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SELECTION FOR TEACHING IN TONGA AND
PALMERSTON NORTH, NEW ZEALAND

A paper presented in partial fulfilment
of the requirements for the degree of
Master of Education at Massey University.

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1986

ABSTRACT

Teacher education in the Kingdom of Tonga has undergone many changes within the last two years. New directions in teacher development have included the introduction of a three-year diploma course for training primary and secondary teachers. This paper examines teacher selection processes used in Tonga in comparison with those used in Palmerston North.

Section One introduces the paper by stating the concerns and the need for the study. A brief profile of Tonga Teachers' College and Palmerston North Teachers' College is presented. The research questions and the limitations of the study are stated.

Section Two discusses the researcher's preparations for the research and describes her use of selected relevant literature on teacher selection and the techniques of questionnaire and interview. A brief note on the use of qualitative research methods is followed by a discussion of data gathering activities.

In Section Three, the writer examines teacher selection processes used in Tonga by presenting responses to questionnaire and personal interviews as answers to the research questions. The same is done for Palmerston North Teachers' College in Section Four.

Section Five presents the writer's discussion of each area investigated by means of the research questions. Following is a brief summary of the writer's conclusions to the study. The writer concluded that teacher selection processes in Tonga were not highly organised or structured, not extensive and not systematically conducted in comparison to selection processes used by Palmerston North Teachers' College. Tongan selection panelists were not well prepared and their functions not clearly identified or defined. Secondary students lacked adequate preparations before the selection

interview and all sectors involved with teacher selection lacked co-ordination and clearly examined and stated criteria. Selection of teacher trainees in Tonga could benefit by co-operation between the various church education services and government to conduct a national selection programme whereby use of recruitment officers, vocational guidance counsellors and careers advisors would ensure that the best possible potential trainees are selected for teacher education; and, that this process should be highly organised, structured, extensive and systematically conducted. The section ends with a summary of the researcher's recommendations and final comments.

ACKNOWLEDGEMENTS

I wish to express my sincere gratitude to all who have given time, patience and resources towards the completion of this paper.

To my family and friends in Palmerston North and in Tonga for their continued support and encouragement throughout this study.

To Education Officials, Teachers' College Principal, staff members and first year students in Tonga, who so willingly submitted to personal interviews and questionnaires.

To the Principal, Vice Principal, staff members and first year students at Palmerston North Teachers' College for willingly submitting to personal interviews and questionnaires.

To the Executive Officer of Teacher Services at Wanganui Education Board for submitting to interviews and providing resources on teacher selection.

To my supervisor, Mr Wayne Edwards, for his continued advice, suggestions for improvements and encouragement throughout this study.

To Valancy Hansen who typed the paper and to Julia Taiapa for proof reading.

'Oku ou oatu heni a e fakamalo loto hounga ki he tokotaha kotoa pe na'e tokoni mai ki he feinga ako ko'eni. Tua 'ofa atu.

Lesieli Pelesikoti Tongatió.

SECTION ONE: INTRODUCTION

The Concerns of the Study

In this paper, the writer reports on her study of selection for Teachers' College in the Kingdom of Tonga and Palmerston North, New Zealand. The study was intended to investigate such facets of teacher selection as recruitment procedures, the organisation of selection, the part played by the selection panel, the criteria for selection, the perceptions of the selection process held by the interviewees and panelists, and, possible improvements. The writer wished to compare teacher selection in Tonga with that in Palmerston North, New Zealand, as a means of determining whether anything relevant to Tonga could be learned from the New Zealand situation.

The Researcher

From her background as a Tongan teacher and Teachers' College lecturer, the writer had developed over the years an interest in the selection of students for entry to Teachers' College. In 1984, she undertook research into the "Beginning Teaching" of trainee teachers in Tonga. (Tongatio, 1985) At the conclusion of the 1984 research, the writer was left with some unanswered questions. The current research was an attempt to provide answers to these questions.

The Need for the Study

There is no background of literature on teacher selection in Tonga - or in comparison to teacher selection in New Zealand. Some

literature exists on Tongan education in general. (e.g. Kemp, 1959; Sutton, 1963; Taylor, 1963; Kavaliku, 1969; Gregory, 1973; Fiefia, 1982) A smaller body of literature is available on teacher education in Tonga. (e.g. Kennedy, 1969; Cocker, 1982) The writer has found no literature related to the area of teacher selection in Tonga while only a small amount of resource material was identified in New Zealand.

Tonga Teachers' College: A Profile

Tonga Teachers' College opened in Nuku'alofa in 1944, with thirty students and three staff members. A two-year course prepared students for primary school teaching although some of these trainees found themselves teaching at secondary level. The academic qualifications of trainees ranged from the Tonga Lower Leaving Certificate to the Tonga Higher Leaving Certificate levels (Forms Two to Four levels of secondary education). Some trainees had been teaching in schools prior to entering Teachers' College. The College, today, is sited at the old Vaiola Hospital buildings adjacent to the University of the South Pacific Extension Centre, Queen Salote College, Tonga High School, Tonga Side School (a primary school for expatriate children and English speaking Tongans) and Nuku'alofa Government Primary School.

Today, the College has a roll of some ninety students with nine Tongan lecturers. A new programme of teacher education started in 1985 in which a student who completes a three-year course is awarded a Diploma of Education. This programme has resulted in a substantial upgrading of the academic requirements for applicants to a minimum of the completion of Form Six courses at secondary schools and/or passes towards diploma or degree courses from the University of the South Pacific Extension Centre. An integrated programme of teacher education is followed during a two-semester year. Primary and secondary training areas are shared with common coursework including "Perspectives in Education," "Tongan Studies" and "English Communications." Students

have the opportunity to choose electives for specialization (e.g. Science, Mathematics or Social Studies). After the first year, students choose between the "Secondary Teaching Major" and the "Primary Teaching Major." Teaching practice is also an important aspect of the training programme. This new programme emphasises a significant contemporary shift in the philosophy of teacher preparation in Tonga, "away from emphasis on the how to do it approach to teaching towards much greater emphasis on why to do it." (Ministry of Education, 1984:7)

Palmerston North Teachers' College: A Profile

Palmerston North Teachers' College opened in 1956 as New Zealand's sixth teachers' college. The College is administered by the Palmerston North Teachers' College Council. The College establishment includes the Central Normal School, the Intermediate Normal School and the College Street Normal School. Since 1983, the College has shared its buildings with the Manawatu Polytechnic Institute.

The College offers programmes for several branches of the teaching service. All pre-service programmes lead to the award of the Diploma of Teaching. These programmes include primary teacher training, (Division A) a three year course; secondary teacher training, (Division C) a one year course for university graduates; Early Childhood Care and Education, (Division E) a two year course for kindergarten teachers. The College also contributes to the continuing education of teachers through in-service courses at regional and national levels. The Advanced Studies for Teachers Unit offers a wide range of distance courses for teachers in many professional subjects. The College has a roll of three hundred and sixty-four with one hundred and eighty-one first year students. Full time lecturing staff numbers forty-three.

The main elements of the course of primary teacher training include General Studies - Multicultural Studies, English Studies; Practical Training based on experiences in schools; Professional Studies - courses in Education, Curriculum Studies; and Subject studies in which students select two subjects to study in depth. One subject is selected from List 1 (English, Maori Studies, Mathematics, Social Studies) and one subject is selected from List 2 (Art, Music, Physical Education, Science). In the third year, one of these subjects is selected for study at an advanced level. (Palmerston North Teachers' College, 1986)

Palmerston North Teachers' College was described by the College Principal, in 1983, as a "professional school": the school's work is to provide preliminary education and training for teachers. The College emphasises scholarship, practical training and opportunity for students to develop the personal qualities they bring to teaching. Scholarship, the Principal noted, leads to understanding of the content of education, as well as the process of education. Similarly, practical training leads to the competence and confidence with the arts and teaching techniques through which teachers help children to learn. (Palmerston North Teachers College Handbook: 1983:3)

The Research Questions

In order to address the concerns of the study, the researcher constructed a series of questions which provided a focus for the study. The questions were:

- * How were interviewees recruited?
- * How were interviewees informed about the selection process?
- * How did the college organise the selection process?
- * How was the selection panel formed and prepared?
How did the panel function?
- * What criteria did the panel use for making selections?
- * How did interviewees prepare themselves, approach the interview and feel about the interview?
- * How could the selection process be improved?

The researcher considered these questions could be used in the two colleges in an investigation of the various facets of teacher selection.

The Limitations of the Study

The study is limited in two major ways. Firstly, the data covers only two teachers' colleges and secondly, the researcher was only able to spend short periods of time in Tonga due to family commitments in New Zealand. This is, therefore, a comparative study of teacher selection in two teachers' colleges but, because of the limiting factors referred to above, the findings in this study cannot be applied in general to all teachers' colleges in New Zealand.

Organisation of the Report

The report is organised into five sections. Following this introductory section, Section Two contains the survey of selected relevant literature on teacher selection and the techniques of questionnaire and interview. In Section Three, the writer examines teacher selection in Tonga and the same is done for Palmerston North Teachers' College in Section Four. A series of comparisons between teacher selection in the two locations are contained in Section Five, with the writer's conclusions, recommendations and final comments to the study.

SECTION TWO: PREPARATION FOR THE RESEARCH

In this section, the writer describes her use of selected relevant literature on teacher selection and the techniques of questionnaire and interview.

Teacher Selection

The researcher identified a series of items dealing with teacher selection in order to acquaint herself with the field and to determine the availability of relevant information for use by people involved in selection.

Until the 1970's, teacher selection in New Zealand was based more on recruitment than on selection. (O'Rourke, 1970)
Walley (1978:5-7) outlined the five selection dimensions used to differentiate between accepted and rejected male applicants. The academic scale, Walley considered, measured little more than whether or not the applicant had passed University Entrance. The use of English scale concerned reading and oral language ability. The community involvement scale was used to determine students' sporting and cultural abilities. Two scales were used to measure applicants' personal qualities. Walley questioned the usefulness of the scales as means of determining future study and teaching success.

The Johnson Report (Department of Education, 1977:50-51) commented on selection for teacher training and recommended a greater measure of personal and social maturity of applicants as important qualities for selection. The Report recommended, too, that selection panels should include at least one person with no professional connection to education; training for panels with

interview techniques; and, emphasis on seeking applicants with personal qualities enabling them to relate well to other people.

However, one reviewer of the Johnson Report (Dalzell, 1978:44) considered that, in the recommendations on selection, "the committee has not succeeded in providing the blueprints for action they have intended." Dalzell felt that the Report paid too little attention to selection and their recommendations lacked the conceptual clarity needed to underline action.

Two more recent items concerned with teacher selection are available. However, these items bear directly on selection for secondary teaching. Townsend (1982) studied "the selection and development" of a group of history and social studies teachers. She found that the selection interview had a very low predictive value of future academic and professional achievement. A short article by Ellis (1985) expressed her ideas on the kinds of people who should be selected for entry to Teachers' College.

Following an extensive in-service course in which participants examined the implications of contemporary reports which foreshadowed developments in teacher education in the 1980's, the course report made numerous recommendations for teacher education. (Department of Education, 1979) However, only one small mention referred to teacher selection:

"Colleges (should) clearly specify their expectations, objectives and actual levels of performance of pre-service students in the skills for teaching listening, writing, proof-reading, spelling, handwriting, drama and in developing teaching programmes in English and Science."

Department of Education, 1979:3

It is apparent that there is a paucity of information available to those people involved in teacher selection in Tonga and in Palmerston North.

Research Techniques

In undertaking her data gathering, the researcher used the techniques of interview and questionnaire. An extensive survey of relevant methodological literature was beyond the scope of this work. However, the researcher was careful to increase her understanding of the techniques by examining a small range of relevant writings in each area.

1. Interviews

As little written information was available on teacher selection, the researcher considered that detailed information could be gained from talking to actual participants in the selection process. "The personal interview can be used productively as a tool in research," Rutherford wrote, (1978:16) and care can be taken to ensure that interviews are reliable and valid. In preparing herself for the interviews, the researcher was aware, therefore, of the following points.

Access must be gained "to subjects who have had experience with the topic." (Wiseman and Aron, 1970:34) This was the case in choosing selection interviewees and panelists.

Questions of an open-ended type, the researcher considered, should be used to enable people to talk freely. Wiseman and Aron (1970:30) discussed "depth" interviews as an approach to seeking detail on a person's feelings and attitudes while Bogdan and Taylor (1975:114-115) noted the importance of "probing" for answers.

Bogdan and Taylor (1975) listed numerous points that should be remembered and used in interviewing. Wiseman and Aron (1970) and Riley (n.d.) also outlined similar points of advice. Establishing

rapport with the subject is important so that he/she will talk freely and comfortably. (Wiseman and Aron, 1970:34) The researcher should briefly explain the project and establish the confidentiality of the project. The timing of the interview should be considered to ensure that all questions are able to be asked and responses recorded fully.

Bogdan and Taylor (1975) noted that the interviewer should not interrupt but should sit back and listen; paying attention to the responses; being non-evaluative; and, being alert to purposeful distortions of facts. (1975:112-114) These writers stressed, too, the importance of accurately recording responses gained during interviews.

In undertaking the interviews, the researcher made use of open-ended research questions (see p. 5).

A basic list of open ended questions was prepared. These questions were related to aspects of the topic of teacher selection and ensured that responses solicited would be more than a simple "yes" or "no." Probing questions were also used to keep the interview flowing and to encourage subjects to give fully detailed descriptions of events.

Tape recording was not used as it was felt it would have inhibited some of the clients' responses. However, the researcher was careful to record the content of the interviews as fully as possible.

At the beginning of each interview, some time was spent explaining the project and assuring the interviewee that responses to questions would be treated with utmost confidentiality. This was important in helping the client to relax and establishing a warm and open atmosphere where responses were made freely. The researcher was careful to move the interviewee through the questions without influencing the answers.

2. Questionnaires

The researcher considered that detailed relevant information could be gained by using a questionnaire.

"Questionnaires, when well structured and intelligently interpreted can be a fruitful method of providing information," wrote Skager and Weinberg (1971:115), while Asher (1973:173) suggested that questionnaires can be useful and valuable when used to make larger jobs smaller and to involve descriptions of educational resources or processes. Questionnaires, being the most widely used technique for obtaining information from subjects, can be relatively economical to use and can assure the anonymity of subjects. Questionnaires, wrote McMillan and Schumacher (1984:140) can be written for a specific purpose using both questions and statements.

Asher (1973:174) wrote that questionnaires must be well structured and organised with specific objectives which, when translated into questions, can be answered by a respondent. These questions must be designed to elicit a response which will describe accurately the information being sought. The questions should flow logically.

Questionnaires of an open-ended nature can solicit free expression of opinion in the respondents' own words. Skager and Weinberg, (1971) while supporting the above points, also noted that questionnaires should be worded in a non-ambiguous manner with vocabulary appropriate for the sample to whom it is directed.

Isaac and Michael (1977:8) listed common errors in questionnaire studies. Care should be taken so that it is the best research technique to use. Other errors include insufficient attention to questionnaire development, asking too many questions and overlooking

details of format and grammar.

The researcher used this technique to ask first year teacher trainees an open-ended question. Responses were written on the questionnaire. This was followed by an interview with a sample of the respondents. The question asked was neither too difficult to answer nor involved major memory efforts. It was designed to make respondents think about their answers and express themselves freely about their feelings and involvements with the selection interview.

A note on qualitative research

"When we reduce people to statistical aggregates," wrote Bogdan and Taylor, (1975:4) "we lose sight of the subjective nature of human behaviour." They noted that qualitative research procedures produce descriptive data using "people's own written or spoken words and observable behaviour." This research method allows the researcher to know people personally and allows people to develop their own definitions, expressions and explanations of the research questions and concepts more fully.

In this case, the researcher did not want to use statistical aggregates such as figures, averages and percentages, in which people became inanimate objects to be manipulated. Rather, she wanted to find out what people involved with teacher selection, as panelists and interviewees, thought about the process.

The Researcher's Data Gathering Activities

In order to begin making arrangements to gather data in Tonga, the researcher wrote (Appendix 1) to the Principal of Tonga Teachers' College, Mr Viliami Takau, to seek his cooperation. Subsequently the Acting Deputy Principal agreed during a telephone call from New Zealand. The researcher then travelled to Tonga and spent two weeks gathering her data.

In Tonga, the researcher gained approval from the Ministry of Education for access to staff and first year students at Tonga Teachers' College. This request was granted during a short meeting with the Acting Director of Education, Mr Viliami Takau. An appointment for an interview with the Director of Education, Mr Paul Bloomfield, was made for a later date. Mr Viliami Takau was also interviewed as a member of the selection panel and Principal of Teachers' College. An interview was conducted with a female panelist and Senior Education Officer for Teacher Education, Mrs Tupou U. Taufa.

Seven panelists were interviewed by the researcher: two from the three-member Government selection panel and six panelists representing the different churches which selected their own first year teacher trainees for 1986. Interviews with selection panelists were held at various places over the two-week period the researcher spent in Tonga. Each interview lasted at least one hour and was held in the panelist's private office or in an office shared with other people.

Forty-six first year students were given questionnaires to complete and fifteen of these people were randomly selected to be personally interviewed. This questionnaire was administered at the Teachers' College at the beginning of the college day as first year students were having end of semester examinations.

Personal interviews with first year students were held in the Deputy Principal's office between twelve noon and two-thirty in the afternoon. Questionnaires and personal interviews were conducted in the same day.

At Palmerston North, an initial, personal approach was made to Mr Athol Forrest, Principal of Palmerston North Teachers' College, who approved access to staff and students. The researcher then gained the assistance of the Vice Principal, Mr Rex Dalzell, who had been delegated to be responsible for teacher selection. His assistance proved invaluable in enabling the researcher to administer questionnaires during lecture times. The Head of the Education Department, Mr Ralph Kermode approved this procedure and approached Mrs Carol Panny, on the researcher's behalf, about the possibility of conducting questionnaires with first year students during education lecture times. Three education lectures, over two days, were used to complete the questionnaires. One hundred and thirty-five first year students responded to the questionnaires. Personal interviews were conducted with forty students, outside lecture times in the College cafeteria and Student Centre.

The researcher interviewed members of the interviewing and selection panels. These members included Mr Rex Dalzell (Vice Principal of Palmerston North Teachers' College) and Mrs Ruth Holmes (Senior Teacher for Junior Classes seconded to Teachers' College as a Lecturer and panel member representing the Department of Education), who were both interviewed at Teachers' College. The third panelist interviewed was Mr Colin Broadhead (Executive Officer of Teacher Services, Wanganui Education Board) who was interviewed at Wanganui.

Comments made by these panelists are presented as answers to the research questions.

SECTION THREE: TEACHER SELECTION IN THE
KINGDOM OF TONGA

In this section of the report, the writer presents - in summary form - the data depicting teacher selection in Tonga. Data were gathered by interview (Appendix 2,3) and questionnaire (Appendix 4). Respondents included education officials, selection panelists and first year students. The information gained from these sources has been compressed and presented as answers to the original research questions.

Question 1: How were the interviewees recruited?

Answers to this question given by representatives of the church and the government differed greatly. The Director of Education for the Government, together with the Principal of Tonga Teachers' College and the Senior Education Officer for Teacher Education, indicated that announcements were made over Radio Tonga inviting Form Six students to apply for teaching. Other people with subject passes at the University of the South Pacific were also invited to apply. Meanwhile, the Teachers' College set quotas for the different churches to fill for the coming year. The researcher estimated this quota to be thirty-two government sponsored students and fifteen church sponsored students. Church sponsored students are accepted by Teachers' College for training.

Members of the Wesleyan Education Department selection and interview panel indicated that principals of all Wesleyan Secondary Schools were informed that the Church Education Department would be recruiting teachers. Intending teachers were asked to fill an application form which was sent to the Church Education Office for processing.

The Directors of Catholic Education Services, the Tokaikolo Christian Fellowship Education Services and Church of Tonga Education Services recruited teacher trainees from secondary students' stated vocational preferences at school and from untrained teachers teaching at their respective schools. The Principal of St. Andrews College (Anglican Church School) recruited trainees from senior students, with recommendations from staff members. These recruitment procedures were used informally within each church secondary school.

All recruits had to meet the criteria set down by the Teachers' College as well as meeting the requirements of each Church and the church school in which they would eventually teach.

Question 2: How were the interviewees informed about the selection process?

The Ministry of Education short listed the government sponsored applicants and announcements over Radio Tonga informed these people of their interview times and places. The interviewees were notified by radio in early January, 1986. They were asked to bring with them their University Entrance examination result slips.

The Wesleyan Church Department of Education short listed candidates from submitted application forms. A letter of notification was sent to each applicant informing them, either, of their selection for interview, or, of their rejection. This list was presented to the Church's Education sub-committee who interviewed applicants.

The Director of Education Services for the Church of Tonga chose trainees on the basis of their school reports, recommendations from staff members and an indication of wanting to teach by senior secondary students, or, of long service as untrained teachers. These

trainees were informed informally by the college principal or deputy principal to attend an interview. This procedure of selecting trainees was followed by the Catholic Education Services, the Anglican College and the Tokaikolo Christian Fellowship College.

Question 3: How did the college organise the selection process?

Tonga Teachers' College selected panel members, identified the criteria to be used for selecting the 1986 trainees and provided the interviewing facilities for government sponsored students.

The criteria to be used for selection of trainee teachers was ^{UNC AC} given to all churches sponsoring teacher trainees. These churches were expected to follow the criteria, particularly the one about students having completed a Form Six course at secondary school.

Church sponsored students were organised and selected by their sponsoring churches. The Wesleyan Education Department organised the selection process for their sponsored students and provided interviewing facilities. This department informed panelists and applicants of interviewing times and location.

The Directors of Catholic Education Services, the Church of Tonga Education Services and of the Tokaikolo Christian Fellowship Education Services were responsible for organising and selecting their sponsored trainees. Trainees were informally notified through their high school or college principal to attend an interview with the director and principal. Reports, references and recommendations from staff members on the prospective trainee were made available to the interviewing panels.

The principal of St. Andrews College informed intending teacher trainees to attend an interview with himself and the deputy principal. Reports, references and recommendations from staff members were also available before the interview.

Question 4: (a) How was the selection panel formed and prepared?

The selection panel for government sponsored students consisted of the present principal of Tonga Teachers' College, the previous years' principal (a woman) and a Senior Education Officer. This panel met before the selection interview to receive a list of the interviewees and to examine references and school reports. This panel was also informed by the Ministry of Education of the number of students it would sponsor for the year. This quota, by the researcher's estimate from lists of diploma students, seems to be thirty-two. However, the woman member of the panel indicated, during an interview, that the quota was originally to be twenty-five church sponsored trainees and thirty government sponsored trainees. This panel was directed to be prepared to discuss each interviewees' merits or faults immediately following the interview, so that a consensus could be reached on the suitability or unsuitability of the interviewee for teacher training.

The criteria to be used for selecting teacher trainees and the quota of church sponsored students were made known to all sponsoring churches by the Teachers' College. Each Church Education Service was responsible for notifying its panelists of the selection criteria and the quota to be filled.

The Wesleyan Church selection panel was formed by the Committee of Education and included the Director of the University of the

South Pacific Extension Centre in Tonga, the Inspector of Church Schools, the President of Education, the Principals of all church secondary colleges and high schools, the Principal of Sia'atoutai Theological College, the Secretary of the Church and the Secretary of the Church Conference. These ten panelists were all present at each selection interview. Before the selection interview each panelist was given a list of the interviewees, as well as copies of their school reports, references and recommendations from school principals and staff. Their task was to assess each applicant's suitability for teacher training. Panelists were free to ask any questions during the interview. A discussion of the applicant followed immediately after the interview to reach consensus on the suitability of the applicant before the next interview. The panelists were asked to select the best possible applicants to fill the quota (six) for teacher training or to become untrained teachers within church schools. All trainees are expected to teach at Church Schools.

Other Churches had more informal approaches to the formation and preparation of the panel. In the case of the Catholic Education Services, the panel was made up of the Director of Education Services alone. He prepared himself for the selection interview with the applicants by examining each applicant's school reports, references and recommendations from staff and principals. His decision was made on the strength of the above factors and the applicant's performance during the interview. He was also notified by Teachers' College of the criteria to be used for selection and of the quota to be filled by Catholic sponsored students (four). The Director of Catholic Education Services was aware, too, of the teaching needs of his schools and selected trainees accordingly, who would be expected to teach at Catholic schools.

The Director of the Church of Tonga Education Services and Principal of Tailulu College, or the Deputy Principal, made up the

selection panel for their sponsored teacher trainees. They prepared themselves for the interview by examining school reports, references and recommendations from staff members. They also examined the applicant's teaching performance because all these applicants had been untrained teachers before being selected for teacher training. The Tonga Teachers' College also notified this panel of the criteria to be used, stressing that all trainees were to have completed a Form Six programme at secondary school. The panel was also notified of the quota of Church sponsored students (two) that would be accepted by the College and who would teach at Church Schools.

The Director of Tokaikolo Christian Fellowship Education Services and the Principal or Deputy Principal of Lavengamalie College made up the selection panel for their sponsored teacher trainees. They prepared themselves for the selection interview by examining school reports, references and recommendations from staff. Applicant's teaching experience (if untrained teachers) and manner were taken into account. Panelists were mindful to select trainees who would satisfy the selection criteria identified by the Teachers' College, to fill their quota (two), to select trainees who lead a Christian way of life and who would teach at the Church School.

The Principal of St. Andrews College formed the panel for selecting teacher trainees for the Anglican Church Schools. He examined school reports, references and recommendations from staff. Applicants who had been untrained teachers had their teaching performance examined. The principal had been notified by Teachers' College of the criteria to be used for selecting trainees and of the quota to be filled (one). These trainees are expected to teach at the Church School after training.

Question 4: (b) How did the panel function?

The government panelists interviewed all applicants in one day - January 28. Late applicants were interviewed by the College Principal up to three weeks into the first semester. The government panelists conducted the selection interview at Teachers' College in the principal's office. Their function was to assess the suitability of each applicant for teacher training and to verify University Entrance examination results. They also had to select trainees to fill the government sponsored quota (thirty) and to ensure that the criteria identified for selecting trainees had been met by each applicant. Each applicant was called into the interview and the panelists tried to put them at their ease. Both English and Tongan languages were used during the interview, depending on interviewees' language strengths. There ^{were} ~~was~~ no set questions to be asked, rather, panelists asked questions on anything from involvement with sport and community affairs to their teaching preferences. One panelist made a tally sheet of all applicants, showing examination results, age, village and teaching preference of primary or secondary schools, while other panelists jotted down their assessments in readiness for the following discussion. The panelists noted the interviewees' use of English language and subjects taken at secondary school so that there was a balance between those students taking "arts" subjects and those students taking "science" subjects. Each interview was followed by a discussion on the performance of the interviewee and his/her suitability for teacher training. Once consensus was reached, the next applicant was called in to be interviewed. When all the applicants had been interviewed, the panel finalised the list of students to be accepted for training. This list was handed into the Ministry of Education for approval by the Director of Education; then, the names of the accepted trainees were announced over Radio Tonga.

Church panels functioned in similar fashion to the government

panel. Interviews were conducted at locations determined by the sponsoring Church Education Service. The Wesleyan Church panelists conducted interviews at Queen Salote College during the second week of January, 1986. Late applicants and those from outer islands were interviewed by the President of Education. The panelist's function was to ensure that applicants met both the criteria set down by the Teachers' College as well as the church. For instance, Wesleyan Church members should not consume alcohol and teachers under their jurisdiction must also adhere to this condition. The panel also ascertained that the applicants would teach at a church school after training. No specific list of questions ^{was} ~~were~~ set down by the panel prior to the selection interview. Instead, each panelist was free to question applicants on a variety of subjects ranging from applicants' personal background to their teaching aspirations and church commitments. Each interview was followed by a panel discussion of the suitability of that individual for teacher training. Once the final list of trainees was confirmed, the Wesleyan Department of Education sent out a letter to each interviewee, either confirming an appointment to enter training, or, explaining their reasons for rejection.

The Catholic Education Services, the Church of Tonga Education Services, the Tokaikolo Christian Fellowship Education Services and St. Andrews College conducted their selection interviews informally. After all applicants had been interviewed, they were immediately informed of their selection or rejection for teacher training. This process was possible because traditionally there have been fewer applicants from these schools and quotas, therefore, have always been easy to fill.

Question 5: What criteria did the panel use for making their selections?

The government selection panel made its decisions on the basis of the criteria set down by the Teacher Education Planning Committee. The Director of Education, Principal of Teachers' College and Senior Education Officer for Teacher Education all indicated, during interviews, that the academic requirement of all applicants should be having completion of a sixth form year at secondary school and that applicants must have attempted University Entrance. Applicants with credits in either diploma or degree courses through the University of the South Pacific Extension Centre could also be considered for selection. Other important factors were also taken into consideration. These included the applicants' keen interest in teaching, and maintenance of a balance between applicants with social sciences and those with pure sciences backgrounds from secondary education. Male applicants with the required minimum academic qualifications could be given selection preference, as was indicated to the researcher by the Senior Education Officer for Teacher Education during an interview.

The Church Education Services were also given the above criteria for selection by the Teachers' College. Similarly, applicants had to meet the same academic requirement set down by the Teacher Education Planning Committee. However, the Churches added their own criteria. The Free Wesleyan Church, for example, selected its trainees from a group of untrained teachers who had already taught for a few years. It was considered that these people had already shown a willingness to work for the Church despite the poor working conditions and lower wages in many of their schools. Applicants' commitments to the Church were considered important. They were required to have a Christian outlook on life and must agree to teach at the Church school after training.

As well as these general criteria, the schools' particular needs

were taken into consideration. For example the type of teacher needed and level at which this need existed was taken into account when selecting trainees. The Catholic Education Services considered the applicant's academic background, the Church's educational needs and the overall development of education for the country. The Lavengamalie College Principal also considered applicant's college attendance as an indication of future teaching habits and punctuality for daily work.

Question 6: How did the interviewees prepare themselves, approach the interview and feel about the interview?

In order to answer this question more fully, the researcher divided the question into three parts. Part one concerned the interviewee's preparation for the interview while part two considered the interviewee's approach to the interview. Information and descriptions were gathered from personal interviews with fifteen randomly selected first year students.

Part three explored the interviewees' feelings about the selection interview and their feelings during the interview. Interviewees were asked to complete a questionnaire with one open-ended item asking if the respondent felt that he/she had adequate opportunity to express their views during the interview. The questionnaire enabled interviewees to express their private and personal views on the item. Questionnaires were completed by forty-six first year students. Fifteen of these interviewees were asked, during a personal interview, how they felt about the interview and what they felt during the interview. The results are discussed in three parts.

Part One: How did interviewees prepare themselves for the selection interview?

Nine of the fifteen first year students interviewed commented that the only interviewing preparation they had received at secondary school was with preparation for scholarship interviews. Three interviewees indicated that some interview skills were learned during English classes or from commercial classes at secondary schools.

Comments made by first year students included:

- * "I had preparation for scholarship interview, but not much."
- * "I arrived early to the interview."
- * "I had no preparation before the interview."
- * "I had some preparation for other job interviews."
- * "I went to bed early the night before."
- * "I shared ideas with other interviewees before the interview."

Part Two: How did the interviewees approach the interview?

Seven of the fifteen first year students interviewed remained quiet till interviewers asked questions and then they tried to give full answers. Six interviewees indicated that they answered only the questions asked by the interviewer. Four interviewees were quite nervous on entering the interview situation but relaxed when the questions were asked in the Tongan language.

Part Three: How did you feel about the selection interview?

In order to address this question more fully, a questionnaire

was completed by forty-six first year students at Tonga Teachers' College. Later, fifteen of these people were asked two questions on their feelings during the interview and about the selection interview.

Questionnaire: Did you feel you had adequate opportunity to express your views during the selection interview?

This question elicited varying responses about the selection interviews. First year students commented freely on this question, explaining the format of the selection interview, as perceived by interviewees, the length of the interview, the degree of difficulty of some of the interview questions and the respondents' feelings about panelists during the interview.

Of the forty-six first year students who completed the questionnaire, twenty-four students replied "Yes" (i.e. they had adequate opportunity to express their views during the interview). Twelve students replied "No" (i.e. they did not have adequate opportunity to express their views during the interview). Ten first year students said they were not interviewed.

Those answering "Yes" to the questionnaire qualified their answers with the following explanations, which have been grouped under four headings.

The questions

Comments on the interview questions included:-

* "The questions were easy."

- * "There was enough time to answer the questions."
- * "The questions were clearly asked."

The interviewees

Comments on the interviewees included:-

- * "I was not afraid or scared."
- * "This was not the first time for me to be interviewed."
- * "I felt free to answer the questions."
- * "I came to the interview early and talked to all other interviewees sharing ideas."
- * "Although I was nervous, I was confident to answer all questions."

The language

Comments on the language used included:-

- * "The interviewers used both the English and Tongan languages."

The interviewer

Comments on the interviewer included:-

- * "The interviewers were patient."
- * "I knew some of the panelists personally and as college teachers."
- * "The interviewing environment was not pressing."
- * "The interviewers waited till I finished expressing my views."

One student explained this feeling aptly by saying, "the interview was done half Tongan and half English because I was inexperienced on being interviewed... I spent a length of time thinking and the interviewer was patient enough."

The twelve students answering "No" to the questionnaire did not feel they had adequate opportunity to express their views during the interview but qualified their answers with the following explanations, which are grouped under two headings.

The questions

Comments on the questions included:-

- * "The questions asked were hard."

The interviewees

Comments on the interviewees included:-

- * "It was my first time to be interviewed."
- * "I cannot concentrate."
- * "I was nervous and could not answer some of the questions."
- * "I was afraid and scared."
- * "I had no chance to express my views."
- * "I wanted to know more details about college courses."
- * "I was not confident enough to answer the questions."
- * "I felt nervous and the interviewer (seemed) a bit crazy."
- * "The questions I wanted to ask were not respectable."

These feelings were summarised by one student; "This is the first time for me to attend an interview; therefore I cannot concentrate."

Ten students indicated that they were not interviewed by any selection panel and various reasons were offered as explanations. Late applicants saw the Principal of the Teachers' College before entry was granted. Other students were selected by Church schools' principals or by the President of the Wesleyan Education Services. One student explained that he had been a student at the College in the previous year and was given the opportunity to join the diploma programme this year. Another church-sponsored student was not interviewed but was selected for entry on the merits of his work experience in schools and his Teachers' College record for 1982 and 1983.

After completion of the questionnaire, fifteen students were randomly selected to be personally interviewed. The aim of this interview was to ask probing questions to help student teachers express in more detail their opinions about the selection interview. Student teachers were asked how they felt during the interview.

Interview question: How did you feel during the interview; about the interview?

Seven of the fifteen first year students interviewed indicated that they were nervous during the selection interview. However, this feeling did not last long for most interviewees. Reasons for being more relaxed as the selection interview progressed included:-

- * "The questions were easy to answer."
- * "I was very nervous but relaxed when Tongan language was used during the interview."
- * "I know some of the panelists personally."

Eight interviewees felt relaxed and comfortable during the interview. One interviewee arrived early at the interview to avoid anxiety about lateness. Another felt relaxed and confident and that there was enough time to answer questions while the interviewers were friendly. These responses were summarised by one student who stated: "I relaxed and it helped knowing some of the panelists. The questions asked were simple and I was pleased that Tongan language was used."

Question 7: How could the selection process be improved?

Information used as answers to this question, was gathered by personal interviews with seven panelists and fifteen first year students. The results are presented as responses from panelists then as responses from students.

Responses from Selection Panelists

The Principal of Tonga Teachers' College indicated that selection for college entry could be improved by the selection process being conducted earlier. The selection interview for the 1986 trainees took place on Tuesday, January twenty-eighth and College opened on February the third, 1986, leaving little time to notify selected students. The Senior Education Officer for Teacher Education suggested that some form of rating could be used by all the panelists during the selection interview. The Principal of Teachers' College also indicated during an interview that particular attention should be taken to identify the reasons applicants' give for wanting to enter training if the number of students leaving the course is to be reduced.

Church panelists agreed that improvements could be made with the selection process especially where retention of teachers was a problem. However, no specific improvement was stated. Church panelists also indicated that their teaching needs are being adequately met at present and the Director of the Catholic Education Services does not consider that many changes should be made with the church's selection process.

Responses from first year Teachers' College students

Students were asked to indicate ways in which interviews - as part of the selection process - could be improved.

Only one student indicated that no improvements could be made on the selection interview. However, points raised by the other students included: support for the Principal's idea of earlier interviewing, and, suggestions regarding a number of aspects of interviews - longer time, use of Tongan language, preparation for being interviewed. Student responses indicating these points included:

- * "The interview time was too short."
- * "We could be interviewed by people not known to us personally."
- * "The panelists could have more information on College courses available during interview?"
- * "There should be more secondary school based preparation with interview skills."
- * "The interviewing should be conducted well before the beginning of Semester I."
- * "All questions should be asked using Tongan language."

Having presented the data on each of the research questions relating to teacher selection in Tonga, the writer turns to the data on selection for entry to Palmerston North Teachers' College.

SECTION FOUR: TEACHER SELECTION AT PALMERSTON NORTH TEACHERS' COLLEGE

In this section of the report, the writer presents a summary of the data concerning selection for entry to Palmerston North Teachers' College. Data were gathered by interview and questionnaire. At the College, responsibility for selection is delegated to the Vice Principal who sometimes chairs the selection panel. Respondents included interviewing panelists, selection panelists (including the Vice Principal) and first year students. The information gained from these sources has been compressed and presented as answers to the original research questions.

Question 1: How were the interviewees recruited?

All three panelists interviewed indicated that teacher recruitment is the responsibility of the Department of Education in Wellington. A national campaign is launched by the Department of Education through the media - advertisements appear on television, in newspapers and announced over the radio. The Department of Education Recruitment Officers are responsible for this campaign and for distributing information booklets on all aspects of the teaching service. Applicants are provided with information and requested to complete application forms which are available from Education Boards, school guidance counsellors and careers advisers and vocational guidance officers.

The Vice Principal of Palmerston North Teachers' College indicated that College staff members made "unofficial" visits to secondary schools and, once, to Massey University to recruit potential trainees. The College prepared and sent out a twenty minute video of aspects of Teachers' College to secondary schools to be shown to senior students. Senior secondary school students were invited to

visit Teachers' College.

Question 2: How were the interviewees informed about the selection process?

Informing interviewees about the selection and interviewing process was the responsibility of the three Education Boards served by the Palmerston North Teachers' College - Hawke's Bay Education Board, Wanganui Education Board and Taranaki Education Board. The Recruitment Officer from each Board and a selection panelist from Teachers' College pre-selected interviewees. The Board then sent letters to interviewees acknowledging receipt of applications and later, notifying applicant's time, place and date on which to be interviewed. Unsuccessful applicants were notified by each Education Board.

Question 3: How did the College organise the selection process?

Palmerston North Teachers' College provided the interviewing facilities for applicants from the Manawatu area. Applicants from the Hawke's Bay Education Board area were interviewed at Napier and those from the Taranaki Education Board area were interviewed at New Plymouth and Hawera. Interviewing lasted five to six weeks during September and October, 1985.

The College organised the selection process by forming interview panels and the final selection panel or committee. Interviewing panelists included a Teachers' College staff member chosen by the College Principal from the Vice Principal, Dean, Intake Advisers, Head of the Maori Studies and other College Departments; an Education Board

member chosen by the Board; a Department of Education representative chosen by the Department; and, a member of the teachers' association chosen by NZEI (New Zealand Education Institute).

Interviewing panels interviewed all applicants before the selection panel selected new trainees. All members of the interviewing panels met at regular seminars at Teachers' College to discuss interviewing procedures, hold mock interviews and to initiate new panelists into the selection process by telling them what to do and delegating the interview questions. For example, the Department of Education representative indicated during an interview that she was delegated to question applicants on general knowledge and school related strengths. She also indicated that interviewing was informal but positive. Panelists were asked to try to relax interviewees and to use a "ranked score" on each question and to find out if applicants were likely to defer, resign or terminate their studentships.

Fifteen minutes were taken for the interview and five minutes were spent "in committee" discussing the merits or faults of each interviewee. Panelists, according to the College Vice Principal, could use comments like "excellent," "very good," - above thirty ranking points; "average/borderline" - about twenty-seven to thirty ranking points; "not likely" - twenty-six to twenty ranking points; and "poor," - below twenty ranking points.

Question 4: (a) How was the selection panel formed and prepared?

The selection of trainees, as indicated by the Wanganui Education Board member and the College Vice Principal, was made by the selection panel (committee) on the basis of recommendations from the interview panels.

The selection panelists included the Teachers' College Vice Principal, an Education Board member (usually a senior Board member who may also sit on the interviewing panel and was chosen by the Board), a Department of Education representative (for 1985, a woman Senior Teacher for Junior Classes chosen by the Department of Education, Wellington, and who may sit on the interviewing panel) and a member from the primary teachers' association (chosen by the New Zealand Education Institute and who may be a member of the interviewing panel). This panel selected trainees from the Wanganui, Hawkes Bay and Taranaki Education Board areas.

Panelists met before the selection interview to prepare themselves for selecting trainees. The Teachers' College Vice Principal indicated, during an interview, that the panelists identified the criteria for selection and the quota allowed to each Education Board as set out by the Department of Education regulations. The College Vice Principal also indicated that the panel was informed not to select any applicant showing a total of less than twenty ranking points and to make sure that no injustice had been done during the whole selection process. Should this arise, the matter was referred back to the interviewing panels. The same referral would apply to applicants showing the same ranking scores around the cut off point ensuring that the quota is properly filled with the best possible trainees.

Question 4: (b) How did the panel function?

The selection panel (committee) met after the interview panels had completed interviewing applicants and organised their report. Selection was made on the applicant's ranking scores and having met other criteria as set out by the Department of Education regulations. The Vice Principal of the Teachers' College indicated that students

with ranking points of thirty upwards were selected. Below thirty and above twenty seven were borderline cases which would be selected if the quota was not filled. Applicants around the borderline with the same ranking points were referred back to the interviewing panels for comments on their suitability for selection.

Once the list of new teachers trainees was finalised, it was given to the Education Boards for confirmation and for notification to applicants.

Question 5: What criteria did the panel use for making selections?

The Teachers' College Vice Principal indicated that the criteria for selection of teacher trainees were stated by the Department of Education in the form of quotas made available to each Education Board and each Teachers' College. In this sense, an important criterion is the filling of the number of places allocated to the college by the government. The selection panel or committee examined applicant's academic reports and references from secondary school principals as guides towards selection. All applicants were required to be sixteen years of age and to have passed School Certificate or Sixth Form Certificate *although School Certificate is only accepted in mature students who can prove alternative experiences or qualifications. We*

Selections were also made on the basis of the applicants' responses to the selection interview questions, as no one is accepted into the State Education Service without a formal interview. Panelists interviewed, identified four areas of questioning which corresponded to the four criteria used for selection. These criteria were identified as the applicant's use of English which was assessed by the applicant's communication skills such as fluency in expression; personal criteria assessed by the applicant's overt and covert qualities; and, involvement in school and community. Panelists were able to question interviewees on other issues considered important.

However, one panelist indicated that, besides passes in School Certificate and University Entrance, no specific criteria existed for selection.

The Hawkes Bay, Taranaki and Wanganui Education Board's selection committees reported on the suitability for admission to Teachers' College and identified the criteria used for selection as follows:

1. Use of English (communication skills):
This criterion assessed the applicant's fluency in expression, command of words, voice, speech, etc.
2. Personal (overt qualities):
This criterion was measured by the applicant's perceived confidence, vitality, dress, deportment, sense of humour, presence, etc.
3. Personal (covert qualities):
The selection committee ranked this criterion using the applicant's sense of industry, self-discipline, initiative, concern for people, sensitivity, tolerance, etc.
4. Involvement in school and community:
This criterion was measured by the applicant's range and depth of involvement in school and community activities, their degree of commitment to these activities, balance of interests, etc.
(Appendix 5)

All the above criteria were ranked using a one-to-nine point scale which determined the applicant's selection ranking. Members of the selection panel or committee wrote comments related to the given ranking.

The selection panel or committee also examined the applicants' application forms containing their educational qualifications; passages written about their hobbies and interests (e.g. music, drama, art, sports, etc); details of any qualification or awards;

and, experience in coaching, teaching or leadership. The application forms also contained information on the applicant's employment record and a written passage containing further information in support of the application and stating the reasons for wishing to enter teaching. These were carefully examined by the selection panelists or committee members and used to the applicant's advantage.

The panelists also examined each applicant's confidential report from the secondary school principal. The principal's report commented on nine areas. These comments covered the applicant's academic assessment - examinations passed; language - if the applicant knew another language or if English was their second language; mathematics - confidence with and interest in mathematics; personality - in direct relationship to teaching and comparing the applicant to other senior students in maturity, social skills, adaptability, industry, initiative, reliability, integrity, ability to relate effectively to all age groups; experience of New Zealand and other societies - urban, rural, multi-cultural, multi-racial, work, vacation work, overseas; extra-curricula involvement - school and community; general suitability for teaching - motivation, commitment, emotional stability, health, general appearance; tertiary education study - is applicant capable of independent study at tertiary level; and, general comment and rating - very suitable, suitable, doubtful suitability, unsuitable. These categories were assessed by a tick on the appropriate column of either above average, average and below average.

All the above information was used as the basis for selection of people to train as teachers at Palmerston North Teachers' College.

Question 6: How did the interviewees prepare themselves, approach the interview and feel about the interview?

In order to answer this question more fully, the researcher divided it into three parts. Part one concerns the applicant's preparation for the interview while part two concerns their approaches to the interview. Information and descriptions for these parts were gathered from personal interviews with forty-eight first year students.

Part three enabled the writer to explore the interviewees' feelings about and during the selection interview. Information was gathered by personal interviews with forty-eight first year students and questionnaires administered to one hundred and thirty-five students. The questionnaire contained one open-ended item asking students if they felt they had adequate opportunity to express their views during the selection interview. The questionnaire enabled interviewees to express their private and personal views on the item.

Part One: How did the interviewees prepare themselves for the selection interview?

First year Teachers' College students responded with a variety of answers. Thirty of the students interviewed said that "mock interviews" were held at their secondary schools to prepare Teachers' College recruits for the selection interview. These "mock interviews" were conducted in a formal manner and the panel was made up of people from the community including a primary school principal, an education board member, secondary school principal and guidance counsellors. These situations developed interview skills and gave tips on how to perform at the interview. For example, students were advised to shake hands with the panel, dress properly, not rave on with their answers,

to become familiar with current affairs by watching the television news and by reading the newspapers. They were advised to have read a book and to be prepared to discuss it, should the occasion arise during the interview. Students were made aware of the type of questions that might be asked during the selection interview.

Twenty-one students asked friends or relatives, who had been interviewed the previous year or who were Teachers' College students, about the interview and the sorts of questions to expect. Fourteen interviewees used the media to familiarise themselves with current affairs. Eight students said that they visited Kohanga Reo, a Kindergarten or a primary school as preparation before the selection interview. Twenty-nine students noted that they made special efforts to dress properly; one even purchased new clothes for the interview. The female students wore skirts or dresses and male students wore formal clothes with ties. Parents were also consulted about dress. Eight students found it necessary to remember what they had written on their application forms and one student read a reference book on interview skills. Only five students said that they made no preparation towards the selection interview but thought they would "give it a go." Four students made arrangements to take a day's leave from full time employment to attend the interview. Two students said that this was their second interview for Teachers' College selection and that they remembered what they had done the first time.

Comments made by first year students and which demonstrated the range of responses included:-

- * "I caught up with current affairs by reading newspapers and watching the television news the night before."
- * "I visited Kohanga Reo in case I would be asked a question on Maori language."
- * "I had no preparation - I was working already and was not too worried."

- * "I bought new clothes especially to wear to the interview."
- * "I attended mock interviews at secondary school."
- * "I asked my brother, who is a Teachers' College student, about possible questions to expect."

Overall, comments made by first year Teachers' College students could be summed up by what one student said:

"I asked friends who've been interviewed for Teachers' College about the questions to expect and also attended mock interviews at secondary school."

Part Two: How did the interviewees approach the interview?

Eighteen of the forty-eight first year students interviewed remained quiet until questions were asked by the panelists, then tried to give full answers. Eight people entered the room and shook hands with the panelists even though two students said they were uncomfortable doing this. Seven students tried to keep eye contact with the panelists in spite of the difficulty experienced with the seating arrangements, where one panelist could not be seen by the interviewee. Five students approached the interview cautiously while another ten interviewees tried their best to appear confident despite being nervous. Five students tried to think clearly before answering the questions. Two students discussed the interview with other interviewees outside the interview room and one student noted that he tried to remember the advice from friends: "Enter the interview with an open mind and be as truthful as possible."

Comments given by first year Teachers' College students included:-

- * "I waited till I was asked a question before I answered. I tried to answer as best I could."

- * "I approached the interview cautiously."
- * "I just wanted to get it over and done with."
- * "I went in, shook hands with the interviewers and tried to feel normal."
- * "I went into the interview with an open mind. The questions were unexpected."
- * "I remembered not to rave on with my answers."
- * "I discussed possible questions with friends outside the interview room and watched the expressions on the faces of students leaving the interview room."
- * "I tried to appear confident and remembered to stop and think before I answered."

The approach taken by the interviewees could be summarised by one student saying:

"I took the passive role - waited to be asked and tried to answer adequately. I also tried to appear confident and relaxed."

Part Three: How did you feel about the selection interview?

In order to address this question more fully, a questionnaire was completed by one hundred and thirty-five first year students. Forty-eight students were personally interviewed to gain further information. The results are presented for the questionnaire and, then, for the personal interview.

Questionnaire: Did you feel you had adequate opportunity to express your views during the selection interview?

First year students commented freely on this open-ended question, explaining their perceptions on the format of the selection interview, the length of the interview, the degree of difficulty of some of the interview questions and their feelings about the panelists.

Eighty-eight students replied, "Yes" (i.e. they had adequate opportunity to express their views during the interview). Forty-six students replied, "No" (i.e. they did not have adequate opportunity to express their views during the interview). One student could not remember if he had adequate opportunity and whether he had any views to express.

Those answering "Yes" to the questionnaire, qualified their answers with the following explanations, which have been grouped under three headings.

The questions

Comments about the interview questions included:-

- * "The panel directed the questions, some of which were hard to answer and were often hard to interpret."
- * "The panel asked a wide range of questions on different topics."
- * "The selection committee framed the questions around me... related to things I'd written about on my application form."
- * "I felt that all the questions asked by the panel related to teaching because it encompasses so much and you must have a wide general knowledge."
- * "Some questions were irrelevant and at times I got a bit confused."
- * "The panel just sparked off the questions and I rambled on."
- * "It seemed quite a casual interview with no difficult questions."

- * "I was not asked about anything I held strong views about."
- * "Some of the questions asked seemed to me totally inadequate to the purpose of finding out about that person."
- * "Questions allowed me to express my views on both why I wanted to train as a teacher and on current social and political issues."
- * "I was asked about Maori language being taught in schools."
- * "Most of the questions were probing, some I did not really want to answer."
- * "I found a lot of the questions were open-ended and allowed me the freedom to express my own personal opinions."

The general feeling about the panel's questions was reflected by a student commenting that:

"Many questions were orientated in a manner where you knew what the panel wanted you to say, and you knew your own opinion differed, so you answered the question the way they wanted to hear it."

The interviewers

Comments made by first year students about the interviewers included:-

- * "The interviewers' apparent responsiveness encouraged me to be open and frank."
- * "The interviewers provided guidelines so that I was able to talk about ideas."
- * "The interviewers ensured I had ample time to express myself, without cutting me short and helping out if I was at a loss for words."
- * "The panel tended to try and "push" you into the views that they thought were acceptable."
- * "The interviewing panel was pleasant and easy to get along with and made their panelists and me feel at ease."
- * "The panel encouraged me to ask questions back."
- * "Four expressionless faces looking at me."
- * "One interviewer gave me a really negative impression."

- * "The panel did not try to pressure me into saying anything I did not really support."

The general feeling about the interviewers was one where; "The interviewers were warm, friendly and responsive to what I was saying."

The interviewees

Comments made by first year Teachers' College students on their feelings about the interview included:-

- * "I was very nervous and found it hard to say what I wanted when three pairs of eyes were staring at me from all corners of the room."
- * "I did not feel at any time that I was under pressure, and I felt able to express my views whether I thought it might offend someone."
- * "I felt the interview was fair."
- * "I came out of the room feeling quite dumb."
- * "I didn't like the way in which I was seated and had to turn my head when speaking to one of the interviewers."
- * "I didn't feel as though I could express my ideas fully."
- * "We had to answer in an appropriate manner - i.e. being opinionated, liberal, open, possessing good speech and qualities perhaps they were looking for."
- * "I was not prompted or interrupted during the interview."
- * "I could adapt the questions into answers."
- * "At the end of the interview, I was asked if there was anything I wanted to know which I thought was good."
- * "I was able to feel relaxed."
- * "I felt I didn't need to rave on."

The interviewees' feelings could be summarised by one student's comments noting that; "You have the feeling throughout the interview that you should answer as the selection panel wish you to."

Forty-six students answered "No" to the questionnaire, that is they did not have adequate opportunities to express their views during the interview. The following comments, which were given by first year students as explanations, are grouped under three headings.

The questions

Comments made about the interview questions included:

- * "I felt I could only answer the questions as to what I thought the selectors wanted to hear."
- * "The questions asked seemed very irrelevant and pointless. The panel did not ask anything about teaching at all."
- * "Questions asked on current affairs only permitted time to explain what happened rather than why."
- * "The questions were too specific, and some required only 'yes', 'no' answers."
- * "I was confused by some of the questions asked."
- * "Real stupid - e.g. I was asked 'How much Maori input would I entail?' How does one put a scale on one's life-style?"

One student's comment summarised interviewees' feelings about the questions: "Often the questions asked had two answers - the expected answer and your answer. The difficulty was in selecting the 'right answer. "

The interviewers

Students' comments about the interviewers included:

- * "The interviewers did not give me enough time to think before I answered."
- * "The interviewers guided you into what they wanted to hear."

- * "One interviewer was dressed completely in black which was intimidating."
- * "The panelists cut you off mid-sentence, as if they have heard enough and are too impatient to be polite and wait till you are finished."
- * "One female interviewer yawned repeatedly and gazed out the window."
- * "I believed the panel had settled their minds on the basis of my written application."
- * "The selection committee were white, middle class people... not really interested about my cultural background but were more concerned with my academic success."
- * "The panel didn't explain enough about the options open to you at Teachers' College and the facilities available."
- * "The interviewers were too verbal and very domineering."

Comments about the interviewers could be summarised by one student's commenting that: "I felt the panel dealt only with my academic achievements... not with me as a person. They didn't go into any depth about my interests, my values, current events and other aspects, which, to me were important."

The interviewees

Comments made by first year students included:-

- * "Generally, the interview was far too formal for me to feel at ease."
- * "My interview was very short and I felt rushed."
- * "I believe the panel couldn't fully judge me as suitable for teaching with only twenty minutes to sell yourself."
- * "I was very nervous and found it hard to relax."
- * "My interview was twenty minutes late."
- * "I felt it was more beneficial for me to take a more conservative view on the issues discussed."
- * "Often, I was made to feel uneasy and if I appeared to hesitate or falter over a question, the panel pounced on the opportunity to further that line of questioning."
- * "I felt talked down to."

- * "I felt uneasy with an all male panel."
- * "When my views were against the norm, one of the interviewers 'rolled his eyes ', 'coughed' and looked at the others with a 'Here's a stirrer' type look."

One interviewee's comment summarised first year students' feelings about the selection interview:

"If the interviewers allowed for you to talk more about yourself and your interests instead of relying on your answers in the application forms, then you felt that the interview was less of a test and more of a means of finding out about you."

A personal interview with forty-eight first year Teachers' College students elicited more information about the selection interview. Student teachers were asked how they felt during and about the selection interview.

Interview question: How did you feel during the interview
(about the interview)?

Twenty-six of the forty-eight first year students interviewed indicated that they were nervous at the selection interview. However, this nervousness did not last long for twenty-two students. Four were nervous throughout the entire interview. Eight students said they were comfortable with the interview.

Comments made by students included the following:-

- * "I was nervous and uncomfortable throughout the interview."
- * "I worried about my answers."
- * "Panelists tried to put me at my ease."
- * "This interview was a trial run. I could always apply again next year."
- * "Interviewers tried to trap me on issues like corporal punishment that I was not sure about."

- * "I was sure I'd get in because I'm a male."
- * "The seating was uncomfortable. I had to sit on the edge of the chair."
- * "I felt quite good in spite of my initial apprehension at facing four interviewers."
- * "The interviewers were quite positive with some of my answers."

Question 7: How could the selection process be improved?

Information used as answers to this question was gathered by personal interviews with three panelists and forty-eight first year students. The results are presented as responses from panelists and as responses from students.

Responses from Selection Panelists

The Teachers' College Vice Principal indicated during an interview that recruitment could start as early as the third form level at secondary school to expose these students to a possible career in teaching. At the same time, secondary schools could work harder to combat teachers' prejudiced attitudes about the levels of teaching (for example, primary school teaching being perceived as being lower in status than secondary school teaching). In the same interview, the Vice Principal indicated that another improvement could be made in the area of streaming, where, in secondary schools, some students may be streamed into certain vocations.

The Vice Principal also indicated that some benefit could be gained by having top Teachers' College students visiting schools, sharing their successes and their experiences at Teachers' College

with its training programme, to senior secondary students. The Vice Principal also noted that the recruitment process was not successful in recruiting more able students.

The representative panelist of the Department of Education indicated that she considered open entry to Teachers' College would be a possible improvement.

Responses from first year Teachers' College students

First year Teachers' College students made the following comments in answer to the question on how the selection process could be improved:-

- * "Questions asked should have more to do with teaching."
- * "Panelists should be more patient with interviewees and not take over."
- * "Panelists should speak clearer."
- * "Panelists should give out more information about Teachers' College."
- * "Interviewing should be on time."
- * "Panelists should not push Taha Maori - it puts people off."
- * "There should not be too much emphasis on academic achievements."
- * "The emphasis placed on the selection interview should be played down."
- * "Panelists should be more careful with reading application forms."

First year students also noted that the seating arrangements during the interview were not always comfortable. Panelists sitting in a line in front of the interviewer were intimidating. One student suggested that interviewing on a one-to-one basis might reduce nervousness. Another student noted that the present interviewing format was a good system.

Having presented the data on each research question relating to teacher selection at Palmerston North Teacher's College, it is now appropriate to discuss the data.

SECTION FIVE: DISCUSSION

In this section of the report the writer presents a discussion of each area investigated by the research questions. Comparisons are drawn between teacher selection processes used by Tonga Teachers' College and those used by Palmerston North Teachers' College. The section ends with the writer's conclusions to the study.

The Recruitment of Interviewees

The Ministry of Education, Tonga, made announcements over Radio Tonga inviting people to apply for teacher training. The various Church Education Services recruited their teachers by informing church secondary school principals to ask prospective teachers to complete an application form (Wesleyan Church) or a personal approach was made to the sponsoring church. The writer has earlier summed up this situation:

"The researcher found that recruitment for teaching in Tonga functions in an informal fashion. There is little recruitment campaign which might use careers officers in schools, and, no newspaper advertisements or posters to attract applicants. Prospective teachers make independent contact with education authorities..."

(Tongati'o, 1984:160)

Teacher recruitment in Palmerston North was part of a national campaign. Recruitment Officers from the Department of Education, Wellington, coordinated advertisements through the media and visited secondary schools to recruit potential trainees. The Teachers' College also conducted its own recruitment procedures by "unofficial" visits to secondary schools and Massey University to recruit potential trainees and by preparing a video tape on aspects of the College. Senior secondary school students were also invited to visit the College.

Teacher selection in Palmerston North, the writer concludes, is highly organised, extensive and systematically conducted by the Department of Education, Education Boards and Teachers' College: a more formal process than that used in Tonga. There is room for improvements to be made with teacher recruitment in Tonga, the writer suggests. Recruitment officers could be used to develop a more extensive programme to enable the best possible potential trainees to be selected for teacher education. This programme could involve recruitment officers visiting church and government schools, preparing and distributing information brochures in the Tongan language and placing advertisements in the local paper. Senior secondary students could be invited to visit Tonga Teachers' College during the year to introduce them to College courses and facilities. College students could also visit schools to discuss their experiences with teacher education and to encourage senior secondary students to become potential recruits.

Informing Interviewees about the Selection Process

The Ministry of Education made announcements over Radio Tonga informing interviewees about interviewing arrangements. Church Education Services wrote letters to applicants informing them of interview arrangements or informed students through their secondary school principals.

In Palmerston North, the Education Boards wrote to each applicant informing them of interview arrangements.

The writer concluded that the systems of informing students about the selection process used in Tonga and in Palmerston North are straight forward. However, informing students in Tonga was made more complicated by the different churches following their own

procedures. The government might consider, the writer suggests, implementing one system in which papers from church and government applicants are processed together. This process could be handled effectively by the Ministry of Education.

Organisation of the Selection Processes by the Teachers' Colleges

Tonga Teachers' College identified the criteria to be used by selection panels but did not have the responsibility for organising all the selection interviews. The College stated the quota each sponsoring church should fill and provided interviewing facilities for government sponsored students.

Palmerston North Teachers' College organised interview and selection panels whose members represented the range of professional areas in the education service. Selection followed a two-stage process (of which applicants were unaware): the interviewing and the selection processes. The College organised the interviewing procedure by initiating new panelists, preparing panelists on the technicalities of interviewing and using ranking scores. Interviewing was held in different provincial cities.

The selection processes used by Palmerston North Teachers' College, the writer concludes, were well organised on a highly structured basis. The writer suggests that Tonga could profitably consider using a more structured, national system along the lines of the system used by Palmerston North Teachers' College. This system could be handled effectively by Tonga Teachers' College.

Formation and Preparation of the Selection Panels

Tonga Teachers' College formed and prepared the government selection panel. Church Education Services were responsible for forming and preparing their own selection panels. All panels examined applicants' school reports, references and examination results.

The selection panel or committee members used by Palmerston North Teachers' College were representatives of the professional areas in the education service. The College prepared them for selecting students by holding discussions on the use of the ranking scores from applicants' interviews, and identified the criteria to be used for selection.

The selection panel used by Palmerston North Teachers' College, the writer concludes, was organised and panelists were well prepared for their role in the selection of trainees. The writer suggests that the procedure used in Tonga could be less fragmented by using a more organised national system similar to that used by Palmerston North Teachers' College. Tonga Teachers' College could effectively organise and prepare selection panelists for both government and church sectors.

The Functions of the Selection Panels

The government panel in Tonga interviewed all government sponsored applicants in one day, making sure that all selection criteria had been met by each applicant. Church panels conducted interviews at various times either late in the previous year or early in 1986. These panelists ensured that the selection criteria identified by Tonga Teachers' College and by the Church were met by all selected applicants. Some church panels consisted of only one member who

made the final selection.

The selection panel used by Palmerston North Teachers' College examined the reports made by the interviewing panel on each applicant before making their selections. Applicants with ranking scores of thirty upwards were selected for training.

The functions of the selection panels in Tonga, the writer concludes, were not clearly defined and the panels conducted their selections informally. The writer suggests that a national selection panel could be organised with clearly identified functions. Panelists could consist of members from church and government education services. This panel could be effectively organised by Tonga Teachers' College.

Criteria used for Selection

The main criterion used by church and government selection panels in Tonga was an assessment of the applicant's academic performance. Applicants must have completed a sixth form course of studies and attempted University Entrance ^{except those with} ~~Applicants without~~ _{who} ~~this criterion, but who had credits towards courses offered by the~~ University of the South Pacific, were eligible for selection. Selection panels also examined secondary school reports, references and recommendations from school principals and staff members. The panels ensured that selected students possessed a variety of subject areas so that one discipline was not overly represented by students at the College. A balance was also sought between male and female selected applicants. Church panelists considered the applicant's way of life as an added criteria for selection.

The criteria used for the selection of teacher trainees for Palmerston North Teachers' College were determined by the use of selection interviews, application forms, secondary school principal's confidential reports and the number of available places at the College as determined by the government. Selection panelists carefully and thoroughly examined each interviewee's application form and the confidential report. Selection interviews used four criteria to assess the applicant's suitability: use of English, personal overt qualities, personal covert qualities and involvement in school and community. A ranking score was given to each applicant.

The criteria used for selection of teacher trainees in Palmerston North, the writer concluded, were extensive, well organised, carefully examined and ranked by the selection panel or committee. The criteria used by Tongan selection panelists, the writer suggests, could be enhanced by development similar to that used by Palmerston North selection panelists. The general objectives (Appendix 6) of teacher education proposed by the planning committee (Ministry of Education, 1984), the writer suggests, could provide useful guidelines towards the criteria that could be used for selecting future trainees as well as using those indicated by the various selection panels. The writer suggests that a national selection panel representative of the government and the churches could develop criteria to be used for selecting teacher trainees that would be beneficial to both groups.

First Year Students' Preparation for the Selection Interview

Interviewees in Tonga made very little preparation towards the selection interview. Preparations included the experience of getting ready for scholarship interviews and sharing ideas with friends.

A variety of preparations were used by interviewees in Palmerston North before the selection interview. These included mock interviews held at some secondary schools; knowledge of current events gathered from the media; visits made to primary schools or kindergartens; talks with friends and family members who had been interviewed for Teachers' College selection; received advice and guidance on interview skills from school careers officers and guidance counsellors.

The writer concludes that students at Palmerston North Teachers' College made extensive preparations for the selection interview. Tongan students, the writer suggests, could benefit by more preparation in experiencing interview skills at secondary schools.

First Year Students' Approaches Towards the Selection Interview

Interviewees in Tonga were nervous and remained quiet until they were expected to respond to the interviewers' questions, whereas interviewees in Palmerston North waited until questioned by the interviewers and approached the interview cautiously. They also shook the interviewers' hands and tried to appear confident, and, despite feeling nervous, they also tried to think clearly and keep eye contact with the panelists.

Interviewees in Tonga and in Palmerston North, the writer concluded, showed similar approaches to the selection interview. Interviewees played the passive role: waiting to respond to the interviewers' questions. However, interviewees in Palmerston North included more details in their responses to the researcher. Although interviewing situations are intimidating, the writer suggests that interviewers should try to relax interviewees and help them feel more confident. Strategies to help in this regard could include: panelists sitting in a circle rather than a formal

straight line; spending a few minutes talking about teachers' college at the beginning of the interview; and, discussing simple personal matters with the student at the start of the interview.

First Year Students' Feelings about the Selection Interview

Twenty-four interviewees in Tonga said that they had adequate opportunity to express their views during the selection interview. These interviewees felt that the questions were easy and were clearly asked; that they were given enough time to answer; that they showed some confidence with the interview situation; that the Tongan language was used during the interview; that the interviewers were patient; and, that the environment was not pressing. The twelve interviewees who felt that they did not have adequate opportunity to express their views commented that the questions were hard; that they were nervous and that they did not receive enough information about the college courses from the interviewers. Ten interviewees indicated that they were not interviewed by a selection panel but by individuals such as by the Principal of the Teachers' College or the President of the Wesleyan Education Services. These students did not see this interview as part of the selection process. Personal interviews between the researcher and first year students at Tonga Teachers' College supported comments made by interviewees in the questionnaire: that they felt nervous but were relaxed when the Tongan language was used and by knowing some of the panelists personally.

Eighty-eight interviewees in Palmerston North said that they had adequate opportunity to express their views during the selection interview. These interviewees felt that some of the questions were difficult to interpret and answer; that the panel asked a wide variety of questions and that some of these questions were irrelevant

to the purpose of finding out about that person; and, that most of the questions were probing and were open-ended, allowing interviewees to express their personal opinions on why they wanted to train as teachers. These first year students felt that the interviewers encouraged them to ask questions during the interview; that the interviewers were warm, friendly and responsive to the student's answers; and, that interviewers were sometimes negative to the student and tried to 'push' them into certain 'acceptable' views. Some first year students did not feel pressured by the interview but felt relaxed after the initial inevitable nervousness.

Forty-six first year students indicated in the questionnaire that they did not have adequate opportunities to express their views during the selection interview. The questions, these interviewees felt, were irrelevant, confusing, too specific and aimed at the interviewee responding in an accepted manner; that not enough time was allowed the interviewee to answer; that some interviewers were not responsive enough to the interviewees' answers; that some panelists showed a lack of consideration to cultural differences; and, that there was too much emphasis on the academic success of the interviewees. Some of the interviewees felt that the selection interview was too formal, too short and was sometimes late; that they felt uneasy, nervous and put down; and, that the panelists could not fully assess interviewees' suitability for teaching within the formal interview situation.

Personal interviews between the researcher and first year students at Palmerston North Teachers' College supported comments made by interviewees in the questionnaire: that interviewees were nervous and worried about their answers; that interviewers tried to relax them by being positive during the interview; that students were still uncertain of the interview situation afterwards; that the seating arrangements were uncomfortable; and, that students felt that interviewers tried to trap them by asking questions on

issues like corporal punishment where 'certain acceptable' views were held.

Interviewees in Tonga and in Palmerston North, the writer concludes, showed some similarity with the responses made towards their feelings about the selection interview. Both groups had more members feeling that they were given adequate opportunity to express their views during the selection interview. Members in both groups indicated that they were nervous with the selection interview but that they tried to give the best possible responses under the circumstances. Some interviewees from both groups were not wholly satisfied by not being able to find out more detailed information about the college courses and the facilities available, during the selection interview. Members from both groups indicated during personal interviews and questionnaire that they felt relaxed and comfortable during the selection interview.

However, Palmerston North Teachers' College students made extensive responses about their preparations and feelings towards the selection process, evidenced by personal interviews and questionnaires. The depth of these responses from these students indicated that the students had critically thought more about the selection process than was the case with their Tongan counterparts. This is probably attributable to cultural differences and influences on each group. The writer suggests that the Tongan social and educational systems do not encourage 'inquiry' and this could be given as explanation influencing the students' meagre responses to personal interviews and questionnaires. Although it would be difficult to test this proposition, the writer feels that perhaps Tongan students might be more accepting of the system.

The writer suggests that responses made by students at both colleges, as discussed in this paper, could be beneficially incorporated by both colleges to improve their selection processes.

Improvements that could be made with the Selection Process

The Tongan government panelists indicated that selection interviews should be held well before the beginning of the first semester; and, that care should be taken with questioning students about their reasons for wanting to become teachers so that those leaving the course could be kept to a minimum. The use of geographical distribution for selecting trainees is now no longer effective and panelists try to ensure that there is a balance between subject strengths of applicants. Most students interviewed earlier in the year (1986) were found to possess backgrounds in the sciences. One panelist suggested using a rating scale during the selection interview. First year college students responding to this item suggested interviews should be held earlier in the year; should last longer; should use the Tongan language; while, interviewers should make available more information about the college courses during the selection interview; and, there should be more secondary school based preparation towards the selection interview.

The Vice Principal of Palmerston North Teachers' College indicated that benefit could be gained by recruitment procedures being executed as early as the third form level of secondary education. Other improvements could involve successful senior Teachers' College students visiting secondary schools and for the College to try and recruit more able students. Another panelist suggested open entry to Teachers' College as an improvement. First year students indicated that improvements could include questions which are more relevant to teaching; panelists to give more information on Teachers' College courses; interviews to be on time; less emphasis to be placed on academic performance and on the selection interview; for the interviewers not to push certain issues such as Taha Maori; and, for the selection interview to be less formal.

The writer concludes that improvements could be made with the selection processes used by the two colleges - more with that used by Tonga Teachers' College.

SUMMARY OF FINDINGS

The following is a summary of the responses given by selection panelists and teachers' college students at Tonga and Palmerston North, as answers to the research questions.

	TONGA TEACHERS' COLLEGE	PALMERSTON NORTH TEACHERS' COLLEGE
Recruitment of Interviewees	<ul style="list-style-type: none"> - informal - government announcements over Radio Tonga - church sponsored applicants filled out application forms 	<ul style="list-style-type: none"> - national campaign using recruitment officers and media - "unofficial" recruitment at secondary schools and university by the college - video tape on aspects of the college sent to secondary schools.
Informing Interviewees about Selection Process	<ul style="list-style-type: none"> - government announcements over Radio Tonga - church education services wrote to applicants and/or informed by school principals. 	<ul style="list-style-type: none"> - Education Boards sent letters to applicants
Organisation of the Selection Process	<ul style="list-style-type: none"> - Teachers' College identified criteria and organised selection of government sponsored applicants. - church organised the selection of its sponsored applicants 	<ul style="list-style-type: none"> - Teachers' College organised interview and selection panelists
Formation and Preparation of Selection Panels	<ul style="list-style-type: none"> - Teachers' College formed and prepared government panelists - church prepared own panelists - examined names, academic performance and reports from school principals and staff 	<ul style="list-style-type: none"> - Panelists made of members of professional areas within education service - Teachers' College initiated new members; prepared them on interview techniques and the use of ranking scores - examined confidential reports and application forms

	TONGA TEACHERS' COLLEGE	PALMERSTON NORTH TEACHERS' COLLEGE
Functions of the Selection Panels	<ul style="list-style-type: none"> - ensured all selection criteria identified by church and government sectors have been satisfied by each applicant - assess applicants' suitability for teacher training 	<ul style="list-style-type: none"> - examine interviewing panels reports - selects applicants with ranking scores of thirty upwards
Criteria used for Selection	<ul style="list-style-type: none"> - academic performance - 6th form course of studies - attempted University Entrance examination - credits towards University extension courses - Christian way of life 	<ul style="list-style-type: none"> - Sixth Form Certificate - Selection interviews - application forms - confidential reports from school principals - Use of English; personal overt and covert qualities; involvement in school and community
First Year Students' preparations towards selection interview	<ul style="list-style-type: none"> - very little - scholarship interviews 	<ul style="list-style-type: none"> - mock interviews at secondary schools - current events - visits to primary schools or kindergartens - help from friends and family who've been interviewed for teacher training - advice from careers officers and guidance counsellors
First Year Students' Approaches to the Interview	<ul style="list-style-type: none"> - nervous and remained quiet until questioned - some students not interviewed 	<ul style="list-style-type: none"> - cautious - shook interviewers' hands - kept eye contact with interviewers

	TONGA TEACHERS' COLLEGE	PALMERSTON NORTH TEACHERS' COLLEGE
First Year Students' Feelings about the Selection Interview	<ul style="list-style-type: none"> - 24 interviewees had enough opportunity to express views. They felt that the questions were easy and clearly stated; the use of Tongan language was good; interviewers patient; environment not pressing - 12 interviewees felt they did not have enough opportunity to express their views. They felt nervous; questions were hard; not enough information about college courses 	<ul style="list-style-type: none"> - 88 interviewees had adequate opportunity to express their views. They said that a wide variety of questions were asked, some irrelevant and difficult to interpret; questions probing and open-ended; interviewers' warm and friendly but sometimes negative and tried to promote certain views. - 46 interviewees did not have adequate opportunity to express views. They felt the questions were too specific; irrelevant and confusing; not enough time; felt put down; nervous
Suggestions for Improvements	<ul style="list-style-type: none"> - selection process to be conducted earlier - care with questioning - ensure balance between subject strengths - use of rating scale - use Tongan language - more time allocated to each interview - more information on College courses and facilities to be made available - more secondary school based preparation 	<ul style="list-style-type: none"> - recruitment to begin at third form level - successful senior Teachers' College students to visit secondary schools - open entry - interviews to be held on time - more information on college courses and facilities made available during interviews - less emphasis on academic performance and on the selection interview - panelists not to promote certain issues such as corporal punishment and Taha Maori

In undertaking this study, the writer became aware that scope exists for some improvement in the teacher selection process in Tonga. Suggested improvements were included in the preceding discussion and are drawn together, at this concluding point, in summary form.

Summary of Recommendations for Teacher Selection in Tonga

In summary, therefore, the following recommendations for selection of teachers are stressed:

- * Recruitment Officers could be used to develop an extensive recruitment policy for the Kingdom of Tonga.
- * Senior secondary students could be invited to visit Tonga Teachers' College during the year to be introduced to college courses and facilities.
- * Successful Teachers' College students could visit secondary schools to discuss their experiences with potential recruits.
- * A national system of teacher recruitment and selection could be implemented where papers from government and church applicants are processed together.
- * A national selection process could be organised and structured while the "selection of teachers should be well planned and coordinated". (Tongatio, 1984:167) Selection panels in Tonga could include church and government members and should be well prepared with its functions clearly identified and for the selection criteria to be carefully examined.
- * Secondary school based preparation for the selection interview could be encouraged and more directions could be given by guidance counsellors and careers advisers.
- * Interviewees could be encouraged to relax more during the selection interview.
- * The procedures leading to selection should be made known to all secondary school students.

FINAL COMMENTS

The researcher emphasises that this paper did not set out to process the data using statistical aggregates or pre-determined hypotheses but, rather, to investigate the feelings and thinking of people involved with the teacher selection processes. The writer considers that this feature was adequately achieved.

Teacher education in Tonga has now been taking place for forty-two years, yet, only three years ago, Bloomfield wrote, (1983:2) "...there is much to be desired in the qualities of teachers." As a result of the present study, the writer believes that improvement of Tongan selection processes, by incorporating some of the features used at Palmerston North, would be an important step towards improving the quality of teachers.

APPENDICES

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APPENDIX 1

17th March, 1986.

Principal,
Tonga Teachers' College,
NUKU'ALOFA

Dear Sir,

I am doing a comparative study of teacher selection in Palmerston North and in Tonga. I wish to seek your cooperation by allowing me to conduct personal interviews and questionnaires with first year students. Personal interviews will also be conducted with selection panelists.

I hope to visit Tonga later this semester and would appreciate your assistance with this request.

Sincerely awaiting a reply,

Yours sincerely,

Lesieli Tongati'o.

APPENDIX 2

Personal interview questions with selection panelists.

1. How were the interviewees recruited?
2. How were the interviewees informed about the selection process?
3. How did the College/Church organise the selection process?
4. (a) How was the selection panel formed and prepared?
(b) How did the panel function?
5. What criteria did the panel use for making their selections?
6. How could the selection process be improved?

APPENDIX 3

Personal Interview questions with first year Teachers' College students.

Please answer these questions as fully as possible.

Question

How did you prepare yourself for the interview?

Question

How did you approach the interview?

Question

How did you feel during the interview; about the interview?

Question

In what way could the interview be improved?

APPENDIX 4

Questionnaire to be completed by first year Teachers' College Students.

This questionnaire aims to explore the ways in which you were involved
with the 1985 selection process

Please tick yes or no and give full explanations for your choice.

Question

Did you feel you had adequate opportunity to express your views during
the selection interview? Yes No

Explanations

APPENDIX 5HAWKES BAY, TARANAKI AND WANGANUI EDUCATION BOARDSSELECTION COMMITTEE'S REPORT ON SUITABILITY FOR ADMISSION TO TEACHERS COLLEGE

District	H.B.	Ta	Wa	Div.A	Pre-school
<hr/>					
Name	_____		Age 1st March 1986	____ years	_____ months
Home address	_____				
Secondary school(s)	_____				

USE OF ENGLISH (COMMUNICATION SKILLS)

1

Fluency in expression, command of words, voice, speech, etc.

PERSONAL (OVERT QUALITIES)

2

Confidence, vitality, dress, deportment, sense of humour, presence, etc.

PERSONAL (COVERT QUALITIES)

3

Industry, self discipline, initiative, concern for people, sensitivity, tolerance, etc.

INVOLVEMENT IN SCHOOL AND COMMUNITY

4

Range and depth, degree of commitment, balance of interests, etc.

SELECTION PROFILE

	Low						High			Selection Ranking
	1	2	3	4	5	6	7	8	9	
1. English							✓			<div>30</div> <div>Suitable Marginal Unsuitable</div>
2. Personal (O)							✓			
3. Personal (C)								✓		
4. Involvement								✓		

Specific comments related to given ranking

Minimal educational qualifications. Responded well to questions

lacks assertiveness, but could develop

Signed for the Committee _____ Date _____

NEW ZEALAND DEPARTMENT OF EDUCATION

APPLICATION FOR ~~KINDERGARTEN~~/PRIMARY TEACHER TRAINING

Please print clearly and complete all sections. (Complete a separate form for each course you apply for)

1. Refer to recruitment booklet and tick course you are applying for

Kindergarten (Division E) 2 year course ☐

Primary (Division A) 3 year course ☒

2. (a) MR/MRS Surname First Name(s)
MISS/MS _____

(b) Name by which previously known (if applicable) _____

(c) Usual Address _____ Holiday Address (if different)
_____ Give appropriate dates

Telephone Number _____ Telephone Number _____
Exchange _____ Exchange _____
From / / to / /

(d) Date of Birth: _____ (e) Age: 17 ✓ (f) Country of Birth
17 / 11 / 67 New Zealand

(g) Marital Status: Single (h) Number of dependent children/relatives
with ages _____

(i) If you are not a New Zealand Citizen: (j) Are you a New Zealand
(i) Give date of arrival in New Citizen?
Zealand ____/____/____ ☒ Yes ☐ No

(ii) Are you entitled to reside
permanently in New Zealand?
☐ Yes ☐ No

(Evidence of citizenship or
residential status may be
required).

(k) With which ethnic group do you identify?

European ☒ Maori ☐ Pacific Islands ☐ Other ☐

3. (a) State name of secondary school(s) attended and dates:

Stratford High School From 2 / 2 / 1981 to 15 / 11 / 1985

From / / 19 to / / 19

(b) Total secondary education as at end of this year 5 years
 months

(c) Educational qualifications completed. Give subjects, marks, grades, schools and years:

SCHOOL CERTIFICATE			SIXTH FORM CERTIFICATE		UNIVERSITY ENTRANCE		OTHER
Science	65	B	English	6	English	55	
Accounting	65	B	Economics	6	Economics	58	
Geography	64	C	Geography	4	Geography	58	
English	62	C	History	6	History	41	
Mathematics	58	C	Mathematics	6	Mathematics	32	
History	54	C					

Ng. S. C.

Year and School:

1983	1984	1984
Stratford High School	Stratford High School	Stratford High School

(d) State examinations or certificates with subjects for which you are currently studying. Specify subjects University Bursary
English, Economics, Accounting, Geography, History

4. Interests and Hobbies (e.g. Music, drama, art, sport, youth clubs, community activities, etc). Give details and any qualifications/awards and experience in coaching, teaching or leadership. Continue on separate A4 sheet if necessary.

I have many interests, both sporting and cultural. I enjoy watching and participating in many sports including rugby, soccer, cricket, softball, indoor cricket, badminton, indoor bowls and tennis. For recreational activities I enjoy swimming, skiing, fishing, and listening to popular music.

I am currently a member of the local badminton and indoor bowls clubs. I have a strong interest in drama being involved in High School productions and the local primary school's end of year concerts. I have also been a member of the local primary school's Gala/Fundraising committee.

5. (a) Do you speak a language other than English? If "Yes", state which language:
☐ Yes ☒ No

- (b) Do you have an interest in or knowledge of a culture other than English? If "Yes" state which culture
☐ Yes ☒ No

- (a) Have you ever held any university grant or bursary? If "Yes" give details and dates:
☐ Yes ☒ No
- (b) Have you ever entered into a bond with the government?
☐ Yes ☒ No

- (c) Have you previously applied for a course of teacher training? If so, state course and date: Education Board or Regional Office you applied to:
☐ Yes ☒ No

- (d) Have you previously enrolled in any course of teacher training? If so, state university/teachers college Dates: Reason for withdrawing:
☐ Yes ☒ No

- (e) Have you applied for any other teacher training course this year?
☐ Yes ☒ No

7. Names and addresses of two reputable persons (NOT an immediate family member or your Principal or Class Teacher) to whom reference as to your character can be made Marlene O'Brien, R.D. 25, Stratford
Mrs May Harrison, R.D. 25, Stratford

8. Previous and present employment record. (Include casual, vacation or short term employment if relevant to teaching)

Employer	Type of Work	Location	Dates Employed
D.S. and G.T. Ward	Casual Farm work	Strathmore	20th May 1982 -

9. Are you prepared and able to take the oath of allegiance or make the affirmation of allegiance?



Yes



No

10. Have you been convicted of a criminal offence (exclude traffic)?



Yes



No

Date of offence: Please supply details in a sealed envelope.

NOTE: If you are convicted of a criminal offence after submitting this application you are required to notify the office to which you sent this application.

11. Further information in support of this application; give reasons for wishing to enter teaching. (Continue on separate A4 sheet if necessary).

I believe that primary teaching is a very important profession. Primary teachers provide children with a strong foundation on which they can develop their academic abilities and their personality. I feel I could provide that foundation and assist in the personal development of a child.
I enjoy being with young people and I am able to relate to them on a one to one basis. I feel great satisfaction in helping young people achieve new tasks and set higher goals.
I wish to become a teacher so that I can transfer my knowledge to others for the benefit of others. I believe I can apply myself to the teaching profession, a profession which shapes the future of other people. I feel that as a teacher I could offer my best to others.

12. Documents to accompany this application. (Original documents will be returned, photograph will be retained).

<input checked="" type="checkbox"/>	Birth Certificate	<input checked="" type="checkbox"/>	Small recent passport type photograph
<input checked="" type="checkbox"/>	Secondary school qualifications		
<input type="checkbox"/>	Other qualifications		Other relevant papers (Please specify) _ _ _
<input type="checkbox"/>	Official University transcript		_ _ _ _ _

13. Medical History

(a) Do you or have you suffered from any of the following? (Please tick either "Yes" or "no" box)

Yes	No	
	✓	Eye or visual defect
	✓	Chronic ear problems or deafness
	✓	Chronic nose or throat problems (incl. hayfever, catarrh, tonsillitis)
	✓	Chest trouble
	✓	Tuberculosis in any form
	✓	Heart trouble (incl. palpitation, chest pain and shortness of breath)
	✓	Anaemia or other blood disorders

Yes No

	✓	Indigestion, gastric or duodenal ulcers or bowel disorders
	✓	Back trouble, sciatica or arthritis
	✓	Allergy or sensitivity
	✓	Liver or gall bladder disease or jaundice/hepatitis
	✓	Kidney or bladder trouble
	✓	Epilepsy
	✓	Fits or fainting attacks
	✓	Periods of depression
	✓	Nervous or mental ill-health
	✓	Recurrent headaches (incl. migraine)
	✓	Rheumatic fever or rheumatism
	✓	Diabetes
	✓	Skin disease
	✓	Asthma
✓		Operations or injuries, state _____
	✓	Tropical diseases; state _____
	✓	Any illness not mentioned; state _____

(b) If your answer to any of the above is "yes" please indicate the frequency of attacks and the date of the last one.

Head injury. Skin graft to leg laceration. _____

Note: You may be asked to provide a medical certificate stating that you are now free from or are under treatment for the condition and that the condition or its presence will not interfere with training or fitness to be a teacher. Any medical examination will be at your own expense.

(c) Do you wear glasses or contact lenses? ☐ Yes ☒ No

(d) Have there been any recent marked changes in your weight?

☐ Yes ☒ No ☐ Loss ☐ Gain

State approximate amount _____

(e) Are you on any permanent medication? If yes, state illness/condition _____
☐ Yes ☒ No

(f) Have you been absent from work, school or university on account of illness or injury during the past two years?
☐ Yes ☒ No
If so, state reasons and period of absence -----

(g) Have you ever been rejected from employment or military service on medical grounds, been declined life insurance or accepted only on special terms because of medical grounds?
☐ Yes ☒ No

(h) Have you any physical condition or disability which might affect your studentship or teaching service in any way
☐ Yes ☒ No
If so, give details: -----

(i) Family History. Has any near relative suffered from tuberculosis, diabetes, epilepsy, nervous or mental illness?
☐ Yes ☒ No
If so, give relationship and state if person is alive and well:

14 DECLARATION

I _____ solemnly and sincerely declare that to the best of my knowledge and belief the information given in this application is entirely true and correct.

Signature of applicant: -----

Date -----

I solemnly declare that to the best of my knowledge the information given by the applicant is entirely true and correct.

Signature of witness: _____
(The witness should be a parent or legal guardian or person who knows applicant well)

NOTICE FOR APPLICANTS

Students who successfully complete a kindergarten teacher training course are responsible for obtaining a teaching position on completion of their training.

Students who successfully complete a course of primary teacher training will be offered a teaching position in a state school for the first year of teaching and may be required to take up that position anywhere in New Zealand. The onus will be on the teachers to obtain a teaching position in later years.

Experience has shown that to obtain a position in either part of the service teachers will need to apply widely throughout New Zealand for all vacancies for which their qualifications and training make them a suitable applicant.

I have read, understand and accept the conditions outlined in this section.

Signature of Applicant _____

Please check the completed application and documents and forward to the Education Board in the district in which you reside by 20 August.

PRINCIPAL'S CONFIDENTIAL REPORT FORM
PRIMARY TEACHER TRAINING

Name of applicant (block letters) _____

The information asked for here and your comments are of the greatest value to the Selection Committee. The contents of your report will not be divulged directly or indirectly to the applicant or to persons other than those authorised to deal with it.

1. Academic Assessment (put a tick in the appropriate box):

The overall rating for this candidate:

Holds University Entrance or higher qualification

Likely to gain University Entrance this year

Likely to gain Sixth form Certificate this year at teachers college entry level*

* For the purpose of selection for Division A and E this means a grade total of 20 or less in 4 subjects including English. Only one grade may be 6 or 7 and no grade maybe 8 or 9. A 5 or better in English is required.

2. Language (tick appropriate column). State is applicant has: (a) knowledge of another language, or (b) English as their second language.

	Above Average	Average	Below Average	Comments about Language
Written language		✓		_____ is quietly spoken but articulate - he expresses his thoughts clearly and concisely.
Spoken language: Quality of speech, clarity, fluency		✓		
Reading	✓			
Ability to communicate		✓		
Other comments, e.g. public speaking, bilingual.				

3. Mathematics (tick appropriate column):

	Above Average	Average	Below Average	Comments about Mathematics
Confidence with mathematics		✓		Studied maths at 6th form certificate level
Interest in mathematics		✓		

4. Personality (in direct relationship to teaching) (tick the appropriate column). Compare applicant with other senior students:

	Above Average	Average	Below Average	Comments about Personal Qualities
Maturity		✓		_____ is a very quiet young man of sound character. He is reliable but would never push himself forward - certainly is not assertive. He is always well-groomed and careful in his approach. Probably lacks confidence - socially very unsophisticated. Is confined to a close small peer group.
Social Skills		✓		
Adaptability	✓			
Industry	✓			
Initiative		✓		
Reliability	✓			
Integrity	✓			
Ability to relate effectively to all age groups		✓		

Other comments. Self confidence, sense of humour, manner:

_____ is a caring person who possesses a quiet sensitive gentleness. He has a sense of humour, is very polite and pleasant, and is thoughtful of others.

5. Experience of New Zealand and other societies. (Comments):

(Consider urban/rural/multi-cultural/multi-racial/work/vacation work/overseas):

6. Extra-curricular involvement, school and community. (Comments):

_____ is from a farming background and is involved in the rural community in which he lives. He is a member of his local indoor bowls and badminton clubs.
At school he has been a member of the debating club, a participant in our school production. He is a Bus Prefect and a valued member of the school newspaper team. He is a member of the Leo Club.

7. General suitability for teaching (tick appropriate column):

	Above Average	Average	Below Average	Comments about suitability for teaching
Motivation		✓		At present probably does not have the necessary qualities to 'survive' in a class-room. He is much too quiet - very well mannered and sincere but lacking in forcefulness and vigour.
Commitment	✓			
Emotional stability	✓			
Health	✓			
General appearance	✓			
Other				

8. Tertiary Education Study: Is the applicant intellectually capable of independent study at tertiary level and does the applicant have the personal qualities necessary for such study? (Please comment):

He would probably cope adequately with B. Education studies.

9. General comment and rating (tick appropriate box).

_____ is genuinely interested and concerned about people. He possesses many fine attributes. He will need to develop a more forthright personality in order to cope with the rigours of teaching.

Very
Suitable

☐

Suitable

☒

Doubtful
Suitability

☒

Unsuitable

☐

----- Principal ----- School

----- Date

APPENDIX 6GENERAL OBJECTIVES OF TEACHER EDUCATION
FOR THE KINGDOM OF TONGA

The purpose of the program of teacher education is to produce competent teachers who possess depth of knowledge, a range of skills, and positive attitudes for effective teaching and meaningful participation in the development of education in the Kingdom of Tonga. The program is designed to produce teachers who have a sound general education, are dedicated to teaching and who can operate in the schools at a high level of professional competence. The graduates of this program should possess:

1. A high level of competence in Tongan and English.
2. A sound knowledge of the content of the subjects he teaches.
3. A sound knowledge of children and the process of teaching and learning, including the ability to relate theory to practice and to implement a range of effective teaching strategies.
4. A knowledge, understanding and appreciation of the social and cultural context of the Tongan school system.
5. A sense of professional responsibility towards the children he teaches, his colleagues and the community.
6. An awareness of the importance of education in the social and cultural development of Tonga, as well as its economic progress.

(Ministry of Education, 1984)

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INFORMANTS INTERVIEWED IN TONGA

Mr Paul S. Bloomfield	-	Director of Education
Mr Viliami Takau	-	Principal, Tonga Teachers' College
	-	Acting Director of Education
Mrs Tupou 'U. Taufa	-	Senior Education Officer for Primary and Teacher Education
	-	Principal Tonga Teachers' College, 1985
Mr 'Isileli Taufa Tu'akoi	-	Assistant Inspector of the Free Wesleyan Church of Tonga schools
Dr Fred Sevele	-	Director of the Catholic Education Services
Mr 'Etimoni Taufa	-	Deputy Director Church of Tonga Schools
Mr Langi Likiliki	-	Acting Principal St. Andrews School
Miss 'Ahino Tupou	-	Principal Lavengamalie College

INFORMANTS INTERVIEWED IN PALMERSTON NORTH AND WANGANUI

Mr A. Forrest	-	Principal Palmerston North Teachers' College
Mr R. Dalzell	-	Vice Principal Palmerston North Teachers' College
Mr Colin Broadhead	-	Executive Officer of Teacher Services, Wanganui Education Board.
Ms Ruth Holmes	-	Panelist representing the Department of Education, Wellington.