make the ideal student?
- 093 Ummm, determined because things aren't always easy in the classroom and ummm, having some determination ummm, allows a child to overcome some of the obstacles they will face (uh hmmm) considerate I meant in terms of considerate to your own class mates ummm, in their desire to learn, so I've had experience of kids in classroom of being really obstructed to the teaching process and ummm

sometimes it severely gets in the way and, ummm, adventurous ummm because uhhh, I would like to have a class of kids who have some open-mindedness ummm, who are open to doing different things ummm, especially with something like maths where ummm there are so many preconceived ideas of what mathematics is and so many people think it is just too hard and so don't want to do it, ummm or it is just easy, either, I would want to have kids who are adventurous about the way they are prepared to explore the subject and look at things they might not consider to be ahhh, studying a subject like maths (uh hmmm) ummm, sense of humour I considerate that to be an important trait for anyone in any sense so whether it is a student, I think I put it down for teacher as well, ummm, I have a black, a very bad sense of humour and I think it will come across and if the kids don't have a sense of humour I think I might struggle to get through to them, ummm willing to take a risk, I like kids who ummm, yeah, prepared to get outside the box, that if I said you understand that and can you come up and explain that to the class, it is going to be out of their comfort zone but if they are prepared to take a risk then the benefits to the class are greater I think, (uh hmmm), curious is similar to adventurous ummm, but curiosity about the subject they are learning ummm, if they don't have curiosity then there is no motivation to learn, curiosity might enable interest in what happens next, I think that is what I am really suggesting (alright), receptive to others' ideas because ummm, it comes back actually in a way to considerate, ummm, other people's ideas, that might be the teacher but it also could be other students, that sort of being open-minded again but also sort of considerate, self-assertive I thought, now that I am thinking about it ummm, that is another attribute I think is important in people in life generally, ummm, I certainly wasn't when I was a school (uh hmmm) I am now but it has taken me a long time to get there, if students are self-assertive, then ummm, I would probably relate to them better and they will be able to better overcome some of the ummm, barriers presented to them by the rest of the class, (uh hmmm) in Maths again, and I kind of had maths in my head because that is where I am going with this, in my ahhh experience there are two types of people, people who find maths hard and people who find it really easy and there are very few people who are in-between, see I am coming from didn't find it easy and had to work really hard at it which is one of the reasons why I want to teach it is because I think I have empathy with the kids who don't find it easy, the kids that don't find it easy and if they are not self-assertive they are going to listen to and be influenced by kids who say it is easy, why can't you see that this is this and that is that and ummm which again doesn't help a child who doesn't find it easy, just because someone says it is easy doesn't make it so, if they are self-assertive then they can actually go I don't see it the way you see it and I find it difficult and I am going to do it

160 Okay, my next question is besides self-assertive then, was this you as a student?

- 161 Is this me as a student (yes), not all because I wasn't really willing to take risk (okay) ummm I wasn't self-assertive and I am not sure if I was adventurous but the other bits definitely apply to me (okay) the reason I wasn't adventurous, self-assertive or curious would have been my total lack of self-confidence (okay) in fact it wasn't until I got into the last two years of secondary school that I sort of, ahhh, was going to say discovered myself but not really that, that I sort of came out of myself and found that I did actually have the ability to pass the exams I needed to get into college and that I could make friends with people if I just made an effort, I spent most of my school life being a bit timid and ahhh, lacking in adventurous spirit
- 175 Alright, changing from a student to what you described as teaching (uh hmmm), that teaching is about empowering others through sharing knowledge (that's good isn't it) basically the idea that ummm when people learn new methods and facts they ummm have the capacity to do things ummm basically the idea that they are empowered through their expression in being able to share these facts and methods, how is that teaching for you?
- 183 Ummm, you are looking for me to explain that in more words? Or how does it translate into a classroom (uh hmmm) I am not sure what you are looking for (you see teaching as empowering students to give them the basic for them to be able to carry on for themselves, when you give them the basics and their own abilities they then use those new methods and fact to further their own goals) I will use an analogy if I may (okay) like OXFAM, what OXFAM do, what they could do is give money to a third world country, but what they actually do is go and show a small village how to make a well, how to draw water out of it, and how to then feed water into an irrigation system so they, and they pay for that and so what they do is pay for the people to help themselves, give them the money to help themselves with the experience and knowledge so ummm, the analogy of what I am trying to get to is, I don't want to be a prescriptive ummm, this is how it is full-stop, I want to give the students ummm, the method the basic tool kit that they can then go an apply and use their own creativity and judgement and so on to use it in everyday life (okay) so for me maths is, slightly off the topic, for me maths is a something that affects every other subject in the curriculum ummm, to give you an example in history teacher say, history teachers will say this king reigned from 1920 to 1958, how long were they in reign for, if you can introduce that in another class in such a way that kids understand that is just I have done that in maths and then know how to do that as opposed to saying sir this is a history class and not a maths class ummm that is the way I mean by empowering (uh hmmm) give them the basics that they can then apply and help them to help themselves
- 220 Okay, if that is teaching this is your teacher, (uh hmmm) your teacher is visionary, versatile, considerate, also has a sense of humour, self-sufficient, intuitive, energetic, and remembers well, with the idea that if it would have been on the list

passionate (uh hmmm passionate) that would have been in there as well, (by which I mean passionate about the subject or about teaching generally) how do these make the ideal teacher?

- 227 Visionary because you need to know what you are aiming for ummm, and be able to create a vision for what, what you are aiming for, to have a picture or a goal where you want to get these students to ummm somewhere to the future, ummm I am sort of implying I felt that visionary implies a certain amount of creativity in that, it isn't just that they passed their exams, for me visionary implies that you are creating something slightly bigger than just what is required, it is putting the bar up a little (uh hmmm) versatile because you are going to have so many different types of students, with different learning styles, different cultures and ummm and being able to apply ahhh different approaches in different circumstances, even within one class requires versatility (uh hmmm) there may be times when ummm a message just isn't getting through and you need to change your approach,
- 249 considerate because ummm, well considerate teachers just aren't maths teachers [laugh] ummm, considerate, well I thought there need to be consideration for people for individual style and maybe circumstances and umm that may impact ahhh how they learn and how quickly they learn, I am thinking there is an example of a girl at my school who would fall asleep regularly in classes, her family kept horses and she would be up at 5 o'clock every morning doing horses before she came to school so it was kind of, while it wasn't necessarily acceptable of what she was doing by falling asleep it was none the less understandable she was falling asleep and having some consideration for that ummm rather than simply instructing her to go and see the headmistress, that is what I meant by considerate, sense of humour, well there are some kids who are going to play around and if you don't have a sense of humour about things and take things too seriously, then teaching is going to be pretty tough, ummm, again from my limited understanding of having spoken to a lot of people who teach that kids will pick up on something and give you a really hard time so I think a sense of humour is going to be really important, apart from the fact apparently laughing in any learning environment helps people take things in, so ummm if I can get the class to laugh once in a while they are probably going to take things in better which is a completely different aspect of sense of humour,
- 282 self-sufficient ummm, because I don't imagine there are going to be many teachers in the staff room telling me or guiding me ummm oh how to teach my class, I need to get on and do it, I think ummm, self-sufficiency on its own isn't going to do it, but if you can be self-sufficient and have the skills that you have picked up then I think more likely be able to come up with a lesson plan that is going to work (uh hmmm) intuitive, why did I put that down, I honestly don't know why I choose intuitive, ummm just looking at it now, intuitive for me means having some intuition about what is going on in the classroom I suppose, I am guessing as I am not sure about that one,

- 303 energetic because can I say do you want to cover energetic and then cover passionate, energetic for me is about having some, managing your energy levels because uhhh, certainly in the early days it is going to be very tiring and if you can't maintain your own energy levels the kids are going see that and ummm the passion thing comes in because as the early days are tiring, trying to maintain the level of enthusiasm for the subject and the enthusiasm for the process will get harder I think if you don't have some passion about it, and some energy to give to it, but the passion is also about doing it, it is a kind of energy that just transmits to other people, if you have a passion about it you can ahhh, just draw people into it somehow, basically you can't if you are talking about a subject you just are not interested in (uh hmmm) ummm, remembers well, I think I was thinking at that point it being it really cool if I could remember people's names because you get I think far more respect in a classroom if I can say ahhh Paul what do you think vice you boy, ummm ahhh, and ummm not just name you know remembering things about ummm the kids like for instance where each is in some general terms if I can recall the type of question the asked the week before I might be able to use that as a, it is a kind of having respect as much as anything if the kids feel I know stuff about them then they are less likely in my possible naive view to ummm, try it out, if they for instance that I don't know who is called what [laugh] (it is amazing how fast you can learn kids names, especially some of them) [laughs]
- 353 Did you have teachers like this?
- 353 Ummm, there is a saying in the UK that you never forget a good teacher (uh hmmm) and I didn't have very many teachers like this, but I did have one teacher in particular who would fit in pretty well to all those categories, and that was my French teacher (uh hmmm, how?) ummm, she was always energetic and ummm, that came across just in her enthusiasm, hmmm, she, how did, it is interesting that you asked that, I am struggling to think of example of how she would do that, I, I couldn't tell you whether she was visionary or not but ummm,
- 374 What made her a good teacher that you remember? What makes her stick out as a teacher that you remember?
- 374 I respected her, I don't know how she did that ummm, she was ummm, she was probably she was quite a strong character ummm, she didn't suffer fools gladly she was consistent in her approach to pupils who were ummm, insubordinate but she was fair and in fact firm is something I feel perhaps is a very important attribute for a teacher, in fact I can think of another teacher ahhh who was consistent in the way he dealt with insubordination but he didn't have respect in that is because he just wasn't fair plus he was teaching a really boring subject [laugh] but that would come down to the teacher now wouldn't it, ummm, I don't now maybe it was to do with the materials she had, she managed to bring some of it to life, we had books that we would read, we had ummm, we did various different sorts of exercises, I think I

almost felt if it wasn't absolutely brilliant at it she would still respect me as a student,
very interesting talking about this as I haven't thought about it for years

414 Okay, did you have teachers who weren't like this?

414 Yes (how?) they were distant, the subject was the subject, the pupils were just there,
ummm, and in my maths classes and I did okay in maths, when I got to university I
found it difficult, I did okay, I used to get 90% in exams and that's pretty good
scores, but the maths teacher was appalling in my younger years up until the last
two years of school (uh hmm) ahhh, she was a cryer, a German woman and ahhh,
she was mercilessly shredded because of her accent and there were three pupils,
they were girls, not that there were only girls in the school but the ones who would
always give her trouble were girls, they used to sit in the back of the classroom and
mimic her accent and disrupt the class regularly, so I think it was because she had
no classroom management skills and apparently and ahhh, occasionally she would
make them sit out in the corridor and you could still see them laughing as they
thought it was funny when they got sent out, I mean she wasn't passionate about the
subject

449 Comments on interview and research

450 End of interview

Interview Charlotte – postgraduate secondary non-traditional female

Tape Transcript

- 000 Begin the interview
- 001 Now in your questionnaire you said your overall primary school experience was mixed, mostly positive and it was like being in a garden because it was a great school, in a beautiful environment, friendly and fun, how did that make it more a garden than say on a team or in a family?
- 004 Because I was a loner and so it wasn't like a family, ummm, or a team I guess because I wasn't into participating in you know sort of group activities, I was really shy and really intimidated by other people so I was picked on a lot and ummm, so I had like pretty much one best friend the whole way through school and so ummm, we just sort of off in our own little world together and enjoyed each other's company and you know, played all our games together, so yeah it wasn't it definitely wasn't a family type of environment
- 011 Okay so even though picked on or didn't actually participate it was still generally positive?
- 012 Oh, it was a great school, great environment, yeah I got picked on a bit but ummm, I have fond memories of that school, I, I don't know whether my memories are fonder because of my ummm, my high school experience was so bad [laughs] but I look back on my primary, I didn't like school from the beginning, well I liked it the first week and then ummm, after the first week I ummm, when my mom was getting me ready I went like hello I went to school last week and she was like you have to keep going [laughs] and she goes she didn't have the heart to tell me how long I had to be there for [laugh]
- 019 I told my kids because I still teach as well that I have be in school for 22 years, they are 11, they don't understand that, ummm okay because you said primary school should have been that family, that team, and that garden because it needs to be more pleasurable, it needs to be a fun experience because people actually learn in that happy experience
- 023 Yeah, exactly
- 024 How should it be a combination of all three of them?
- 024 What do you mean how? (how can the school be a family and a team and a garden all at once?) I guess that is what I would want it to be, I mean when everyone is getting along and everyone knows how to relate to each other, but it is also a positive like physical environment and to me I am an outdoorsy sort of person so like the whole garden idea you know that is a positive physical environment yet also the positive like I guess the family/team type environment which I think is positive as well you know for self-esteem and that sort of thing, because I had pretty low self-esteem ummm, you know getting picked on and lack of friends, whatever (okay) and totally

- not being into any team sports, I was so anti-sport I wished I would break my leg so I wouldn't have to do [laugh] never did [laughs]
- 035 You said you secondary experience you said was very, very negative and ummm you described it as a prison [laugh], you didn't want to go to the private school, you didn't like the rigidity of it, you got picked on a lot, ummm, was it, what made the school actually feel, why was it a prison?
- 038 Well first things first, I didn't want to go there, my parents had said that if I really hated it and was miserably then I could leave, I hated it there and was miserable there and wasn't allowed to leave, and so I got severe depression and I felt, it was a prison for me because I felt I stuck there, I wasn't allowed out, and so I channelled a lot of negative energy towards my parents and towards the school ummm, I often thought about mucking up and getting expelled, as a way to get out, except I wasn't brave enough [laugh], like I didn't want that on my record and I was always an academic so you know, so I ummm, I guess that is where, so yeah it was awful, but the things is that ummm, I mean, like in hindsight I know I made a lot of that myself and created that world myself, I wasn't given the tools to have a better head space about the whole situation, [laugh]
- 049 Because you said secondary should have also been that continuation of family, team and garden, (yeah) so if primary should be a combination of all three of those, how are they supposed to be different, or how should they be different or should they both be the same kind of school?
- 052 Gosh, ummm, ... I guess the only that needs to be different in secondary is the fact that you are in a different developmental stage but I think that basic structure like just, I mean I guess the ideal family must have you know good moral values and you know a lot of love, a lot of support like building confidence in kids, that is the basic, so it doesn't really matter if you are rich or poor you know or whether you know here or there, what culture or background, what religion, that sort of basis should be you know the happy comfortable environment that ummm breeds I guess strong happy individuals
- 062 Okay, cause from going from the idea of what school should be you talked about your ideal student, the student in that environment should be curious, sincere, self-confident, considerate, thorough, has a sense of humour, the ability for thin king independently but also receptive to others' ideas, how do these make the ideal student?
- 066 I guess, ummm, being curious and independent thinking is ummm, you know in a way that desire to learn (uh hmmm) so I think you know the perfect student has the desire to learn so I guess that is sort of what I was getting at there, ummm, yeah I also know a lot of like kids just suffer from a lack of self-confidence so I think that is an important thing that needs to be looked at more in our society like ummm, you know ways to make people feel better about themselves, cause most people don't

even think they can like themselves, like I have been studying natural therapies and healing the last five years (uh hmmm) and so ummm, you know all about looking at the emotional, like side of any illness and problems you might have in your life and so I might you know self-confident, I don't know many self-confident people, a lot of people, yeah I just think and yeah considerate of others, I just mean, well I guess, guess for me the ideal person should be considerate of others and know how to interact with other people and be strong in themselves, yet also willing to listen to other people (okay) hmmm,

082 Was this you as a student?

082 No, not at all, god no [laugh]

084 So based on what you are actually saying most of this is not you as a student, ummm why would this be the ideal student if this is so different from you as a student?

086 Ummm, well I teach maths to various people and I have met a lot of different people and ummm, well I guess, I guess thinking back when I was a student if I had been all those things I would have had a much better time in school, you know [laugh], pretty much I guess that is the basic line of it, I would have felt much better in myself and been able to learn like in stead of in year 11 and 12, I wanted to be a vet and so I needed to get a very high rank, in year 11 and 12 I would say, just bugger it, I did well but not that well, so I yeah, ummm

095 Okay shifting from the ideal student to talking about your sense of teaching as making learning fun, enjoyable and interesting, in that people work best when they are actually stimulated, how is that teaching? How does that make good teaching?

098 Well I had a lot of teachers that have just stood up in front of the room and taken the text book and talked in monotone and I personally that bores me to tears as I am not a very auditory person, so I just, I found it hard to just listen and take in a lot of information, my brain doesn't work very well that way, I am more of a kinetic and visual sort of learner so ummm, so I guess as a good teacher you need to learn how to you know get people's interest stimulated cause your brain is way more receptive when you are stimulated and, and a way to instil enthusiasm in people about your subject is to be enthusiastic about it, you can't really stand up, up and go (uses a monotone voice) I am so enthusiastic [laugh] and expect people to go yeah, I can see how good that is and I am ready to keep going with that one [laugh]

109 Okay if that is the way you see teaching, it leads into the idea of how you see the actual teacher, (uh hmmm) the teacher who is visionary, never bored, who is versatile and thorough, still has that sense of humour and self-confidence, but also healthy and energetic, how do those make the ideal teacher?

113 Ummm, well I guess what I said before by ummm, by ummm, by trying, I guess practicing what you preach in a way, ummm, yeah, because people, people pick up on I guess, you know your enthusiasm, your vibes or whatever how you want to put

it, you know, if you are showing enthusiasm it is often infectious, not in all cases there are loads of people who just don't want it no matter what, I think I ummm, I know with just my own experiences with tutoring, yeah, like often, I have got these year 9 boys at the moment and I don't know if have ever had year 9, but to me I think year 9 are probably one of the worst, you know ummm, adolescent years [laugh] and ummm, there seems to be a real attitude about, I have got all these year 9 boys at the moment, I mean attitude to the max but often by the end of the lesson I have got them smiling and you know bit more receptive just because you know just because I am enthusiastic about it (uh hmmm) you know try to make a few jokes and bring them into what we are doing and so they sort of forget their own little world and they and they come out of that little teenage world and look at what they are teaching them and they take in what you are teaching a lot better (uh hmmm)

130 Did you have teachers who were like this?

130 I had one teacher and it is funny because she was my maths teacher and now I am going be you know wanting to be a maths teacher, so she was fantastic and I will always remember her (how was she fantastic?) ummm, she ummm explained things in a really simple way, she was ummm, she was fun and had a good sense of humour yet she also maintained control of the class, like she had good discipline as well which I guess is another important thing which isn't there, but ummm, yeah she was I wouldn't say a disciplinarian, wouldn't say disciplinarian, just having good discipline and yet really good communication skills that is the most important thing I think, I don't know if that is even here but I guess that it the most important thing about being a teacher , being able to communicate, here is the difference between a teacher and teller, the teller will just stand up there and regurgitate the textbook or just tell you the information whereas the teachers who take the information and put it into some form the kids are going to understand, so ...

145 Did you have teachers who were the opposite of this?

145 Yeah, most of them (how? How were most of them different?) ummm, I guess, I guess which I can understand, but a lot of them seem to have just lost ummm, lost their enthusiasm, it is just a job, you know, just, just a job which I can understand that things become like that, I think when you are when you are in such an important position of setting off, you know setting people up for who they are going to be for the rest of their lives, I feel little like you don't have the luxury to have a lapse day, like can a surgeon have a slip of the knife, can he have a bored day where he doesn't concentrate on which veins he is cutting on and stuff, so to me, you are a teacher, you, you're the people instilling knowledge in children, ummm, so I think it is really important and I guess and I know we are lacking in teachers which is why some people would view it as just a job, but I think that is a bit sad and maybe, we need to ummm, to teach people how to be enthusiastic [laugh] I mean I don't know if you can do that, [laugh]

- 159 How does healthy come into play? I mean I can see from what you are taking about for visionary, never bored, versatile, thorough, sense of humour and people who are energetic, how does healthy come into being an ideal teacher?
- 161 I guess, I guess, ummm, because I have been studying health for so long ummm, and ummm, and my mum's a doctor and so I have always had that sense and feel, have been influencing my life, ummm, and my mum made the comment just the other day, that a lot of doctors don't practice what they preach, and so how can they encourage us to learn in how to be healthy if they are not ummm, practicing if the person who, who is telling them to be healthy isn't healthy and so ummm, I guess, I guess, ummm, I mean, you know healthy to me isn't just physical health but mental health, so I guess it is understanding how you work so that you don't take out your negative attitudes on other people, (okay) like not if you know you are having a bad day not snapping at somebody you would not normally snap at, like children are very impressionable that might really stay in that kid's head, like my sister had a lot of troubles at school, no end of troubles like she still sort of coming out of that phase and once a teacher said to her, she is blonde but she is very intelligent, yet ummm, you know she can be a bit daft sometimes but anyone can, and this teacher in front of the whole band said you are a stupid blonde, you know and like after that she went from bad to worse, and ended up getting expelled and you know, and now like the headmaster of our school, our mum got really sick and ummm nearly died during my year 12 and ummm, the headmaster said to my little sister because she was causing a bit of trouble that it is your fault that your mum is sick, the headmaster of the school told this to my little sister, and so I mean, you know, she has had awful problems, so it is like, ... hello, what right did that man have to say that cause me sister is incredibly sensitive and she was only like 12 or 13, so how can she deal with that, so yeah I guess that is were healthy comes in, like mental health and understanding what you are saying how much effect it has on people, I guess, physical health is probably good to cause you know showing the kids that I guess you are a role model, ...
- 192 So why go into secondary teaching if, especially considering secondary school was so bad, why go back into it now as the teacher?
- 194 I guess because it was so bad, like ummm, it makes me think it shouldn't have to be like that and ummm, you know, I guess, I want to go into go into secondary teaching so I can be, I can be, maybe a fun teacher for kids who might not otherwise have that and also I really wanted to teach maths and I am really hoping that is what I get into, because I have a way of teaching that is, people say to me is that it, where is the hard bit, you know, like I am someone who can just explain it simply, and that's that is what I love about it, making something that seems hard easy and also, cause I have been in healing that sort of thing, you know, the world is so different to people growing up, you know I feel often there is a big generational gap between my sister

and I and there is only five years apart and sometimes I feel like worlds apart from her world cause things are just so crazy these days so just to be a part of kids lives and helping them, I guess, you know set them up in the right direction maybe, so their future, maybe being that positive influence in somebody's life, cause I remember a few certain people through my life who, that really influenced me positively and I remember them and, and now I guess I can look at them and say wow, like I am really thankful to have met that person and or so it would be cool to be that person to touch somebody else, you know

216 Comments on interview and research

224 (looking at the teachers you have had in your past and how they have influenced your ideas of what it means to be a teacher) It was more the ones who were lacking, yeah definitely for me it was all the ones who were not good that has made me go, hello like what's going on, like we need some enthusiastic teachers, you know, [long tangent on University teachers], [tangent on tutoring]

275 End of interview

Interview Matthew – postgraduate primary non-traditional male

Tape Transcript

- 000 Begin the interview
- 001 Now in your questionnaire you said your overall primary school experience was positive and that it was like being on a team as you were involved in lots of sports, lots of music with lots of other team members, why was it a team and not like a family or in a garden?
- 003 Ummm, I went to a really big school, over 2,000 people there, and it was very achievement oriented and very sort of ... what's the word, they wanted us to be involved in lots of activities, sports, that was kind of the school culture (uh, hmmm), it wasn't really like a family because it was huge and it was easy to get lost but it was very much like a team as they wanted everyone to excel and be good at lots of different things
- 010 Okay, because you said your, what school should have been was on a team as well, as that is the role of the school to allow everyone to excel and achieve in all the different sorts of things
- 013 I kind of put that down because I think the role of your family is to be your family and school is kind of a separate thing (okay) and although I suppose that wouldn't work for some people if they, if they are lacking that home, but to me that seems right
- 015 Alright, because you said the exactly same thing for secondary, it was also positive, it was also on a team, ummm did the primary school feed into the secondary school? (yes it was a K-12 school) okay that makes it easy, ummm so you said secondary should have been the same idea, you see no difference between your primary school and your secondary school?
- 020 Ummm, I suppose primary has to be a bit more nurturing and a bit more family like but I guess because our school was so much feeding into the next bit and showing us how it was going to be and sort of teaching us the culture of it that that was just the way it was.
- 025 Okay, in this school did you have a lot of like year 10's budding up with year 5 or (yeah)
- 026 Year 7 had sort of a buddy system with older students and year 10 with year 12
- 028 Okay, so it was still that team work, peer work, okay, because that whole idea leads into what you said about what an ideal student was, saying an ideal student is curious, fault finding, adventurous, has independent judgement, as sense of beauty, independent thinking, with a desire to excel and persistent, how do these make the ideal student?
- 033 Ummm, well I guess, my background is in science and to me it is about wanting to find the answer yourself, or looking for different ways to find the answer if you don't know what the answer is kind of thing, I guess those things are sort of about kids

that sort of think and try to work things out for themselves, which I guess if you, if you sort of just learn the facts then it doesn't help you, I don't think particularly learn how to think about it, and these help you ...

- 042 Okay, ummm, what does fault finding mean for you then?
- 043 Ummm, lots of things, ummm, fault finding is, not just believing what you are telling them ... ummm, what you are teaching them, and in themselves as in that is not the best way of doing that I am going to change my mind
- 050 Okay, because what do you have as a sense of beauty?
- 051 Ummm, sort of, ... being able to see that the things you are learning are good and a bit of a sense of humour about it as well, ..., about the people you are working with and the situation they are in ...
- 056 Is this you as a student?
- 056 ... not early on but later on, I was a horrible student (how or why?) ummm, I didn't really want to challenge myself, I, I kind of fell through the cracks till about year 10, ... (what happened in year 10, what changed all that?) I had some really good teachers who ummm sort of tricked me into having a go I guess, ... (tricked?) no they just caught my curiosity and I was like that later on
- 064 Okay, cause from going from the student to what you described teaching for you as inspiring their curiosity, independence and a desire to understand things, with the idea that you can't teach people everything but you can teach them to learn learning and to seek the knowledge themselves, how is this teaching for you?
- 068 Ummm, exactly that, if you can take your student that wasn't going to go anywhere because they ... didn't want to try and ... make them sort of want to have a go and see what they can do and challenge themselves and not worry about the outcome, that's the sort of confidence side of things and also I guess if they are going to go onto anything else then if they are not going to be told the answer and be able to work that out for themselves, I think this is just different ways of thinking and different ways of assessing problems and that sort of thing and ummm, and if you can teach them that way of thinking then I suppose that is how successful you are in problem solving
- 079 Okay, cause going from the ideal student to teaching, you describe your ideal teacher, the ideal teacher also has a sense beauty, is also persistent, but receptive to others' ideas, also has a desire to excel, is versatile, energetic, courteous and has self-confidence, how do these make the ideal teacher?
- 083 Ummm, I think ... sort in the way in what is going in with the student, I think patience is really important so that they ... because they have got to be able to find what is going to work for them ... ummm I sort of think versatility comes into that as well as you have to be able to change your approach to the students depending on what is working and what is not, ummm and I ummm I don't know I guess sense of beauty I just think puts in a bit of perspective on things ... (what kind of perspective?) ummm,

- well I guess its people you are dealing with at the end of the day, and you know no matter how important your goal is to get across to them or whatever, that at the end of the day there are plenty of others going on in their life and that sort of thing and I don't know, but you know they are probably wonderful people besides anything else you can do, others are important as well you have got to remember
- 100 Okay, ummm did you have teachers like this?
- 101 Yes, one or two [laugh] (examples?) ummm, this teacher I referred to and I had later in my HSC's in year 11 and 12, my chemistry teacher (uh hmmm) and just very, very exciting and energetic and ummm caught my attention I guess, and ummm I had another teacher that I would have to say she was persistent, she knew that I, she would look at things like my exams and know that I got a terrible mark but the things that were application based I had done really well at where all the information that I needed was there but if I needed to have my attention trained she would help me, which helped me as I was just not working it was not that I couldn't do it, and I think that teachers need to be able to see things like that and sort of pick up where people are and know that there are people you have to catch of course, yeah they were probably the two teachers that changed my way of thinking I guess
- 116 Did you have teachers who weren't like this?
- 116 Yes, [laugh] (that was pretty definite, how and who?) I had one teacher that was really aggressive and impatient and ummm, results driven and ummm, [pause] not a children person, [pause]
- 122 Were those primary or secondary?
- 122 Ummm, ... I haven't really thought about primary but, I can think of bad examples from primary as well but something that really leaps out was ummm, mainly it was mainly lack of competence that set me back because it doesn't inspire confidence and didn't really want to make you have a go especially if you are happy to just sit back and let it all pass in the first place, you are not going to go and say ah well go and have a try if you are going to be treated like that then, but in primary I had teachers that were bad for different reasons, I had ummm one teacher that ummm always wanted us to understand where she was coming from and how we were making her feel and you don't care when you are in year 6, you know ...
- 134 Any reason why you are going into primary?
- 134 Ummm, yeah, I just finished doing an honours degree in biology and it was kind of how you would do a PhD and that and I just realised ummm, I wanted to be something more people based where I could work with people and that sort of thing, and ummm and that sort of thing and I am really quite passionate about science I guess, ummm, so and its not like there are that many people in it, who are actually going in to show other people how can they can do it, but, I guess that is why.
- 144 Comments about interview

- 154 (your idea of what a teacher is, is built up from your past teachers) Yes it definitely is for me, well it mostly comes from that chemistry teacher because I just didn't realise how much I got out of it until I was at university, I just wouldn't have even come close to it if someone hadn't challenged me and pushed me in what I could do, so I mean, I was thinking about leaving school in year 10 and going and do all sorts of things not because I wanted to do those things but because I wasn't enjoying school, sort of thing and so and those two people were able to reach me and challenge me, so yeah it would be nice to be able to do that for someone else
- 171 End of interview

Interview Emily – postgraduate secondary traditional female

Tape Transcript

- 000 Begin the interview
- 001 Now in your questionnaire you said your overall primary school experience was positive and you selected it was like in a family stating that you had responsible teachers, how was primary school like in a family?
- 003 Ummm, within a school community ummm, the school was marketed to the people, to the parents who were going to send their children to the school as being like a family, so the children would feel welcomed and warm, in a warm environment kind of school, ummm, the teachers had similar general cultural backgrounds and family backgrounds in that the people knew each other ummm and it was quite a big family unit even though there were probably only a few hundred students in the primary school so even though you might have felt like a kid in a very big thing you always felt cared for sort of thing, ummm I think also the teachers were chosen by because they had a lot of experience, they cared about the individual students
- 012 Because you also said it should have been like in a family because you said primary should have been about people caring about one another, would you have changed your primary school or was what you got what you wanted?
- 015 I think, when I think about my primary school I don't have a lot of specific memories from it, sometimes it kind of goes into a blur, with ummm when I was, I was in kindergarten there are certain memories that are much more clear than primary school and I think if I were to change something I think I would have preferred to go to a primary school that was very similar but they had, there were fewer kids, a bit more smaller then I would have had a closer connection in a smaller school and would have felt more responsible, being responsible for certain things like rather than part of a bigger machine, ...
- 022 Alright, because you said you secondary was generally positive and that it was also like just like being in a family for similar reasons such as the same cultural background, responsible teachers, ummm, was the secondary school attached to the primary school? Did one lead to the other?
- 026 Yeah, it was a continuation of the primary school but you know the high school was different part of the campus, different buildings it was more a responsibility thing outdoors walking to and from your classes ummm, but generally you felt, you felt a good connection the place, you felt part of things that if something was going on with you personally you felt that people cared, there was this highly competitive environment ummm like the idea you would study a lot and learn a lot and do well at school, that sort of thing was encouraged and ummm, within our community it was like, one of the things has always been the value of a good education so ummm, so when students would excel it would be you know congratulated at school and those

kids wouldn't be seen by the other kids as those were the geeks and they were studying to much, that it would be those are the ones who study a lot and it would be interested to see how they did it and ummm it was very intrinsic motivation to study where it wasn't it wasn't more to get prizes, you know to get prizes to do get good jobs it was more studying for the value of studying, ...

- 042 In a similar idea, you said secondary should have been like that family with that focus on the close-knit but also with the competitive, so like primary there is not much you would change?
- 043 Ummm, I think, mainly because of the age range of what you are learning like in primary school, I felt secure because I had a lot of leadership opportunities, a lot of umm, a lot of options to do a lot of extra-curricular activities, ummm in primary school you are more, the children are younger and ummm, there is less opportunity to expand on those kind of things, high school was just different,
- 050 Okay, so that leads into the part of the questionnaire about your ideal characteristics of a student, you picked the student who is receptive to others' ideas (uh hmmm), the student with independent thinking, one who is self-assertive, spirited in disagreement, versatile, considerate, attempts difficult tasks and always asking questions, how do these make the ideal student?
- 055 Ahhh, well okay going through them one by one (okay), a student who is receptive to others' ideas I think is very important because if you are going to be learning something you have to have a certain position that you don't already know everything, there are things you can be taught by other people and ummm, also a respect for other people who have experience with ideas you may not have, that is my thoughts on that (okay) ummm, independent thinking, I think, I don't think, I think sometimes, sometimes at school you would see discussions with a lot of peer groups who would do very similar things to one another, and I think the students who are slightly different or have different family backgrounds or experiences it can be isolating and very different and if a child can speak or taught to think independently and they learn ummm to try and think for themselves then it, on a day to day level in different situations it can be challenging, ummm, I think it very value to encourage children to make their own decisions, umm that is what that is, ummm
- 069 self-assertive is ummm, a general quality of not being to aggressive or bossy but ahhh, being able to express yourself and being always learning to improve to express yourself clearly ummm of what is important to you and what are your priorities, ummm spirited in disagreement I think it is good to disagree sometimes, ummm, I don't think a good student is someone who necessarily agrees with the teacher all the time and ummm, I , I it is like if there are two countries and one country always agrees with the other country then it is in trouble, in some stage I think it is very healthy to disagree for the sake of developing your own sort of ideas,

- 077 versatile, that is just being interested in a whole range of things (okay) well flexible ummm, and I think when a teacher suggests new things I think it would always be nice to have at least one student who is willing to attempt new things, considerate, I think it is always good to be considerate, ummm, attempts difficult tasks ummm, I think that shows who leaders are in classes because they are the students who will grab a task that is challenging, those students, I feel it is good if they feel they want to do it, try, it doesn't matter if they succeed but they are willing, they feel confident that they can do it, ummm, and as the leaders if they try the other students will be encouraged, but I think that is good because it shows the teacher and the other students that the students are interested and ummm, I think it is very healthy and if there is a classroom environment where the teacher discourages questions, I think that is very unhealthy and ummm, it is very important how teachers respond to questions because students asking questions and getting a positive response not that they were always correct but that the question, the question was a good question and ummm, ...
- 094 Was this you as a student?
- 094 Ummm, I was, I was hope it would be similar to me, I don't know if it was me, ummm, I would like to think it is not too far from what I would like to be, ummm I think I also noticed what I always admired in other students when I was being friends with other kids in my class, I think sometimes I appreciated these characteristics in my classmates (uh hmmm)
- 101 Okay, because going back slightly to what you said for your sense of teaching, of how you would describe your sense of teaching, that being a role model, imparting good advice, kindness, understanding and knowledge, meaning you are taking that holistic approach (uh hmmm) in that kids are observing and ummm, they notice behaviour and speech (uh hmmm) of the teachers, how is that teacher?
- 107 Ahhh, I think, I think students of, I think that sometimes people don't give credit enough to other people, I think people aren't just pretty and smile, they are observant even if unconsciously realise what they see in other people's behaviours and actions and ummm I don't think that sometimes teacher properly act, I think that sometimes they forget that how much their affect is on students especially how they are role models and I think there has to be a holistic approach because at the end of day the knowledge, the knowledge that you give to students is only one, ummm one facet and I don't even think it is an important factor but I think ummm, I think also being a kind teacher is very important because students feel that, I mean if you can smile to a child and be sort of understanding, if they haven't been able to something that you asked them then they understand where you are coming from then that is important and often students need advice and it is nice to have someone who still in the role of the teacher but who ummm, can give them some advice and ummm, and it also good to do your best kind of thing

- 123 Okay, because going from that sense of teaching to what you said about your characteristics of your ideal teacher, the teacher who is sincere, persistent, versatile, considerate, self-sufficient, is non-conforming (uh hmmm), does work on time, and also an independent thinker (uh hmmm), how do those make the ideal teacher?
- 128 Ummm, going through them ahhh sincere is generally important for the students feel that the teacher cares what they are doing and that they genuinely want to help to impart knowledge and help the students develop ideas, persistent because I think, I mean I know when I was as I was growing up and my parents and teachers needed to say things to me many times and give me a push many times before I finally, you know improved or learned so that always helps not to be discouraged if the students doesn't perform as you want them to or do as you want, if you are discouraged, I don't think that is what the student needs, they need encouragement, ummm versatile again because teachers need to be, teachers are going to be in all kinds of situations with students and it is important to have a balance,
- 140 considerate ummm, that is important to consider the students as the teacher ummm, self-sufficient I think perhaps, someone once said to me what's difficult about teaching is not so much what is in the classroom was what is out of the classroom, with other teachers, the school community, parents, board members, the politics of what happens within the school and I think at times that you need to get your shoes out of the classroom and it is healthy for the teacher to be independent, be self-sufficient, so that you know in times when other things are going on, they know to stay focused, and be able to organise things for themselves and not have to rely on other teachers when that might not be possible,
- 151 non-forming because I often have had some teachers who ummm, sometimes frustrate me at school and I also used to have some teachers lets say a popular teacher who the students looked up to and you had teachers conforming and trying to be like that teacher going along with that teacher and you and I would sometimes think to myself doesn't anyone disagree with what is going on, doesn't anyone have their own opinion and it was the teachers who had different opinions who sort of said I don't necessarily agree with this we should do it a different way or why is everybody conforming, I think there is a danger of everyone in the school community when the community conforms to only one thing (uh hmmm), and so ummm I think it is part of the teachers role as a role model to always have an eye out for what is going on in the bigger picture in the community, the school community and ummm, and to have certain opinions with what they feel to have integrity and honesty and sort of not necessarily what, what other people are doing, ummm,
- 165 does work on time, ohhh, I think that is what students, probably what teachers demand of students, I don't think it is necessarily that there is always a couple of students that aren't going to do it and I suppose as the teacher you have to be

organised with the work and be aware of any tasks they need to do and independent thinking, again I think students ask, ask teachers questions and ummm, I feel the teacher should give them an honest answer and not stand there and give the school's official line or official policy but ummm, that the teachers would value the student's question and try to give an honest and independent answer

175 Okay, was this how you were taught?

175 Ummm, by the teachers I found to be the teachers I admired the most (such as?) ummm I had one and English teacher who was, for several years I was taught by him from year 7 to 10, and I enjoyed English very much during this time ummm, I found that him, I personally enjoyed his classes very much because I also felt he had a certain ummm control over the class but ummm, the students always, generally felt comfortable in class and he didn't necessarily raise his voice he just had a very assertive ummm and gentle way of, of teaching but he, he was very ummm, he was very current like the way he would describe what he found was going on society and in school and ummm, he had his own strong personal opinion and I think the students respected him because he respected other people's opinions but he also was clear about what he felt was important,

190 Any others or was there just that one?

190 Ummm, I had another excellent teacher who I, I appreciated this teacher because he was quite non-conforming and he was, he was, I often liked teachers who were quite controversial because I think you often learn the things that happen outside the day to day and those teachers who, who have integrity and are very ummm, they were brilliant teachers they knew their material, they presented it well but it was also the smaller things that ummm, when something was happening in the school they would have their own personal opinions, they would be politically correct but also at the same time they would be ummm be willing to stand up for what they thought and ummm they also had a sense off humour as well and ummm a relaxed disposition and ummm, ...

202 Alright, did you have teachers who did not do this?

202 Yes, I, I seem so, I think if there were teachers who ummm, who didn't do this it was probably not that they intended not to do this, they probably would have realised some of these characteristics were important and the perhaps did their best to reach a certain point and they weren't able to go further with it ummm, sometimes there was, there were a few teachers who I was critical of and they were very strong like they would come across as very strong and good teachers and they were independent thinking but I suppose ummm, sometimes if their thinking is not in line with yours, you don't agree with their thinking but you can respect them, but some teachers seem to have a certain ummm sway over some teachers as well, and umm I didn't feel comfortable if I felt that one teacher was kind of guiding or leading other

- teachers ummm, you know, with what's the good of teachers directing and guiding teachers to act in a certain way that is not natural (uh hmmm)
- 222 and I also had ummm an experience where the teacher was not leading, where the example the teacher was setting ummm with regards to certain issues wasn't appropriate and ummm I, I felt that it was important to speak to that teacher and say I didn't agree or something
- 226 Alright, is this how you see yourself teaching?
- 227 Ahhh, I would like to think so, I hope that, I don't know that I would, I don't know if I would start with all these characteristics because I think it would be something I would have to work on and some of them like every day is a whole new experience, if you teach, if you teach especially on one day doesn't mean that the next day will be just as successful and, and you constantly have to make assessments of what is not working for you (uh hmmm) and that kind of thing
- 234 So why go into teaching?
- 234 Ummm, I think it is one, one of the most important jobs, ummm I think it is actually I feel like it is a big privilege to be about to teach because I feel that if you work with other with adults their perceptions are there and their ideas are already well-formed and you are less likely to have interesting conversations and experiences with other adults but in terms of being able to a bit different from ummm people who will be able to take something from that and ummm, use that I think young people are better because they are looking for people where they can try their best and be ummm have good characteristics and be role models and that kind of thing, I think it's a big responsibility to and ummm, I think it give lot of joy to watch kids grow up, ummm ...
- 249 Alright, so why secondary over primary then?
- 249 Ahhh, I like that age group because with primary I feel they are still learning very basic things and I felt to be able to discuss ideas with your students they need to be a t a certain level so that you can and I, I feel that high school students are challenging things and they are going through issues and have lots of, of things happening in their lives at the same time and ummm I think it is a very interesting age and ummm, they probably at that age have you know have attitude and they are interesting students they can respect me and that is a very healthy if I can challenge them more as at this age group they may have certain teachers who are too old who they you know who don't relate to the student, I think it is good to have a relatively young teacher who is able to remember what it is like to be a teenager and ummm be realistic with what the students can learn,
- 267 Comments of teachers and interview
- 275 Is leadership an important characteristic for you?
- 275 Yes I think it is, ummm, throughout school I tried my best to be involved with leadership and ummm, I will say it for the benefit of the tape, when I was in year 12 I was the captain of my school but, anyway, I found I enjoyed being on the student

representative council and ummm, I think once students take ownership of something and take possession of something, then I feel like it is theirs and then the student, the students care more and they are willing to do more and put in more effort and sometimes a certain, a certain leadership role will give the student the confidence to go that just bit further, they feel they have, the, the sort of permission to do it and the confidence to do it and will be happier if they do it and ummm I think it is always good to find the leaders and it challenges the people and you realise how others work in a group and how others will come to you and the things you need to improve on and ummm, ...

- 298 Final comments on interview and research
316 End of interview

Interview Daniel – postgraduate secondary non-traditional male

- 000 Start of interview
- 001 In your questionnaire, you said your overall primary school experience was neutral and selected the metaphor in a crowd stating not so good, moved from school to school, how did this make your primary school like being in a crowd?
- 005 My Primary School experience was not so good, I described it as being in a crowd because I was not very confident in school, not confident in asking questions thinking the questions I had were dumb, also, when we first came to NZ my parents moved from house to house living with my aunty and uncle and then another aunty and uncle, therefore we kept moving from school to school which I found hard fitting into groups and maintaining friendships, also I spent about a year in Hospital hence went to Hospital School when I was in Year 5, the Teacher in Hospital School was very creative and we did a lot of fun things, she spent a lot of time with Reading and Writing compared to rest of other subjects, by Teacher not focusing on Maths, I instilled an even greater fear of Mathematics.
- 016 You also selected the metaphor in a family for how primary school should have been, stating 'younger years are important with reference to support from teachers.' In what way should primary school have been like be in a family as opposed to the other metaphors like garden, team, stage, or crowd?
- 020 Didn't get much support from teachers in primary not much reinforcement for eg, if I did something well in the sense I completed the task better compared to other students hence no positive reinforcement, my family is a very close knitted group, we definitely have the support as well as being able to rely on them, there were subjects I did not perform well in such as Maths compared to other subjects, therefore I didn't feel as though the Teacher spent a lot of time in class teaching Maths, I wasn't confident in asking questions for eg, if I did not understand a concept because, I was afraid to ask questions because I felt all students in my class knew how to solve the math problem and that I was the only person who didn't, therefore my fear of Maths was reinforced, the younger years are important in that young Children are still trying to make sense of the world they are living in.
- 032 You then said your overall secondary school experience was positive and selected the metaphor on a team, also stating the reason, 'positive because in 5 years I grew to trust and rely on my friends, developed close relationships to this day'. How did this make secondary school like being on a team?
- 035 Secondary School was a lot better compared to Primary because I was fortunate to have stayed at the same school for all my High School years, I developed close friendships even to this day, in Secondary School I had an English Teacher in 5th Form (Year 11) whom took an interest in me academically, she positively reinforced everything good that I did in English for eg, commented on a wonderful essay due to

- material used in essay as well as how I attacked the essay question, anything I needed improving in she would help me, in contrast, when I started High School I had a very useless Maths Teacher, he would teach Mathematics with his back to us and just write things on the board, there were certain parts of Math I was good at and enjoyed however anything I did not understand I would not ask for help or even ask the teacher during class, in High School I learnt towards the latter parts to be independent which meant I had to put in the hours to study and complete homework if I wanted to pass my exams and do well, having made friends in High School I was able to ask them for help with anything in the curriculum I didn't understand or was uncertain about rather than asking the Teacher, this is what I meant about Secondary School was like being on a team because I put in the effort to do my homework but also received assistance and support from my friends
- 058 You then selected the metaphor of on a team for how secondary school should have been and gave the reason, learn to be in a team, co-operate and independent as well, in what ways should secondary be on a team as opposed to the other metaphors of family, garden, or stage?
- 061 In the sense that you and your friends are working towards a common goal which is to go to school to learn and, succeed by doing well in your exams, although each student helped and supported one another, we also had to do our own work in our own time which greatly contributed to the success.
- 064 Now going from what you said about your own schooling experiences, in your questionnaire, you listed as the eight ideal student characteristics affectionate, always asking questions, determined, receptive to others' ideas, remembers well, competitive, obedient and courageous. How do these make the ideal student? In your own words, what do 'affectionate' and 'obedient' mean to you?
- 066 To be affectionate is to be aware of other student's and teacher's feelings, obedience is to listen to your teachers and being somewhat passive however not fully passive.
- 068 And how is a student supposed to be 'obedient' and 'competitive'?
- 069 By listening to teacher during lesson both passive and non-passive, depends on context, competitiveness can be examined mainly through tests and exams.
- 071 Is this how you were as a student?
- 072 In the past I was always a more passive student when it came to learning, I would rarely partake in a class discussion unless I had to, definitely in certain subjects such as Music and Maths I was a passive learner compared to other subjects such as Science, Social Studies or English.
- 075 Now changing from being a student to the teaching side of school, in your questionnaire, you described your sense of Teaching as 'fun and educational, to be the best at what you can be and to make a difference in children's lives specifically

- lower decile areas' with the additional statement, 'help children understand and enjoy school a lot more.' How is this teaching?
- 080 The reason why I said the things above is because these were the things I didn't have as a student, a fun environment for learning and comfortable environment in which active engagement participation in tasks or activities was emphasised are things in which the teachers did not provide or facilitate when I was in High School, having started the teaching programme, there is more to effective teaching rather than teacher just providing a fun and educational environment for students, this is not to say that the above is not applicable however there is more to teaching such as time management, engagement of students and alignment which will provide a fun and educational environment, I am passionate about making a difference as I do not want High School Students to go through the same thing I did and miss out on opportunities to learn.
- 091 Is this how you were taught? If yes, in what way.
- 092 Teachers not providing a fun environment in which active engagement was emphasised or reinforced, thus, not providing a fun environment for learning.
- 094 Now going from how you see teaching to the ideal teacher, you selected the eight IDEAL teacher characteristics of determined, versatile, sincere, self-assertive, strives for distant goals, physically strong, willing to accept others judgement and persistent. How does each of these characteristics combine to make the IDEAL teacher? please elaborate as much as possible.
- 098 Teacher has to be determined and confident as this will reflect on the students and they will know if you are confident teacher then they will not try and take control of you, physically strong shows that you are confident and mainly so you have the ability to stop any physical violence that may harm students or teachers, willing to accept others judgements teacher must be open minded and should try and understand students opinions and situations, persistent to not give up but always see the best in their students irregardless of their past history or learning ability.
- 105 Is this how you see yourself as a teacher?
- 106 If yes, in what ways? I am a determined and persistent Individual. I am also a strong and open minded person.
- 108 Did you have teachers who were like this? For example in Primary school? Secondary school?
- 109 Yes a Male Pacific Island Teacher in Intermediate School.
- 110 Did you have teachers who were not like this? For example in Primary school? Secondary school?
- 112 Yes, a lot of teachers in Secondary School High School
- 113 How where your teachers not like this? For example in Primary school? Secondary school?

- 115 Some of them were open minded and delivered the material well however they did not seem to have controlled the class well with reference to misbehaviour.
- 118 Questions on interview and research study
- 126 End of interview

Interview Georgia – undergraduate primary traditional female

Tape Transcript

- 000 Begin the interview
- 001 Now in your questionnaire, you said your overall primary school experience was positive (yeah), with it like being on a team because it was a small community and you all were close and all worked together in everything, so how was it like a team and not like a family if you were all close and worked together?
- 004 Because, there were only 45 of us throughout the whole school and when, when we were weren't like a family because we didn't, I didn't view it like a family, we just sort of all worked together and ummm, we did things together and yeah ummm not like a family.
- 007 Okay because you also said primary should have been the way it was on a team (yeah), yours' was great, is that the way you think all primaries should be like?
- 009 Yeah, I think they should be sort of positive experiences, because kids have to be there and should all work together, you should all feel like your there for the same aims.
- 012 Okay, because secondary was very different, secondary was negative (it was), it was like being in a prison, basically as the school wrote you off as never being able to succeed (yeah) and that there were so many rules that it felt like a prison, what changed from primary to secondary?
- 015 Ummm, I just, I felt I was used to succeeding and ummm, at secondary school I was just sort of labelled, I don't know, I was just sort of written off and that and so ...
- 019 So did the primary no feed into the secondary or did you change areas?
- 020 Ahhh, no we were in the country at primary and so didn't really change so,
- 021 Okay, because you said it should have also been on a team like primary, (yeah), were children learn better when they are comfortable in their settings.
- 023 All through high school I was more like against us whereas in primary they were more all like lets work together (okay, alright), boundaries were around our high school teachers.
- 026 Okay talking about school and students, you said your ideal student had a sense of humour, energetic, determined, considerate, attempts difficult tasks, (yeap) has a desire to excel, versatile and willing to take a risk (yeap), how do these make an ideal student?
- 029 Because, you need to have fun with a sense of humour, and energetic so they would be happy and not just sort of sit there, determined so they would want to succeed and want to complete the work (ummm hmmm), considerate they wouldn't be racist and put each other down like little kids do, attempts difficult tasks so they just won't sit there if there is a task they will have a go and not just sit there, okay, desire to excel, they will just want to succeed so, versatile if something doesn't go their way

they won't just complain, they will just get on with it just like we do and ummm willing to take a risk, yeah just to, to like work and yeah if something is challenging, they won't just sit there, they will have a go.

038 Okay was this you as a student?

039 Ummm, [pause] yeah, in primary school I was but in high school it wasn't (what changed?) I wasn't the achieving student I was, I didn't want to excel and I wouldn't do anything I didn't want to do [laughs] I was a nightmare.

043 Okay, because that is talking about student , this is how you described teaching, it is like being in an amusement park of knowledge and learning (yeah) where you try to surround children with learning that is fun, a happy environment where you can laugh and where you can repeat exercises to perfect your skills, how is that teaching?

047 How is it teaching? (yes) Because, [pause] if it is fun they will want to learn (ummm hmmm) and humour is often used to help people learn and ummm, yeah, if they want to be in the environment and then getting them to work if easier and then helping to learn and being able to teach is easier

053 Okay, this was how you described the ideal teacher, teacher also has a sense of humour and energetic, teacher is self-confident, strives for distant goals, teacher who is thorough, sincere and versatile and one who is receptive to other's ideas (yeah), how do these make the ideal teacher?

057 Because, ..., ummm sense of humour just because it helps you over all and ummm you don't want to be taught by someone who is bored as you will just be bored and ummm self- confident I think the whole issue about being able to adapt, and strives for distant goals, you don't want someone who is just stuck in a rut and doesn't want to go anywhere with their life and thorough just that the work is done because that should be and sincere you want someone who means what they say, they don't say things to you, versatile because teaching is [pause] you need to be versatile [laughs], and receptive to others' ideas as you are teaching on a sort of staff (ummm hmmm) so they should help you with what you are doing and what you should be doing, it just helps you get ideas of what to teach and how

069 Alright, was this how you were taught?

069 When I was younger, [pause] yeah, [pause], and then not really

073 Alright, in what ways?

073 Ummm, there, there wasn't a sense of humour [laughs], ummm a lot of my teachers didn't have any goals or desire to be there, they just got paid (okay), ummm, yeah, some of them were quite better and sincere but yeah there were the two extremes, between all teachers there are extremes, ummm, but I'd say most of the teachers weren't like that

080 Any examples, any specifics?

- 080 Any specifics? (any teachers who stand out?) Yeah (who?) Mrs ____, she was crazy [laughs] ummm yeah, she taught us in printing and yeah, she wasn't energetic or anything, wasn't sincere and yeah she was just nasty (in what way?) I don't know she used to lock us up in the cloakroom in the dark (was this primary or secondary?) Primary, that was my first year at school and then she died, she wasn't the most enthusiastic teacher.
- 091 She was in primary and that was quite negative but you said overall primary was positive (yeah), so how was the rest of primary different?
- 092 How were the other teachers different? (Yeah), ummm ..., yeah, they were energetic as they would always be outside playing rugby with us and stuff like that, they, yeah, they just of work together as everything just sort of flowed together each year so they must have shared ideas and ummm, yeah, you just felt like they were teaching parents, they knew all our stuff and, and just yeah, and they liked the students as well, and we felt like they liked us all the way up to the Principal, yeah
- 101 Yeah, so how did the teachers change going into secondary?
- 102 Secondary was a lot more strict and ummm the teachers were more strict like on uniforms in secondary and we had different classes and you were just on the roll and so the teachers weren't, they were just there, they weren't warm, they didn't know us so they just, they were there and they treated us all as the same ... (ummm hmmm) ahhh
- 109 So what it so bad?
- 109 I don't know, it could I would say it was partially my fault (okay), but yah, they just, they were just too strict and yeah, didn't care if we did anything (ummm hmmm) ummm, yeah.
- 115 Is this you as a teacher?
- 115 ..., yeah, I suppose so, ..., sincere depends on I mean you can say things and not mean them [laughs], I mean I have probably said things to only one or two that I didn't mean, yeah, I try to be sincere but I find it sometimes a strain, yeah
- 122 These characteristics, now that you have actually been in the classroom (yeah), would these change?
- 124 Would they change? (yeah, after being in the classroom and seeing what it's like, how everyone interacts, would you change any of these?) ummm, ..., no, I wouldn't try to change any of these, whether they would change, I don't know, but I wouldn't try to change them (ummm hmmm)
- 131 Well then instead of trying to change them would you prefer to add to them?
- 132 Yeah, I don't know what I would add, but, ..., a few could be added, yeap, but those are common sense like does work on time.
- 136 Why is that common sense?
- 136 Because, we have to do our work on time (you'd be amazed, laughs) [laughs], we are supposed to do it on time.

- 138 There are deadlines months along [laughs]
- 138 Well sometimes we need as much lead in as possible, [laughs]
- 142 Talks about research study purpose and if your primary was so positive, is that the reason why you are in primary now?
- 147 No. (Why teach primary then?) I needed to do something, I wanted to be a teacher and then I didn't want to be a teacher, mum put me in the car and made me go to the registration, she drives me and drops me off [laughs], I did have an hunger for it when I was little but yeah ummm, she makes me actually get out of the car [laughs], I have the spare time if I don't go now then I wouldn't go later [laughs].
- 157 Talks about research study questions
- 166 End of interview

Interview Jack – postgraduate primary non-traditional male

Tape Transcript

- 000 Begin the interview
- 001 Now in your questionnaire, you said your primary school experience was mixed, that it was like being on a stage and in the context of the time, corporal punishment was carried out well (ummm, hmmm), so you had corporal punishment and it was in a crowd, so why was it only mixed?
- 004 Ummm, ..., it was mixed in the sense that I don't have any, I mean the only positive memory that I have of primary school was singing (ummm, hmmm) and I when I look back to my primary school experience and try and to hunt back and try to remember what I did I actually do back then, nothing really springs to mind (ummm, hmmm) and when I say that I took as like being on a stage, that is what I said (like being in a crowd), in a crowd, that is, back then for us growing up in South Auckland, ummm, our folks, ummm were very sort of focused on us getting the best education we can, we went to school, we didn't questioned teachers, we sat still, ahhh, we did what we were told basically, ummm, and in that sort of sense when I look back at it now, to try and be an individual as such in the classroom was just not the done thing (ummm, hmmm), everyone sat, everyone listened, no one questioned, full stop.
- 016 Because you said that primary school should have been in that family where you should have feel more at home and you should be encouraged more (yeah), would you change your primary school if you could?
- 019 If I could yeah, if I could, ahhh, if I could go back and change things I would make it more of a, ahhh, I mean back then teaching was I suppose like a banking transaction, we turned up, they delivered (un huh), and whereas I would go back and make it a lot more ummm, I suppose building it more around the relationships the students have with students and students have with teachers.
- 024 Okay, your secondary was also mixed, also that it was in a factory, that you didn't see any relevance of school at all back then.
- 026 No, no, not at all, went to a local college as well, ummm, and again it was at a time where the families we grew up with, there, there were lots of large numbered island families where I grew up, eight was the average family size, eight children (ummm, hmmm) and it, it was very much, we just followed suit almost, it was literally like being in a factory, a sausage factory, we followed our sisters and stuff and we just went through, it was like nothing different happened for any of us
- 033 Okay, ummm, because you said students, it should be more like a garden, where students should be given more choice, more of a purpose, more of a guidance (hmmm), how so?
- 036 Ummm, if I can go back to that because I sort of felt that at college, there were a lot of us that felt like we were really like at never, never land (ummm, hmmm) and we,

we had no purpose, given no purpose, were given no opportunity to see purpose at school or in context of what is going to follow when, after we leave school, so even when we left school we still didn't know who are we, where are we at, what am I trying to achieve (ummm, hmmm), feeling pretty much got through fifth form, got through sixth form, got through seventh form and then left an ummm, and then left with no guidance from the school saying you can actually go onto etc, etc, it was pretty much well my mum and dad asked me to leave and find a job so, I left and joined the bank.

045 Alright, because talking about those ideas of school, you said your ideal student should be someone who is determined, competitive, has a sense of humour, does work on time, has independent thinking, is willing to take a risk, strives for distance goals and is also self-assertive.

050 Yeah, I suppose in, in my ideal world that is what, what I would like (ummm, hmmm) and I mean it is those sort of traits I am trying to pass on to my own kids, and ensuring, that hey you know be aware of what is happening now, yeah some of my brothers are saying he is only nine, get a life, but the thing is he can still enjoy his youth, but at the same time be aware of this is why we are at school, this is what I am trying to achieve, this is what I need to strive for this, I think it is good for children if they can self-manage and self time manage, (ummm, hmmm).

058 Was this you as a student?

058 No it wasn't, I was the complete opposite, the complete opposite, I was, I was very loose, I was very sort of I get there when I get there, ummm and if I go back if I could change one of the things about myself, I would get me to explore my capabilities to its fullest.

063 Was that a limitation set by you or was that a limitation set by school?

064 I think it was, I think, if, if I go back and answer that one honestly, I think it would have been set by the school, back in those, back in that time (okay), set by the school where, everyone was put through you know boys you go to technology and metalwork and girls go to cooking and that was that, there was no crossover whatsoever (ummm, hmmm) ummm, and one of the things you passed you class you passed or you failed, there was no, in context also back then which was the sort of late early 80s, jobs were plentiful back then, here in Auckland anyway, you could literally leave school at 13 and roll into a job with no issue and into another one if you didn't like that one and so on and so on, but as we sort of got through the mid-80s as the crash happened, that is when the belt started to tighten up a little bit, but even then we weren't really sort of made aware of the economics or status of society at that time, so for us going through that time in fifth and sixth form it would have been a good time for us to focus on what is happening in our society (ummm, hmmm), but it like we almost sort of skipped that period even though we were in it, it was quite weird, quite weird

- 077 Alright, if these are your ideal student, let's go back to what you said about teaching, you said teaching is a bridge in that it's linking or making connection between children's real life experiences with the school experience, how is teaching this bridge?
- 081 Ummm, its I suppose I ummm, when I talked to other friends who are teachers and stuff, and I talk about their own children and where I do mention the bridge where I sort of mean is that hey look as far as your child or a child is concerned I am not going to come all the way across this bridge and drag them across, he had got to meet me half-way (ummm, hmmm) my job to ensure that that bridge is built on experiences that he will connect with and it is no good me pitching myself in that he either has or hadn't had that real life experience or is too abstract for him, I feel I have got to make sure that I understand where he is come from and use that as a context for future learning.
- 092 Is this how you were taught?
- 092 No, not at all
- 092 Alright, more like the opposite kind of idea?
- 093 Yeah, it was, it wasn't till I went away, ummm, I lived overseas for about 3 ½ years, lived in Australian and then in London for 2 ½ years, and ummm, when I came home I all of a sudden had an opinion (ummm, hmmm), I, I don't know what happened, but I came home and the shutters fell off and things started to make sense to me (ummm, hmmm) ummm, and I have gone in opposite direction of my childhood, I've looked back at my childhood and ummm, for example the experiences with my father, it was a very, very detached relationship, back then mum and dad worked, dad did two jobs, had tea, first at the table and we were next and that was that, ummm, you know saying things like dad I love you were not the done thing back then (ummm, hmmm) umm and so I have decided to go in the opposite direction to that and ensure that experience that I had is something I will never do with my own children, have I gone off track here? (no, no)
- 106 Because if that is the teaching, the ideal teaching, this is what you said about the ideal teacher, ummm, ideal is also willing to take a risk, also does work on time, is energetic and affectionate, also has a sense of humour, is persistent and considerate and has a sense of beauty, how do these make an ideal teacher?
- 110 Ummm, again, in, in my own, ummm as I start my own career as a teacher, those are the ideal benchmarks I would like to set for myself (ummm, hmmm) ummm and it is those things that I bring across not only as a teacher, or as an adult male but also as a father as you know I have my own children and I have just sort of plucked certain attributes from the those sort of figures, to say hey about being a father that is what I like most, I'll bring that in, being a coach of a rugby team required that sort of thing, I, I like part of coaching so I will bring that in and, and all these different

- attributes to make my own sort of ideal benchmark that I, I would like to try and aim and strive for as a teacher.
- 122 So, what is sense of beauty?
- 122 A sense of beauty? (uh hmmm) A sense of beauty is a seeing beyond, see beyond the society face that we have here, like obviously down here in the lower socio areas, you know that the realities are that a lot of these children and I know because I grew up in this area that, that I saw a whole lot of ugly things when I was here, I saw things that unfortunately, I just can not erase from my mind (ummm, hmmm) you know, and that, and when I see these kids I still see that some of these kids are still going through that (ummm, hmmm) I don't want that to be their face, I want to try and see past that and see the person or the individual behind that, purely for them, ..., does that make sense? (yeah)
- 135 Was this how you were taught?
- 135 No, (in what ways?) not at all [laughs]
- 136 So what were your teachers like then?
- 137 Ummm, back at ummm, at, at college they weren't terribly encouraging, at all, it was all very, very behaviourist delivery from my perspective, (ummm, hmmm) you know there was no opportunities to offer our opinions or our thoughts on something, or to even brainstorm on some activity collectively or as a class and the delivery was for me back in those school days was very much sit down, turn to this page and you sat down to do the work until the bell went and then you went to the next class, that was my whole college scenario
- 147 In your primary or secondary, did you have any teachers that stood out in your memory?
- 148 Ummm, yeah, I have got one that stood out in primary a Miss ____ that was the music teacher and she, she is still very strong in the back of my mind and then I go to Intermediate, which was probably the worst part of my schooling life, you know corporal punishment with the cane was rife and, and my only memory of Intermediate is being strapped or caned by two teachers were one of them is now the principal of one of the local schools but yeah, Intermediate wasn't about academics at all, back then in South Auckland it was mostly strive for sporting success (ummm, hmmm) more so than any sort of academic success, I mean we weren't prepared properly for college at all.
- 160 So why does the music teacher stand out?
- 160 Ahhh, she just came across as almost literally a mother, and she was really keen, the sort of teacher that just sat down and taught us all these Beatle's songs (ummm, hmmm) and she was always smiling, just I can always remember her as always smiling, and always had a nice little tone and which was again, I think why I can remember her so much is because, probably because of my own personal relationship with my own mother back then, it was again just a transaction, I mean

- with seven kids in the house and a mortgage, it was ships in the night, mum comes in and dad goes own (ummm, hmmm), I look back to that and feel sorry for my oldest sister because everything was put onto her, you know, I think about it all the time and I think I can never think of putting my eldest through that you know, my sister was robbed of her youth (ummm, hmmm), purely to make sure we younger ones were taken care of why obviously mum and dad were sort of out working
- 177 So you had the one in primary and then those two in Intermediate, any other teachers stand out?
- 178 No, no
- 178 Not for good or bad?
- 179 Ummm, no, they, they fussed, no none really sort of stand out or none really worth mentioning, generally just there.
- 182 Why are you going into primary school teaching?
- 183 Ummm, I, I probably put it to my own kids and how they are growing up and the things that are done to them and what I have learned about fatherhood, and I sort of believe if, if we can influence them when they are younger and hopefully that sets the platform for them then encourage and help them sort of build on those traits, whereas I have done lots of work with teenagers in regards to truancy and all that sort of stuff, and I sort of base my experiences on that whereas, if we can catch them early as opposed to being the ambulance at the bottom of the cliff, umm and then maybe that, that can break some cycles and maybe start some new ones, ...,
- 195 So now that you have actually been in the classroom as well, ummm has your idea of the teacher changed?
- 196 Ummm, no not really, I think there are still lots of opportunities for us as teachers to ummm, to a touch kids in some sort of shape or form and ensuring that ummm, that I mean I think as a beginning teacher I have had the best of both worlds, I have gone into the first school I was at and I went in really hard and because of the school itself had a very in use school wide behaviour management program that formed the whole school culture, which was one of it was right and then nothing happens because if you do this or that then this will happen to you regardless of the cause, and that was the school culture (ummm, hmmm) and so, teachers were you know, you know we of course as teachers here have to raise our voices to get control or whatever, whatever, etc, etc but there you almost had to put on a whole suit of something that really didn't belong to you (ummm, hmmm) and I hated it, I absolutely hated it because I started to internalise this sort of so called monster that I for years strived to stamp out and I sort of found myself sort of becoming that monster and hence my decision to leave there (ummm, hmmm) and ummm, ummm, and when I came here it sort of gave me the opportunity to have another start, let's see what happens if I go the other way and go and just be mellow and the rest of it, and while it is still true that if you don't go in firm, you know, kids are kids and they can't sort of

differentiate between toeing the line and taking the piss, you know, but I think that some do and I think kids are kids and some of them will always push the boundaries and I think from my experience so far it has proven a tad difficult to real some of them in, but I have still decided to stick to my guns and in this experience and say hey whatever happens, I am trying to base my style on purely what relationships I can develop with these kids as opposed to stand over them and just oppress them (ummm, hmmm) and therefore possibly suppress any other great personalities the kid may have by purely saying sit down and be quite vice hey why are, why are you like this, why behave like this, what's the story, you know I am not here to discipline you as such, that is your parent's job, I am here to teach you and guide you, to be a mentor for you, so I suppose if I am still here it must work [laughs], I am just trying to experiment with different sorts of deliveries and styles, find out what is going to work for me.

- 246 No one just steps into it, it takes five to seven years to settle down, which is one reason why the whole performance based pay thing is scary (yeah), not realising it takes five to seven years to settle into any job, so yes you will keep a few good teachers and they will never train any new ones, that is whole scary ballgame.
- 252 Comments on research study, what are your ideal characteristics based on?
- 259 I think those are based on, I mean I am 35 years old now and have been married for several years and have four children of my own, and when my wife and I got back from London we went the whole nine yards, the marriage the kids, the mortgage, the rest of it, it has allowed me, the travel and I do, do realistically say that my travelling experience has allowed me to open my eyes more so to see New Zealanders are so media feed it is a joke, you know, these guys don't know a good thing, I mean I am here and see people whinging whereas when I was over in Asia and when I was over in Europe, eastern Europe, I mean man I saw some things, I thought we got it great (tangent on travel ...)
- 297 End of interview

Interview Joshua – postgraduate primary non-traditional male

Tape Transcript

- 000 Begin the interview
- 001 Now in your questionnaire, you said your primary school experience was positive and that it was like being in a family by saying that you were in a boarding school environment that was a family substitute, how was the boarding school a family substitute?
- 004 Well I guess it was because a boarding house is set up so that you have a male role model who is invariably the house master who serves as the father figure and you may have the wife of the house master who serves the role as the surrogate mother figure or you would have the matron who would fulfil that role and the idea of certainly looking back retrospectively I suppose is that as obviously as a kid you are not conscious of that environment, the boarding school for most of us who were going through that system did fulfil the role as most of our parents were overseas or several hundred miles away, that uhhh, had a family basis, caring, positive, supportive, ummm sensitive to the most part to the individuals needs, ...
- 018 Okay, ummm, you said your overall secondary school experience was neutral but still in the family and still in the boarding school (yes), how did it go from being a positive family to a neutral family?
- 021 Well I suppose, I mean my schooling experience was in England, prep school primary school is very much seen as a , a positive experience because most of the students would have been boarding from quite an early age, 4 or 5 in most cases and uhhh, ummm and it seems very important to create this family environment, by the time you get to secondary school ummm, the I suppose the first year of secondary school is very reminiscent of ... (was this a feeder school or a completely separate school from prep school?) no an entirely separate school, but you would have gone to that school with a percentage of students from your own school, they may not have been from the same boarding house but certainly the same school, but I suppose in the second term in secondary school it become very apparent that it is not the same family sort of focus, the boarding master is not at your, is not available you are sort of farmed out to house tutors and when you ummm do have any contact with you house master chances are it was to reprimand you for some misdemeanour around the house or in school or for some other event but he was a very distant figure, so in that sense to my mind I choose to say neutral because I had no real ahhh liking for secondary school or no real dislike for secondary school, ahhh, apathetic I suppose,...
- 046 Well moving from what it was like being in school, you described what it was like for your sense of teaching, that it is positive, student-focused, caring and sensitive with the reason I believe that students have needs that vary and the teacher should be

- able to identify and or isolate those needs and provide the means with which the student can develop, how is teaching supposed to be positive?
- 052 Ummm, positive in the sense that ummm, the learning of the education tradition and has to be based on the idea that the teacher has knowledge or wisdom he wishes to impart, this knowledge or wisdom ummm and I am not talking in an academic sense at all I am talking very generally, ahhh where the teacher is trying to impart the student is going to help prepare that student or those student for life beyond classroom and umm the positive umm I ahhh mention is really I suppose things that the teacher as the primary ahhh mover in the classroom needs to create a state whereby the students feel what they are learning is for their long term benefit it will encourage them to learn to ahhh succeed to the best of their ability and ahhh, ahhh, I suppose by that I mean positive
- 071 Alright, because if that is your sense of teaching this is how you described your ideal student, a student how is industrious, curious, willing to accept other's judgement, considerate, has independent thinking and self-confident, intuitive and also obedient, how do these make the ideal student?
- 076 Well those are the, I suppose, the attributes that the ideal student would develop over the period that they spend in school, it would be idealistic to assume a student would arrive at school with those attributes, but these are the attributes that a student should, I believe develop, or aspire to ahhh for the entire length of their, their schooling, ummm but they would be industrious, curious, curiosity is part of the learning process and ummm I think it would be true to say all children has a curious element in them unless of course they are disadvantage in some particular way that prevents them from expressing that curiosity, ummm but ahhh if you are talking about student from disadvantage backgrounds that does not preclude them from having a desire to express a sense of curiosity
- 095 Okay, so what does independent thinking mean for you them?
- 096 The capacity for a student to be able to learn umm for them themselves, having. I suppose previously a task is presented to the students, the students have a task presented to them and explained what is required of them, the independent thought process is where the students begin to explore, begin to learn, begin to understand and go beyond what is expected of them and start to develop a sense of uhhh a sense of achievement if you like and ahhh a sense of this is something I am able to do by myself, I don't need to have the constant encouragement from a teacher, and I suppose that is the leap from primary to secondary school where in the ahhh second year of secondary school well certainly in most of my contemporaries where able to ummm recognise that they were certainly able to do things for themselves and hence independent thinking
- 111 Okay so how should the ideal student or why should the ideal student be obedient?

- 112 Ummm, in any system and a school is a system involving several hundred people, there had to be boundaries and limitation to self-expression ummm student need to learn in order to learn ummm they have to develop and understand certain social skills and behaviour patterns and the idea of obedience is not to inculcate some sense of military style but I suppose to have the student understand that in the context of the learning environment if they are going to learn successfully they have to learn what the rules are and there has to be rules, I suppose there are those educators who believe a school can exist on the idea of free thinking and self-expression and students in such schools do exist and ahhh, ahhh in Australia and the United Kingdom (Rudolph Steiner systems), they are few and far between and the debate over their usefulness to the educational system is still, of course, as controversial as it was when they first opened, however, 99% of students will not go through that school system, so, so therefore, there has to be a sort of system of social behavioural regulations that, that encourages a school to operate successfully and a classroom to operate successfully and I guess that is what I mean by obedience, not blind obedience in a Pavlovian sense
- 136 Because if that is your idea of the ideal student, you had your ideal teacher as someone who is determined, considerate, visionary, self-confident, receptive to others' ideas, versatile, adventurous and courteous, how do these make the ideal teacher?
- 141 Ummm, okay if I go through them point by point, determined in the sense determined to succeed to be a successful teacher, success can not be quantified in any real sense and I suppose ummm, my experience in school shows there is obviously a curriculum that has to be covered and there is an exam at the end of the process so there are very specific goals, so a determined teacher is one who I believe is able to accept what the goals are and umm agrees to personally to ahhh to ahhh reach those goals without I suppose complaint, ummm recognise, determined in a sense, recognising in a sense that (A) his role or her role in the classroom as an educator and what is required of them (okay)
- 157 umm the second point considerate, ummm I think considerate to the needs of the students, here you have situations where ummm some student and it is a fact some students have different learning rates and develop at different rates and, and a teacher has to recognise that students who are underperforming are underperforming not necessarily because they are academically weak but because they have not yet reached that stage in their development where they are able to grasp as quickly as their peers, and also considerate to social and cultural needs of students as well and ummm in the classroom one has to recognise the variety of students one has in the classroom, ummm
- 170 visionary, ummm, I suppose being prepared to go beyond ahhh what is expected of one, and if you look at the role of the teacher as simply in terms of you =know, a

- curriculum procedure or operator on a factory floor, the factory being the school and the machinery being the classroom, ummm you have got a very poor sense of what it is to be a teacher, a teacher is one who is able to go beyond what is mere curriculum and recognise certain gifts students are able to display in any area, even if it is out outside the curriculum, (uh hmmm)
- 182 self-confident, I, I think uhhh, I, I am almost tempted to say is a primary asset for any teacher and that doesn't mean arrogance, having confidence to explain to ahhh, why, why students have to learn a particular subject, the self-confidence to be able to explain the school rules and regulations as and when required and ummm, self-confidence is a tool I think in some, some teachers have it because they have very self-confident personalities and others learn to grow into it, I think it is a prerequisite for any successful teacher,
- 197 receptive to new ideas, I think ummm, obviously if you are talking to upper level students, students who are 17 or 18 and preparing for university, or students who are capable in certain areas, I mean receptive in that sense, that these are your mind and they have different ways of seeing things or interrupting things and uhhh, and being receptive to their original thoughts or opinions on particular subjects I think is quite important, dogmatism was very much a part of my own experience as a student in a classroom and ummm I suppose it was a generational thing and it was perhaps a reason why I have a fairly neutral opinion of my secondary experience, but certainly I am keen to ensure that I am open to new ideas as I believe this is part of the learning process, being able to question and challenge and I think that it is important,
- 223 and versatile, I suppose, in that sense versatility means one is able to deviate from time to time from the given curriculum and maybe focus on maybe a different topic that is not totally unrelated but not necessarily important to the curriculum so, so much of what one learns in school is not necessarily what is in the curriculum,
- 232 adventurous, ummm, I suppose by that I mean being able to ummm, suggest different ways in which ummm topics can be explored and learning can be undertaken and ummm, you have to understand that my experience has been in the independent sector [attended boarding schools from age 5], and so you know my chosen study topic was Classics so being adventurous was going on overseas trips to Rome to see classical sites so we could come to grips with the topic we were studying, not everyone got to do that even going to museums, ummm, and these are what I suppose I mean by adventurous, and
- 251 courteous, I, I believe that a teacher has to respect the students as human beings and there is the debate as to whether, you know the student should be considered equal to the teacher, they are equal in the sense that they are young citizens and ummm, are, are deserving of respect if one commands respect, so (uh, hmmm)
- 259 Was this how you were taught as a student?

- 259 Yes, ahhh, for a large part, yes I would certainly say so, (how? or by whom?)
ummm, ummm, certainly in the prep school there was a incredible degree of ahhh,
ahhh encouragement to aspire to all these ideals [his ideal student] from pretty much
every, every subject master that I was taught by, in secondary school I guess one
would have to be very selective about ahhh, for the most part I would say yes I was
taught like that but there were subjects that ummm, subject masters I remember
Mathematics master in particular and a Geography master in particular as well who
clearly had opposing view and it was clearly the old-fashioned chalk and talk
approach which ummm, perhaps might explain why I have a particular dislike to
those subjects in adult life, ...
- 283 How does, except for the maths and geography, how were the others teachers
visionary, versatile or receptive?
- 285 Ahhh, ... (how did they demonstrate these abilities?), by expression of genuine
interests in the students by encouraging extra-curricular activities above and beyond
what was expected of them, by (examples?) by organising sort of trips and club
activities during school holidays or on the weekend, you know in boarding school
often times there are a certain percentage of students who are for whatever reason
are not able to go home on the weekend, so they are stuck at school and there is no
requirement for them to have any tuition or, or there is no requirement for the school
to provide any activities for them but these particular teachers I remember, I
remember my Classics master, my English master my History master ummm, were
keen to organise extra-curricular activities which were related to our subject but were
off the subject to a certain degree, in which certainly encouraged this kind of
development [ideal student] in their students, yeah, without question,
- 312 Is this how you see yourself as a teacher?
- 312 I certainly aspire to those ideals and to a large part would hope to certainly say yes,
...
- 315 Final questions on interview and research study
- 324 End of interview

Interview Thomas – postgraduate primary non-traditional male

Tape Transcript

- 000 Begin the interview
- 007 Now in your questionnaire, you said your primary school experience was positive and that it was like being in a family, on a team and on a stage with the ideas that you attended a private school. it was relatively small so everyone knew each other (yeah that's right), were encouraged to preform to best of your abilities, how was that being on a stage still positive?
- 011 Ummm, being on a stage was positive in terms of performance really and encouraging, encouraging performance, ahhh, and it wasn't a scary thing or anything like that because of the supportive environment hence the family and team aspect, ummm, the stage was not a, a scary sort of thing it was a positive experience as such
- 016 Okay, you said, that it was also positive and selected being on a team, at a circus and in a crowd and factory with the idea that it was a much larger school, focus seemed to be to churn out educated students, there was an ethos of bullying often prevailed especially from the older students, was this also a private school?
- 021 No, it was a public school but it was in fact both were all boys schools, single sex education, the secondary was ummm, there were aspects of bullying but nothing serious happened to me, I was, was a third former who was already 6 foot 21, so I didn't get a lot of bullying but it was there, but the teachers were there just to churn out people, they weren't really interested in, I mean to a certain extent they were interested in the individual but I don't really think we were encouraged to develop new strategies, to enhance your own learning
- 030 Okay, so it was still a positive experience?
- 030 It was still positive, the team aspect was through things like sport, music, drama or ummm, you know school trips and that sort of thing, homework that type of thing, I mean it was a positive experience, but those were elements that changed quite a bit from primary
- 034 Alright, so how did that, because the large numbers is in the crowd and the churning it all out is the factory, how is, where does the circus come in?
- 035 [laughs], it just seem like that in a way, [laughs], ummm you didn't have streaming initially so you could literally be thrown in with a bunch of monkeys, ummm, you see that thing that ummm, I mean it was slightly organised chaos, if that makes sense ummm, you were for example with swimming, you I suppose this would also go with the stage, I mean you would be swimming in your Speedos whilst being jeered by the whole crowd, that sort of thing, it was more of a, more of a circus aspect I suppose than the stage, there was the ringmaster which was the principal and then you had a couple of clowns who were supposedly the teachers, ummm whether or

not you were a seal at the performance or a dog at the performance, slotted into the whole situation sort of thing

048 Okay so what do you think school should be like?

048 Ummm, I think they should be there to support the student rather like to encourage, encourage self-reliance, encourage them and be positive and supportive, ummm a bit hard to think back to what it should have been like when I only know what it was

053 Okay, this leads to how you actually see teaching (yeah), you said effective teachers encourage their students to make their dreams reality with that teachers touch the future (yes they do), how is this teaching?

055 How is that teaching, ummm, by, by encouraging students to make their dreams a reality, but, but sense of teaching is taking that little wee step further being than they might normally go, (uh hmmm), I really mean a teacher who is about getting kids, not just some but all, to be the calculated risk takers, to learn how to, ummm, to manage a situation as they may not know everything, but they have the skills to go about finding an effective way of doing something or communicating with someone or whatever, so thoroughly preparing students to be in the world after school these teachers do touch the future because through their kids, getting them to look around the corner ummm, yeah

065 Alright, you talked about what you thought would be the ideal teacher, you said the ideal teacher would be visionary, willing to take a risk, has independent thinking, is receptive to others' ideas (yes) and willing to accept others' judgement, has a sense of humour, is adventurous and is always asking questions (yeap), how do these make the ideal teacher?

070 Ummm, if you are going to be effective you got to have some vision of were you are hoping to take your students forward, not obviously you have a curriculum that you have got to give you some guidance but you need to have the freedom to take into account the needs, the desires, ummm interest of your students I suppose (uh hmmm) you got to have, you've got to be visionary in terms of I can take them this way or within the bounds of this curriculum ummm, if I am going to encourage students to be a calculated risk taker then surely I have got to be able to take a risk myself as well, if you are modelling that helps (uh hmmm)

079 ummm, that comes through or that should come through all the time, and not to say that the teacher has to know everything but once again can model the way about going about it to the students, ummm reasonably independent thinker, yeah, you don't follow the curriculum the entire time, you want to be able to interpret what will suit each individual student and only the teacher will be able to know that, and also they know it well enough to say hey this is where I think we are going but be prepare to enter into discussions ummm receptive to others' ideas, well not all the time, but especially those who have had a lot more experience in teaching ummm those who

- have a greater subject knowledge in a particular area or strategy or whatever,
ummm
- 090 you have got to be able to take those ideas onboard because your, your whole teaching philosophy is not static it is ongoing and changing, ummm and that is what you want in your students as well, (uh hmmm) ummm , so passionate is important to teaching as well, willing to accept other people's judgement is about ummm about I think you need to be able to critique your own practice but have someone else critique your practice as well, ummm, to give you oh guidance and mentoring and suggestions and possibilities or uh (uh hmmm) change that sort of thing, that is the thing I guess what is behind professional development, you get to see someone else's idea about what you are doing in the classroom, ummm that is the only way you can really effectively change your own practice, that is going back to receptive to other people's ideas
- 103 sense of humour is pretty important, well at least I think so, it is being able to relate to the students and see the humour in situations and be able to ummm, and know how to use your humour (yeah, sarcasm just doesn't work), yeah and know that it is actually okay to laugh with your students and that is something that you will build over the relationship you should have with your students over time, and I think that once you can see a sense of humour coming through in your class, when your students are comfortable having a joke with you in an appropriate manner, then you know you have their respect ummm,
- 112 adventurous goes with risk taker, ummm you have got to be adventurous with your teaching so you are not being repetitive and do those things that you may not have done before as an example potentially doing circuitry with 5 year olds, ummm if you have a teacher who is not prepared to give it a go then that is not being an adventurous person, not being an adventurous teacher but also goes through you know to being prepared to take some risks, ummm but you build the class over those experiences, enhances your teaching and enhances your students learning, ummm
- 123 always asking questions goes without saying, you have to clarify, critique, question, find all the possible ways of doing something ummm, if you can do that in your teaching and enhance the sort of reflective questioning that you use you are going to take the students with you, provide the model for them, if you have those attributes in some way they will be able to teach them
- 132 Okay, is this how you were taught?
- 132 [pause] partially, I say partially I think that uh (uh), my primary teaching was really more akin to that sort of teaching, ummm (how were the teachers in primary more like this?) [pause], they were always, they always got us to ask questions, they did sort of think that ah (ah), I believe they were largely visionary, the whole private school situation provided you with a wide range of experiences, they ummm, yeah they were probably quite visionary as opposed to state school systems

- 144 Are there teachers who stand out because of these characteristics? Because you say they are their faces that go with these ideas?
- 146 Ummm, Mrs _____, she was our first teacher in primary school and she was pretty good, she was pretty good, she, she encouraged you to ahhh, do more than just settle for okay, she encouraged you to do a little bit more, she was one of those teachers that not only answered every question we had but got us to answer each others questions as well, the whole working together thing and even though we were only five she knew we could have our own opinions and start the whole school ethic of being independent thinkers, she was very encouraging, ummm, Mrs _____ the music teacher actually, a very, very passionate lady, who yeah, continually kept you focused on what you were doing, she had a great sense of humour, really good sense of humour, ahhh, she also encouraged to try new things especially in music that you may not have tried before, stuff in music like sing a solo or an opera aria , or ummm tackling that piece of music that you knew you could not sight read, those sorts of things, ummm
- 162 _____ (gave first and last name) who was the head master I suppose the leader of this particular school, ahhh, was determined to have independent thinkers ummm yeah that was his, his focus, you had to show some independent thought, ummm Rev. _____, the school had a chaplain, umm he taught scripture and Latin a topic that was boring as hell, but he made it exciting, he made it come alive, ummm they were umm some pretty outstanding people, yeah
- 172 How did the teachers in secondary, change from the teachers in primary as they weren't like this?
- 174 They were just turning up doing a nine to five, they weren't really, weren't really looking out for or encourage you as such, it was always about grades umm pass the exam, get your certificate, jumps hoops, jump hoops, go that sort of thing ummm, some who do stand out, ummm _____ (gave first and last name) who worked as the PE teacher, he was pretty good, he was committed, I remember he took us as the swim team to trips, he had quite a rye sense of humour but always challenged us to go that little bit extra further, which was quite good, other than that no one really stands out in secondary school as someone I would like to emulate, ummm Mr _____, he was the economics teacher who said to my mum at a parent teacher interview that _____ (interviewee's name) should be taken out behind the pool shed and beat with a PVC piping to get him to do his work, which was quite good, ummm as he did it in a way that was not malicious, as I think about Mr _____ my English teacher, he said that _____ (interviewee's name) needs to read more books, and my mother said he is always reading books, are you talking about the right person, it was apparent that he didn't really know the students that were in his classroom, ummm yeah, there was no challenging to make you go further, it was just literally churning you out, I, I think that was a key difference

- 204 Alright, is this how you see yourself as a teacher?
- 205 Yeap, yes, I would encourage my students to take risks, but in a supportive manner, ummm, I would challenge them everyday on what it is that they are doing to enhance their own learning, what are the implications for the classroom, I wouldn't mind having someone critique me, that is what you need to help you get better, ummm visionary, yeap definitely, I am the kind of person that is always trying to push things forward, ummm and I am always asking questions myself so I would want my students to do the same, ummm, and you can't do this with a dead pan face all the time, ummm visionary, yeah, calculated risk taker, yeap, definitely, prepared to step outside the square, that is what I would want my students to do as well, I want them to be critical and engaged thinkers, and if they are critical and engaged thinkers then they will take the other students forward,
- 229 As primary was such a good experience and secondary was more about churning students out (yeah), is that any reason why you are going into primary teaching?
- 232 Ummm, I went into primary teaching almost by default, ummm I, I started doing law and my grades were relatively good but ummm I just didn't get in with an A- average do I proceeded doing papers in the subjects I found interesting, History, Philosophy, Politics, Education and I was coaching swimming all the way through and someone said to me why not go into teaching, have you ever considered it, and for some reason it was career highlighted and now I am going into it, ummm I am quite passionate about it and quite enthusiastic and ummm, pleased that I am going to do it
- 248 Questions on interview and research topic
- 256 End of interview

Interview William – undergraduate primary traditional male

Tape Transcript

- 000 Begin the interview
- 001 Now in your questionnaire, you said your primary school experience was positive and that it was like being in a family and that I had experiences in primary mainly at a small rural school where everyone knew everyone else, it was very intimate (yes), so how did that small school make it feel like in a family?
- 006 It made it in a family in as much as there were twenty-two kids and that was a full primary ages five right up to twelve, (uh hmmm) and in that sense it was very much like you knew every single person there, it was a small rural community so everyone's family knew everyone else's family, and it was just like a big family, you would know what was happening with so and so's dad and there would be you know, when so and so was having an affair with someone else, or ummm, or if there were any ever discipline issues in school the whole community knew about it, and the school was pretty much the centre of the community
- 014 Okay because you said it should have been on a team with the description that ideally you would have more students so you could meet more people with the flipside that this means the same level of inter-parental contact may be lacking (yeah), how do you see school should be more of the team side than the family side?
- 018 Yeah, I kind of think for me that ummm, I, I really appreciated having that family dies of it as there was never any bullying at school for me I never experienced it, I never knew anyone who did, the school was so tiny, there was very much like that family thing, but on the flipside I also think ummm, that, that it creates a particularly, it doesn't create a particularly, it doesn't create a very useful model for understanding the world in as much as you have a family at home so you don't necessarily need a family at school as much as you need to learn to interact with a variety of people and not necessarily they are all going to be committed to you in the real world, you know (uh hmmm) you are going to be regardless how small your primary school it, you are going to be entering into all these spheres, ultimately in a work sense it is probably going to be a large work place or a secondary school where there is going to be a lot more people and for me I think I would have preferred that team sense more I, I mean I, I can say that I think ideally one should grow up in a bigger school where there was that sense of team because for me this maybe just because I never had it, I would find it hard to imagine how you would have that sense of family in a larger school, maybe you would get that in a smaller classroom but my sense of family, you know the whole school, you knew where they lived, you would come over to their house, and you know, if there was a birthday party the whole went to it, that sort of thing (uh hmmm) that was a very particular kind of situation, but maybe at a t larger

- primary school people have that experience in their class or their homeroom situation but ummm
- 040 Okay because you said your secondary was also positive (hmmm), that it was on that team with the description that secondary was much larger, although I had many friends, we were always interacting with new people, much in the same way you would in a large workplace, so that explains the reason why it was and you said it should have been on that team (yeah, definitely) and you should be acknowledged, connected, productive, you had a role to play and essentially you were supported, (yeah) why should that secondary have been on that team as well primary?
- 048 Oh I think ummm, the team, I like that team sense because when you are on a team, you have a role and you are empowered, whereas when you are in the family that sort of competitive family, think like but I think that team environment is much better, whereas you have a particular role to play in that team, you are there to learn, help other people to get as much out of this as possible, to ummm get a certain level of responsibility I think, and you are not given so much the freedom of family where it is the unconditional you know, love think but I think in a family thing I think, where you end of becoming you know in a family you can get away with a little bit more when in a team situation people are relying on you and you are relying on them and that encourages more responsibility and ultimately that also is good for your sense of empowerment and ummm and purpose, I think it gives you a good sense of purpose,
- 060 Okay are primary and secondary the same where one is the continuation of the other or different, as you said both should be that team?
- 062 Yeah, I ummm, wonder, that is a really good point, yeah I think maybe, because I went to a full primary as well, there was such a large age band and I think that when you start like that, in the beginning years of primary I think it is important to have that much, sense of you can make a mistake every now and then you know, it is not going to be, not going to be the end of the world and then where as you get older I think it is important to have that sense of responsibility, you know where it kind of recognises the changes in development that you go through, (uh hmmm) and also gives you the ability to make decisions and make choices in a way, I do think that you know team was going to be much more for me in a secondary school, more so than it does in the early primary but also in the later primary years, you know those intermediate ages and then that team thing is more important again,
- 075 Okay because after that you talk about your ideal student, you say an ideal student is someone who strives for distant goals, is considerate, affectionate and receptive to others' ideas, has a desire to excel, is spirited in disagreement is altruistic and does work on time (uh hmmm), how are these the ideal student?
- 079 Ummm, these are the ideal student for me in as much as I want someone I want a student who has a sense of purpose, has a sense of desire and is going to be

- motivate to do work and to learn, in as much as that is something that is created with the teacher, and I, I do have that sense as well that I do want that not to be the sole purpose I want someone who is in that spirit of team, ummm, in that spirit of teamwork is going to be altruistic and is going to be able to help their other team mates to do the best that they can so there is the sense of, of ummm, yeah interdependency and that fact we are all in this together and those things are there and ummm, but I also think it is important to have that sense of ummm, I think you should be part of the team but have a sense of self, I don't think they should be mutually exclusive, and I think you can cover that in good characteristics that enable them to draw other people along with them and things like that (uh hmmm)
- 094 Okay if that is the student, this is how you described you sense of teaching, teaching is a dance that involves working co-operatively with your partner to get them gracefully to the other side of the ballroom of life with the explanation that that is to say, there can be many ways to input learning for me, the biggest component involves checking in, evaluating the modality and method of introduction, altering or modifying it if I need to, either way of teaching like dancing can be fun, exhilarating, dynamic, enlightening and tiring, frustrating and embarrassing, how is this teaching for you?
- 104 I like the analogy of teaching like dancing because you know you have sort of given us these gorgeous quotes and sort of thought like teaching is like dancing, you know it is like a dance, working with someone and checking in with someone to move them gracefully across and through the dance floor to the other side and ummm, where which hopefully you will find it enjoyable and not, but at the same time it can happen perfectly, and seamlessly and at other times you are left foot and there is a total clash and it is just tiring and frustrating and why won't you go here that kind of thing, ummm
- 115 Okay, alright because if that is the way you see teaching that leads to the way you see the ideal teacher, the ideal teacher is someone who is energetic, industrious, curious and has independent judgement, someone who does work on time, is visionary, thorough and is emotionally sensitive, how do these make the ideal teacher?
- 119 I, for me they make the ideal teacher because teaching requires a lot of energy, I think it requires the overall commitment to getting that person from that place to the next place and I think that is never an easy task and thinking up skills that allow them to do it and ummm, and ummm ultimately and be able to do it more effectively so that it becomes easier, but I think it requires curiosity of about new ways to doing things, that curiosity about a person and how this is going to affect them and of course I sort of think independent judgement in terms of often being able to step back and look at where they are and review the criteria to assess whether we are really going the right way and what is happening is in fact what should be

happening, and it might not, it might be more about having to go outside the square, yeah I hate that phrase (yes but it is a very good analogy as everyone now has a good understanding of what it means),

135 Yeah, so there can be that sense of having to do and when I think about that it and when I say does work on time I think that it is really important, I feel that if I am going to expect that from my students then they should expect that from me as well, and I think that is fair, and , and, umm I think that helps to create that sense of contact and connectedness, you know, that idea that they actually want o get on a working team, where we are all working together towards a particular purpose ummm, and I want I want to be the person who is emotionally sensitive to students as to what they are bringing into the classroom and that is going to play a role in how they work on the team concept as well

150 Did you have teachers who were like this?

150 Yeah, I was really fortunate to have a some teachers who were like that and of course I has some teachers were completely different from that,

152 Who did you have that was like this?

152 My ummm, my form 2 teacher was like that (how?) she was incredibly, she was incredibly committed to us, she worked really hard for us, she gave us a lot of homework, but in a way that was really about more than getting us from point a to point b, I mean I learned so much in her class it was phenomenal, she always demanded that we get work in on time and she returned it back as well on time, so that sense, ummm also if there was every any problem or issue she was also incredibly present and umm she offered ideas she gave a lot of feedback, I see that feedback as really important, she also ummm, developed a she used a lot of different structures with us to get us interested in things, like we had time on the computers to do things and she managed to break up the day well, and yeah in that sense there was this real industriousness, she ummm, she also umm, cultivated a think a relationship with us where she ummm, in addition to be a teacher you could approach her as being a friend as well, there was a kind of she had a genuine interest in us as a person, ummm

175 Okay was she the only person who was like this?

175 She wasn't, at primary school there was, I did have an amazing early, early primary school teacher, who ummm was incredibly industrious and really umm she was lovely and funny and always did stuff and at secondary school I was fortunate enough to have ummm, one amazing English teacher who was a new teacher and ummm, she sort of had that attitude where everything could be done and she really would go out of her way to give us good feedback and to try new things and always was having us give new stuff a go and ummm, she, she worked hard at her lesson plans and produced a really sort of interesting way of approaching things, equally she was very, very she was very kind and very on the same level as us,

- 192 I had another really good secondary teacher at school, who was she wasn't so much the friend this is really interesting she was much more the domineering kind of umm teacher where she would sort of make us do certain things, (and she was still good?) still good, it was really interesting, she was definitely good for me in so much as she, you know I said I went to a really kind of cuddly primary school and then she was, this is interesting as she sort of bucked that trend and I think it was , she decided that with us this is what she was going to do and she felt it was important, because her style of teaching was so different to the other styles of teaching there, it gave it us a good sense that she had independent judgement and what was important to her was what we were going to be doing
- 206 Alright, how were some of those teachers who weren't like this?
- 207 Those teachers were dispassionate, they were, they weren't energetic, my good teachers were energetic, when you have got that energy it is hard to find fault because ultimately they have got passion, they have really have that sense that what they are doing is right it is important (uh hmmm), teachers who weren't like that did not have that sense of passion and did not have sense of energy they didn't they seemed to be going through the motion they didn't seem to be able to deal with you as an individual as much as you were just person thirteen in a class of thirty, that kind of thing, they weren't really going to go out of their way to do it, they didn't seemed to be very excited to be there and there was nothing new or exciting, it,
- 221 it really struck me when I thought about going into teaching myself how lucky I was to have had some teachers and how, how much better it could have been with the other teachers,
- 224 Okay, speaking of that, is this how you would see yourself as a teacher?
- 225 Ummm, when I was thinking of going into teaching, I would like to think that is how I would be, I ummm, I am not sure if I am able to call myself visionary, although I did go to school in drag once [laugh], I think that might have been more a vision than visionary, ummm, but no, I think, I think those are most of the ways I would want to see myself, (uh hmmm) and I want to check in with student to make sure they know I know how they are doing, I think that would be really important,
- 234 Alright so why do you want to go into primary teaching?
- 235 My desire to go into primary teaching was due to the fact that I really enjoy teaching and I really enjoy people learning stuff and I find I have a lot of skills that are considered inter-personal interaction and I really enjoy being able to watch people learn and enjoyment is the main reason I want to do it, its is exciting and it is fun I see it as a unique form of problem solving. And I like it, I like debating I like finding new ways of doing things especially when those new ways help other people and that is the way I see teaching and my teaching, ummm
- 249 Questions on interview and research topic
- 263 End of interview

Interview Ella – undergraduate secondary traditional female

Tape Transcript

- 000 Begin the interview
- 001 Now in your questionnaire, you said your primary school experience was positive and that it was like being in a family by saying that you were cosy, lots of play, lots of success and you were safe, how was primary school safe?
- 004 Safe means that I remember not having any anxieties (uh hmmm), around learning or school or teachers or everything really
- 006 Okay, because you said was positive, but described it as being at a party because you enjoyed your lessons, your peers, your teachers, your extra-curricular, your sports, camps it was easy and fun, why was secondary at a party?
- 010 Oh, I remember it a lot more, I don't actually remember primary so much, it is sort of like being at primary school was, ahhh, I, I was a lot shier, ummm whereas at secondary school it was almost like coming out of your shell, being somebody ummm, being, very, I just remember it being very lively, enjoyed going to school, up until the very, the last forms
- 017 Okay, because you said primary school should have been in that family basically for the same reasons, basically the fact that it was cosy and safe and that is the way it should be but you don't really remember much from primary.
- 020 Uh huh
- 020 Whereas in secondary you changed it say that it should have been more relevant right through to the 7th form with the explanation that I majorly lost interest in secondary school about the 6th form, grew out of it, fell in love, school didn't grow with me, abandoned me, could have been so much more, (yeap), how could secondary have been so much more it, it was coming out of your shell, was lively and you did enjoy it?
- 027 Ummm, the, the last year was completely different from the first years (uh hmmm), and I think it was because I think I grew, I suddenly grew out of high school in my 6th form year, and I think that, that last year at high school could have prepared me a, a lot more better for doing other things with my life
- 032 So how did you out grow it?
- 032 Ummm, well, it was still to, I ended up leaving at the beginning of the 7th form and it deteriorated in the 6th form, I think I felt like I was it, it was it had to many rules and regulations, treating us like children and I, I felt like I was, wanted to move on, more independent, more autonomy, more ummm, I, I think I needed more to be treated like an adult rather that a child still, we had lots of responsibilities but it was like we had no rights (uh hmmm)
- 040 Okay, because that leads into, what you described as an ideal student, the ideal student was industrious, curious, has a sense of humour, is willing to take a risk, has

- independent thinking, is receptive to others' ideas, persistent and considerate, how do these make the ideal student?
- 044 Ummm, [long pause] how do they make the ideal student, ummm, I guess it is someone who is autonomous, ummm, that, that this will allow them to be independent not spoon feeding but laps up, laps up the ummm process and the product of your teaching, [pause] ummm that gets inspired, yeah, is not just being an empty vessel waiting to be filled
- 053 Uh hmmm, so what does independent thinking mean to you?
- 054 Someone, someone, a kid that can contribute their own ideas for early on
- 056 Alright, so how does (asks questions), alright so how is the ideal student supposed to be considerate?
- 057 Ummm, of the learning of their classmates (okay), so not being disruptive to other people's learning
- 059 Alright, now if that is the ideal student in the class, you talked about your sense of teaching that you gave a quote, 'in a world gone mad over material desires, you have to alter inner lives, the hierarchy of values and that is the job of the humanities' with the description saying we need to balance our development in the scientific and tech areas with the aesthetic and ethical, how is that teaching for you?
- 065 Ummm, its about always seeing the human dimension, with, with the benefit of the class and the process that comes out of it and not just for the individual, (uh hmmm) that sort of benefit for the class, society or the school it is not just about yourself, teaching, teaching kids that the knowledge that they gain and the skills that they learn, that there is more to life than just accumulation of material and just sort of playing video games and, getting the idea that recognising what they do affects others (ummm, the teachers or the students?) everyone really (alright, both) yeah
- 078 Alright, if that is teaching, this is your idea of the ideal teacher, the teacher who is intuitive, has a sense of humour, is visionary, sincere, industrious, versatile, has a sense of beauty and is willing to take a risk, how do these make the ideal teacher?
- 082 Ummm, its about creating a whole person (uh hmmm), not just that vessel to be filled but being ummm, its growing, growing the whole child rather than filling their mind with a whole lot of skills and processes and a whole lot of shit
- 089 So how is a teacher supposed to have sense of beauty?
- 090 Ummm, [pause], getting kids to appreciate ummm, it is not about presentation, I don't mean about presentation, it's ummm, I guess it is about them taking the time to stop and smell the flowers (uh hmmm)
- 094 Alright, is this how you were taught in school?
- 095 [pause], pretty much, ummm, I think in social studies and topics like that, I mean we had this English teacher that was very, ummm, I suppose in those humanities or arts type ummm, subjects are easier to, to bring up aestheticism but [pause] ummm, yeah I don't think enough was put into myself, to personal development (uh hmmm)

- 105 Is this how you see yourself as a teacher?
- 105 I don't know, I think in secondary school in particular they are at a very vulnerable age group and they need more than just to be taught a curriculum, ummm
- 108 How, or in what way?
- 108 Ummm, [pause] how do you mean (how do you teach them more than just the curriculum? What would you teach them?) ummm, I guess its having them learn to understand themselves and why they think or behave in that particular time in their life, (uh hmmm) so obviously you have got different curriculum units you have got to teach, I mean that is just life but there needs to be an extra dimension in there somewhere, and I think that, that maybe that is what was missing when I was in high school, and is probably still missing for a lot of kids actually
- 120 You talked about this English teacher and possibly the other humanities teachers, how were they like this ideal teacher or were they different?
- 122 Actually, they probably were a bit like this, particularly the English teacher (in what ways?) ummm, she just had a different perspective on life, it wasn't, it was, yeah I guess it was just about treating us a person, and a, being stimulated by her as a person, (uh hmmm), [pause] in not only her subject area but yeah,
- 130 Did you have teachers who weren't like this?
- 130 Yeah, [pause], (in what ways?) ummm, just getting in there and teaching the subject and not forming any relationships, yeah, not creating relationships with the students, maybe they were to scared to, I mean you go into classrooms these days I mean you can see why some teachers would get scared [laughs] yeah especially if you go into a class and some of the students are as tall or bigger than you are) yeah, and not being able to see the connections between things, or have connections with them, which is so important as an adolescent, good teachers make connections, personal connections with their students, (primary or secondary?) well its just common sense for those who can, yeah so that is just part of the real world and my role as a teacher
- 144 So why go into secondary school teaching?
- 144 Well I want to move around different school and as I had ummm, a choice I want to go into guidance networks in schools and ummm that is more secondary school than primary [pause] and I think secondary would be more challenging to me personally and be ummm, you can make or break them so easily, you can make them so easily, you can make them more easily if you create relationships with them (uh hmmm) and the more that ummm, they are more mature in the secondary system really, ummm, I think you have got to recognise that in particular really, there are so much more mature and have their own idea of the world and experiences
- 159 It is amazing the difference between kids now and when I was their age twenty years ago

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- 159 I know, they have so much more exposure it is scary, when you look at those surveys they have given to young males and their access to violence and sexual video games and play stations it is just horrific and they need, they have got to be able to discuss that stuff, and knowing that it is not okay (tangent onto media)
- 179 End of interview

Interview Alex – undergraduate primary traditional male

Tape Transcript

- 000 Begin the interview
- 001 Now in your questionnaire, you said your primary school experience was mixed because you attended several schools in primary as you moved around a lot, (yeah), how was it still like being in a family?
- 004 Ummm, it was still in a family as that is what I thought all families were like until I was about 12, it wasn't till then that my best friend told me my family was not normal, I mean I went to four schools in the fourth grade alone as every time my mother broke up with a boyfriend or husband we moved cities and sometimes even to new states (you grew up in America?) yes, so this was what I thought was normal for families so you moved in, made friends and then prepared to move on, so not really negative nor positive it was just there
- 018 Okay, ummm, you said your overall secondary school experience was positive but in a clique, how was secondary school in a clique?
- 021 I went to what I describe as a country club high school, we were all white, upper middle-class and the honour society was the in crowd, I mean we were state champions in tennis, golf and women's swimming forever, I had friends who drove Porsches, Mercedes and even a Ferrari to school, I drove a BMW, (uh hmmm) so it was very much the right clothes, the right hair, the right everything to stay in the clique, and even though I do not want to talk to any of those people again, ummm at the time it was positive as I was in the right group, I did have friends and I did have fun and I did enjoy it but that was more to be in a peer group, I have to admit I was a total fake in school no one really knew me (tangent onto teenagers who conform to norms)
- 033 You said the same thing for primary and secondary should have been like safe in a family that works together on a team (yes), how so?
- 035 Well really I guess it is just trying to get the best out of both a family and a team, safe in the family where you can be yourself and working together as a team so everyone gets the most out of it, ummm, [pause] pretty much the whole is greater than the sum of the parts, kind of thing
- 046 Well moving from what it was like being in school, you described what it was like for your sense of teaching, that it is helping, guiding, being there, actually caring because you remembered those teachers who actually wanted you in the room and made you feel welcomed and wanted and that is what you want to do for you students, how is teaching guiding/helping/or caring?
- 050 Let's see, what I guess I was getting at was you can take a horse to the trough but you can't make it drink, all you can do is get it there and give it everything it needs up to a certain point but then it becomes the horse's decision whether it drinks or not,

so like with students, teaching is not just standing in front of the room like a fountain of knowledge just spewing it out, ummm, you can only help them along the way and guide them and give them the opportunities and then it ultimately comes down to them but if they know you care and want o help and be there to help then it just makes it easier

071 Alright, because if that is your sense of teaching this is how you described your ideal student, a student how is determined, persistent, willing to take a risk, desire to excel, independent thinking, receptive to other's ideas, adventurous and has a sense of humour, how do these make the ideal student?

076 I was looking at those to see how I would like my students to be in class, what characteristics would make a great class, I remember those students who did well in my school and what they were like and how looking back I wish I had been, (uh hmmm) so those are the characteristics that will have them get the most out of school, (how so?) well determined and persistent mean they don't give up, it is going to be hard sometimes but give it a go which goes with willing to take a risk and adventurous, thinking about it now it would also make the class a great class to teach as you could set the bar quite high and what them strive for success (uh hmmm) so I guess desire to excel also ties in with that, this list looks pretty much outcome driven now that I think about it

095 Okay, so what does independent thinking mean for you?

096 A student who can think for him or herself and not have to be told what it is or where the information is or what to do, a student who is confident enough in their own abilities to give it a go and when they need help know what to ask and who to ask, I mean a student who thinks about it and then goes for it vice the student who just says I can't do it so I won't even try to do it, so just tell me or let me skip it

106 Was this you as a student?

106 Not really, I was some of those as I was a hard worker and did well in school but not things like willing to take a risk, not really as I was always very conscious of what would others think, that whole cliquish thing again

111 Okay so how should the ideal student or why should the ideal student have a sense of humour?

112 Oh god just to make it fun in class, I mean some of the things that went on in class when I was a student could have gone either way if the teachers did not have a sense of humour, I mean especially in high school we were so immature and the silliest things could set us off and derail the class and if the teacher did not have a sense of humour then the class could be a nightmare, [pause] (so why should students have one?), oh right, ummm if the teacher has one then it would also help the students as teachers are going to have bad days or make mistakes or things will happen in class and if everyone can just have a laugh every now and then it makes

it so much easier and relaxed, you can't laugh if you are tense or worried, laughing lets you relax and ummm, yeah

136 Because if that is your idea of the ideal student, you had your ideal teacher as someone who does work on time, healthy, sincere, receptive to other's ideas, industrious, thorough, energetic and intuitive, how do these make the ideal teacher?

141 Do you want me to go through them one by one? (fine), okay ummm the first one was (does work on time), does work on time, yeah, I remember teachers who would take assignments and then never give them back or would take ages and we would never know how well we did or who was doing better and that really pissed me off, if they are going to make us do the work in a time-frame then they should give it back in a time frame as well, it is only setting a good example and being a good role model, kids watch the adults around them and will pick up anything that serves their point of view, so yeah setting the example here is what I was going for, and then

157 healthy is more for the teacher to be there day to day and I know this sounds petty or such but really kids want the same teacher to be there as it might be the only consistent thing in their lives and a healthy teacher shows this to their class so not being grumpy, or narky because not feeling well and taking it out on the class, ummm, healthy in mental side as well as there are some real weirdos out there how should be in a home rather than a class (uh hmmm) so I was thinking healthy all around not just physical, but mental and emotionally as well, emotionally is important for me as I am going into primary and kids can still get upset and cry in class or have tantrums and I have to be ready to handle their emotions as well as mine

170 sincere and intuitive I think would go hand in hand as you need to pay attention to what is going on and I don't mean just the physical side of what is going on, you have to know what is going on in their heads and hearts, kids want to know you care and want to know you want them there and are ready and willing to listen, that is hard sometimes but you have to sometimes just shut up and listen to what they are saying, I mean I have nephews and nieces and when they are upset they had a very narrow point of view and if you are not in it then why bother, you have to listen to what they say and work from their point but still be the adult so intuitive is see the bigger picture and remember, I would have added that if given more spaces, cause you have to remember what happened, so yeah then

182 thorough and energetic would go together as well, really a lot to these are in pairs, but teachers have a lot of work to do and that is not just standing up in front of the class, you have to have everything ready for the class and then there are parents and other teachers and your own life so yeah, you need to have energy to get through it, ummm, as I said about my nieces and nephews that just one day with three of them and you are out of it, so what is it like with thirty

197 receptive to new ideas, is more to do with the other teachers around you as you have the idea of what you want to do in class and with this lesson but what if one or

two or god forbid they all don't get what you are doing or trying to do and you have no other ideas, you are not alone in the classroom let alone in the school and you can get great ideas from other teachers and even from the students themselves, kids teach each other all the time how to do things and if they can teach each other it makes it easier on you and you know they got it, ummm, receptive to ideas is just realising you don't know everything and you will need help and if you are willing to seek it and, I guess it goes back to the role model thing again, if the students know you as the teacher need help then they should be willing to seek it as well, yeah so going back to the walk the walk and talk the talk and set the example

223 what was the last one? (industrious), ummm industrious, I guess that should have gone with energetic as it is kind of the same thing, ummm, (in what way?) well you have to be industrious to be a teacher and I am talking primary here as we teach everything, I mean we have the same class everyday all day, I can't see how anyone would want to be secondary as they teach the same lesson over and over and over again to new students each lesson, so as primary we teach English, Maths, Science, Social Studies, Arts, PE, Health, and then there is Music, Road Safety, Pool Safety and everything else that comes up in the year or at the whim of the Department of Education so you have to be able to cover all the bases and get the materials and then there is the classroom that needs to be decorated and made fresh and interesting and lively and I would have put persistent in there as well as it would be persistently industrious, persistently energetic, sincere being and persistent just seems to cover all the things that a teacher has to do besides just teach and that alone needs an persistent teacher because some students will not understand, I am really just running off at the mouth here, is this okay? (fine, this is what I want, you thoughts and opinions)

258 I think I covered all eight of them (yes) so I guess that is what I think a teacher should be

259 Was this how you were taught as a student?

259 Yes by three of my teachers, I mean I really sat down and thought about who I had in the past and why they were great teachers (how were they great?) they did all this and more, they were great (for example?) one teacher Mrs ____ in fifth grade I actually kissed goodbye one day as I felt as if she was my grandmother, I just felt so comfortable in her class and felt so warm and welcomed it was like being at home, or at what my home should have been, I felt more comfortable in her class than I did at home, she was warm, friendly, caring, loving, sincere, she was great, if I could have I would have gone home with her and been in her family, she was great (what about the other two?) yes they were just all-round great teachers, they knew their stuff and as these were in high school they had lots of student be they knew my name and what I was doing, they knew who I was and made me feel like I was part of their world, I wasn't just a student and they weren't just a teacher to teach, I felt

- they wanted to be there and they made sure I knew it (how?) I can't really say, they just made me feel wanted and welcome I guess by they way the acted and they way they treated everyone, it wasn't just me,
- 284 everyone thought Mrs ____ was probably the best teacher in the whole world, she was tough and gave no ground on any assignment, it was her way or out the door but we worked our butts off for her and loved every minute of it, I never worked so hard in my life, we had all these fantastic projects to do and really had to work as a team to get most of them done, so yeah she was great in making us work as a team and making us realise we needed each other as she set the foundation then made us do everything else and put in suggestions here and there as needed, she was really sneaky in that regard cause now thinking about it, she really helped us out along the way but made us think we were doing it all on our own, I am rambling again (keep going? What about the third?),
- 302 Mr ____, he knew his stuff and made us think for ourselves, I remember one project where he set up the experiment and we were to discover the inside of a box without opening it, and at the end of the experiment he took the boxes away and never told us whether we were right or wrong, as scientist don't have the advantage of being god and knowing the answer all the time but did we believe our answers were right and how could we defend our answers, it was brilliant, we really had to think about what we did and what our actions resulted in and how it works in science, I loved it even if it was so damn frustrating never knowing the final answer
- 319 That is those three positive teachers what about teachers who were the opposite?
- 320 Oh there had to be some but why bother remembering those, I mean they would have been some chalk and talk sone in the past but I don't really remember any that stick out, I mean I was never beaten or made to stand in the rain kind of punishment so nothing majorly horrific stands out
- 326 Is this how you see yourself as a teacher?
- 327 I would love for any of the three I talked about to see me in the classroom and say I was doing a good job and I was making a difference, I would hope to be like those teachers but I probably won't be at the start, but I should be like them in enthusiasm and sincerity and commitment but the techniques and style might take some practice, all three of those teachers had been teaching for years, they were not dry and dusty with age they were fantastic
- 336 Final questions on interview and research study
- 326 End of interview

Explanations of Data Manipulation and Statistical Analysis using SPSS

1. Recoding of Survey Instrument Part 6: Ideal Student and Ideal Teacher

In order to analysis the frequency count of ideal characteristics selected, they were first quantised. In SPSS (version 10.0) this procedure was accomplished for each of the 62 ideal student and 62 ideal teacher characteristics individually using the following sequence of steps.

Transform

Count

type in 'target variable' name, such as student1, teach62
move the reported responses into Numeric/Variable box

Define variable

Value = 1

Continue

OK

This generated 62 new variables for ideal student (characteristics 1 – 62, see part 6, Appendix B) and 62 variables for ideal teacher. For each respondents' set of 62 characteristics for both ideal student and ideal teacher, there were only eight variables labelled '1' and the remaining unselected characteristics labelled '0'. This then facilitated using frequency counts to determine how many participants selected each characteristic as ideal.

2. Frequency Counts

Analyse**Descriptive Statistics****Frequency Count**

move all teacher characteristic variables (teach1 – teach62) in variable box

OK

This produced a summary table containing all 62 variables and the number of cases counted for each variable. For the sample population number of cases was 354 for each variable as no blanks were recorded on any survey instrument. In addition to the summary table, each variable was presented in its own table with the number of cases counted as '0' and '1'. It was these frequency counts that were used to generate Appendix X and Y reported data.

3. Variance

Variance is the dispersion of data around the mean. It is of interest as there may be no difference in mean scores but a notable difference in variability of the scores. This was computed in two ways, initially for the frequency count then again as part of the reliability coefficients. In SPSS this was initially accomplished by highlighting the appropriate boxes for the SPSS processor to measure the variance of the selected data. In addition to variance, the skewness and kurtosis of the data was also requested as this provided descriptive information about the symmetry and shape of the distribution of the data.

Analyse**Descriptive Statistics****Frequency Count**

move the variables into the variable box (pri_was, sec_was, pri_shb, sec_shb)

Statistics

highlight 'variance', 'skewness' and 'kurtosis'

Continue

OK

A summary table is produced indicating the variance for each variable, the skewness and standard error of skewness, kurtosis and standard error of kurtosis. For example:

Statistics

		Pri was	Sec Was	Pri SHB	Sec SHB
N	Valid	354	354	354	354
	Missing	0	0	0	0
Variance		12.73	12.90	11.81	13.61
Skewness		.820	.408	1.695	1.298
Std. Error of Skewness		.130	.130	.130	.130
Kurtosis		-.889	-1.394	1.162	-.139
Std. Error of Kurtosis		.259	.259	.259	.259

Skewness and Kurtosis are acceptable when values lie between -2 and +2, indicating an acceptable distribution of the data.

4. Chi-square

Chi-square is a test to determine whether or not two different samples are different enough in some variable that the researcher can generalise from the sample that the population from which the samples were taken is also different in the characteristics. SPSS allows for this to be measured as follows:

Analyse

Nonparametric Tests

Chi-Square

move the four variables into the variable box

OK

The following is an example of the generated statistics for the chi-square test on the study's sample population reporting their overall primary school experience was:

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Overallpri	354	1.71	1.12	1	4

Chi-Square Test

Frequencies

Overallpri

	Observed N	Expected N	Residual
positive	231	88.5	142.5
neutral	52	88.5	-36.5
negative	15	88.5	-73.5
mixed	56	88.5	-32.5
Total	354		

Test Statistics

	Overallpri
Chi-Square ^a	317.480
df	3
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 88.5.

Using this chi-square result, the critical value for chi-square is determined by first selecting the probability of error threshold ($p < .001$) and cross-referencing that against the degrees of freedom ($df = 3$). If the chi square value is larger than the critical value, the data present a statistically

significant relationship between the variables. In the above example, a chi-square of 317.480 with 3 degrees of freedom exceeds the 16.266 critical value (Cohen et al, 2000) indicating that the sample population's description of how they reported their primary school experience holds statistical significance.

5. Reliability Coefficients – Cronbach's Alpha

Reliability coefficients on variables enable the researcher to determine how much error is in each set of scores. Coefficients greater than 0.7 indicate a strong correlation between the variables. In SPSS this is calculated as follows:

Analyse

Scale

Reliability Analysis

move four variables into variable box

Statistics

highlight variance and F test for ANOVA

OK

The following is the output for the sample population

```
***** Method 2 (covariance matrix) will be used for this analysis
*****
```

```
REL I A B I L I T Y   A N A L Y S I S   -   S C A L E   ( A L P H
A)
```

```
      N of Cases =          354.0
```

Item	Variance	Mean	Minimum	Maximum	Range	Max/Min
	12.7622	11.8092	13.6050	1.7958	1.1521	.5464

Analysis of Variance

Source of Variation Prob.	Sum of Sq.	DF	Mean Square	F
Between People	10268.0169	353	29.0879	
Within People	8483.0000	1062	7.9878	
Between Measures	730.8475	3	243.6158	
33.2797 .0000				
Residual	7752.1525	1059	7.3203	
Total	18751.0169	1415	13.2516	
Grand Mean	3.9407			

Reliability Coefficients 4 items

Alpha = .7483 Standardized item alpha = .7490

Alpha = .7483, F-test = 33.2797 with significance p less than 0.0000
indicates a strong correlation.

Sample Population Summary Statistics

UG PG

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undergrad	148	41.8	41.8	41.8
	Postgrad	206	58.2	58.2	100.0
	Total	354	100.0	100.0	

Oz Kiwi

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Oz	146	41.2	41.2	41.2
	Kiwi	208	58.8	58.8	100.0
	Total	354	100.0	100.0	

Pri/Sec

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary	164	46.3	46.3	46.3
	Secondary	190	53.7	53.7	100.0
	Total	354	100.0	100.0	

Male Female

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	266	75.1	75.1	75.1
	Male	88	24.9	24.9	100.0
	Total	354	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under 22	140	39.5	39.5	39.5
	22-30	120	33.9	33.9	73.4
	31-45	81	22.9	22.9	96.3
	over 45	13	3.7	3.7	100.0
	Total	354	100.0	100.0	

Trad NonTrad

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Traditional	140	39.5	39.5	39.5
	2	214	60.5	60.5	100.0
	Total	354	100.0	100.0	

Overallpri

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	positive	231	65.3	65.3	65.3
	neutral	52	14.7	14.7	79.9
	negative	15	4.2	4.2	84.2
	mixed	56	15.8	15.8	100.0
	Total	354	100.0	100.0	

Overallsec

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	positive	172	48.6	48.6	48.6
	neutral	70	19.8	19.8	68.4
	negative	25	7.1	7.1	75.4
	mixed	87	24.6	24.6	100.0
	Total	354	100.0	100.0	

Pri was

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	127	35.9	35.9	35.9
	Team	63	17.8	17.8	53.7
	Garden	25	7.1	7.1	60.7
	Circus	21	5.9	5.9	66.7
	Prison	7	2.0	2.0	68.6
	Zoo	6	1.7	1.7	70.3
	Stage	12	3.4	3.4	73.7
	Crowd	36	10.2	10.2	83.9
	Factory	12	3.4	3.4	87.3
	Own	11	3.1	3.1	90.4
	Multiple	34	9.6	9.6	100.0
	Total	354	100.0	100.0	

Sec Was

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	61	17.2	17.2	17.2
	Team	106	29.9	29.9	47.2
	Garden	3	.8	.8	48.0
	Circus	14	4.0	4.0	52.0
	Prison	24	6.8	6.8	58.8
	Zoo	10	2.8	2.8	61.6
	Stage	16	4.5	4.5	66.1
	Crowd	43	12.1	12.1	78.2
	Factory	24	6.8	6.8	85.0
	Own	14	4.0	4.0	89.0
	Multiple	39	11.0	11.0	100.0
	Total	354	100.0	100.0	

Pri SHB

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	197	55.6	55.6	55.6
	Team	63	17.8	17.8	73.4
	Garden	26	7.3	7.3	80.8
	Circus	9	2.5	2.5	83.3
	Zoo	1	.3	.3	83.6
	Stage	2	.6	.6	84.2
	Crowd	2	.6	.6	84.7
	Factory	1	.3	.3	85.0
	Own	14	4.0	4.0	89.0
	Multiple	39	11.0	11.0	100.0
	Total	354	100.0	100.0	

Sec SHB

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	80	22.6	22.6	22.6
	Team	180	50.8	50.8	73.4
	Garden	8	2.3	2.3	75.7
	Circus	4	1.1	1.1	76.8
	Zoo	2	.6	.6	77.4
	Stage	5	1.4	1.4	78.8
	Crowd	4	1.1	1.1	79.9
	Factory	2	.6	.6	80.5
	Own	13	3.7	3.7	84.2
	Multiple	56	15.8	15.8	100.0
	Total	354	100.0	100.0	

Average

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.0	10	2.8	2.8	2.8
1.1	10	2.8	2.8	5.6
1.2	17	4.8	4.8	10.5
1.3	18	5.1	5.1	15.5
1.4	28	7.9	7.9	23.4
1.5	20	5.6	5.6	29.1
1.6	27	7.6	7.6	36.7
1.7	23	6.5	6.5	43.2
1.8	31	8.8	8.8	52.0
1.9	26	7.3	7.3	59.3
2.0	46	13.0	13.0	72.3
2.1	30	8.5	8.5	80.8
2.2	21	5.9	5.9	86.7
2.3	21	5.9	5.9	92.7
2.4	10	2.8	2.8	95.5
2.5	3	.8	.8	96.3
2.6	6	1.7	1.7	98.0
2.7	4	1.1	1.1	99.2
2.9	1	.3	.3	99.4
3.1	2	.6	.6	100.0
Total	354	100.0	100.0	

Statistics

	Pri was	Sec Was	Pri SHB	Sec SHB
N Valid	354	354	354	354
Missing	0	0	0	0
Variance	12.73	12.90	11.81	13.61
Skewness	.820	.408	1.695	1.298
Std. Error of Skewness	.130	.130	.130	.130
Kurtosis	-.889	-1.394	1.162	-.139
Std. Error of Kurtosis	.259	.259	.259	.259

Chi-Square Test

Test Statistics

	Pri was	Sec Was	Pri SHB	Sec SHB
Chi-Square ^{a,b}	395.181	274.802	924.588	839.051
df	10	10	9	9
Asymp. Sig.	.000	.000	.000	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 32.2.

b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 35.4.

Reliability

***** Method 1 (space saver) will be used for this analysis *****

***** Method 1 (space saver) will be used for this analysis *****

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H
A)

Analysis of Variance

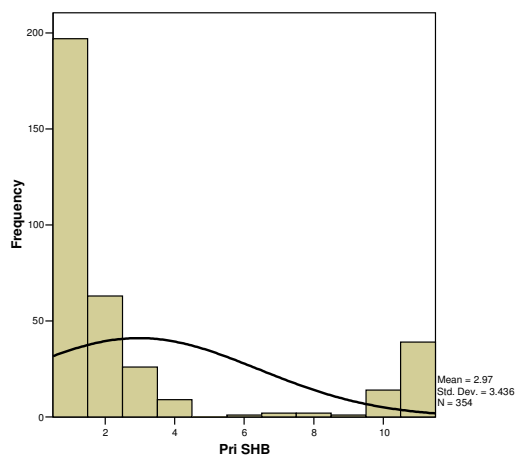
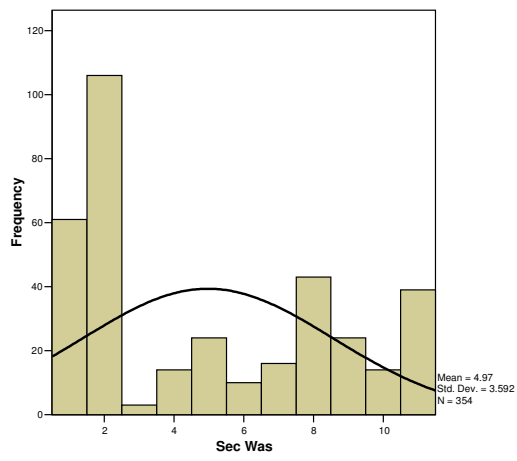
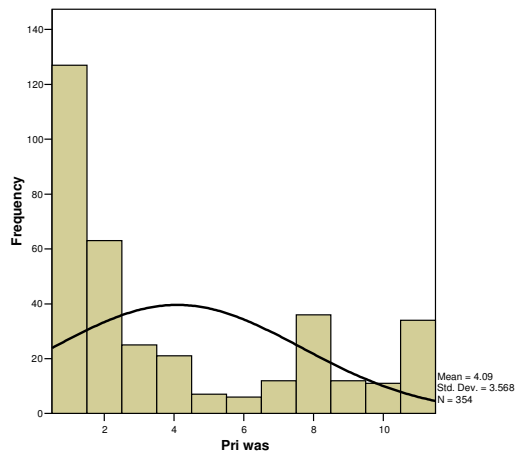
Source of Variation Prob.	Sum of Sq.	DF	Mean Square	F
Between People	10268.0169	353	29.0879	
Within People	8483.0000	1062	7.9878	
Between Measures .0000	730.8475	3	243.6158	33.2797
Residual	7752.1525	1059	7.3203	
Total	18751.0169	1415	13.2516	
Grand Mean	3.9407			

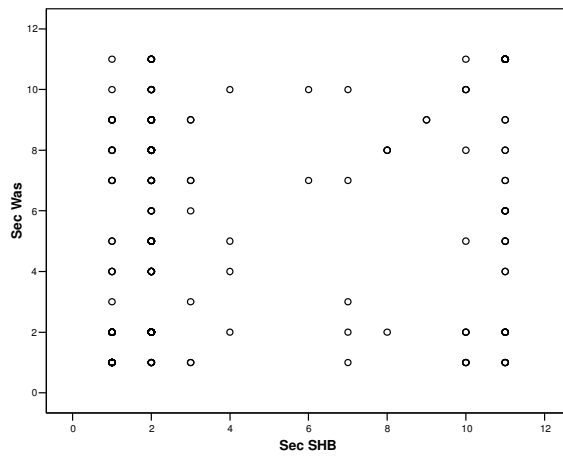
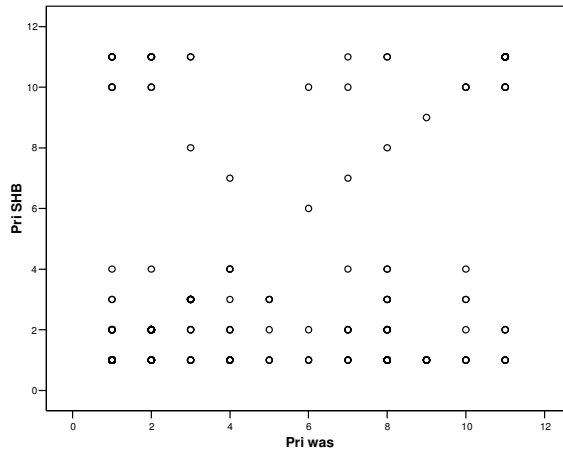
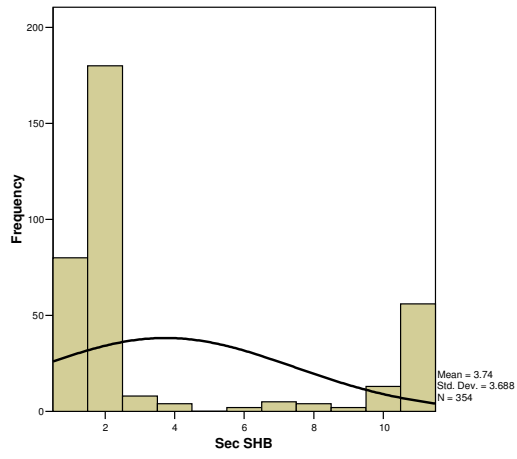
Reliability Coefficients

N of Cases = 354.0

N of Items = 4

Alpha = .7483





Pilot Study Statistics

Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	31	49.2	49.2	49.2
	2	32	50.8	50.8	100.0
	Total	63	100.0	100.0	

Pri/Sec

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	31	49.2	49.2	49.2
	2	32	50.8	50.8	100.0
	Total	63	100.0	100.0	

GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	42	66.7	66.7	66.7
	2	21	33.3	33.3	100.0
	Total	63	100.0	100.0	

AGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	25	39.7	39.7	39.7
	2	14	22.2	22.2	61.9
	3	19	30.2	30.2	92.1
	4	5	7.9	7.9	100.0
	Total	63	100.0	100.0	

OZ_KIWI

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kiwi	27	42.9	42.9	42.9
	Oz	36	57.1	57.1	100.0
	Total	63	100.0	100.0	

Overallpri

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	43	68.3	68.3	68.3
	2	8	12.7	12.7	81.0
	3	2	3.2	3.2	84.1
	4	10	15.9	15.9	100.0
	Total	63	100.0	100.0	

Overallsec

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	28	44.4	44.4	44.4
	2	12	19.0	19.0	63.5
	3	4	6.3	6.3	69.8
	4	18	28.6	28.6	98.4
	8	1	1.6	1.6	100.0
	Total	63	100.0	100.0	

PRI_WAS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	23	36.5	36.5	36.5
	2	7	11.1	11.1	47.6
	3	4	6.3	6.3	54.0
	4	1	1.6	1.6	55.6
	5	1	1.6	1.6	57.1
	6	1	1.6	1.6	58.7
	7	3	4.8	4.8	63.5
	8	5	7.9	7.9	71.4
	9	3	4.8	4.8	76.2
	10	3	4.8	4.8	81.0
	11	12	19.0	19.0	100.0
	Total	63	100.0	100.0	

SEC_WAS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	9	14.3	14.3	14.3
	2	17	27.0	27.0	41.3
	3	2	3.2	3.2	44.4
	4	1	1.6	1.6	46.0
	5	4	6.3	6.3	52.4
	6	1	1.6	1.6	54.0
	7	2	3.2	3.2	57.1
	8	5	7.9	7.9	65.1
	9	6	9.5	9.5	74.6
	10	2	3.2	3.2	77.8
	11	14	22.2	22.2	100.0
	Total	63	100.0	100.0	

PRI_SHB

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	33	52.4	52.4	52.4
	2	11	17.5	17.5	69.8
	3	4	6.3	6.3	76.2
	4	1	1.6	1.6	77.8
	7	2	3.2	3.2	81.0
	10	4	6.3	6.3	87.3
	11	8	12.7	12.7	100.0
	Total	63	100.0	100.0	

SEC_SHB

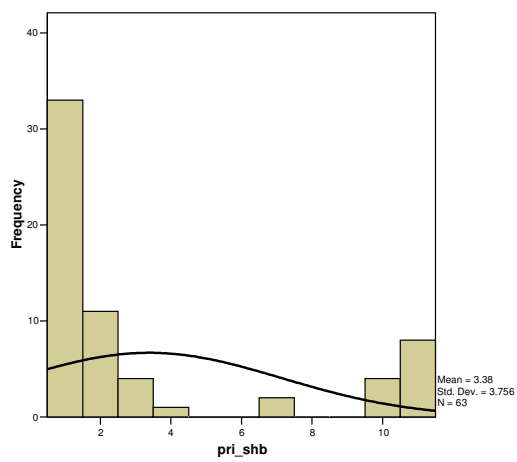
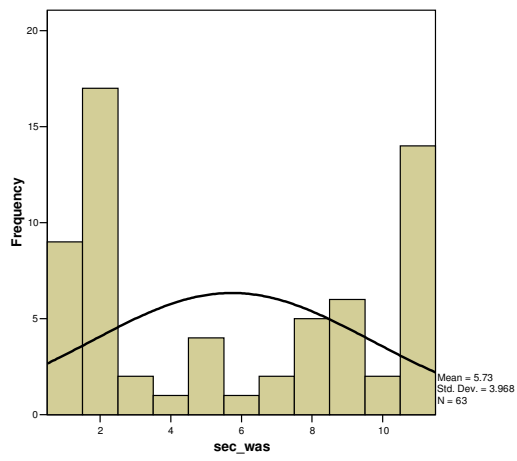
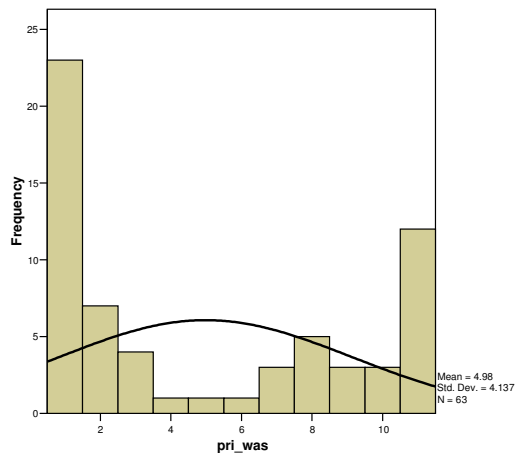
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	12	19.0	19.0	19.0
	2	34	54.0	54.0	73.0
	7	2	3.2	3.2	76.2
	8	1	1.6	1.6	77.8
	10	1	1.6	1.6	79.4
	11	13	20.6	20.6	100.0
	Total	63	100.0	100.0	

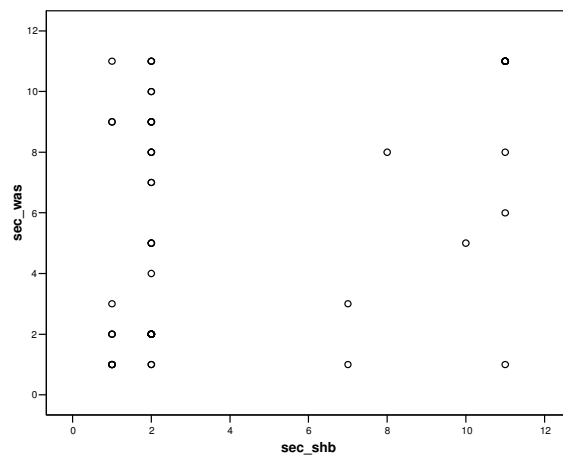
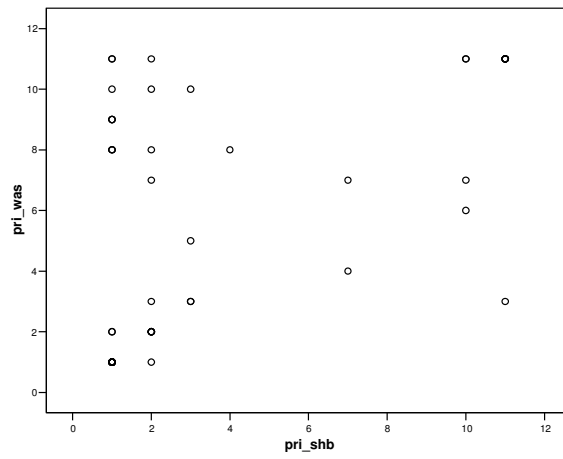
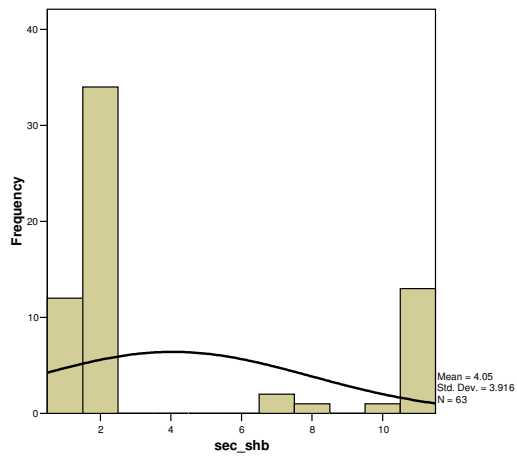
AVERAGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	4	6.3	6.3	6.3
	1.1	1	1.6	1.6	7.9
	1.2	4	6.3	6.3	14.3
	1.3	3	4.8	4.8	19.0
	1.4	3	4.8	4.8	23.8
	1.5	2	3.2	3.2	27.0
	1.6	2	3.2	3.2	30.2
	1.7	3	4.8	4.8	34.9
	1.8	4	6.3	6.3	41.3
	1.9	5	7.9	7.9	49.2
	2.0	12	19.0	19.0	68.3
	2.1	8	12.7	12.7	81.0
	2.2	3	4.8	4.8	85.7
	2.3	4	6.3	6.3	92.1
	2.4	2	3.2	3.2	95.2
	2.5	1	1.6	1.6	96.8
	2.6	2	3.2	3.2	100.0
	Total	63	100.0	100.0	

Statistics

		PRI_WAS	SEC_WAS	PRI_SHB	SEC_SHB
N	Valid	63	63	63	63
	Missing	0	0	0	0
Variance		17.11	15.75	14.11	15.34
Skewness		.394	.159	1.357	1.126
Std. Error of Skewness		.302	.302	.302	.302
Kurtosis		-1.617	-1.703	.069	-.608
Std. Error of Kurtosis		.595	.595	.595	.595





Male Participants

UG PG

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undergrad	28	31.8	31.8	31.8
	Postgrad	60	68.2	68.2	100.0
	Total	88	100.0	100.0	

Oz Kiwi

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Oz	34	38.6	38.6	38.6
	Kiwi	54	61.4	61.4	100.0
	Total	88	100.0	100.0	

Pri/Sec

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary	28	31.8	31.8	31.8
	Secondary	60	68.2	68.2	100.0
	Total	88	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under 22	24	27.3	27.3	27.3
	22-30	38	43.2	43.2	70.5
	31-45	23	26.1	26.1	96.6
	over 45	3	3.4	3.4	100.0
	Total	88	100.0	100.0	

Trad NonTrad

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Traditional	24	27.3	27.3	27.3
	2	64	72.7	72.7	100.0
	Total	88	100.0	100.0	

Overallpri

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid positive	55	62.5	62.5	62.5
neutral	13	14.8	14.8	77.3
negative	6	6.8	6.8	84.1
mixed	14	15.9	15.9	100.0
Total	88	100.0	100.0	

Overallsec

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid positive	44	50.0	50.0	50.0
neutral	13	14.8	14.8	64.8
negative	13	14.8	14.8	79.5
mixed	18	20.5	20.5	100.0
Total	88	100.0	100.0	

Pri was

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Family	29	33.0	33.0	33.0
Team	12	13.6	13.6	46.6
Garden	6	6.8	6.8	53.4
Circus	6	6.8	6.8	60.2
Prison	3	3.4	3.4	63.6
Zoo	3	3.4	3.4	67.0
Stage	2	2.3	2.3	69.3
Crowd	14	15.9	15.9	85.2
Factory	3	3.4	3.4	88.6
Own	4	4.5	4.5	93.2
Multiple	6	6.8	6.8	100.0
Total	88	100.0	100.0	

Sec Was

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	12	13.6	13.6	13.6
	Team	26	29.5	29.5	43.2
	Circus	2	2.3	2.3	45.5
	Prison	8	9.1	9.1	54.5
	Zoo	2	2.3	2.3	56.8
	Stage	2	2.3	2.3	59.1
	Crowd	12	13.6	13.6	72.7
	Factory	13	14.8	14.8	87.5
	Own	4	4.5	4.5	92.0
	Multiple	7	8.0	8.0	100.0
	Total	88	100.0	100.0	

Pri SHB

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	52	59.1	59.1	59.1
	Team	13	14.8	14.8	73.9
	Garden	7	8.0	8.0	81.8
	Circus	2	2.3	2.3	84.1
	Zoo	1	1.1	1.1	85.2
	Crowd	1	1.1	1.1	86.4
	Own	6	6.8	6.8	93.2
	Multiple	6	6.8	6.8	100.0
	Total	88	100.0	100.0	

Sec SHB

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	20	22.7	22.7	22.7
	Team	45	51.1	51.1	73.9
	Garden	1	1.1	1.1	75.0
	Circus	1	1.1	1.1	76.1
	Stage	1	1.1	1.1	77.3
	Crowd	1	1.1	1.1	78.4
	Factory	1	1.1	1.1	79.5
	Own	8	9.1	9.1	88.6
	Multiple	10	11.4	11.4	100.0
	Total	88	100.0	100.0	

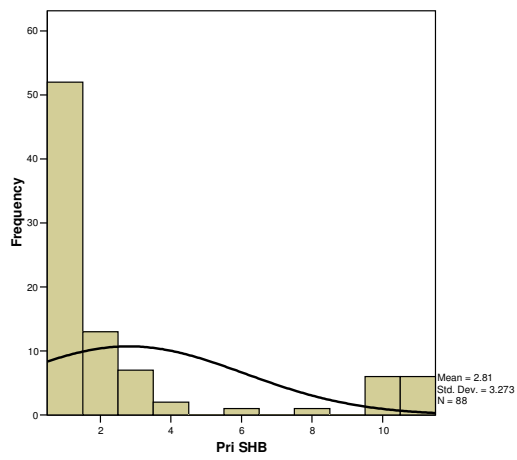
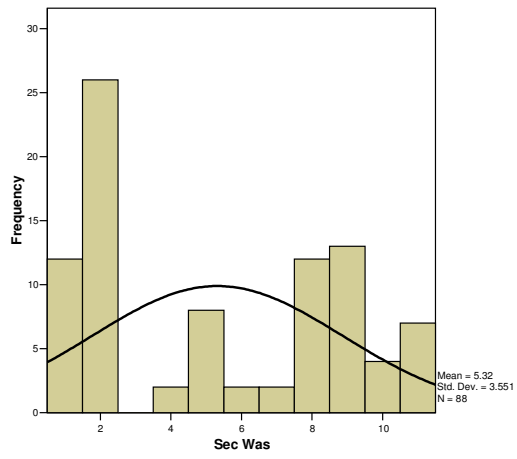
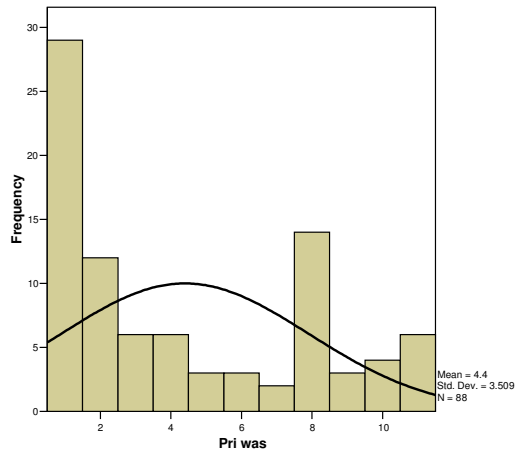
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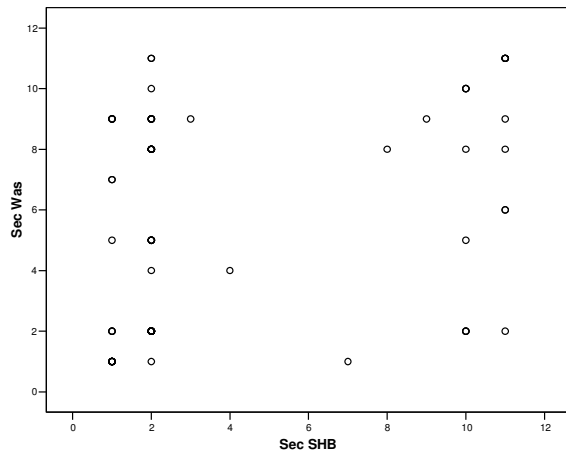
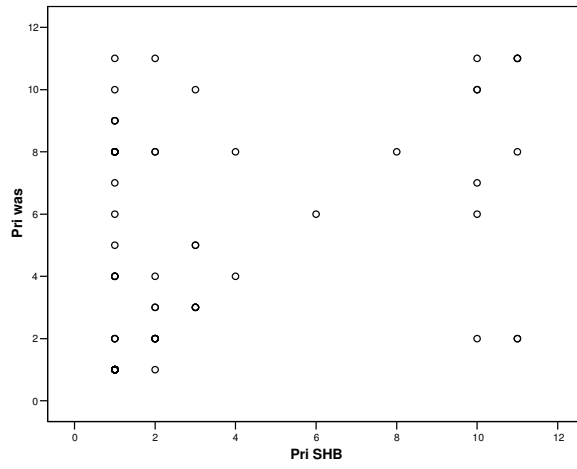
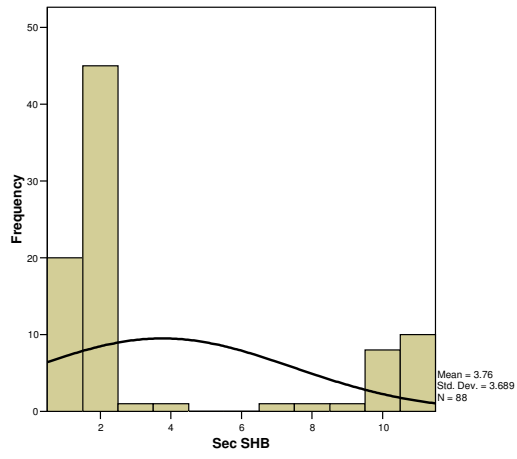
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	5	5.7	5.7	5.7
	1.1	2	2.3	2.3	8.0
	1.2	1	1.1	1.1	9.1
	1.3	3	3.4	3.4	12.5
	1.4	10	11.4	11.4	23.9
	1.5	5	5.7	5.7	29.5
	1.6	7	8.0	8.0	37.5
	1.7	6	6.8	6.8	44.3
	1.8	5	5.7	5.7	50.0
	1.9	9	10.2	10.2	60.2
	2.0	12	13.6	13.6	73.9
	2.1	8	9.1	9.1	83.0
	2.2	5	5.7	5.7	88.6
	2.3	5	5.7	5.7	94.3
	2.4	1	1.1	1.1	95.5
	2.5	2	2.3	2.3	97.7
	2.6	1	1.1	1.1	98.9
	3.1	1	1.1	1.1	100.0
	Total	88	100.0	100.0	

Statistics

		Pri was	Sec Was	Pri SHB	Sec SHB
N	Valid	88	88	88	88
	Missing	0	0	0	0
Variance		12.31	12.61	10.71	13.61
Skewness		.573	.174	1.811	1.247
Std. Error of Skewness		.257	.257	.257	.257
Kurtosis		-1.202	-1.590	1.671	-.290
Std. Error of Kurtosis		.508	.508	.508	.508

Chi-Square Test





Female Participants

UG PG

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undergrad	120	45.1	45.1	45.1
	Postgrad	146	54.9	54.9	100.0
	Total	266	100.0	100.0	

Oz Kiwi

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Oz	112	42.1	42.1	42.1
	Kiwi	154	57.9	57.9	100.0
	Total	266	100.0	100.0	

Pri/Sec

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary	136	51.1	51.1	51.1
	Secondary	130	48.9	48.9	100.0
	Total	266	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under 22	116	43.6	43.6	43.6
	22-30	82	30.8	30.8	74.4
	31-45	58	21.8	21.8	96.2
	over 45	10	3.8	3.8	100.0
	Total	266	100.0	100.0	

Trad NonTrad

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Traditional	116	43.6	43.6	43.6
	2	150	56.4	56.4	100.0
	Total	266	100.0	100.0	

Overallpri

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	positive	176	66.2	66.2	66.2
	neutral	39	14.7	14.7	80.8
	negative	9	3.4	3.4	84.2
	mixed	42	15.8	15.8	100.0
	Total	266	100.0	100.0	

Overallsec

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	positive	128	48.1	48.1	48.1
	neutral	57	21.4	21.4	69.5
	negative	12	4.5	4.5	74.1
	mixed	69	25.9	25.9	100.0
	Total	266	100.0	100.0	

Pri was

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	98	36.8	36.8	36.8
	Team	51	19.2	19.2	56.0
	Garden	19	7.1	7.1	63.2
	Circus	15	5.6	5.6	68.8
	Prison	4	1.5	1.5	70.3
	Zoo	3	1.1	1.1	71.4
	Stage	10	3.8	3.8	75.2
	Crowd	22	8.3	8.3	83.5
	Factory	9	3.4	3.4	86.8
	Own	7	2.6	2.6	89.5
	Multiple	28	10.5	10.5	100.0
	Total	266	100.0	100.0	

Sec Was

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	49	18.4	18.4	18.4
	Team	80	30.1	30.1	48.5
	Garden	3	1.1	1.1	49.6
	Circus	12	4.5	4.5	54.1
	Prison	16	6.0	6.0	60.2
	Zoo	8	3.0	3.0	63.2
	Stage	14	5.3	5.3	68.4
	Crowd	31	11.7	11.7	80.1
	Factory	11	4.1	4.1	84.2
	Own	10	3.8	3.8	88.0
	Multiple	32	12.0	12.0	100.0
	Total	266	100.0	100.0	

Pri SHB

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	145	54.5	54.5	54.5
	Team	50	18.8	18.8	73.3
	Garden	19	7.1	7.1	80.5
	Circus	7	2.6	2.6	83.1
	Stage	2	.8	.8	83.8
	Crowd	1	.4	.4	84.2
	Factory	1	.4	.4	84.6
	Own	8	3.0	3.0	87.6
	Multiple	33	12.4	12.4	100.0
	Total	266	100.0	100.0	

Sec SHB

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	60	22.6	22.6	22.6
	Team	135	50.8	50.8	73.3
	Garden	7	2.6	2.6	75.9
	Circus	3	1.1	1.1	77.1
	Zoo	2	.8	.8	77.8
	Stage	4	1.5	1.5	79.3
	Crowd	3	1.1	1.1	80.5
	Factory	1	.4	.4	80.8
	Own	5	1.9	1.9	82.7
	Multiple	46	17.3	17.3	100.0
	Total	266	100.0	100.0	

Average

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	5	1.9	1.9	1.9
	1.1	8	3.0	3.0	4.9
	1.2	16	6.0	6.0	10.9
	1.3	15	5.6	5.6	16.5
	1.4	18	6.8	6.8	23.3
	1.5	15	5.6	5.6	28.9
	1.6	20	7.5	7.5	36.5
	1.7	17	6.4	6.4	42.9
	1.8	26	9.8	9.8	52.6
	1.9	17	6.4	6.4	59.0
	2.0	34	12.8	12.8	71.8
	2.1	22	8.3	8.3	80.1
	2.2	16	6.0	6.0	86.1
	2.3	16	6.0	6.0	92.1
	2.4	9	3.4	3.4	95.5
	2.5	1	.4	.4	95.9
	2.6	5	1.9	1.9	97.7
	2.7	4	1.5	1.5	99.2
	2.9	1	.4	.4	99.6
	3.1	1	.4	.4	100.0
Total		266	100.0	100.0	

Statistics

		Pri was	Sec Was	Pri SHB	Sec SHB
N	Valid	266	266	266	266
	Missing	0	0	0	0
Variance		12.88	12.99	12.20	13.65
Skewness		.908	.488	1.667	1.321
Std. Error of Skewness		.149	.149	.149	.149
Kurtosis		-.756	-1.309	1.048	-.072
Std. Error of Kurtosis		.298	.298	.298	.298

Chi-Square Test

Test Statistics

	Pri was	Sec Was	Pri SHB	Sec SHB
Chi-Square ^{a,b}	325.932	216.842	583.045	638.286
df	10	10	8	9
Asymp. Sig.	.000	.000	.000	.000

- a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 24.2.
- b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 29.6.
- c. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 26.6.

Reliability

***** Method 2 (covariance matrix) will be used for this analysis

RELIABILITY ANALYSIS - SCALE (ALPHA
A)

N of Cases = 266.0

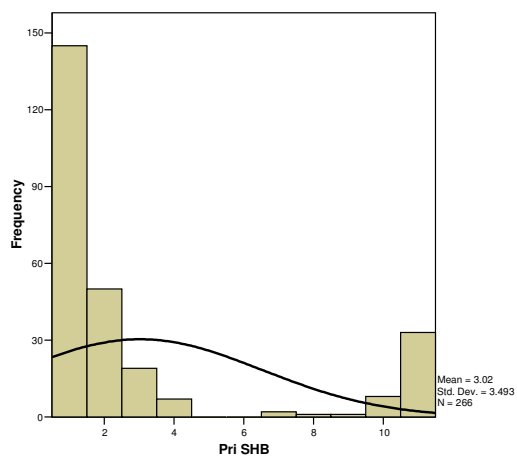
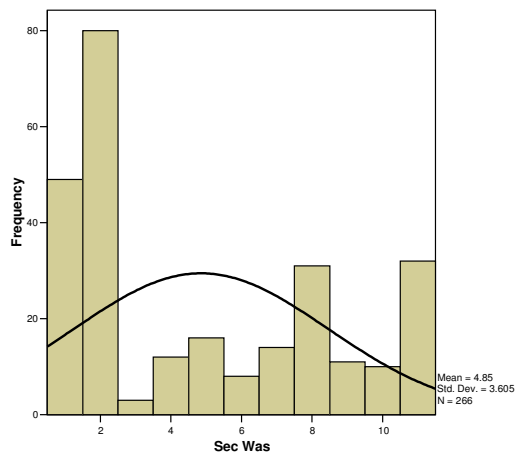
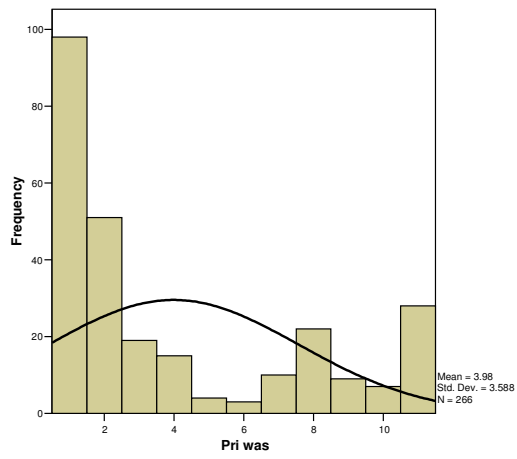
Item	Variance	Mean	Minimum	Maximum	Range
Max/Min	12.9317	12.2033	13.6548	1.4515	1.1189
					.3535

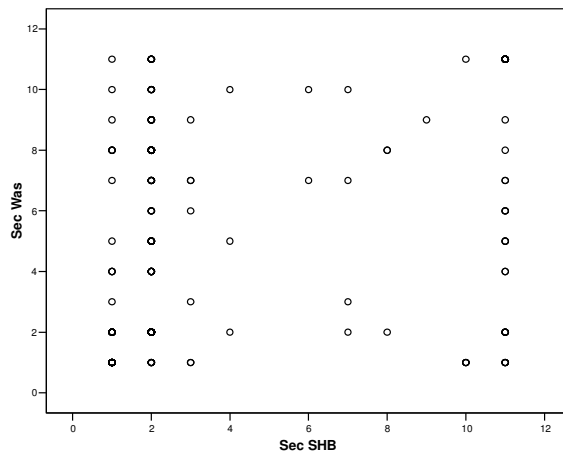
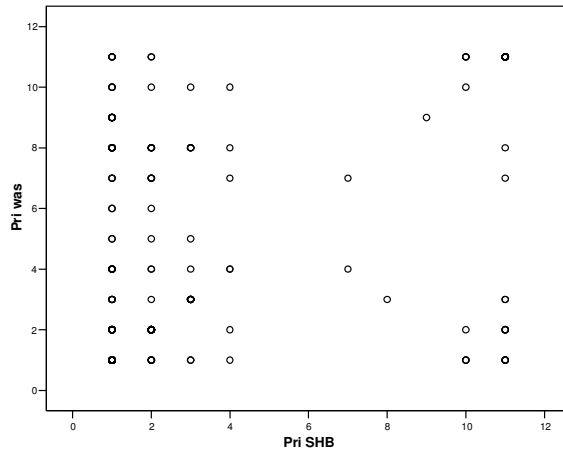
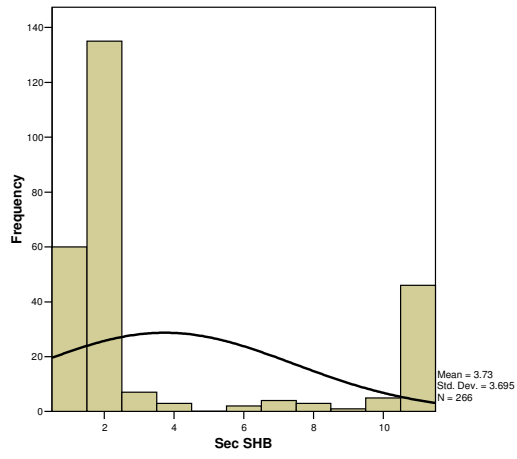
Analysis of Variance

Source of Variation	Sum of Sq.	DF	Mean Square	F
Prob.				
Between People	7977.0836	265	30.1022	
Within People	6186.7500	798	7.7528	
Between Measures	456.2359	3	152.0786	21.0980
.0000				
Residual	5730.5141	795	7.2082	
Total	14163.8336	1063	13.3244	
Grand Mean	3.8976			

Reliability Coefficients 4 items

Alpha = .7605 Standardized item alpha = .7609





Primary Student Teachers

UG PG

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undergrad	93	56.7	56.7	56.7
	Postgrad	71	43.3	43.3	100.0
	Total	164	100.0	100.0	

Oz Kiwi

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Oz	63	38.4	38.4	38.4
	Kiwi	101	61.6	61.6	100.0
	Total	164	100.0	100.0	

Male Female

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	136	82.9	82.9	82.9
	Male	28	17.1	17.1	100.0
	Total	164	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under 22	63	38.4	38.4	38.4
	22-30	58	35.4	35.4	73.8
	31-45	36	22.0	22.0	95.7
	over 45	7	4.3	4.3	100.0
	Total	164	100.0	100.0	

Trad NonTrad

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Traditional	63	38.4	38.4	38.4
	2	101	61.6	61.6	100.0
	Total	164	100.0	100.0	

Overallpri

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	positive	114	69.5	69.5	69.5
	neutral	19	11.6	11.6	81.1
	negative	8	4.9	4.9	86.0
	mixed	23	14.0	14.0	100.0
	Total	164	100.0	100.0	

Overallsec

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	positive	69	42.1	42.1	42.1
	neutral	40	24.4	24.4	66.5
	negative	13	7.9	7.9	74.4
	mixed	42	25.6	25.6	100.0
	Total	164	100.0	100.0	

Pri was

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	63	38.4	38.4	38.4
	Team	38	23.2	23.2	61.6
	Garden	6	3.7	3.7	65.2
	Circus	2	1.2	1.2	66.5
	Prison	3	1.8	1.8	68.3
	Zoo	1	.6	.6	68.9
	Stage	5	3.0	3.0	72.0
	Crowd	16	9.8	9.8	81.7
	Factory	5	3.0	3.0	84.8
	Own	4	2.4	2.4	87.2
	Multiple	21	12.8	12.8	100.0
	Total	164	100.0	100.0	

Sec Was

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	31	18.9	18.9	18.9
	Team	42	25.6	25.6	44.5
	Garden	1	.6	.6	45.1
	Circus	9	5.5	5.5	50.6
	Prison	9	5.5	5.5	56.1
	Zoo	4	2.4	2.4	58.5
	Stage	5	3.0	3.0	61.6
	Crowd	22	13.4	13.4	75.0
	Factory	11	6.7	6.7	81.7
	Own	6	3.7	3.7	85.4
	Multiple	24	14.6	14.6	100.0
	Total	164	100.0	100.0	

Pri SHB

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	85	51.8	51.8	51.8
	Team	35	21.3	21.3	73.2
	Garden	6	3.7	3.7	76.8
	Circus	4	2.4	2.4	79.3
	Stage	1	.6	.6	79.9
	Own	8	4.9	4.9	84.8
	Multiple	25	15.2	15.2	100.0
	Total	164	100.0	100.0	

Sec SHB

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	36	22.0	22.0	22.0
	Team	84	51.2	51.2	73.2
	Garden	4	2.4	2.4	75.6
	Circus	2	1.2	1.2	76.8
	Crowd	2	1.2	1.2	78.0
	Own	5	3.0	3.0	81.1
	Multiple	31	18.9	18.9	100.0
	Total	164	100.0	100.0	

Average

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	3	1.8	1.8	1.8
	1.1	6	3.7	3.7	5.5
	1.2	8	4.9	4.9	10.4
	1.3	12	7.3	7.3	17.7
	1.4	14	8.5	8.5	26.2
	1.5	10	6.1	6.1	32.3
	1.6	9	5.5	5.5	37.8
	1.7	9	5.5	5.5	43.3
	1.8	18	11.0	11.0	54.3
	1.9	11	6.7	6.7	61.0
	2.0	19	11.6	11.6	72.6
	2.1	17	10.4	10.4	82.9
	2.2	8	4.9	4.9	87.8
	2.3	9	5.5	5.5	93.3
	2.4	4	2.4	2.4	95.7
	2.5	1	.6	.6	96.3
	2.6	4	2.4	2.4	98.8
	2.7	2	1.2	1.2	100.0
	Total	164	100.0	100.0	

Statistics

		Pri was	Sec Was	Pri SHB	Sec SHB
N	Valid	164	164	164	164
	Missing	0	0	0	0
Variance		14.30	14.05	14.51	14.67
Skewness		.858	.305	1.386	1.248
Std. Error of Skewness		.190	.190	.190	.190
Kurtosis		-.961	-1.513	.076	-.328
Std. Error of Kurtosis		.377	.377	.377	.377

Chi-Square Test

Test Statistics

	Pri was	Sec Was	Pri SHB	Sec SHB
Chi-Square ^{a,b}	253.598	114.085	228.341	235.598
df	10	10	6	6
Asymp. Sig.	.000	.000	.000	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 14.9.

b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 23.4.

Reliability

***** Method 2 (covariance matrix) will be used for this analysis

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H
A)

N of Cases = 164.0

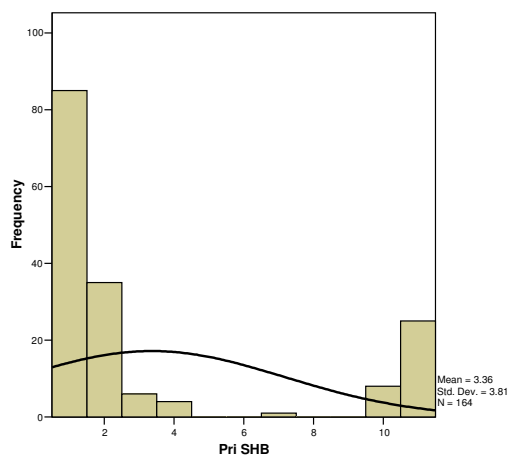
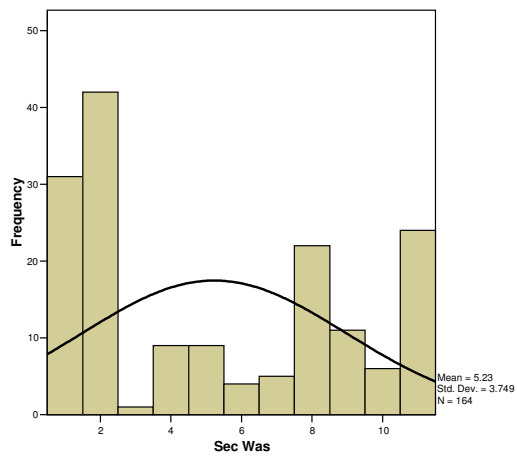
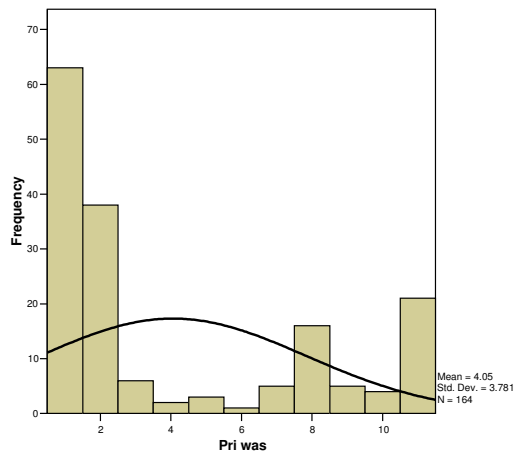
Item Variances	Mean	Minimum	Maximum	Range
Max/Min Variance				
14.3836	14.0531	14.6699	.6168	1.0439
.0719				

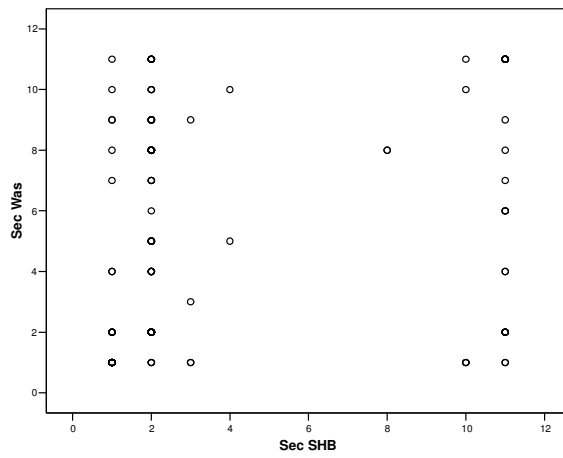
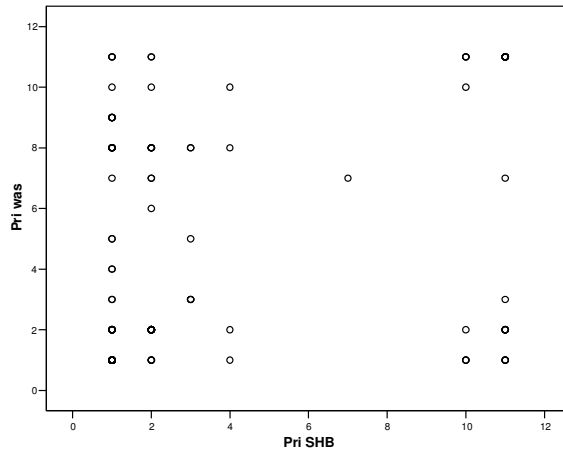
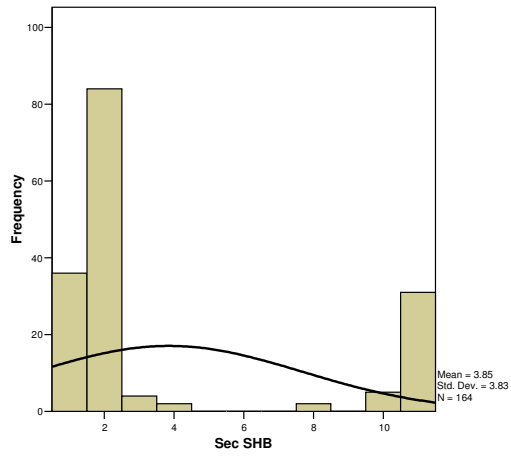
Analysis of Variance

Source of Variation	Sum of Sq.	DF	Mean Square	F
Prob.				
Between People	5362.2439	163	32.8972	
Within People	4324.0000	492	8.7886	
Between Measures	308.1220	3	102.7073	12.5063
.0000				
Residual	4015.8780	489	8.2124	
Total	9686.2439	655	14.7882	
Grand Mean	4.1220			

Reliability Coefficients 4 items

Alpha = .7504 Standardized item alpha = .7499





Secondary Student Teachers

UG PG

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undergrad	55	28.9	28.9	28.9
	Postgrad	135	71.1	71.1	100.0
	Total	190	100.0	100.0	

Oz Kiwi

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Oz	83	43.7	43.7	43.7
	Kiwi	107	56.3	56.3	100.0
	Total	190	100.0	100.0	

Male Female

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	130	68.4	68.4	68.4
	Male	60	31.6	31.6	100.0
	Total	190	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under 22	77	40.5	40.5	40.5
	22-30	62	32.6	32.6	73.2
	31-45	45	23.7	23.7	96.8
	over 45	6	3.2	3.2	100.0
	Total	190	100.0	100.0	

Trad NonTrad

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Traditional	77	40.5	40.5	40.5
	2	113	59.5	59.5	100.0
	Total	190	100.0	100.0	

Overallpri

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	positive	117	61.6	61.6	61.6
	neutral	33	17.4	17.4	78.9
	negative	7	3.7	3.7	82.6
	mixed	33	17.4	17.4	100.0
	Total	190	100.0	100.0	

Overallsec

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	positive	103	54.2	54.2	54.2
	neutral	30	15.8	15.8	70.0
	negative	12	6.3	6.3	76.3
	mixed	45	23.7	23.7	100.0
	Total	190	100.0	100.0	

Pri was

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	64	33.7	33.7	33.7
	Team	25	13.2	13.2	46.8
	Garden	19	10.0	10.0	56.8
	Circus	19	10.0	10.0	66.8
	Prison	4	2.1	2.1	68.9
	Zoo	5	2.6	2.6	71.6
	Stage	7	3.7	3.7	75.3
	Crowd	20	10.5	10.5	85.8
	Factory	7	3.7	3.7	89.5
	Own	7	3.7	3.7	93.2
	Multiple	13	6.8	6.8	100.0
	Total	190	100.0	100.0	

Sec Was

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	30	15.8	15.8	15.8
	Team	64	33.7	33.7	49.5
	Garden	2	1.1	1.1	50.5
	Circus	5	2.6	2.6	53.2
	Prison	15	7.9	7.9	61.1
	Zoo	6	3.2	3.2	64.2
	Stage	11	5.8	5.8	70.0
	Crowd	21	11.1	11.1	81.1
	Factory	13	6.8	6.8	87.9
	Own	8	4.2	4.2	92.1
	Multiple	15	7.9	7.9	100.0
	Total	190	100.0	100.0	

Pri SHB

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	112	58.9	58.9	58.9
	Team	28	14.7	14.7	73.7
	Garden	20	10.5	10.5	84.2
	Circus	5	2.6	2.6	86.8
	Zoo	1	.5	.5	87.4
	Stage	1	.5	.5	87.9
	Crowd	2	1.1	1.1	88.9
	Factory	1	.5	.5	89.5
	Own	6	3.2	3.2	92.6
	Multiple	14	7.4	7.4	100.0
	Total	190	100.0	100.0	

Sec SHB

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	44	23.2	23.2	23.2
	Team	96	50.5	50.5	73.7
	Garden	4	2.1	2.1	75.8
	Circus	2	1.1	1.1	76.8
	Zoo	2	1.1	1.1	77.9
	Stage	5	2.6	2.6	80.5
	Crowd	2	1.1	1.1	81.6
	Factory	2	1.1	1.1	82.6
	Own	8	4.2	4.2	86.8
	Multiple	25	13.2	13.2	100.0
	Total	190	100.0	100.0	

Average

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.0	7	3.7	3.7	3.7
1.1	4	2.1	2.1	5.8
1.2	9	4.7	4.7	10.5
1.3	6	3.2	3.2	13.7
1.4	14	7.4	7.4	21.1
1.5	10	5.3	5.3	26.3
1.6	18	9.5	9.5	35.8
1.7	14	7.4	7.4	43.2
1.8	13	6.8	6.8	50.0
1.9	15	7.9	7.9	57.9
2.0	27	14.2	14.2	72.1
2.1	13	6.8	6.8	78.9
2.2	13	6.8	6.8	85.8
2.3	12	6.3	6.3	92.1
2.4	6	3.2	3.2	95.3
2.5	2	1.1	1.1	96.3
2.6	2	1.1	1.1	97.4
2.7	2	1.1	1.1	98.4
2.9	1	.5	.5	98.9
3.1	2	1.1	1.1	100.0
Total	190	100.0	100.0	

Statistics

		Pri was	Sec Was	Pri SHB	Sec SHB
N	Valid	190	190	190	190
	Missing	0	0	0	0
Variance		11.45	11.87	9.29	12.74
Skewness		.782	.492	2.042	1.348
Std. Error of Skewness		.176	.176	.176	.176
Kurtosis		-.829	-1.285	2.706	.057
Std. Error of Kurtosis		.351	.351	.351	.351

Chi-Square Test

Test Statistics

	Pri was	Sec Was	Pri SHB	Sec SHB
Chi-Square ^{a,b}	168.947	175.084	546.421	436.211
df	10	10	9	9
Asymp. Sig.	.000	.000	.000	.000

- a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 17.3.
- b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 19.0.

Reliability

***** Method 2 (covariance matrix) will be used for this analysis

RELIABILITY ANALYSIS - SCALE (ALPHA
A)

N of Cases = 190.0

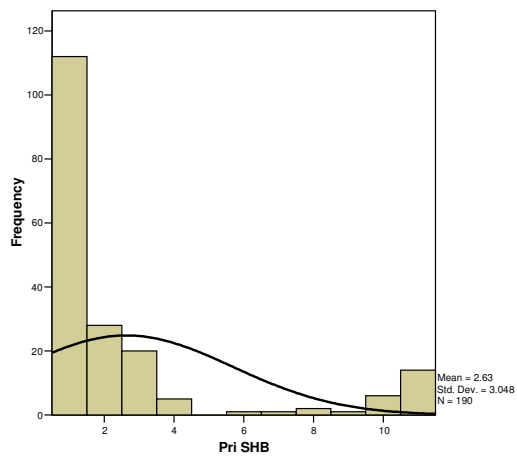
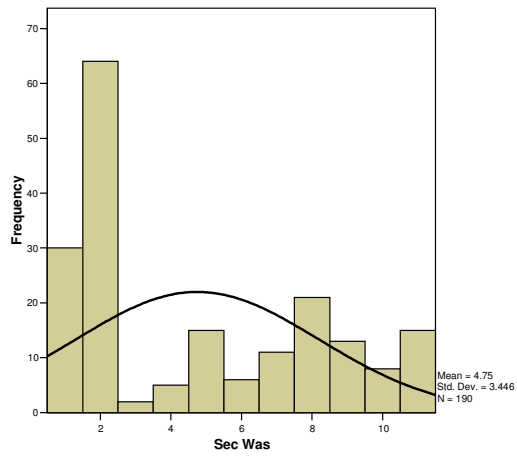
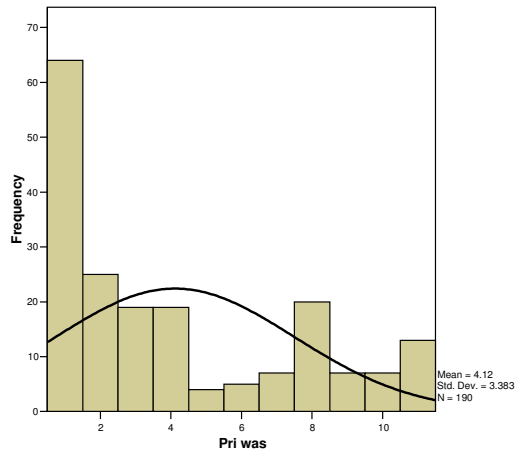
Item Variances	Mean	Minimum	Maximum	Range
Max/Min Variance				
11.3376	9.2921	12.7390	3.4468	1.3709 2.1486

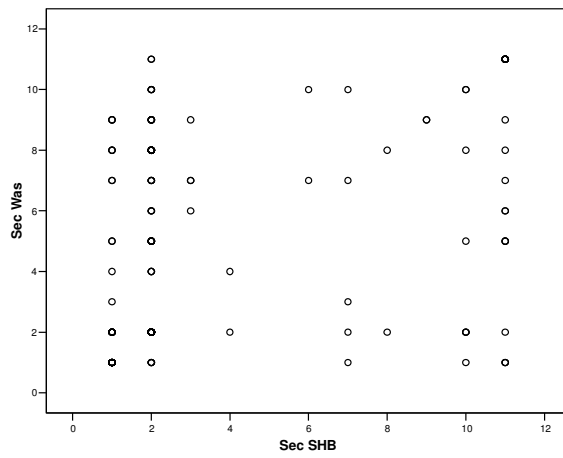
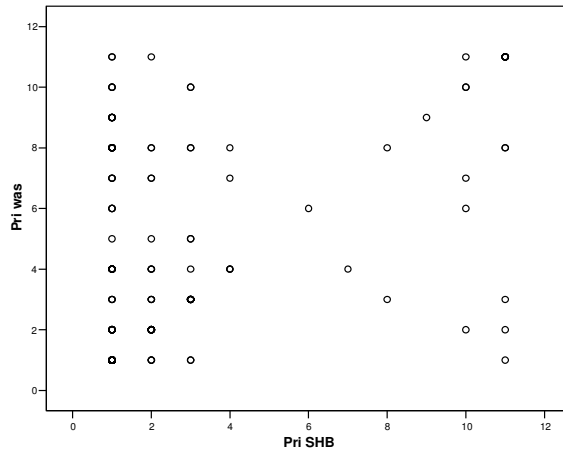
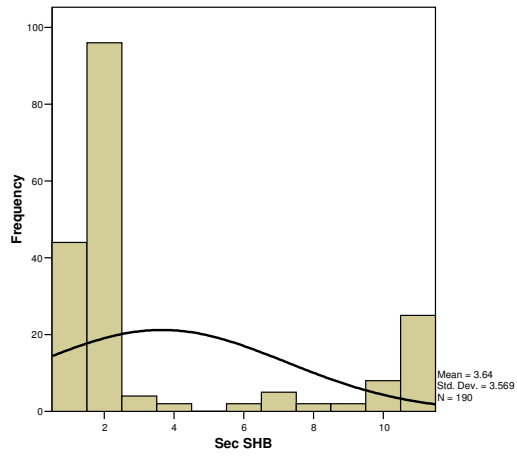
Analysis of Variance

Source of Variation	Sum of Sq.	DF	Mean Square	F
Prob.				
Between People	4865.6105	189	25.7440	
Within People	4159.0000	570	7.2965	
Between Measures	453.41	3	151.1368	23.1258
Residual	3705.5895	567	6.5354	
Total	9024.6105	759	11.8901	
Grand Mean	3.7842			

Reliability Coefficients 4 items

Alpha = .7461 Standardized item alpha = .7498





Male Primary Candidates

UG PG

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undergrad	15	53.6	53.6	53.6
	Postgrad	13	46.4	46.4	100.0
	Total	28	100.0	100.0	

Oz Kiwi

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Oz	10	35.7	35.7	35.7
	Kiwi	18	64.3	64.3	100.0
	Total	28	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under 22	9	32.1	32.1	32.1
	22-30	13	46.4	46.4	78.6
	31-45	6	21.4	21.4	100.0
	Total	28	100.0	100.0	

Trad NonTrad

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Traditional	9	32.1	32.1	32.1
	2	19	67.9	67.9	100.0
	Total	28	100.0	100.0	

Overallpri

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	positive	20	71.4	71.4	71.4
	neutral	2	7.1	7.1	78.6
	negative	1	3.6	3.6	82.1
	mixed	5	17.9	17.9	100.0
	Total	28	100.0	100.0	

Overallsec

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	positive	12	42.9	42.9	42.9
	neutral	5	17.9	17.9	60.7
	negative	4	14.3	14.3	75.0
	mixed	7	25.0	25.0	100.0
	Total	28	100.0	100.0	

Pri was

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	12	42.9	42.9	42.9
	Team	4	14.3	14.3	57.1
	Crowd	5	17.9	17.9	75.0
	Factory	2	7.1	7.1	82.1
	Own	1	3.6	3.6	85.7
	Multiple	4	14.3	14.3	100.0
	Total	28	100.0	100.0	

Sec Was

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	2	7.1	7.1	7.1
	Team	6	21.4	21.4	28.6
	Prison	2	7.1	7.1	35.7
	Zoo	1	3.6	3.6	39.3
	Crowd	5	17.9	17.9	57.1
	Factory	6	21.4	21.4	78.6
	Own	1	3.6	3.6	82.1
	Multiple	5	17.9	17.9	100.0
	Total	28	100.0	100.0	

Pri SHB

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	19	67.9	67.9	67.9
	Team	3	10.7	10.7	78.6
	Own	2	7.1	7.1	85.7
	Multiple	4	14.3	14.3	100.0
	Total	28	100.0	100.0	

Sec SHB

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	3	10.7	10.7	10.7
	Team	16	57.1	57.1	67.9
	Garden	1	3.6	3.6	71.4
	Own	1	3.6	3.6	75.0
	Multiple	7	25.0	25.0	100.0
	Total	28	100.0	100.0	

Average

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	1	3.6	3.6	3.6
	1.2	1	3.6	3.6	7.1
	1.4	4	14.3	14.3	21.4
	1.5	2	7.1	7.1	28.6
	1.6	2	7.1	7.1	35.7
	1.7	1	3.6	3.6	39.3
	1.8	1	3.6	3.6	42.9
	1.9	5	17.9	17.9	60.7
	2.0	4	14.3	14.3	75.0
	2.1	3	10.7	10.7	85.7
	2.2	2	7.1	7.1	92.9
	2.3	2	7.1	7.1	100.0
	Total	28	100.0	100.0	

Statistics

		Pri was	Sec Was	Pri SHB	Sec SHB
N	Valid	28	28	28	28
	Missing	0	0	0	0
Variance		17.47	12.86	16.00	17.22
Skewness		.427	-.465	1.462	.980
Std. Error of Skewness		.441	.441	.441	.441
Kurtosis		-1.730	-1.359	.200	-1.065
Std. Error of Kurtosis		.858	.858	.858	.858

Chi-Square Test

Test Statistics

	Pri was	Sec Was	Pri SHB	Sec SHB
Chi-Square ^{a,b}	16.143	9.714	27.714	28.429
df	5	7	3	4
Asymp. Sig.	.006	.205	.000	.000

- a. 6 cells (100.0%) have expected frequencies less than 5.
The minimum expected cell frequency is 4.7.
- b. 8 cells (100.0%) have expected frequencies less than 5.
The minimum expected cell frequency is 3.5.
- c. 0 cells (.0%) have expected frequencies less than 5. The
minimum expected cell frequency is 7.0.
- d. 0 cells (.0%) have expected frequencies less than 5. The
minimum expected cell frequency is 5.6.

Reliability

***** Method 2 (covariance matrix) will be used for this analysis

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H
A)

N of Cases = 28.0

Item	Variance	Mean	Minimum	Maximum	Range
Max/Min	15.8892	12.8611	17.4709	4.6098	1.3584
	4.4859				

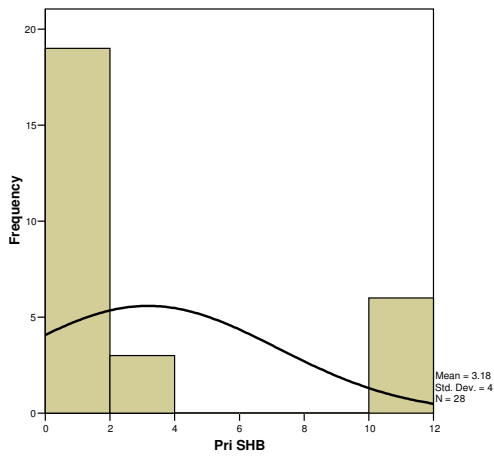
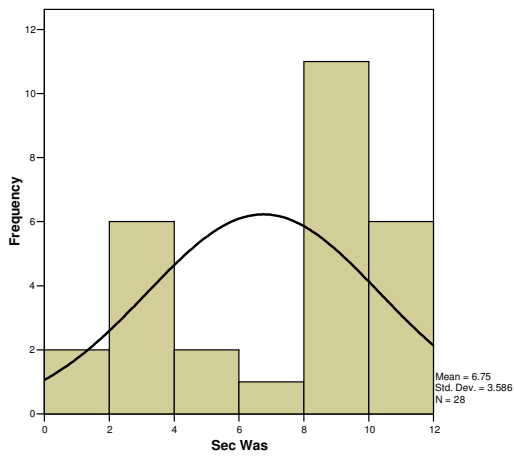
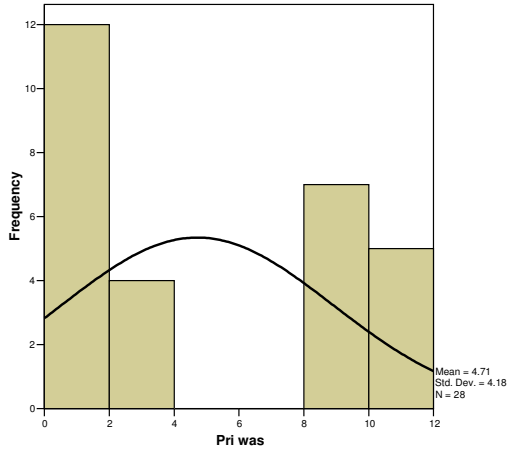
Analysis of Variance

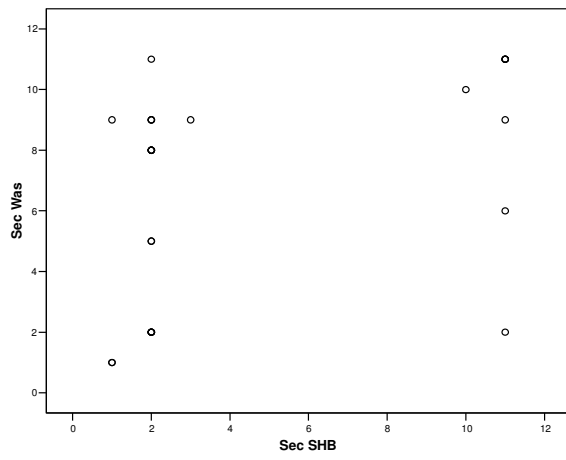
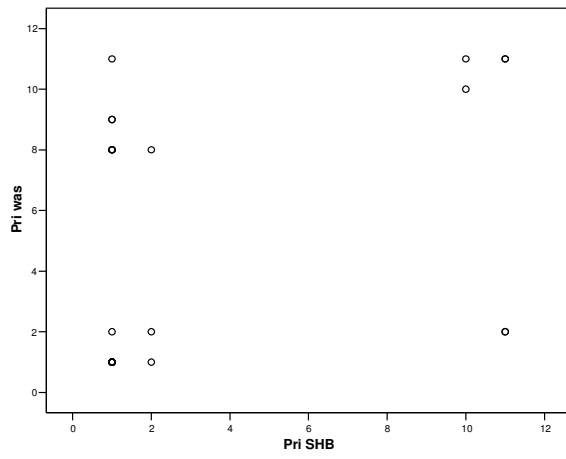
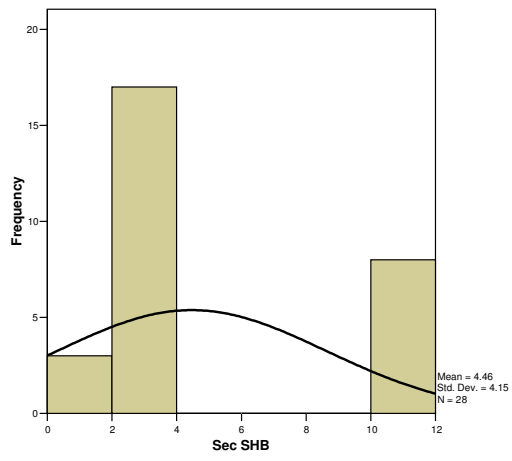
Source of Variation	Sum of Sq.	DF	Mean Square	F
Prob.				
Between People	979.1696	27	36.2655	
Within People	920.2500	84	10.9554	
Between Measures	183.3839	3	61.1280	6.7195
.0004				
Residual	736.8661	81	9.0971	

Total 1899.4196 111 17.1119
 Grand Mean 4.7768

Reliability Coefficients 4 items

Alpha = .7492 Standardized item alpha = .7520





Male Secondary Candidates

UG PG

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undergrad	13	21.7	21.7	21.7
	Postgrad	47	78.3	78.3	100.0
	Total	60	100.0	100.0	

Oz Kiwi

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Oz	24	40.0	40.0	40.0
	Kiwi	36	60.0	60.0	100.0
	Total	60	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under 22	15	25.0	25.0	25.0
	22-30	25	41.7	41.7	66.7
	31-45	17	28.3	28.3	95.0
	over 45	3	5.0	5.0	100.0
	Total	60	100.0	100.0	

Trad NonTrad

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Traditional	15	25.0	25.0	25.0
	2	45	75.0	75.0	100.0
	Total	60	100.0	100.0	

Overallpri

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	positive	35	58.3	58.3	58.3
	neutral	11	18.3	18.3	76.7
	negative	5	8.3	8.3	85.0
	mixed	9	15.0	15.0	100.0
	Total	60	100.0	100.0	

Overallsec

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid positive	32	53.3	53.3	53.3
neutral	8	13.3	13.3	66.7
negative	9	15.0	15.0	81.7
mixed	11	18.3	18.3	100.0
Total	60	100.0	100.0	

Pri was

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Family	17	28.3	28.3	28.3
Team	8	13.3	13.3	41.7
Garden	6	10.0	10.0	51.7
Circus	6	10.0	10.0	61.7
Prison	3	5.0	5.0	66.7
Zoo	3	5.0	5.0	71.7
Stage	2	3.3	3.3	75.0
Crowd	9	15.0	15.0	90.0
Factory	1	1.7	1.7	91.7
Own	3	5.0	5.0	96.7
Multiple	2	3.3	3.3	100.0
Total	60	100.0	100.0	

Sec Was

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Family	10	16.7	16.7	16.7
Team	20	33.3	33.3	50.0
Circus	2	3.3	3.3	53.3
Prison	6	10.0	10.0	63.3
Zoo	1	1.7	1.7	65.0
Stage	2	3.3	3.3	68.3
Crowd	7	11.7	11.7	80.0
Factory	7	11.7	11.7	91.7
Own	3	5.0	5.0	96.7
Multiple	2	3.3	3.3	100.0
Total	60	100.0	100.0	

Pri SHB

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	33	55.0	55.0	55.0
	Team	10	16.7	16.7	71.7
	Garden	7	11.7	11.7	83.3
	Circus	2	3.3	3.3	86.7
	Zoo	1	1.7	1.7	88.3
	Crowd	1	1.7	1.7	90.0
	Own	4	6.7	6.7	96.7
	Multiple	2	3.3	3.3	100.0
	Total	60	100.0	100.0	

Sec SHB

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	17	28.3	28.3	28.3
	Team	29	48.3	48.3	76.7
	Circus	1	1.7	1.7	78.3
	Stage	1	1.7	1.7	80.0
	Crowd	1	1.7	1.7	81.7
	Factory	1	1.7	1.7	83.3
	Own	7	11.7	11.7	95.0
	Multiple	3	5.0	5.0	100.0
	Total	60	100.0	100.0	

Average

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	4	6.7	6.7	6.7
	1.1	2	3.3	3.3	10.0
	1.3	3	5.0	5.0	15.0
	1.4	6	10.0	10.0	25.0
	1.5	3	5.0	5.0	30.0
	1.6	5	8.3	8.3	38.3
	1.7	5	8.3	8.3	46.7
	1.8	4	6.7	6.7	53.3
	1.9	4	6.7	6.7	60.0
	2.0	8	13.3	13.3	73.3
	2.1	5	8.3	8.3	81.7
	2.2	3	5.0	5.0	86.7
	2.3	3	5.0	5.0	91.7
	2.4	1	1.7	1.7	93.3
	2.5	2	3.3	3.3	96.7
	2.6	1	1.7	1.7	98.3
	3.1	1	1.7	1.7	100.0
	Total	60	100.0	100.0	

Statistics

		Pri was	Sec Was	Pri SHB	Sec SHB
N	Valid	60	60	60	60
	Missing	0	0	0	0
Variance		10.09	11.28	8.37	11.84
Skewness		.624	.454	2.043	1.405
Std. Error of Skewness		.309	.309	.309	.309
Kurtosis		-.950	-1.401	2.941	.203
Std. Error of Kurtosis		.608	.608	.608	.608

Chi-Square Test

Test Statistics

	Pri was	Sec Was	Pri SHB	Sec SHB
Chi-Square ^{a,b}	39.367	49.333	108.533	98.933
df	10	9	7	7
Asymp. Sig.	.000	.000	.000	.000

- a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 5.5.
- b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 6.0.
- c. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 7.5.

Reliability

***** Method 2 (covariance matrix) will be used for this analysis

RELIABILITY ANALYSIS - SCALE (ALPHA A)

N of Cases = 60.0

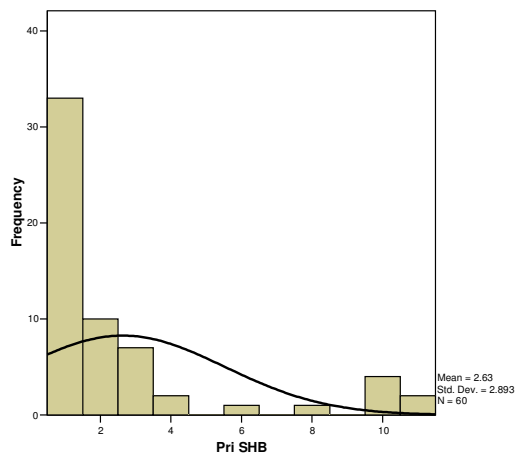
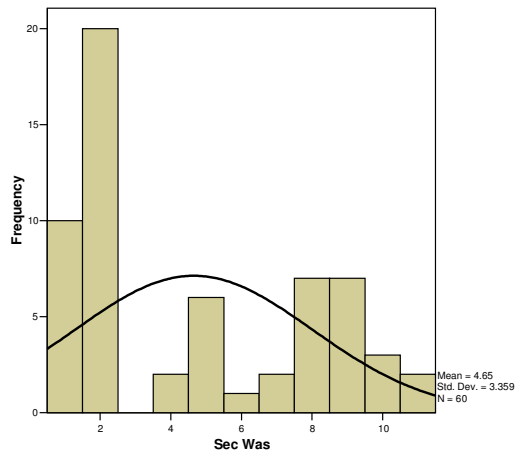
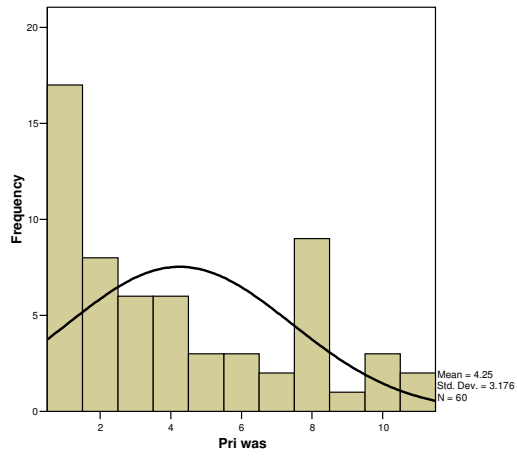
Item Variances	Mean	Minimum	Maximum	Range
Max/Min Variance				
10.3965	8.3718	11.8429	3.4712	1.4146
2.3569				

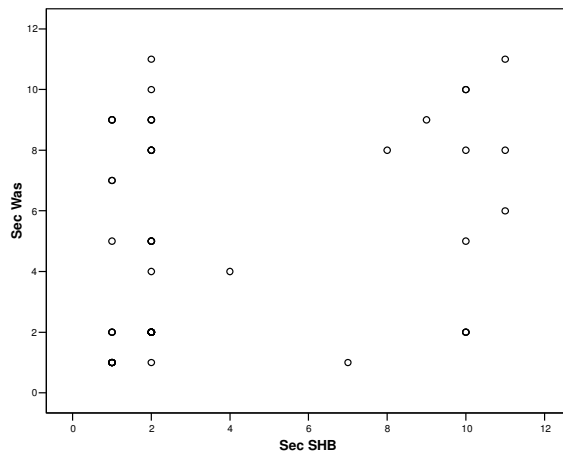
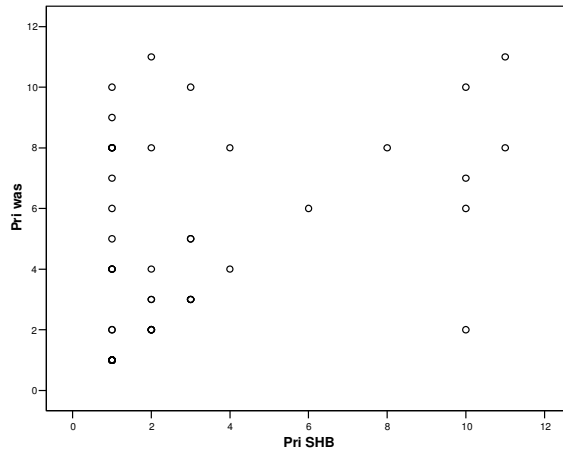
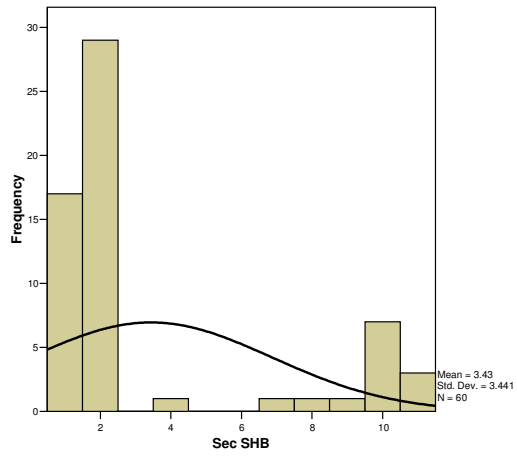
Analysis of Variance

Source of Variation	Sum of Sq.	DF	Mean Square	F
Prob.				
Between People	1221.9833	59	20.7116	
Within People	1376.0000	180	7.6444	
Between Measures	144.4167	3	48.1389	6.9184
Residual	1231.5833	177	6.9581	
Total	2597.9833	239	10.8702	
Grand Mean	3.7417			

Reliability Coefficients 4 items

Alpha = .6640 Standardized item alpha = .6704





Female Primary Candidates

UG PG

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undergrad	78	57.4	57.4	57.4
	Postgrad	58	42.6	42.6	100.0
	Total	136	100.0	100.0	

Oz Kiwi

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Oz	53	39.0	39.0	39.0
	Kiwi	83	61.0	61.0	100.0
	Total	136	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under 22	54	39.7	39.7	39.7
	22-30	45	33.1	33.1	72.8
	31-45	30	22.1	22.1	94.9
	over 45	7	5.1	5.1	100.0
	Total	136	100.0	100.0	

Trad NonTrad

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Traditional	54	39.7	39.7	39.7
	2	82	60.3	60.3	100.0
	Total	136	100.0	100.0	

Overallpri

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	positive	94	69.1	69.1	69.1
	neutral	17	12.5	12.5	81.6
	negative	7	5.1	5.1	86.8
	mixed	18	13.2	13.2	100.0
	Total	136	100.0	100.0	

Overallsec

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	positive	57	41.9	41.9	41.9
	neutral	35	25.7	25.7	67.6
	negative	9	6.6	6.6	74.3
	mixed	35	25.7	25.7	100.0
	Total	136	100.0	100.0	

Pri was

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	51	37.5	37.5	37.5
	Team	34	25.0	25.0	62.5
	Garden	6	4.4	4.4	66.9
	Circus	2	1.5	1.5	68.4
	Prison	3	2.2	2.2	70.6
	Zoo	1	.7	.7	71.3
	Stage	5	3.7	3.7	75.0
	Crowd	11	8.1	8.1	83.1
	Factory	3	2.2	2.2	85.3
	Own	3	2.2	2.2	87.5
	Multiple	17	12.5	12.5	100.0
	Total	136	100.0	100.0	

Sec Was

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	29	21.3	21.3	21.3
	Team	36	26.5	26.5	47.8
	Garden	1	.7	.7	48.5
	Circus	9	6.6	6.6	55.1
	Prison	7	5.1	5.1	60.3
	Zoo	3	2.2	2.2	62.5
	Stage	5	3.7	3.7	66.2
	Crowd	17	12.5	12.5	78.7
	Factory	5	3.7	3.7	82.4
	Own	5	3.7	3.7	86.0
	Multiple	19	14.0	14.0	100.0
	Total	136	100.0	100.0	

Pri SHB

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	66	48.5	48.5	48.5
	Team	32	23.5	23.5	72.1
	Garden	6	4.4	4.4	76.5
	Circus	4	2.9	2.9	79.4
	Stage	1	.7	.7	80.1
	Own	6	4.4	4.4	84.6
	Multiple	21	15.4	15.4	100.0
	Total	136	100.0	100.0	

Sec SHB

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	33	24.3	24.3	24.3
	Team	68	50.0	50.0	74.3
	Garden	3	2.2	2.2	76.5
	Circus	2	1.5	1.5	77.9
	Crowd	2	1.5	1.5	79.4
	Own	4	2.9	2.9	82.4
	Multiple	24	17.6	17.6	100.0
	Total	136	100.0	100.0	

Average

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	2	1.5	1.5	1.5
	1.1	6	4.4	4.4	5.9
	1.2	7	5.1	5.1	11.0
	1.3	12	8.8	8.8	19.9
	1.4	10	7.4	7.4	27.2
	1.5	8	5.9	5.9	33.1
	1.6	7	5.1	5.1	38.2
	1.7	8	5.9	5.9	44.1
	1.8	17	12.5	12.5	56.6
	1.9	6	4.4	4.4	61.0
	2.0	15	11.0	11.0	72.1
	2.1	14	10.3	10.3	82.4
	2.2	6	4.4	4.4	86.8
	2.3	7	5.1	5.1	91.9
	2.4	4	2.9	2.9	94.9
	2.5	1	.7	.7	95.6
	2.6	4	2.9	2.9	98.5
	2.7	2	1.5	1.5	100.0
	Total	136	100.0	100.0	

Statistics

		Pri was	Sec Was	Pri SHB	Sec SHB
N	Valid	136	136	136	136
	Missing	0	0	0	0
Variance		13.66	13.81	14.32	14.17
Skewness		.967	.469	1.389	1.323
Std. Error of Skewness		.208	.208	.208	.208
Kurtosis		-.722	-1.368	.108	-.112
Std. Error of Kurtosis		.413	.413	.413	.413

Chi-Square Test

Test Statistics

	Pri was	Sec Was	Pri SHB	Sec SHB
Chi-Square ^{a,b}	208.559	106.809	168.191	189.397
df	10	10	6	6
Asymp. Sig.	.000	.000	.000	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 12.4.

b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 19.4.

Reliability

***** Method 2 (covariance matrix) will be used for this analysis

RELIABILITY ANALYSIS - SCALE (ALPHA
A)

N of Cases = 136.0

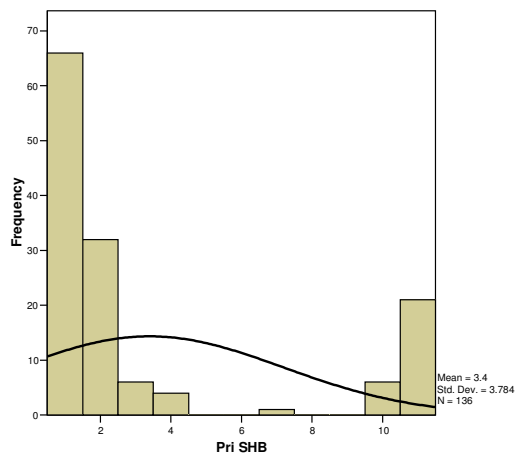
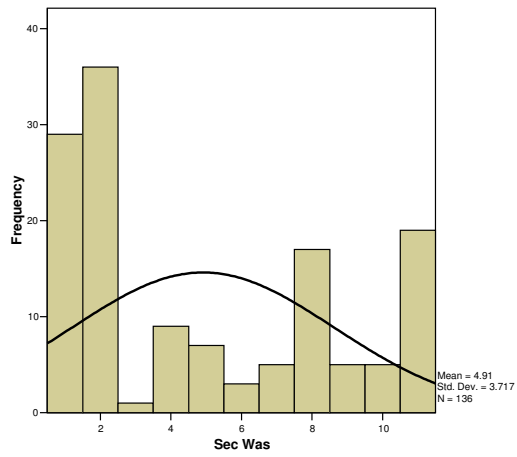
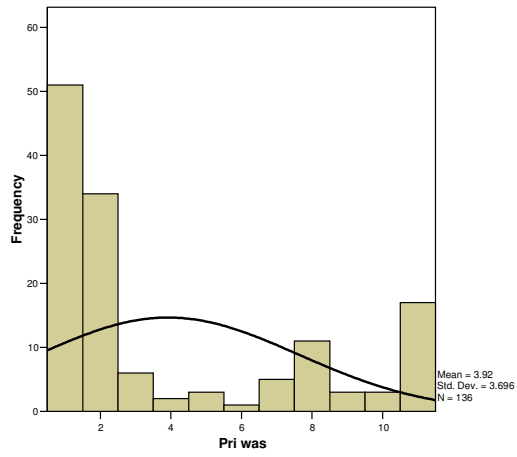
Item	Variances	Mean	Minimum	Maximum	Range
Max/Min	Variance				
	13.9907	13.6601	14.3153	.6552	1.0480
	.0930				

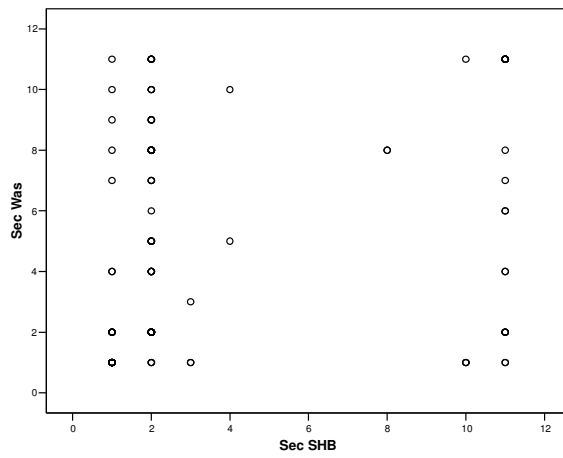
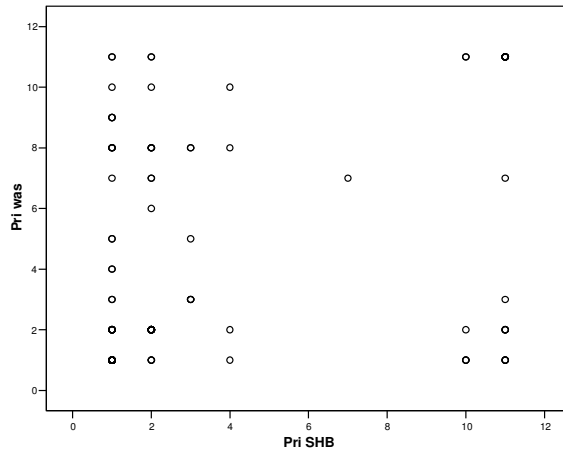
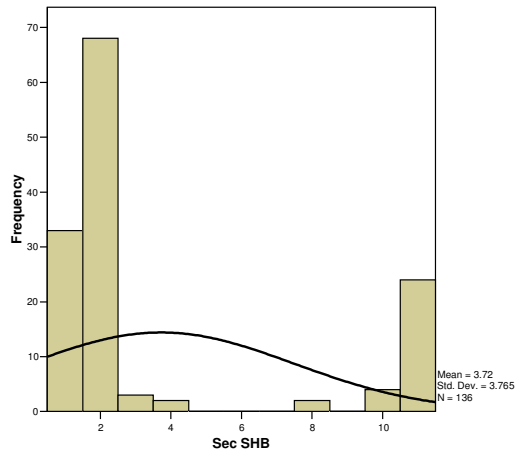
Analysis of Variance

Source of Variation	Sum of Sq.	DF	Mean Square	F
Prob.				
Between People	4325.1599	135	32.0382	
Within People	3403.7500	408	8.3425	
Between Measures	173.9173	3	57.9724	7.2694
Residual	3229.8327	405	7.9749	
Total	7728.9099	543	14.2337	
Grand Mean	3.9871			

Reliability Coefficients 4 items

Alpha = .7511 Standardized item alpha = .7506





Female Secondary Candidates

UG PG

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undergrad	42	32.3	32.3	32.3
	Postgrad	88	67.7	67.7	100.0
	Total	130	100.0	100.0	

Oz Kiwi

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Oz	59	45.4	45.4	45.4
	Kiwi	71	54.6	54.6	100.0
	Total	130	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under 22	62	47.7	47.7	47.7
	22-30	37	28.5	28.5	76.2
	31-45	28	21.5	21.5	97.7
	over 45	3	2.3	2.3	100.0
	Total	130	100.0	100.0	

Trad NonTrad

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Traditional	62	47.7	47.7	47.7
	2	68	52.3	52.3	100.0
	Total	130	100.0	100.0	

Overallpri

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	positive	82	63.1	63.1	63.1
	neutral	22	16.9	16.9	80.0
	negative	2	1.5	1.5	81.5
	mixed	24	18.5	18.5	100.0
	Total	130	100.0	100.0	

Overallsec

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid positive	71	54.6	54.6	54.6
neutral	22	16.9	16.9	71.5
negative	3	2.3	2.3	73.8
mixed	34	26.2	26.2	100.0
Total	130	100.0	100.0	

Pri was

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Family	47	36.2	36.2	36.2
Team	17	13.1	13.1	49.2
Garden	13	10.0	10.0	59.2
Circus	13	10.0	10.0	69.2
Prison	1	.8	.8	70.0
Zoo	2	1.5	1.5	71.5
Stage	5	3.8	3.8	75.4
Crowd	11	8.5	8.5	83.8
Factory	6	4.6	4.6	88.5
Own	4	3.1	3.1	91.5
Multiple	11	8.5	8.5	100.0
Total	130	100.0	100.0	

Sec Was

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Family	20	15.4	15.4	15.4
Team	44	33.8	33.8	49.2
Garden	2	1.5	1.5	50.8
Circus	3	2.3	2.3	53.1
Prison	9	6.9	6.9	60.0
Zoo	5	3.8	3.8	63.8
Stage	9	6.9	6.9	70.8
Crowd	14	10.8	10.8	81.5
Factory	6	4.6	4.6	86.2
Own	5	3.8	3.8	90.0
Multiple	13	10.0	10.0	100.0
Total	130	100.0	100.0	

Pri SHB

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	79	60.8	60.8	60.8
	Team	18	13.8	13.8	74.6
	Garden	13	10.0	10.0	84.6
	Circus	3	2.3	2.3	86.9
	Stage	1	.8	.8	87.7
	Crowd	1	.8	.8	88.5
	Factory	1	.8	.8	89.2
	Own	2	1.5	1.5	90.8
	Multiple	12	9.2	9.2	100.0
	Total	130	100.0	100.0	

Sec SHB

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	27	20.8	20.8	20.8
	Team	67	51.5	51.5	72.3
	Garden	4	3.1	3.1	75.4
	Circus	1	.8	.8	76.2
	Zoo	2	1.5	1.5	77.7
	Stage	4	3.1	3.1	80.8
	Crowd	1	.8	.8	81.5
	Factory	1	.8	.8	82.3
	Own	1	.8	.8	83.1
	Multiple	22	16.9	16.9	100.0
	Total	130	100.0	100.0	

Average

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	3	2.3	2.3	2.3
	1.1	2	1.5	1.5	3.8
	1.2	9	6.9	6.9	10.8
	1.3	3	2.3	2.3	13.1
	1.4	8	6.2	6.2	19.2
	1.5	7	5.4	5.4	24.6
	1.6	13	10.0	10.0	34.6
	1.7	9	6.9	6.9	41.5
	1.8	9	6.9	6.9	48.5
	1.9	11	8.5	8.5	56.9
	2.0	19	14.6	14.6	71.5
	2.1	8	6.2	6.2	77.7
	2.2	10	7.7	7.7	85.4
	2.3	9	6.9	6.9	92.3
	2.4	5	3.8	3.8	96.2
	2.6	1	.8	.8	96.9
	2.7	2	1.5	1.5	98.5
	2.9	1	.8	.8	99.2
	3.1	1	.8	.8	100.0
	Total	130	100.0	100.0	

Statistics

		Pri was	Sec Was	Pri SHB	Sec SHB
N	Valid	130	130	130	130
	Missing	0	0	0	0
Variance		12.14	12.23	9.79	13.22
Skewness		.851	.510	2.056	1.335
Std. Error of Skewness		.212	.212	.212	.212
Kurtosis		-.776	-1.257	2.712	.017
Std. Error of Kurtosis		.422	.422	.422	.422

Chi-Square Test

Test Statistics

	Pri was	Sec Was	Pri SHB	Sec SHB
Chi-Square ^{a,b}	137.385	120.631	347.277	311.692
df	10	10	8	9
Asymp. Sig.	.000	.000	.000	.000

- a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 11.8.
- b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 14.4.
- c. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 13.0.

Reliability

***** Method 2 (covariance matrix) will be used for this analysis

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H
A)

N of Cases = 130.0

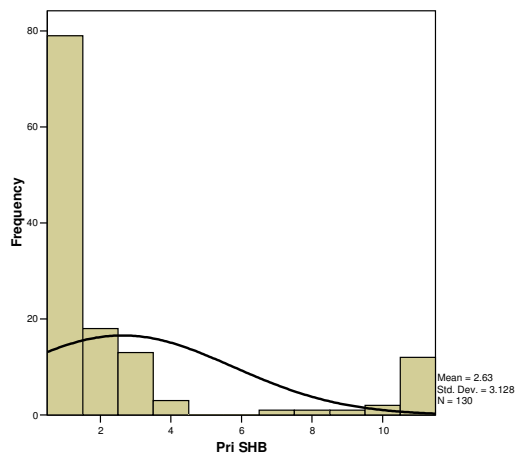
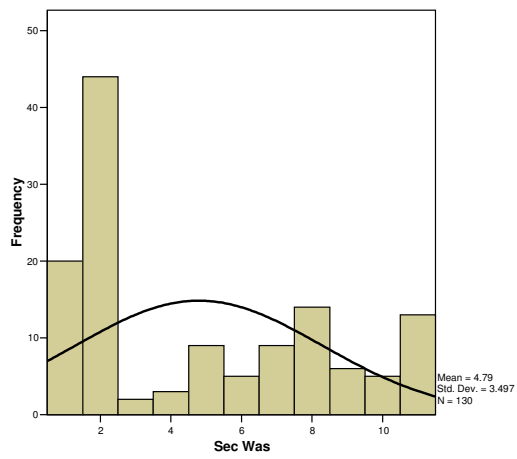
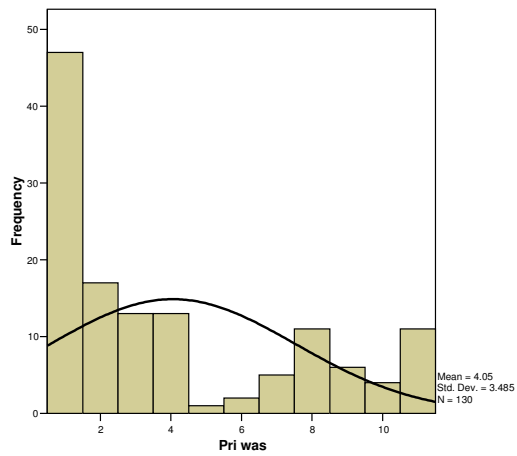
Item Variances	Mean	Minimum	Maximum	Range
Max/Min Variance				
11.8438	9.7851	13.2179	3.4328	1.3508
2.1214				

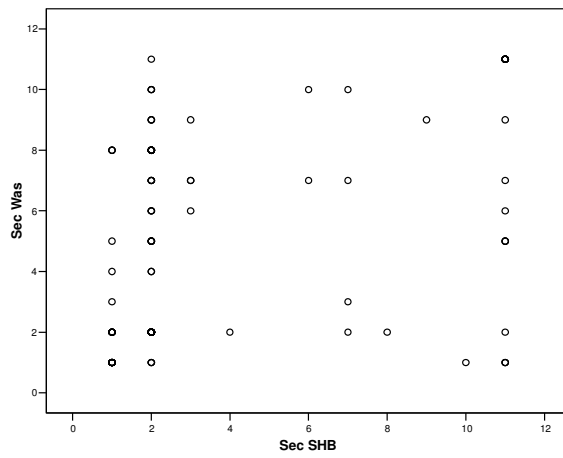
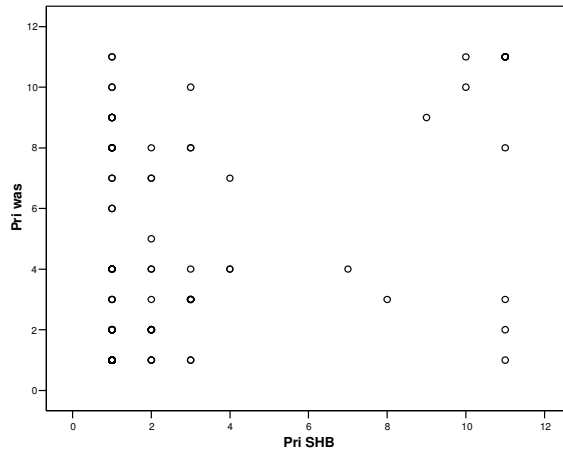
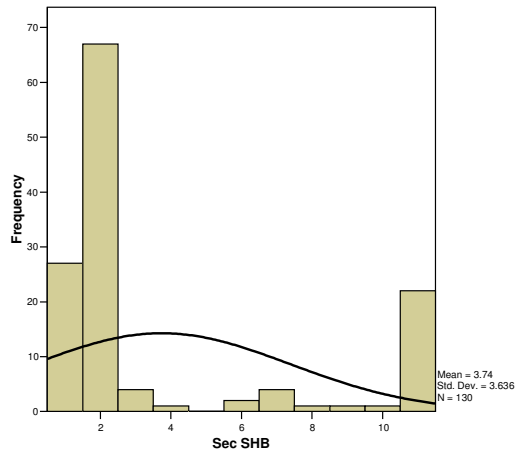
Analysis of Variance

Source of Variation Prob.	Sum of Sq.	DF	Mean Square	F
Between People	3642.9923	129	28.2403	
Within People	2783.0000	390	7.1359	
Between Measures	314.5923	3	104.8641	16.4407
Residual	2468.4077	387	6.3783	
Total	6425.9923	519	12.3815	
Grand Mean	3.8038			

Reliability Coefficients 4 items

Alpha = .7741 Standardized item alpha = .7771





Undergraduate Student Teachers

Oz Kiwi

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Oz	100	67.6	67.6	67.6
	Kiwi	48	32.4	32.4	100.0
	Total	148	100.0	100.0	

Pri/Sec

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary	93	62.8	62.8	62.8
	Secondary	55	37.2	37.2	100.0
	Total	148	100.0	100.0	

Male Female

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	120	81.1	81.1	81.1
	Male	28	18.9	18.9	100.0
	Total	148	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under 22	98	66.2	66.2	66.2
	22-30	26	17.6	17.6	83.8
	31-45	22	14.9	14.9	98.6
	over 45	2	1.4	1.4	100.0
	Total	148	100.0	100.0	

Trad NonTrad

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Traditional	98	66.2	66.2	66.2
	2	50	33.8	33.8	100.0
	Total	148	100.0	100.0	

Overallpri

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	positive	106	71.6	71.6	71.6
	neutral	17	11.5	11.5	83.1
	negative	7	4.7	4.7	87.8
	mixed	18	12.2	12.2	100.0
	Total	148	100.0	100.0	

Overallsec

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	positive	77	52.0	52.0	52.0
	neutral	25	16.9	16.9	68.9
	negative	10	6.8	6.8	75.7
	mixed	36	24.3	24.3	100.0
	Total	148	100.0	100.0	

Pri was

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	57	38.5	38.5	38.5
	Team	27	18.2	18.2	56.8
	Garden	7	4.7	4.7	61.5
	Circus	7	4.7	4.7	66.2
	Prison	2	1.4	1.4	67.6
	Zoo	3	2.0	2.0	69.6
	Stage	6	4.1	4.1	73.6
	Crowd	9	6.1	6.1	79.7
	Factory	4	2.7	2.7	82.4
	Own	4	2.7	2.7	85.1
	Multiple	22	14.9	14.9	100.0
	Total	148	100.0	100.0	

Sec Was

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	36	24.3	24.3	24.3
	Team	39	26.4	26.4	50.7
	Garden	1	.7	.7	51.4
	Circus	7	4.7	4.7	56.1
	Prison	7	4.7	4.7	60.8
	Zoo	4	2.7	2.7	63.5
	Stage	8	5.4	5.4	68.9
	Crowd	10	6.8	6.8	75.7
	Factory	7	4.7	4.7	80.4
	Own	3	2.0	2.0	82.4
	Multiple	26	17.6	17.6	100.0
	Total	148	100.0	100.0	

Pri SHB

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	76	51.4	51.4	51.4
	Team	23	15.5	15.5	66.9
	Garden	9	6.1	6.1	73.0
	Circus	4	2.7	2.7	75.7
	Stage	2	1.4	1.4	77.0
	Crowd	1	.7	.7	77.7
	Own	9	6.1	6.1	83.8
	Multiple	24	16.2	16.2	100.0
	Total	148	100.0	100.0	

Sec SHB

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	41	27.7	27.7	27.7
	Team	61	41.2	41.2	68.9
	Garden	1	.7	.7	69.6
	Circus	1	.7	.7	70.3
	Zoo	1	.7	.7	70.9
	Crowd	2	1.4	1.4	72.3
	Factory	1	.7	.7	73.0
	Own	6	4.1	4.1	77.0
	Multiple	34	23.0	23.0	100.0
	Total	148	100.0	100.0	

Average

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	3	2.0	2.0	2.0
	1.1	2	1.4	1.4	3.4
	1.2	5	3.4	3.4	6.8
	1.3	7	4.7	4.7	11.5
	1.4	11	7.4	7.4	18.9
	1.5	11	7.4	7.4	26.4
	1.6	12	8.1	8.1	34.5
	1.7	9	6.1	6.1	40.5
	1.8	12	8.1	8.1	48.6
	1.9	7	4.7	4.7	53.4
	2.0	20	13.5	13.5	66.9
	2.1	19	12.8	12.8	79.7
	2.2	10	6.8	6.8	86.5
	2.3	10	6.8	6.8	93.2
	2.4	4	2.7	2.7	95.9
	2.5	1	.7	.7	96.6
	2.6	3	2.0	2.0	98.6
	2.7	2	1.4	1.4	100.0
	Total	148	100.0	100.0	

Statistics

		Pri was	Sec Was	Pri SHB	Sec SHB
N	Valid	148	148	148	148
	Missing	0	0	0	0
Variance		14.67	14.86	15.66	17.31
Skewness		.821	.522	1.162	.900
Std. Error of Skewness		.199	.199	.199	.199
Kurtosis		-.992	-1.364	-.490	-1.108
Std. Error of Kurtosis		.396	.396	.396	.396

Chi-Square Test

Test Statistics

	Pri was	Sec Was	Pri SHB	Sec SHB
Chi-Square ^{a,b}	202.959	136.662	233.838	253.473
df	10	10	7	8
Asymp. Sig.	.000	.000	.000	.000

- a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 13.5.
- b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 18.5.
- c. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 16.4.

Reliability

***** Method 2 (covariance matrix) will be used for this analysis

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H
A)

N of Cases = 148.0

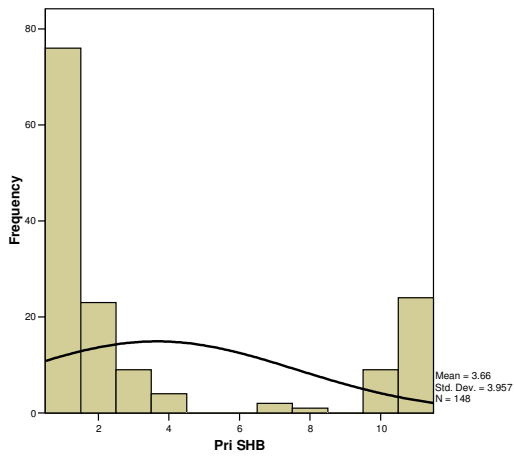
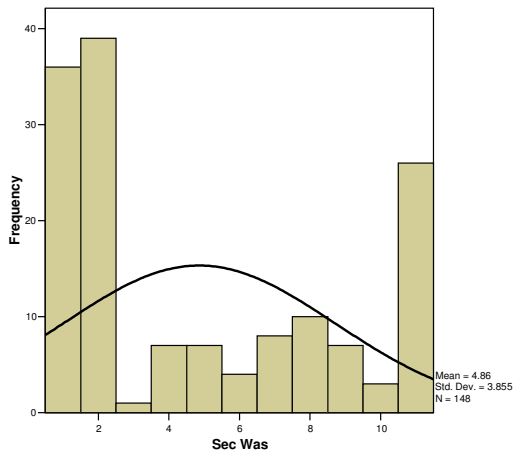
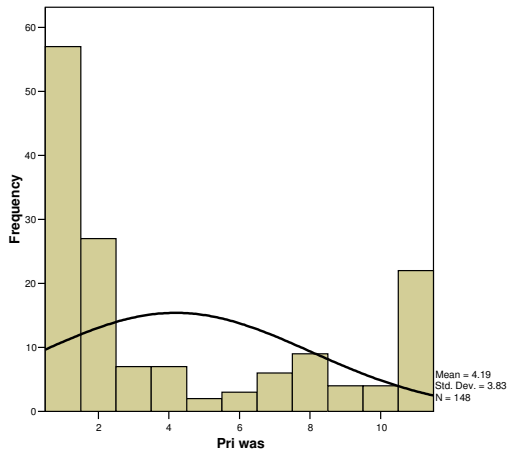
Item Variances	Mean	Minimum	Maximum	Range
Max/Min Variance				
15.6236	14.6714	17.3096	2.6381	1.1798
1.4458				

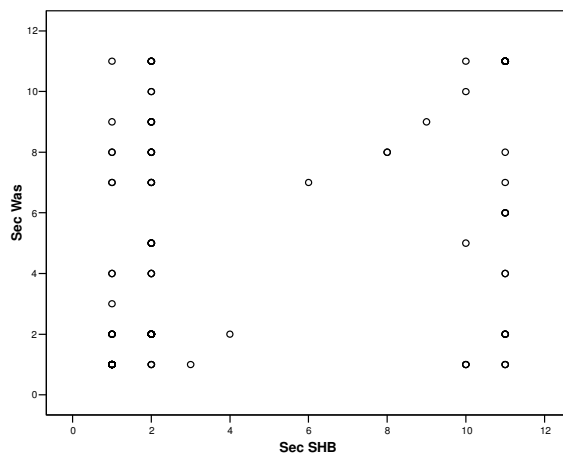
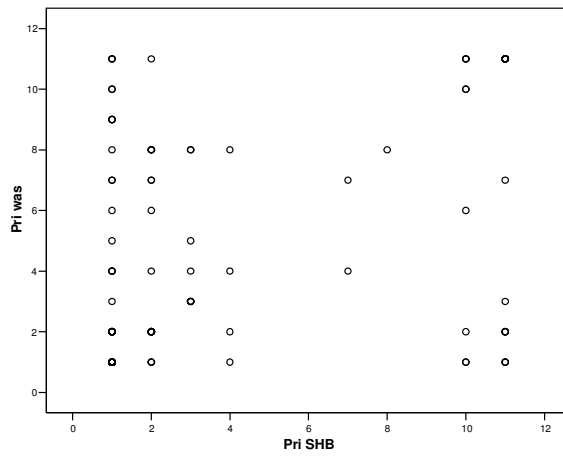
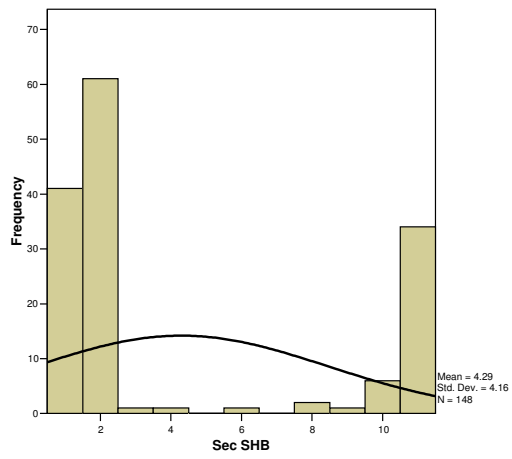
Analysis of Variance

Source of Variation	Sum of Sq.	DF	Mean Square	F
Prob.				
Between People	5624.7483	147	38.2636	
Within People	3669.7500	444	8.2652	
Between Measures	107.8429	3	35.9476	4.4507
Residual	3561.9071	441	8.0769	
Total	9294.4983	591	15.7267	
Grand Mean	4.2483			

Reliability Coefficients 4 items

Alpha = .7889 Standardized item alpha = .7884





Post-Graduate Student Teachers

Oz Kiwi

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Oz	46	22.3	22.3	22.3
	Kiwi	160	77.7	77.7	100.0
	Total	206	100.0	100.0	

Pri/Sec

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary	71	34.5	34.5	34.5
	Secondary	135	65.5	65.5	100.0
	Total	206	100.0	100.0	

Male Female

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	146	70.9	70.9	70.9
	Male	60	29.1	29.1	100.0
	Total	206	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under 22	42	20.4	20.4	20.4
	22-30	94	45.6	45.6	66.0
	31-45	59	28.6	28.6	94.7
	over 45	11	5.3	5.3	100.0
	Total	206	100.0	100.0	

Trad NonTrad

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Traditional	42	20.4	20.4	20.4
	2	164	79.6	79.6	100.0
	Total	206	100.0	100.0	

Overallpri

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	positive	125	60.7	60.7	60.7
	neutral	35	17.0	17.0	77.7
	negative	8	3.9	3.9	81.6
	mixed	38	18.4	18.4	100.0
	Total	206	100.0	100.0	

Overallsec

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	positive	95	46.1	46.1	46.1
	neutral	45	21.8	21.8	68.0
	negative	15	7.3	7.3	75.2
	mixed	51	24.8	24.8	100.0
	Total	206	100.0	100.0	

Pri was

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	70	34.0	34.0	34.0
	Team	36	17.5	17.5	51.5
	Garden	18	8.7	8.7	60.2
	Circus	14	6.8	6.8	67.0
	Prison	5	2.4	2.4	69.4
	Zoo	3	1.5	1.5	70.9
	Stage	6	2.9	2.9	73.8
	Crowd	27	13.1	13.1	86.9
	Factory	8	3.9	3.9	90.8
	Own	7	3.4	3.4	94.2
	Multiple	12	5.8	5.8	100.0
	Total	206	100.0	100.0	

Sec Was

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	25	12.1	12.1	12.1
	Team	67	32.5	32.5	44.7
	Garden	2	1.0	1.0	45.6
	Circus	7	3.4	3.4	49.0
	Prison	17	8.3	8.3	57.3
	Zoo	6	2.9	2.9	60.2
	Stage	8	3.9	3.9	64.1
	Crowd	33	16.0	16.0	80.1
	Factory	17	8.3	8.3	88.3
	Own	11	5.3	5.3	93.7
	Multiple	13	6.3	6.3	100.0
	Total	206	100.0	100.0	

Pri SHB

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	121	58.7	58.7	58.7
	Team	40	19.4	19.4	78.2
	Garden	17	8.3	8.3	86.4
	Circus	5	2.4	2.4	88.8
	Zoo	1	.5	.5	89.3
	Crowd	1	.5	.5	89.8
	Factory	1	.5	.5	90.3
	Own	5	2.4	2.4	92.7
	Multiple	15	7.3	7.3	100.0
	Total	206	100.0	100.0	

Sec SHB

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	39	18.9	18.9	18.9
	Team	119	57.8	57.8	76.7
	Garden	7	3.4	3.4	80.1
	Circus	3	1.5	1.5	81.6
	Zoo	1	.5	.5	82.0
	Stage	5	2.4	2.4	84.5
	Crowd	2	1.0	1.0	85.4
	Factory	1	.5	.5	85.9
	Own	7	3.4	3.4	89.3
	Multiple	22	10.7	10.7	100.0
	Total	206	100.0	100.0	

Average

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	7	3.4	3.4	3.4
	1.1	8	3.9	3.9	7.3
	1.2	12	5.8	5.8	13.1
	1.3	11	5.3	5.3	18.4
	1.4	17	8.3	8.3	26.7
	1.5	9	4.4	4.4	31.1
	1.6	15	7.3	7.3	38.3
	1.7	14	6.8	6.8	45.1
	1.8	19	9.2	9.2	54.4
	1.9	19	9.2	9.2	63.6
	2.0	26	12.6	12.6	76.2
	2.1	11	5.3	5.3	81.6
	2.2	11	5.3	5.3	86.9
	2.3	11	5.3	5.3	92.2
	2.4	6	2.9	2.9	95.1
	2.5	2	1.0	1.0	96.1
	2.6	3	1.5	1.5	97.6
	2.7	2	1.0	1.0	98.5
	2.9	1	.5	.5	99.0
	3.1	2	1.0	1.0	100.0
Total		206	100.0	100.0	

Statistics

		Pri was	Sec Was	Pri SHB	Sec SHB
N	Valid	206	206	206	206
	Missing	0	0	0	0
Variance		11.39	11.55	8.52	10.64
Skewness		.801	.308	2.284	1.679
Std. Error of Skewness		.169	.169	.169	.169
Kurtosis		-.867	-1.454	3.781	1.130
Std. Error of Kurtosis		.337	.337	.337	.337

Chi-Square Test

Test Statistics

	Pri was	Sec Was	Pri SHB	Sec SHB
Chi-Square ^{a,b}	209.010	179.748	528.330	585.456
df	10	10	8	9
Asymp. Sig.	.000	.000	.000	.000

- a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 18.7.
- b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 22.9.
- c. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 20.6.

Reliability

***** Method 2 (covariance matrix) will be used for this analysis

RELIABILITY ANALYSIS - SCALE (ALPHA)

N of Cases = 206.0

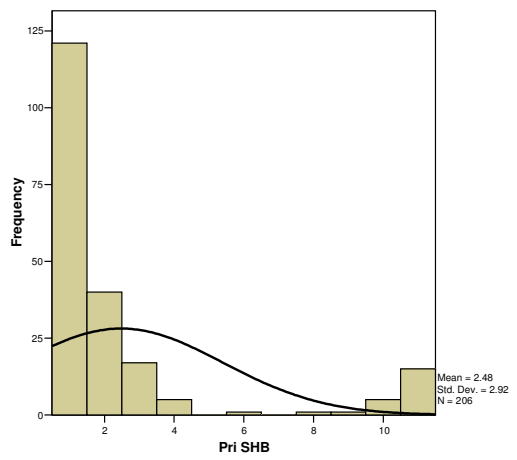
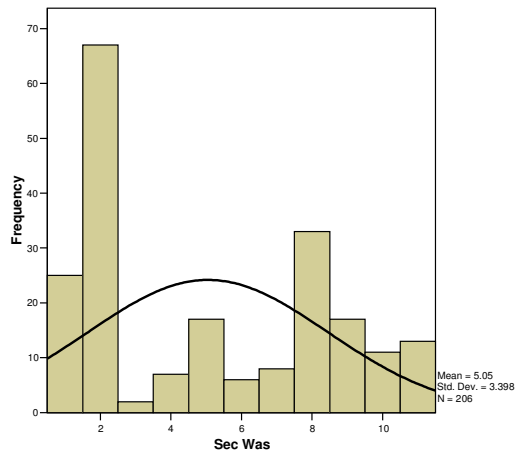
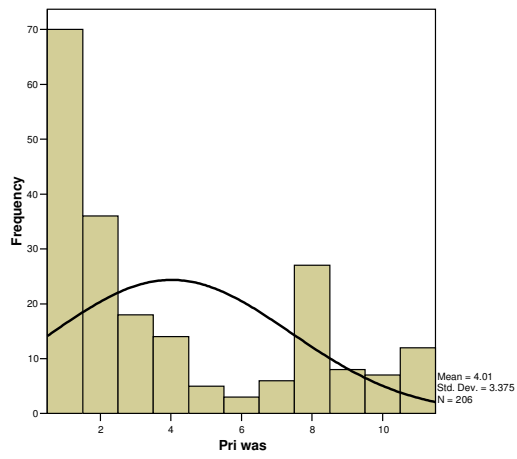
Item	Variance	Mean	Minimum	Maximum	Range
Max/Min	10.5245	8.5238	11.5489	3.0251	1.9378

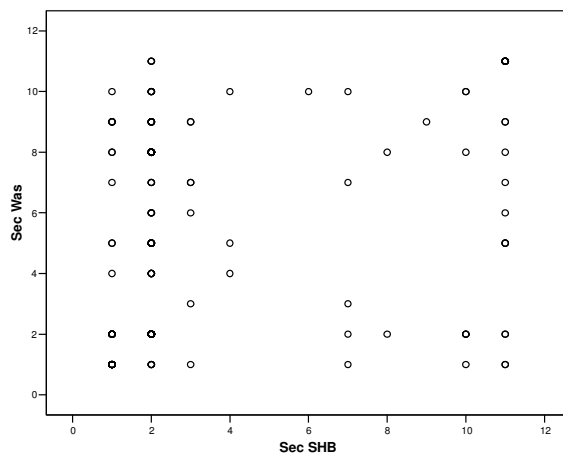
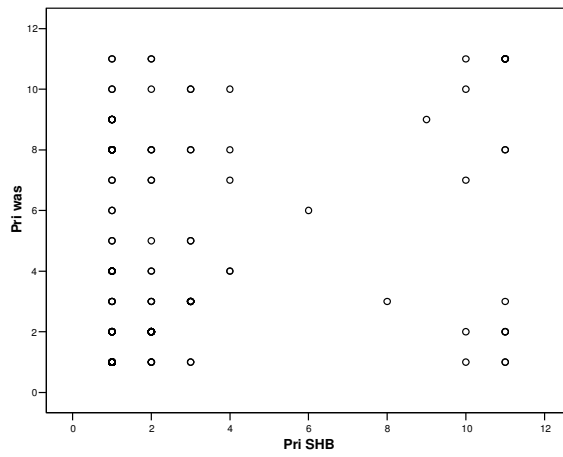
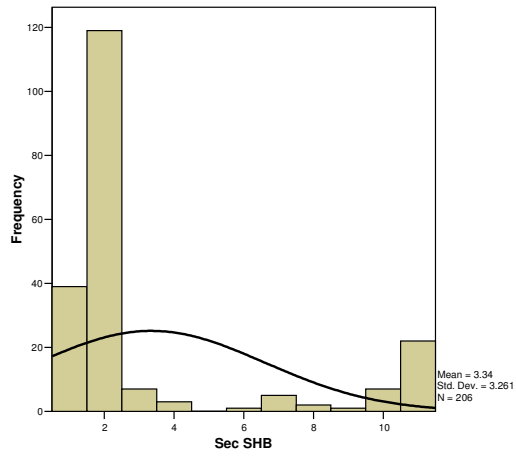
Analysis of Variance

Source of Variation	Sum of Sq.	DF	Mean Square	F
Prob.				
Between People	4546.9915	205	22.1804	
Within People	4813.2500	618	7.7884	
Between Measures	730.1784	3	243.3928	36.6603
.0000				
Residual	4083.0716	615	6.6391	
Total	9360.2415	823	11.3733	
Grand Mean	3.7197			

Reliability Coefficients 4 items

Alpha = .7007 Standardized item alpha = .7057





Traditional participants

UG PG

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undergrad	98	70.0	70.0	70.0
	Postgrad	42	30.0	30.0	100.0
	Total	140	100.0	100.0	

Oz Kiwi

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Oz	93	66.4	66.4	66.4
	Kiwi	47	33.6	33.6	100.0
	Total	140	100.0	100.0	

Pri/Sec

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary	63	45.0	45.0	45.0
	Secondary	77	55.0	55.0	100.0
	Total	140	100.0	100.0	

Male Female

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	116	82.9	82.9	82.9
	Male	24	17.1	17.1	100.0
	Total	140	100.0	100.0	

Overallpri

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	positive	102	72.9	72.9	72.9
	neutral	20	14.3	14.3	87.1
	negative	4	2.9	2.9	90.0
	mixed	14	10.0	10.0	100.0
	Total	140	100.0	100.0	

Overallsec

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid positive	87	62.1	62.1	62.1
neutral	19	13.6	13.6	75.7
negative	2	1.4	1.4	77.1
mixed	32	22.9	22.9	100.0
Total	140	100.0	100.0	

Pri was

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Family	54	38.6	38.6	38.6
Team	26	18.6	18.6	57.1
Garden	9	6.4	6.4	63.6
Circus	9	6.4	6.4	70.0
Prison	1	.7	.7	70.7
Zoo	5	3.6	3.6	74.3
Stage	3	2.1	2.1	76.4
Crowd	11	7.9	7.9	84.3
Factory	4	2.9	2.9	87.1
Own	2	1.4	1.4	88.6
Multiple	16	11.4	11.4	100.0
Total	140	100.0	100.0	

Sec Was

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Family	35	25.0	25.0	25.0
Team	41	29.3	29.3	54.3
Garden	2	1.4	1.4	55.7
Circus	4	2.9	2.9	58.6
Prison	6	4.3	4.3	62.9
Zoo	3	2.1	2.1	65.0
Stage	9	6.4	6.4	71.4
Crowd	11	7.9	7.9	79.3
Factory	5	3.6	3.6	82.9
Own	2	1.4	1.4	84.3
Multiple	22	15.7	15.7	100.0
Total	140	100.0	100.0	

Pri SHB

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	78	55.7	55.7	55.7
	Team	28	20.0	20.0	75.7
	Garden	7	5.0	5.0	80.7
	Circus	3	2.1	2.1	82.9
	Zoo	1	.7	.7	83.6
	Stage	1	.7	.7	84.3
	Crowd	1	.7	.7	85.0
	Own	4	2.9	2.9	87.9
	Multiple	17	12.1	12.1	100.0
	Total	140	100.0	100.0	

Sec SHB

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	42	30.0	30.0	30.0
	Team	64	45.7	45.7	75.7
	Circus	2	1.4	1.4	77.1
	Zoo	1	.7	.7	77.9
	Stage	3	2.1	2.1	80.0
	Crowd	1	.7	.7	80.7
	Own	2	1.4	1.4	82.1
	Multiple	25	17.9	17.9	100.0
	Total	140	100.0	100.0	

Average

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.0	5	3.6	3.6	3.6
1.1	1	.7	.7	4.3
1.2	7	5.0	5.0	9.3
1.3	3	2.1	2.1	11.4
1.4	10	7.1	7.1	18.6
1.5	9	6.4	6.4	25.0
1.6	11	7.9	7.9	32.9
1.7	7	5.0	5.0	37.9
1.8	12	8.6	8.6	46.4
1.9	6	4.3	4.3	50.7
2.0	23	16.4	16.4	67.1
2.1	15	10.7	10.7	77.9
2.2	8	5.7	5.7	83.6
2.3	12	8.6	8.6	92.1
2.4	5	3.6	3.6	95.7
2.5	1	.7	.7	96.4
2.6	2	1.4	1.4	97.9
2.7	1	.7	.7	98.6
2.9	1	.7	.7	99.3
3.1	1	.7	.7	100.0
Total	140	100.0	100.0	

Statistics

		Pri was	Sec Was	Pri SHB	Sec SHB
N	Valid	140	140	140	140
	Missing	0	0	0	0
Variance		12.79	14.24	12.06	14.09
Skewness		.980	.634	1.711	1.339
Std. Error of Skewness		.205	.205	.205	.205
Kurtosis		-.587	-1.218	1.211	-.026
Std. Error of Kurtosis		.407	.407	.407	.407

Chi-Square Test

Test Statistics

	Pri was	Sec Was	Pri SHB	Sec SHB
Chi-Square ^{a,b}	188.900	149.614	325.043	231.657
df	10	10	8	7
Asymp. Sig.	.000	.000	.000	.000

- a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 12.7.
- b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 15.6.
- c. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 17.5.

Reliability

***** Method 2 (covariance matrix) will be used for this analysis

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H
A)

N of Cases = 140.0

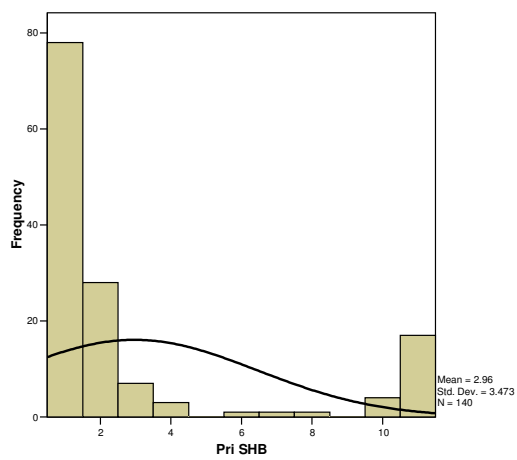
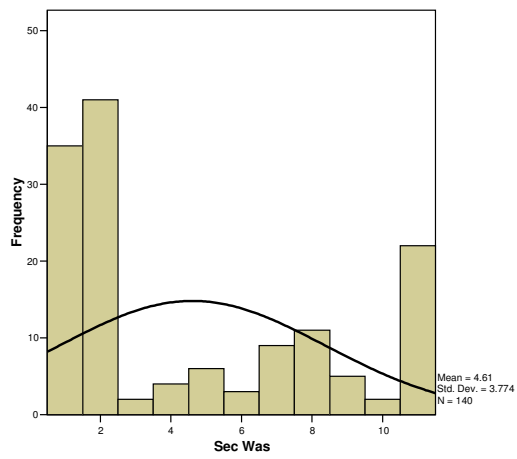
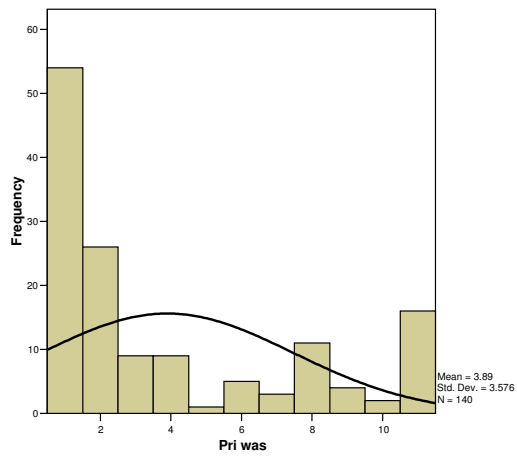
Item Variances	Mean	Minimum	Maximum	Range	
Max/Min Variance					
13.2955	12.0635	14.2402	2.1768	1.1804	1.1008

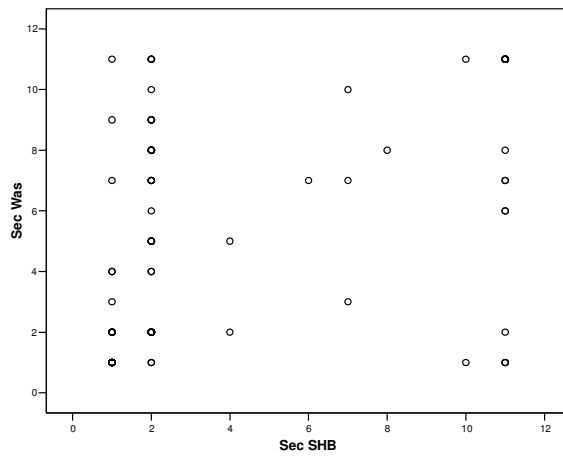
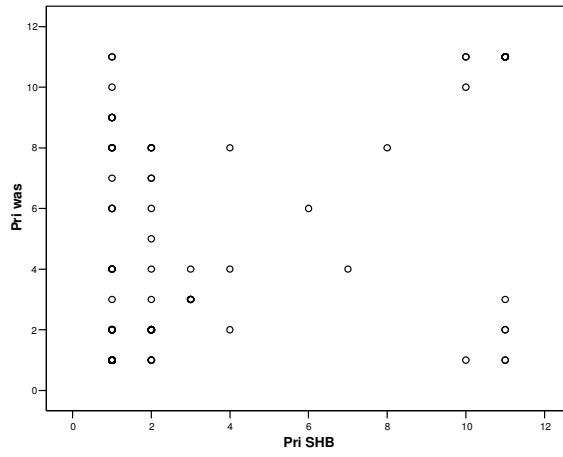
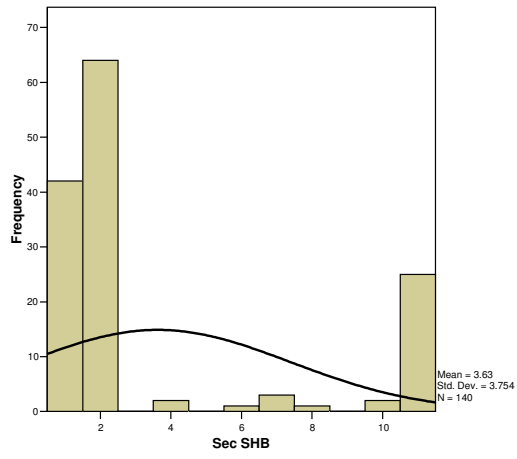
Analysis of Variance

Source of Variation	Sum of Sq.	DF	Mean Square	F
Prob.				
Between People	4655.9482	139	33.4960	
Within People	2930.2500	420	6.9768	
Between Measures	193.9054	3	64.6351	9.8499
Residual	2736.3446	417	6.5620	
Total	7586.1982	559	13.5710	
Grand Mean	3.7732			

Reliability Coefficients 4 items

Alpha = .8041 Standardized item alpha = .8051





Non-Traditional Participants

UG PG

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undergrad	50	23.4	23.4	23.4
	Postgrad	164	76.6	76.6	100.0
	Total	214	100.0	100.0	

Oz Kiwi

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Oz	53	24.8	24.8	24.8
	Kiwi	161	75.2	75.2	100.0
	Total	214	100.0	100.0	

Pri/Sec

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary	101	47.2	47.2	47.2
	Secondary	113	52.8	52.8	100.0
	Total	214	100.0	100.0	

Male Female

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	150	70.1	70.1	70.1
	Male	64	29.9	29.9	100.0
	Total	214	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	22-30	120	56.1	56.1	56.1
	31-45	81	37.9	37.9	93.9
	over 45	13	6.1	6.1	100.0
	Total	214	100.0	100.0	

Overallpri

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	positive	129	60.3	60.3	60.3
	neutral	32	15.0	15.0	75.2
	negative	11	5.1	5.1	80.4
	mixed	42	19.6	19.6	100.0
	Total	214	100.0	100.0	

Overallsec

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	positive	85	39.7	39.7	39.7
	neutral	51	23.8	23.8	63.6
	negative	23	10.7	10.7	74.3
	mixed	55	25.7	25.7	100.0
	Total	214	100.0	100.0	

Pri was

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	73	34.1	34.1	34.1
	Team	37	17.3	17.3	51.4
	Garden	16	7.5	7.5	58.9
	Circus	12	5.6	5.6	64.5
	Prison	6	2.8	2.8	67.3
	Zoo	1	.5	.5	67.8
	Stage	9	4.2	4.2	72.0
	Crowd	25	11.7	11.7	83.6
	Factory	8	3.7	3.7	87.4
	Own	9	4.2	4.2	91.6
	Multiple	18	8.4	8.4	100.0
	Total	214	100.0	100.0	

Sec Was

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	26	12.1	12.1	12.1
	Team	65	30.4	30.4	42.5
	Garden	1	.5	.5	43.0
	Circus	10	4.7	4.7	47.7
	Prison	18	8.4	8.4	56.1
	Zoo	7	3.3	3.3	59.3
	Stage	7	3.3	3.3	62.6
	Crowd	32	15.0	15.0	77.6
	Factory	19	8.9	8.9	86.4
	Own	12	5.6	5.6	92.1
	Multiple	17	7.9	7.9	100.0
	Total	214	100.0	100.0	

Pri SHB

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	119	55.6	55.6	55.6
	Team	35	16.4	16.4	72.0
	Garden	19	8.9	8.9	80.8
	Circus	6	2.8	2.8	83.6
	Stage	1	.5	.5	84.1
	Crowd	1	.5	.5	84.6
	Factory	1	.5	.5	85.0
	Own	10	4.7	4.7	89.7
	Multiple	22	10.3	10.3	100.0
	Total	214	100.0	100.0	

Sec SHB

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	38	17.8	17.8	17.8
	Team	116	54.2	54.2	72.0
	Garden	8	3.7	3.7	75.7
	Circus	2	.9	.9	76.6
	Zoo	1	.5	.5	77.1
	Stage	2	.9	.9	78.0
	Crowd	3	1.4	1.4	79.4
	Factory	2	.9	.9	80.4
	Own	11	5.1	5.1	85.5
	Multiple	31	14.5	14.5	100.0
	Total	214	100.0	100.0	

Average

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	5	2.3	2.3	2.3
	1.1	9	4.2	4.2	6.5
	1.2	10	4.7	4.7	11.2
	1.3	15	7.0	7.0	18.2
	1.4	18	8.4	8.4	26.6
	1.5	11	5.1	5.1	31.8
	1.6	16	7.5	7.5	39.3
	1.7	16	7.5	7.5	46.7
	1.8	19	8.9	8.9	55.6
	1.9	20	9.3	9.3	65.0
	2.0	23	10.7	10.7	75.7
	2.1	15	7.0	7.0	82.7
	2.2	13	6.1	6.1	88.8
	2.3	9	4.2	4.2	93.0
	2.4	5	2.3	2.3	95.3
	2.5	2	.9	.9	96.3
	2.6	4	1.9	1.9	98.1
2.7	3	1.4	1.4	99.5	
3.1	1	.5	.5	100.0	
Total		214	100.0	100.0	

Statistics

		Pri was	Sec Was	Pri SHB	Sec SHB
N	Valid	214	214	214	214
	Missing	0	0	0	0
Variance		12.71	11.95	11.70	13.34
Skewness		.726	.265	1.697	1.283
Std. Error of Skewness		.166	.166	.166	.166
Kurtosis		-1.046	-1.469	1.186	-.185
Std. Error of Kurtosis		.331	.331	.331	.331

Chi-Square Test

Test Statistics

	Pri was	Sec Was	Pri SHB	Sec SHB
Chi-Square ^{a,b}	213.150	158.252	474.458	536.841
df	10	10	8	9
Asymp. Sig.	.000	.000	.000	.000

- a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 19.5.
- b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 23.8.
- c. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 21.4.

Reliability

***** Method 2 (covariance matrix) will be used for this analysis

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H
A)

N of Cases = 214.0

Item Variances	Mean	Minimum	Maximum	Range	
Max/Min Variance					
12.4249	11.6987	13.3387	1.6400	1.1402	.5578

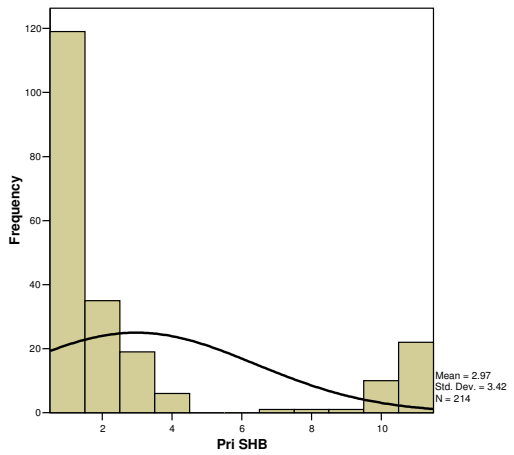
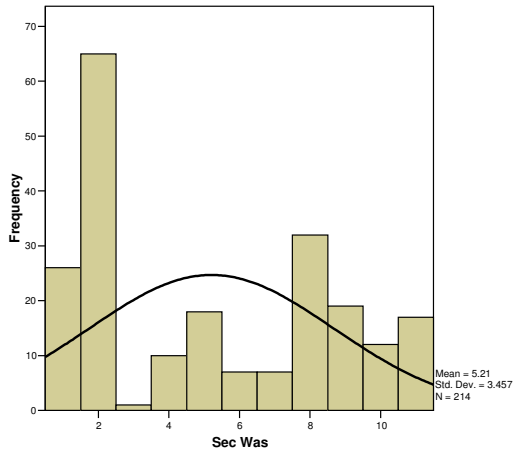
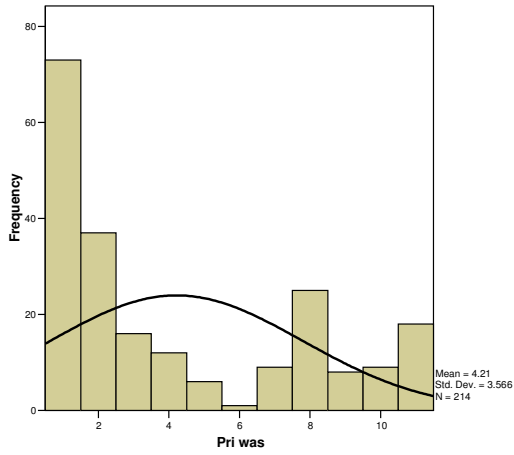
Analysis of Variance

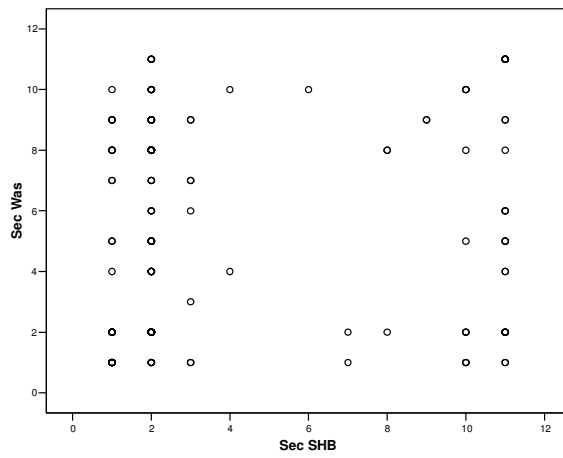
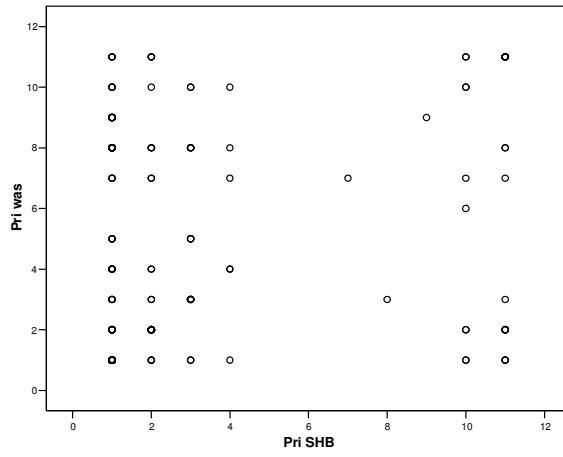
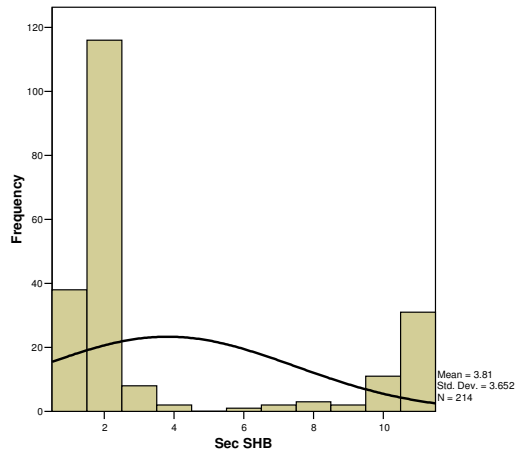
Source of Variation	Sum of Sq.	DF	Mean Square	F
Prob.				
Between People	5586.0900	213	26.2258	
Within People	5552.7500	642	8.6491	
Between Measures	552.7979	3	84.2660	23.5494
Residual	4999.9521	639	7.8247	
Total	11138.8400	855	13.0279	
Grand Mean	4.0502			

Reliability Coefficients 4 items

Alpha = .7016

Standardized item alpha = .7018





Candidates enrolling into The University of Sydney

UG PG

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undergrad	100	68.5	68.5	68.5
	Postgrad	46	31.5	31.5	100.0
	Total	146	100.0	100.0	

Pri/Sec

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary	63	43.2	43.2	43.2
	Secondary	83	56.8	56.8	100.0
	Total	146	100.0	100.0	

Male Female

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	112	76.7	76.7	76.7
	Male	34	23.3	23.3	100.0
	Total	146	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under 22	93	63.7	63.7	63.7
	22-30	23	15.8	15.8	79.5
	31-45	24	16.4	16.4	95.9
	over 45	6	4.1	4.1	100.0
	Total	146	100.0	100.0	

Trad NonTrad

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Traditional	93	63.7	63.7	63.7
	2	53	36.3	36.3	100.0
	Total	146	100.0	100.0	

Overallpri

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	positive	103	70.5	70.5	70.5
	neutral	20	13.7	13.7	84.2
	negative	4	2.7	2.7	87.0
	mixed	19	13.0	13.0	100.0
	Total	146	100.0	100.0	

Overallsec

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	positive	82	56.2	56.2	56.2
	neutral	23	15.8	15.8	71.9
	negative	5	3.4	3.4	75.3
	mixed	36	24.7	24.7	100.0
	Total	146	100.0	100.0	

Pri was

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	58	39.7	39.7	39.7
	Team	22	15.1	15.1	54.8
	Garden	12	8.2	8.2	63.0
	Circus	9	6.2	6.2	69.2
	Prison	1	.7	.7	69.9
	Zoo	2	1.4	1.4	71.2
	Stage	5	3.4	3.4	74.7
	Crowd	10	6.8	6.8	81.5
	Factory	4	2.7	2.7	84.2
	Own	5	3.4	3.4	87.7
	Multiple	18	12.3	12.3	100.0
	Total	146	100.0	100.0	

Sec Was

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	34	23.3	23.3	23.3
	Team	41	28.1	28.1	51.4
	Garden	2	1.4	1.4	52.7
	Circus	6	4.1	4.1	56.8
	Prison	8	5.5	5.5	62.3
	Zoo	3	2.1	2.1	64.4
	Stage	7	4.8	4.8	69.2
	Crowd	9	6.2	6.2	75.3
	Factory	8	5.5	5.5	80.8
	Own	5	3.4	3.4	84.2
	Multiple	23	15.8	15.8	100.0
	Total	146	100.0	100.0	

Pri SHB

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	82	56.2	56.2	56.2
	Team	24	16.4	16.4	72.6
	Garden	11	7.5	7.5	80.1
	Circus	4	2.7	2.7	82.9
	Stage	2	1.4	1.4	84.2
	Crowd	1	.7	.7	84.9
	Own	5	3.4	3.4	88.4
	Multiple	17	11.6	11.6	100.0
	Total	146	100.0	100.0	

Sec SHB

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	42	28.8	28.8	28.8
	Team	65	44.5	44.5	73.3
	Garden	1	.7	.7	74.0
	Circus	2	1.4	1.4	75.3
	Zoo	1	.7	.7	76.0
	Stage	3	2.1	2.1	78.1
	Crowd	3	2.1	2.1	80.1
	Factory	1	.7	.7	80.8
	Own	1	.7	.7	81.5
	Multiple	27	18.5	18.5	100.0
	Total	146	100.0	100.0	

Average

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	7	4.8	4.8	4.8
	1.1	2	1.4	1.4	6.2
	1.2	8	5.5	5.5	11.6
	1.3	5	3.4	3.4	15.1
	1.4	11	7.5	7.5	22.6
	1.5	9	6.2	6.2	28.8
	1.6	13	8.9	8.9	37.7
	1.7	8	5.5	5.5	43.2
	1.8	11	7.5	7.5	50.7
	1.9	8	5.5	5.5	56.2
	2.0	23	15.8	15.8	71.9
	2.1	14	9.6	9.6	81.5
	2.2	8	5.5	5.5	87.0
	2.3	11	7.5	7.5	94.5
	2.4	3	2.1	2.1	96.6
	2.5	1	.7	.7	97.3
	2.6	2	1.4	1.4	98.6
	2.7	2	1.4	1.4	100.0
	Total	146	100.0	100.0	

Statistics

		Pri was	Sec Was	Pri SHB	Sec SHB
N	Valid	146	146	146	146
	Missing	0	0	0	0
Variance		13.78	14.58	12.04	14.44
Skewness		.895	.554	1.673	1.235
Std. Error of Skewness		.201	.201	.201	.201
Kurtosis		-.823	-1.339	1.107	-.287
Std. Error of Kurtosis		.399	.399	.399	.399

Chi-Square Test

Test Statistics

	Pri was	Sec Was	Pri SHB	Sec SHB
Chi-Square ^{a,b}	198.164	132.616	278.986	315.918
df	10	10	7	9
Asymp. Sig.	.000	.000	.000	.000

- a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 13.3.
- b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 18.3.
- c. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 14.6.

Reliability

***** Method 2 (covariance matrix) will be used for this analysis

RELIABILITY ANALYSIS - SCALE (ALPHA A)

N of Cases = 146.0

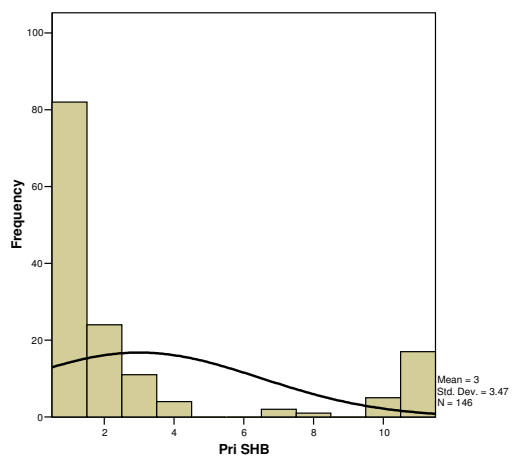
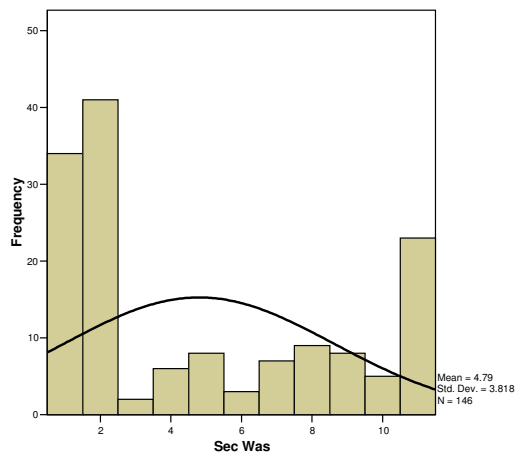
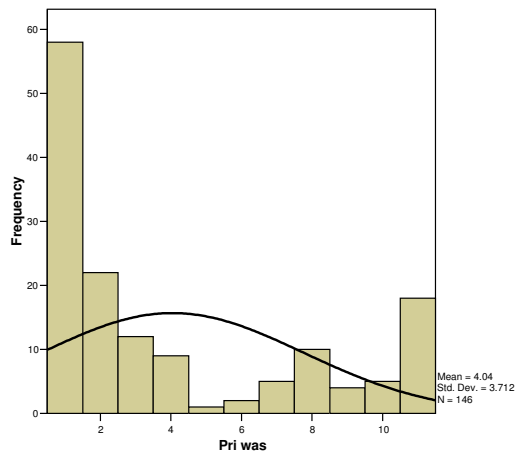
Item Variances	Mean	Minimum	Maximum	Range
Max/Min Variance				
13.7098	12.0414	14.5782	2.5368	1.2107
1.3594				

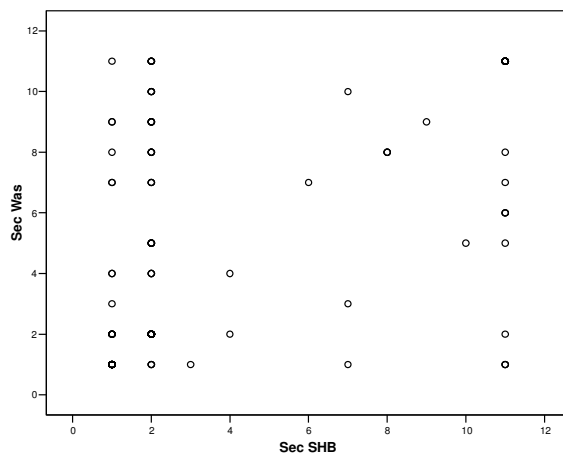
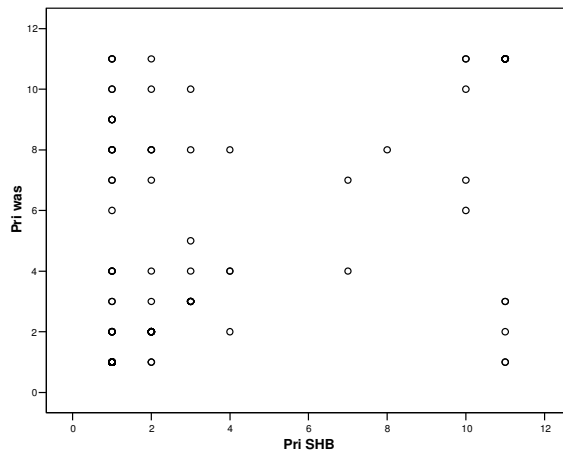
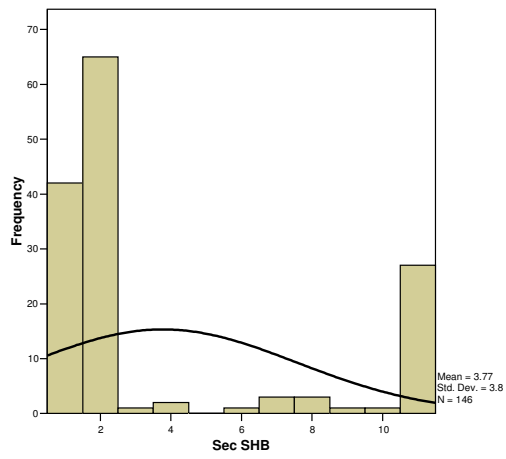
Analysis of Variance

Source of Variation	Sum of Sq.	DF	Mean Square	F
Prob.				
Between People	5030.2397	145	34.6913	
Within People	3162.0000	438	7.2192	
Between Measures	240.5685	3	80.1895	11.9402
Residual	2921.4315	435	6.7159	
Total	8192.2397	583	14.0519	
Grand Mean	3.9007			

Reliability Coefficients 4 items

Alpha = .8064 Standardized item alpha = .8078





Candidates enrolling into The University of Auckland

UG PG

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undergrad	48	23.1	23.1	23.1
	Postgrad	160	76.9	76.9	100.0
	Total	208	100.0	100.0	

Pri/Sec

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary	101	48.6	48.6	48.6
	Secondary	107	51.4	51.4	100.0
	Total	208	100.0	100.0	

Male Female

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	154	74.0	74.0	74.0
	Male	54	26.0	26.0	100.0
	Total	208	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under 22	47	22.6	22.6	22.6
	22-30	97	46.6	46.6	69.2
	31-45	57	27.4	27.4	96.6
	over 45	7	3.4	3.4	100.0
	Total	208	100.0	100.0	

Trad NonTrad

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Traditional	47	22.6	22.6	22.6
	2	161	77.4	77.4	100.0
	Total	208	100.0	100.0	

Overallpri

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	positive	128	61.5	61.5	61.5
	neutral	32	15.4	15.4	76.9
	negative	11	5.3	5.3	82.2
	mixed	37	17.8	17.8	100.0
	Total	208	100.0	100.0	

Overallsec

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	positive	90	43.3	43.3	43.3
	neutral	47	22.6	22.6	65.9
	negative	20	9.6	9.6	75.5
	mixed	51	24.5	24.5	100.0
	Total	208	100.0	100.0	

Pri was

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	69	33.2	33.2	33.2
	Team	41	19.7	19.7	52.9
	Garden	13	6.3	6.3	59.1
	Circus	12	5.8	5.8	64.9
	Prison	6	2.9	2.9	67.8
	Zoo	4	1.9	1.9	69.7
	Stage	7	3.4	3.4	73.1
	Crowd	26	12.5	12.5	85.6
	Factory	8	3.8	3.8	89.4
	Own	6	2.9	2.9	92.3
	Multiple	16	7.7	7.7	100.0
	Total	208	100.0	100.0	

Pri was

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	69	33.2	33.2	33.2
	Team	41	19.7	19.7	52.9
	Garden	13	6.3	6.3	59.1
	Circus	12	5.8	5.8	64.9
	Prison	6	2.9	2.9	67.8
	Zoo	4	1.9	1.9	69.7
	Stage	7	3.4	3.4	73.1
	Crowd	26	12.5	12.5	85.6
	Factory	8	3.8	3.8	89.4
	Own	6	2.9	2.9	92.3
	Multiple	16	7.7	7.7	100.0
	Total	208	100.0	100.0	

Pri SHB

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	115	55.3	55.3	55.3
	Team	39	18.8	18.8	74.0
	Garden	15	7.2	7.2	81.3
	Circus	5	2.4	2.4	83.7
	Zoo	1	.5	.5	84.1
	Crowd	1	.5	.5	84.6
	Factory	1	.5	.5	85.1
	Own	9	4.3	4.3	89.4
	Multiple	22	10.6	10.6	100.0
	Total	208	100.0	100.0	

Sec SHB

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family	38	18.3	18.3	18.3
	Team	115	55.3	55.3	73.6
	Garden	7	3.4	3.4	76.9
	Circus	2	1.0	1.0	77.9
	Zoo	1	.5	.5	78.4
	Stage	2	1.0	1.0	79.3
	Crowd	1	.5	.5	79.8
	Factory	1	.5	.5	80.3
	Own	12	5.8	5.8	86.1
	Multiple	29	13.9	13.9	100.0
	Total	208	100.0	100.0	

Average

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.0	3	1.4	1.4	1.4
1.1	8	3.8	3.8	5.3
1.2	9	4.3	4.3	9.6
1.3	13	6.3	6.3	15.9
1.4	17	8.2	8.2	24.0
1.5	11	5.3	5.3	29.3
1.6	14	6.7	6.7	36.1
1.7	15	7.2	7.2	43.3
1.8	20	9.6	9.6	52.9
1.9	18	8.7	8.7	61.5
2.0	23	11.1	11.1	72.6
2.1	16	7.7	7.7	80.3
2.2	13	6.3	6.3	86.5
2.3	10	4.8	4.8	91.3
2.4	7	3.4	3.4	94.7
2.5	2	1.0	1.0	95.7
2.6	4	1.9	1.9	97.6
2.7	2	1.0	1.0	98.6
2.9	1	.5	.5	99.0
3.1	2	1.0	1.0	100.0
Total	208	100.0	100.0	

Statistics

		Pri was	Sec Was	Pri SHB	Sec SHB
N	Valid	208	208	208	208
	Missing	0	0	0	0
Variance		12.06	11.75	11.70	13.08
Skewness		.765	.295	1.724	1.355
Std. Error of Skewness		.169	.169	.169	.169
Kurtosis		-.945	-1.441	1.261	.000
Std. Error of Kurtosis		.336	.336	.336	.336

Chi-Square Test

Test Statistics

	Pri was	Sec Was	Pri SHB	Sec SHB
Chi-Square ^{a,b}	209.154	170.337	465.442	547.481
df	10	10	8	9
Asymp. Sig.	.000	.000	.000	.000

- a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 18.9.
- b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 23.1.
- c. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 20.8.

Reliability

***** Method 2 (covariance matrix) will be used for this analysis

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H
A)

N of Cases = 208.0

Item Variances	Mean	Minimum	Maximum	Range
Max/Min Variance				
12.1497	11.7025	13.0834	1.3809	1.1180
.4120				

Analysis of Variance

Source of Variation	Sum of Sq.	DF	Mean Square	F
Prob.				
Between People	5236.1875	207	25.2956	
Within People	5321.0000	624	8.5272	
Between Measures	497.2452	3	165.7484	21.3381
Residual	4823.7548	621	7.7677	
Total	10557.1875	831	2.7042	
Grand Mean	3.9688			

Reliability Coefficients 4 items

Alpha = .6929 Standardized item alpha = .6925

