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**The Lives and Careers of Female Teachers  
in a Rural New Zealand Secondary School**

A thesis presented in partial fulfilment of the requirements for  
the degree of

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Miriam Ruth Bucknell

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## ABSTRACT

This study explored the lives and careers of six female secondary school teachers who have worked in the rural secondary school, Central Hawkes bay College. The study used an overarching method of life history.

The data which formed the basis of this research were collected via semi structured interviews with the six interviewees whose careers span from 1960 to the present day. The women reflected on their time teaching at Central Hawkes Bay College and described their experiences through the use of narrative and personal anecdote.

This thesis explores the lives and careers of these women in relation to their experiences living and working in a rural community. The discussion focused on; their initial arrival in the community, their sense of belonging both in the community and at school, the private public nature of teaching in a rural community, the impact of both teaching, and specifically teaching in a rural community, had on their family life, factors relating to NCEA, and the emotionality of teaching.

The main findings from this study discussed the evidence gathered on feelings of belonging on arriving in a new community, It identified the respect and care experienced by the six teachers, and the intersecting of both their private and public lives, both in a positive and negative way. Interviewees discussed the challenges associated with moderation and learning opportunities, and, increased workload generated by NCEA in a rural secondary school. Also acknowledged and discussed was the role emotionality plays within teaching, specifically within different career stages.

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