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# **Employment Aspirations of Newly Qualified Teachers: A Comparative Study of Newly Qualified Teachers from a UK And a Regional Australian University**

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## **Introduction**

Contemporary beginning teachers have a diverse mix of ages and prior experiences and many are seeking teaching work beyond their own state or county in a rapidly changing national and international market. The aim of this descriptive comparative study is to investigate the initial and medium term employment aspirations of two cohorts of newly qualified teachers (NQTs) just prior to their entry into the teaching workforce in 2003. The two case studies are from post graduate diploma in teaching programs from a regional Australian university and a university in the Home Counties in the UK. The paper initially explores the characteristics of each case cohort and their programs. Secondly it explores the similarities and differences between their preferred employment aspirations and their realistic expectations with regard to the type, sector and location of teaching work. The final section reports on the factors influencing their initial and medium term professional aspirations against the background of their most likely employment contexts.

The purpose of the first phase of this comparative inquiry is to investigate the initial and medium term employment aspirations two cohorts of beginning or newly qualified teachers (NQTs) just prior to their entry into the teaching workforce. The longer term objective of the research is to track a smaller sample from each cohort through their emerging career paths.

## **Two Theoretical Frameworks**

Young (1995) reviews two of the competing theories for occupational selection which will help frame this paper. Holland's (1973) theory of careers suggests vocational and careers choices are made by individuals based on the fit between their perception of their personality and the job environment. This view contrasts with the market- responsive model Ochsner & Solomon (1979) where individuals make occupational choices based on demand and the level of compensation. The analysis will explore the extent to which these theories are reflected in the reported changes over time in NQT expectations. Recent models of teacher and NQT development by Martinez (1992) and Ryan (2002) have focused on the development of confidence and competency. Martinez challenges the developmental or stage theory of teacher development. Ryan uses Martinez's (1992) critique in her case study of a teacher five years after completing a Diploma in Teaching. The study focuses on the confidences and competencies of the teacher rather than concerns and views about survival in the classroom. Leong's (1999) study of the 'plight of novice music teachers' and Lang's (1999) "When does it get any easier", a study of seven year one teachers in New Zealand" use stage theory to underpin their inquiries. The current study will continue to explore the

perceptions of beginning teachers' confidence as well as any concerns they have of their emerging careers.

### **Context: Is There a Teacher Shortage?**

The nature of the demand and supply for primary and secondary teachers nationally and internationally has been characterised by a lively and ongoing debate.

#### **The United Kingdom**

In England the acute shortage of teachers peaked in 2001 (Johnson, 2004). As the recruitment of teachers by schools is by and large a free market in England, teachers were recruited from all parts of the UK as well as from Australia, New Zealand, Canada and South Africa. "Aussies prove an asset in staff famine" headlined a Times Educational Supplement feature in 1996. The tradition of a growing numbers of Australian teachers to seek short-term work opportunities in England has continued since the early 1990's. DfES (2004) report that while the vacancy rate for primary and nursery schools had fallen, the shortages in the secondary phase have risen. Revell (2004) reporting on the 10<sup>th</sup> year of the Teacher Training Agency (TTA) noted that "new recruits to teaching are increasingly older". Tabberer, the head of the Agency indicated that in 2002-3 56 per cent of the recruits were 25 years or over and one in three was 30 or over. He continued, "As a second career choice we must be one of the top choices in the economy". Smithers and Robinson (2004) work on teacher turnover and wastage report fewer primary resignations and turnover, perhaps reflecting decreased opportunities associated with falling rolls. Turnover and wastage rates tended to be higher among women and in difficult to staff primary and secondary schools. However the current TTA estimate is that 40 per cent of teachers leave the job three to five years after training [Revell, 2004] Johnson's current work at the Institute of Public Policy Research is focusing on the policy options for recruitment and retention of teaching staff in the most 'vulnerable schools'. These are schools where student results are well below the national benchmarks and have a high staff turnover.

Debate in the national media about specific teacher shortages such as in Mathematics continues with The Economist (2004) arguing a market solution through differential teacher pay while the head teachers and the teaching authorities raising significant concerns about 'fairness' in the staff room. Recent research by Gorard (2004) suggests that the special DFES funding of "golden hellos" [£5000 bursary] to attract people into teaching [Maths, Science and ITC] over the past four years has done little to attract those who would have chosen another career. Gorard's report is an interesting example of the theoretical debate on occupational selection models identified earlier in the paper.

#### **Australia**

The Australian Council of Deans of Education (Preston, 1999) has argued that a significant shortfall in the numbers of teachers was likely. The unions have subsequently argued the case for increasing the attractiveness of teaching in a number of wage negotiations. The Conference of Education System Chief Executive Officers' (CESCEO) (1998) draft study counters these projections and report that nationally there was "sufficient supply for both primary and secondary teachers should be available to meet the expected slight increase in demand for teachers over the period 1998 to 2001" (p.i). Preston in 2004 has subsequently argued (as reported by Winkler, 2004) that while the separation rate of teachers leaving the profession had risen, the shortage would not be high as the 20,000 – 30,000 predicted in 2010 by Dow in a recently funded Department of Education study.

The growth in demand identified in all the reports will come in part from increased retention in the upper secondary, shortages in particular secondary specialisations [Mathematics & Sciences, IT, LOTE and PE], strong growth in non-government enrolments [often with reduced class size ratios] and some reduction in average class size in the early primary grades. Ramsey (2000) in the NSW context has recommended to the NSW Government that it make representations to the National Council of Ministers of Education (MCEETYA) to establish a joint working group for the development of medium and long-term projections of national teacher supply and demand (Ramsey (2000), Recommendation 11). Such a proposal Ramsey argues could join the thinking and resources of both groups in this ongoing debate.

In the Australian context a background paper by Ainley and Underwood (2003) in the recently released Committee for the Review of Teaching and Teacher Education [October 2003] identified several conclusions. Several are highlighted:

- There are a number of uncertainties involved in projections in both the supply and demand for teachers.
- The projected deficit in supply is much more an issue for secondary than primary schools.
- New and improved data collection and qualitative research is required.
- Policy directions need to take account of teacher mobility, changing career expectations and competition from other sectors.
- Teaching now has a global market, at least among English-speaking countries. [pp. 96-97]

### **Inquiry Questions**

Three sub-questions have framed the design and reporting of this inquiry:

1. The first section explores the contexts and characteristics of the two case cohorts and their programs.
2. What gaps exist between beginning teachers' preferred employment aspirations and their realistic expectations for the type, sector and location of teaching work?
3. What factors influence NQTs initial and medium term professional aspirations?  
Variations in employment aspirations between the two NQT cases with their different pre-service programs and likely employment contexts will be covered in the analysis.

### **Method**

#### **Survey Instrument**

A descriptive design using a survey with a combination of closed and open-ended items was used for the first phase of this study. A pilot survey was developed from issues identified from practice. Young's (1995) perspective and question ideas from the career aspirations section of a survey developed the Yarrow et al (1995) in a Queensland study of final year pre-service teachers. The draft survey was piloted with a small number of final year students to check the format and time taken. Subsequently the questions were critiqued by teacher education colleagues and a senior researcher officer in the NSW Department of Education and Training. The UK version was edited to align to the English context and locality options. The biographical questions in the survey sought data about the respondents sex, age, relationship status, dependants as well as their work experiences prior and during their studies. Eleven employment and professional aspiration questions focused on the level [primary, secondary or tertiary], location [local, interstate or other UK counties and overseas], system [government/non-government] and mode of teaching [permanent, part-

time or casual] they hoped to achieve. The questions were framed in terms of “in the next 1 to 2 years” and “in 3 to 5 years” they’d prefer and expect to be located. Two open-ended questions asked the respondents to describe the “factors influencing their professional aspirations” and the more general “influences on their immediate and medium term plans”. The survey had an attached confidential and coded invitation to participate in a follow-up survey or interview in 2004. The surveys were completed during class time in the final week of their on-campus program in the 2002 academic year. For the second phase of the study 65 per cent of the NQTs in both samples gave their contact details and permission for a follow-up survey at the end of 2004.

## Respondents

Two post graduate teacher education programs cases were surveyed for the inquiry. A sample of 65 Post Graduate Certificate in Education (PGCE) [primary] students from University of Hertfordshire [UH] and 61 Graduate Diploma in Education (Dip. Ed.) [primary and secondary] students from University of Wollongong [UoW] completed the survey [Table 1]. This represented approximately 63 per cent of the UH PGCE [Pr.] cohort and 30 per cent of the UoW Dip Ed cohort. The low response rate was the consequence of poor attendance in the last week of classes. While all the UH graduates were from a primary program, just under half of the UoW graduates were primary method the balance were from five secondary methods. Both groups of beginning teachers had completed an undergraduate degree prior to their one year professional program.

**Table 1.** Respondents by program, age, sex for UH and UoW cases

Program	UH - PGCE			UoW - Dip Ed		
	F	M	Total [%]	F	M	Total [%]
20-22	3		3 [5%]	7	3	10 [16%]
23-25	21	3	24 [37%]	15	3	18 [30%]
26-28	7		7 [11%]	3	4	7 [11%]
29-39	14	2	16 [25%]	10	6	16 [26%]
40+	14	1	15 [23%]	6	4	10 [16%]
Total	59	6	65	40	21	66
Number of students in the program			110			220
% of cohort	91	9	59%	66	34	30%

The UH program selects its applicants via a vigorous small group interview following their first preference selection of UH from the Graduate Teacher Training Register – a subset of the national University Central Admission System. A small number apply directly through UH admissions. At least two weeks of recent and relevant experience in a primary school is required as a condition of entry into the program. The course is heavily over subscribed. The PGCE program is 38 weeks over two semesters. This includes 18 weeks that must be spent training in at least two schools as part of the TTA and DFES requirements.

The Wollongong Dip Ed applicants must initially meet NSW Department of Education and Training undergraduate degree subject specifications in their direct application to the University. Local graduates are given preference and secondary subject area places are filled to ensure viable class sizes in the method electives. There are

approximately 80 full fee paying Canadian students in each cohort of 220 students at Wollongong. There are at least three applicants for each primary method place in the program. There are two teaching semesters of 15 weeks, which included approximately 40 days of school experience.

**Age**

The UH cohort had two distinct age groups with 37 per cent in the 23-25 age group and 48 per cent over the age of 29. Nearly a quarter of the group was over 40 years of age. Only 30 per cent of the sample had proceeded directly from their first degree to the PGCE course. The UoW Dip Ed sample was a little more evenly distributed across the five age groups with 46 per cent in the under 25 bracket and 42 per cent 29 plus.

**Sex**

The gender balance in the two case samples was representative of the gender balance in each of the two programs [Table 1]. The predominance of women [91 per cent] in the UH sample reflects national PGCE primary enrolments.

*Relationship status and dependants.*

**Table 2.** Age & Relationship Status for UH and UoW cases

Relationship status	UH							UoW	
	20-22	23-25	26-28	29-39	40+	Total	%	Total	%
Long-term/married	1	9	5	14	13	42	65	26	43
Single	2	15	2	2	2	23	35	35	57
Total	3	24	7	16	15	65		61	
%	5	37	11	25	23				

The UH cohort were on average older and sixty five per cent reported they were married or in a long term relationship. This compared to 43 per cent of the UoW beginning teachers in long tem relationships. The UH data suggests a perception that primary teaching is seen as a ‘family friendly’ occupation as 35 per cent of the cohort had dependants and all were aged 29 plus [Table 3]. Half of the UH married or long-term relationship respondents had dependants and there were three singles with a dependent. The UoW cohort was on average a little younger and only 30 per cent reported a dependent.

**Table 3.** Age & Significant Dependants for UH and UoW cases

	UH							UoW	
	20-22	23-25	26-28	29-39	40+	Total	%	Total	%
No Dependants	3	24	7	7	1	42	65	43	7
Dependants*				9	14	23	35	18	3
Total	3	24	7	16	15	65		61	
%	5	37	11	25	23				

**Table 4.** Previous Part-time or Full-time Work

Previous Part-time or Full-time Work	UH		UoW	
	No.	%	No.	%
Education	18	<b>24</b>	12	<b>20</b>
Retail	14	<b>18</b>	4	<b>7</b>
Finance	9	<b>12</b>	5	<b>9</b>
Manufacturing/Transport	4	<b>5</b>	14	<b>23</b>
Sport & Recreation	3	<b>4</b>	1	<b>2</b>
Health	3	<b>4</b>	6	<b>10</b>
Hospitality	2	<b>3</b>	4	<b>7</b>
Other	23	<b>17</b>	19	<b>31</b>
<i>Number of responses</i>	76		61	
<i>Number of respondents</i>	46		61	
<i>Number of respondents with no work experience recorded</i>	10		0	

\* Several respondents in both groups reported more than one industry category.

#### *Previous work*

The entire UoW sample had full time or part-time work prior or during their pre-service teacher education program (Table 4). Two out of the three [66%] of the UoW NQTs completing their Diploma had full time work prior to their one year of professional education studies and for half this number it was for between five and twenty years of prior work experience. Males had predominately worked in the manufacturing and building, education, hospitality and health sectors. Women had their prior work experience in education, health, retail and hospitality. The range of prior work experiences for the sample covered more than twenty individual occupations. Only half of UoW Diploma in Education group reported doing part-time work during their course. This is in part explained by number of international students and full scholarship holders in that program.

Over 80 per cent of the UH sample had full or part-time work during or prior to their pre-service education program. Of these 24 per cent had worked in education. The exact nature of this work was not recorded but possibly could include time as a teaching assistant. At least two weeks of in-school experience is a requirement for entry to the program. The other occupation categories or retail and finance reflect traditional patterns of female employment. The major difference between the cohorts was the stronger representation of manufacturing and transport in the UoW work patterns. This data reflects the gender balance of the group and stronger industrial base of the Wollongong area.

### **Findings**

The findings are structured using two sub-questions identified in the introduction.

#### *Aspirations to Teach*

What gaps exist between beginning teachers preferred employment aspirations and their realistic expectations for the type, sector and location of teaching work?

Table 5. Employment Aspirations of UH and UoW beginning teachers

		Next 1 to 2 Years		Next 3 to 5 Years	
		Teaching	Not teaching	Teaching	Not teaching
UH	n	65	1	59	4
	%	98	2	94	6
UoW	n	57	4	44	1
	%	93	7	98	2

In the final weeks of their pre-service program between most of the beginning teachers in the two case studies had an aspiration to be teaching in 2003 (Table 5). In three to five years the aspiration slipped five per cent to 94 per cent for the UH cohort but rose to 98 per cent for the UoW beginning teachers. However just under 30 per cent of the original UoW sample did not respond to the latter section of this sub-question on the survey.

For the UoW cohort only two per cent of males and five per cent of females did not aspire to work as teachers in the next one to two years. In three to five years six per cent of males and four per cent of females reported that they didn't aspire being teachers. As a smaller proportion of the women responded to this sub-question it may indicate the likelihood that female NQTs are more likely to be not seeking work as teachers in three to five years. The aspiration rate remained high [98% and 94%] for UH NQTs who had a stronger response rate to the three to five year sub-question. All the (six) UH males were affirmative about their desire to teach in 3-5 years. As fewer of UH females responded to this sub-question it might indicate the likelihood that female NQTs are more likely not to be seeking work as teachers in three to five years.

### *Types of Teaching*

There was a significant disparity between the UH and UoW beginning teachers on their preferred work preference and their realistic expectations both initially and in the medium term by program [Table 6]. While the UoW cohort were both ideally and realistically pessimistic about their full time work options, the UH beginning teachers expectations were more likely to be realized and reflected a stronger ongoing preference for permanent part-time teaching opportunities. The emerging trend of UH female teachers seeking a 'family friendly' professional life style was reflected in their initial and medium term work preferences. The desire of 18 per cent for permanent part-time work was not likely as 92 per cent felt they would initially be offered full time work. Over the longer 3 to 5 year period this case group they felt their 'realistic' work placement expectations would be achieved. The larger proportion of women in this case cohort and their high aspiration to start or care for family [Table 9] would appear to be congruent with the modes of teaching expectations identified.

UoW BTs in contrast did not expect their preferred expectations to be realized. Only 68 per cent initially hoped for a full time position and 36 per cent felt it could be realised [Table 6]. Even after 3-5 years only 67 per cent realistically felt they would have a full time job! These BTs had clearly internalised the contemporary demand context as over a quarter of those responding had adjusted to the likelihood of an extended professional career as a supply teacher. Those few seeking a part-time position [7%] were more confident in their position. The ideal teaching expectations of UoW male and female NQTs were mostly the same except the female teachers had a stronger preference for part-time work immediately after graduation. While the realistic expectations between the men and women for initial casual work were comparable the female beginning teachers were more doubtful than the males at securing full-time work after three to five years.



**Table 6.** If teaching: Preferred and realistic modes of teaching

		Next 1 to 2 years			Next 3 to 5 Years		
		Full time	Permanent part-time	Supply	Full time	Permanent part-time	Supply
UH	I would prefer %	54	12	0	46	11	3
		<b>82</b>	<b>18</b>		<b>77</b>	<b>18</b>	<b>5</b>
	I realistically expect %	59	3	2	44	9	2
		<b>92</b>	<b>5</b>	<b>3</b>	<b>80</b>	<b>16</b>	<b>4</b>
UoW	I would prefer %	45	11	11	34	4	5
		<b>68</b>	<b>16</b>	<b>16</b>	<b>79</b>	<b>9</b>	<b>12</b>
	I realistically expect %	23	7	34	29	3	11
		<b>36</b>	<b>11</b>	<b>53</b>	<b>67</b>	<b>9</b>	<b>21</b>

The realistic expectations of the UK case study BTs will be realized across all modes of teaching. This is not the case for the Australian case study group where most of their short and medium term aspirations are unlikely in their own estimation to be met. This has been the experience of beginning teachers in primary education in particular in NSW over the last decade.

**Table 7.** Preferred level of teaching

Preferred Level	UH				UoW			
	1 to 2 yrs		3 to 5 yrs		1 to 2 yrs		3 to 5 yrs	
	N	%	N	%	N	%	N	%
Tertiary					7	<b>11</b>	8	<b>16</b>
Secondary					31	<b>46</b>	24	<b>48</b>
Primary	65	<b>98</b>	62	<b>98</b>	29	<b>43</b>	18	<b>36</b>
Pre-school	1	<b>2</b>	1	<b>2</b>	0		0	
No. responding	66		63		67		50	

The primary sector was the preferred level of teaching by the UH beginning teachers and remained unchanged through the two time periods. For the UoW cohort there was a preference by a quite a number [11% and 16%] of the primary program BTs to move to teaching at the tertiary level [Table 7].

### *Sector of Teaching*

Two thirds of UH beginning teachers indicated a preference to work in the maintained or government sector or were unconcerned (31%). This preference pattern did not alter through the two time periods [Table 8] and may reflect their training experience in state schools. In contrast the UoW post graduates were steady in the preference for a government school

(42% to 46%) but were less interested in a non-government school (27% to 17%) in the medium term. Getting a job in what ever sector would appear to be the primary orientation for the smaller number who responded to this sub-question.

**Table 8.** Preferred Sector of Teaching

Sector	UH				UoW			
	1 to 2 years		3 to 5 years		1 to 2 years		3 to 5 years	
	N	%	N	%	N	%	N	%
Maintained/Govt	43	<b>66</b>	34	<b>60</b>	28	<b>42</b>	21	<b>46</b>
Independent/Non Govt	2	<b>3</b>	4	<b>7</b>	18	<b>27</b>	8	<b>17</b>
Unsure or not concerned	20	<b>31</b>	19	<b>33</b>	20	<b>30</b>	17	<b>37</b>
Number responding	65		57		66		46	

*Not teaching options*

For the UH BTs the initial 'not teaching' option was to work in another industry (finance or leisure) or work in their own business. Travelling, further education and education related work ranked equally second as the non teaching work options [Table 9]. Three to five years out 36 per cent of the respondents indicated they would be looking after or commencing a family. The education related occupations of educational psychologist, recruitment and Specials Needs were identified by a quarter of the 22 respondents [Table 9].

**Table 9.** 'Not teaching' options for UH and UoW Cases

	UH				UoW			
	1 to 2 years		3 to 5 years		1 to 2 years		3 to 5 years	
	N	%	N	%	N	%	N	%
If not teaching I'm likely to be:	[12]		[22]		[44]		[26]	
Looking after or starting a family	1	<b>8</b>	8	<b>36</b>	4	<b>10</b>	3	<b>12</b>
Working in another industry - finance, leisure or own business	3	<b>24</b>	3	<b>14</b>	17	<b>38</b>	10	<b>40</b>
Travelling	2	<b>17</b>	1	<b>5</b>	8	<b>18</b>	3	<b>12</b>
Further education tutoring or lecturing	2	<b>17</b>	3	<b>14</b>			2	<b>8</b>
Working in area related to education - educational psychologist, recruitment, special needs or private tuition	2	<b>17</b>	5	<b>23</b>	4	<b>9</b>	6	<b>24</b>
Enjoying time to myself [after winning the lottery!]	1	<b>8</b>	2	<b>9</b>	3	<b>7</b>	2	<b>8</b>
Educational administrator	1	<b>8</b>						

In contrast, two thirds of the UoW cohort responded to the 1-2 year question. A majority (38%) indicated they would be working in another industry or in their own business if not teaching. The prospect of not having a teaching job and having to seek alternative employment was very much in the consciousness of this group of beginning teachers. Travel ranked as the second non teaching option. Three to five years out 40 per cent were still considering another industry and 24 per cent working in an education related field. Family (12%) and travel (12%) ranked third by a much smaller number of UoW beginning teachers answering this sub-question.

Continuing study was considered a non-teaching option by a small number of respondents from each cohort. The other options ranged through life's great tapestry and included; enjoying time to myself, doing voluntary work, getting divorced, 'bankrupt, broke & dead', 'being very skinny or married to someone rich' or being a rock star!

### *Location preferences*

In the initial two year period approximately 60 per cent of the NQTs in both cases [Table 10] reported a preference to teach 'more or less' locally [Hertfordshire or NSW]. For the UoW teachers the specific locations were highest for Wollongong and the surrounding South Coast, followed by various areas in greater Sydney [within 70 KM]. Interest in working elsewhere in NSW declined to 49 per cent for the Australian cohort toward a willingness to take work anywhere (18%) over the three to five period.

For the UH teachers the local Hertfordshire locations in priority were; St Albans, Watford, Welwyn Garden City, Stevenage, Hemel Hempstead and Hatfield. A wide range of locations were identified by the 27 (38%) respondents who selected another UK location. Areas in greater London [many of which within easy travel of the University campus] followed by Dorset and Buckinghamshire were the most frequently identified.

**Table 10.** Preferred Teaching Location

Location	UH				UoW			
	1 to 2 yrs		3 to 5 yrs		1 to 2 yrs		3 to 5 yrs	
	N	%	N	%	N	%	N	%
Hertfordshire/NSW	43	<b>61</b>	21	<b>35</b>	38	<b>58</b>	19	<b>49</b>
Other UK/Interstate	27	<b>38</b>	29	<b>48</b>	2	<b>3</b>	1	<b>2</b>
Overseas	1	<b>1</b>	10	<b>17</b>	23	<b>36</b>	12	<b>31</b>
Unconcerned					2	<b>3</b>	7	<b>18</b>
No. responding *	71		60		65		39	

\* Several respondents made two location choices in the 1 to 2 year question.

The major contrast in the data was a third of the UoW beginning teachers in both periods reported an interest to teach overseas. This program had a small percentage of Canadian international students. Unfortunately the survey did not request information on the student's country of origin. Canada was the preferred location [particularly for females], followed by UK, Japan and Spain. There was also interest in the other countries in East Asia and continental Europe.

For the UH cohort the preference in the medium term was to move to other areas in the UK. An interest in working overseas didn't develop until after their initial years of teaching where ten beginning teachers [17 %] identified a preference for teaching overseas. When a country was identified, Australia was the most frequently mentioned followed by individual preferences for USA, New Zealand, Spain and a 'less developed' country.

Urban areas were the preference of 90 per cent of all those seeking an overseas teaching location from both cases. There was no interest in a 'rural remote' location! There was an even split of those seeking a permanent position, an annual contract or day to day supply teaching. One beginning teacher identified her interest in becoming a missionary.

### **What factors are influencing NQTs initial and medium term professional aspirations?**

There were a wide range of personal and professional considerations influencing NQTs professional aspirations reported through this open ended question. The analysis identified 14 change factors (Table 11) through the first five years of these beginning teachers' experience. Initially there was a mix of five factors which balanced the professional altruisms of the beginning with the personal/family and financial realities for both case groups. In the 3-5 year period the priorities facing each group changed somewhat.

Initially the UH beginning teachers cited a mix of professional issues that focused on getting teaching experience, consolidating their skill development and obtaining their NQT status as the top factor (42%). Family, marriage and starting a family ranked second (24%) followed by personal motivation (16%) and fitting in with their partners job (12%). Three to five years on the family, marriage and starting a family ranked first (35%) and second was securing a promotion to coordinator, head or having a management role (23%). Both cohorts indicated [UH -14% and UoW 7%] an increasing interest in further studies following their initial work as teachers.

For the Wollongong beginning teachers there was an initial mix of five factors which were; a capacity to 'making a difference', developing and consolidating teaching skills, gaining financial security, work availability and family/partner. Career satisfaction and travel followed and could well overlap the above areas. Three to five years on family was ranked first (15%) but at a much lower of intensity than the UH cohort (35%). Work availability and a desirable location, 'making a difference' and promotion opportunities were ranked the second most important factors influencing profession aspirations [Table 11]. The initial priorities of consolidating teaching skills and having financial security [9%] remained as third level factors influencing professional aspirations three to five years into their career.

**Table 11.** Factors influencing professional aspirations

Factors	UH				UoW			
	1 to 2 yrs		3 to 5 yrs		1 to 2 yrs		3 to 5 yrs	
	N	%	N	%	N	%	N	%
Consolidate teaching, gain experience, skill development & pass NQT	21	<b>42</b>	3	<b>7</b>	10	<b>12</b>	4	<b>9</b>
Finances/security/pay back loans					11	<b>13</b>	4	<b>9</b>
Work availability & desired location	1	<b>2</b>	1	<b>2</b>	11	<b>13</b>	6	<b>13</b>
Family, marriage & start family	12	<b>24</b>	15	<b>35</b>	11	<b>13</b>	7	<b>15</b>
Partners job	6	<b>12</b>	5	<b>12</b>				
Desire for a full time position					6	<b>7</b>	3	<b>7</b>
Contribute in a positive way/ inspire others/make a difference & respond to inequality					12	<b>14</b>	6	<b>13</b>
Level of satisfaction with chosen career					8	<b>9</b>	2	<b>4</b>
Travel, teach & learn	1	<b>2</b>	3	<b>7</b>	6	<b>7</b>	3	<b>7</b>
Want to live coastal/close to family and friends/don't want to travel too far					4	<b>5</b>	2	<b>4</b>
Opportunities complete further studies - interest from first degree [Special Needs and Ed. Psychology]	2	<b>4</b>	6	<b>14</b>	2	<b>4</b>	3	<b>7</b>
Promotion to coordinator, head or management roles		<b>6</b>	10	<b>23</b>	1	<b>1</b>	6	<b>13</b>
Intrinsic motivation, my own well being, to enjoy and do 'lots of other stuff'	8	<b>16</b>	9	<b>21</b>	1	<b>1</b>		
Participate in after school activity management	2	<b>4</b>	2	<b>5</b>	1	<b>1</b>		
No. of respondents making a comment	50		43		51		30	