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PROFESSIONAL DEVELOPMENT AND MID-CAREER TEACHERS

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JOAN LETUFUGA

ABSTRACT

The last decade has brought extensive changes to secondary schools and this will continue into the next century. Like the majority of New Zealand teachers, the participants in this study are in mid-life and mid-career, a time when supposedly motivation is at an ebb. This study seeks to identify appropriate and effective professional development which may enable these experienced teachers to change their practice to meet the requirements of new curricula, new qualifications and a new learning environment. This case study of a small integrated secondary school was conducted between July 1994 and August 1995 and found these teachers committed to improving their teaching practice. Professional development based on adult learning theory and meeting developmental needs of teachers was found to be motivating and effective for these teachers. Contrary to the crisis of motivation and self doubt depicted in the literature, teachers in the study were focused, and committed to ongoing professional development, particularly in improving their performance of core instructional tasks. While these experienced teachers value autonomy in their work and professional development, including the selection of in-

service training, they also enjoy collaboration with other colleagues over a period of time to implement new instructional practice. It is acknowledged that the nature of a small school environment may have had a very positive effect on motivation.

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STATEMENT

I hereby declare that this
is my own work and that it
is the first time it has been
presented as a Research
Project in partial fulfilment
of the Masters of Educational
Administration degree at Massey .

Joan Letufuga

November, 1995

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1. Introduction

As the New Zealand education system continues to move through extensive change, some of the people who will determine the success of its implementation are the country's secondary teachers who, though well qualified and experienced, need extensive re-training. As they face this upheaval, they are also passing through a difficult life and career stage of development, according to the literature. While teachers may be moving to a more reflective, self-accepting phase, motivation may be at a low and self doubt may have set in.

This case study considers teachers in a state integrated school, many of whom are both mid-life and mid-career teachers. The study examines the kinds of professional development teachers have found motivating and effective as they face major changes. This study may have some wider relevance as the secondary teaching force in New Zealand is composed mainly of teachers in mid to late career, that is, between 40-54 years of age (Education Statistics of New Zealand, 1995, p61).

Renwick (1994,p33) states that in regard to the demographic characteristics of the secondary teaching force, "it is an aging workforce with a large proportion of very experienced and long-serving teachers". This is also characteristic of teaching forces in Canada (Tarrant,1991), the United States (Evans,1989) and Britain (Riseborough & Poppleton 1991). Many of these teachers are on the top of their salary scales with no prospect of incremental increase in pay, minimal chances of promotion and with perhaps 10-20 years till retirement (Everts,1992). Often teachers at mid-career are re-energised by a move or a promotion but with vertical and horizontal opportunities severely diminished (Guskey,1986; Riseborough & Poppleton,1991;Milstein in Lamarre & Umpleby, 1991), there is limited opportunity to motivate teachers in this way.

The teacher is the "ultimate key" (Hargreaves,1992,p.ix) to educational change and school improvement and with the call to improve education in this time of extensive change, the central focus is often on high quality staff development. As funding is often insufficient and access inequitable (Alcorn,1987), it is important to develop activities that best serve the development needs of all staff, especially mid-career teachers. It is also important to note that

individual differences among people increase with age (Cross in Tight,1990; Bents & Howey,1981) and provision for this must be made in the programmes that are developed. Strategies need to be identified which best suit those at mid-career so that these experienced teachers may become revitalised.

The school in this case study is located in a provincial city and has a staff of about twenty five teachers, fulltime and part time. The majority of the staff are women and there are three men who are fulltime teachers. The staff's ages range from the late 30's to 60 and most have been teaching for more than twenty years. The study involved a survey and interview study of nine teachers who were identified as mid-career, having been teaching between 15-25 years and who were in their forties. Their ages and stage of career are typical of most New Zealand secondary teachers at this time (Education Statistics of New Zealand,1995,p61). The study took place over one year.

As this group of staff members is a microcosm of secondary schools nationally, the data acquired in this study may be the basis of improved staff development planning for such experienced teachers. However, further research would be

required to determine the generalisability of the findings.

2. Literature Review

This project aims to consider the professional development needs of a specific group of teachers, those at mid-career, at a time of upheaval in education, and try to ascertain the most effective methods of professional development to bring about a change of practice.

The following discussion teases out some of the themes recurrent in the literature. Firstly, the characteristics of a particular stage of adult development, mid-life, is discussed and then the characteristics of mid-career teaching are considered to identify the general stresses besetting these teachers and to see how this might affect motivation. Secondly, the importance of professional development, including in-service training, vital to implement the changes required, is considered as is the relevance of adult learning theory. Then the theme of change of teacher practice and the most effective methods of experienced teachers achieving this, is addressed. Lastly, the particular setting that mid-career teachers are in at the present time is considered along with the added stresses that may affect motivation.

The issue of professional development needs of mid-career teachers is a complex one. There are a number of contradictions in the literature related to both mid-career and motivation, and change and motivation. This study questions these contradictions. There are also some conflicts in the literature about the need for autonomy, a characteristic of experienced professionals, and the desire for collaboration, a characteristic of mid-career teachers. This aspect which adds to the complexity of the professional development of experienced teachers, is teased out and clarified. This review also considers the different correlations between age and stage and the definition of teaching career to include the experience of women who make up the majority of the teaching force.

2.1 Adult Development and Mid-Life

Adult development includes various stages, one of these being mid-life. All adults pass through this stage to a greater or lesser degree. This tends to be during the forties when there is the opportunity for second growth, a flowering (Friere, 1967 in Krupp,1979) as well as an agonizing reassessment and reordering of the past (Robbins, 1978 in Krupp,1979). The world of the mid-life person

changes as he or she begins to perceive time in terms of the time left to live, rather than as an endless expanse of possibilities (Neugarten 1968, in Krupp,1979). This "stocktaking" (Huberman,1989,p352) occurs before it is too late and the alternatives begin to shrink. Caught between youth and age, aware of the finite nature of time, and concerned with their own mortality, the mid-lifer faces stress (Krupp,1987).

It is not an easy time, as for the successful person the goal has been reached and new motivation is required, while the "de-illusionment" (Krupp,1979,p23) is painful for the one who has not reached the goal. Those who adjust to this mid-life crisis will take control of their lives, redefine their goals and modify their career dreams. The poor adapters become "on the job retirees" (Ibid,p36). This period of mid-life is often preceded and/or followed by a period of career plateauing. This occurs throughout the career when motivation has dropped off and is an inevitable part of working life (Bardwick,1986 in Tam & Salonome, 1994). One therefore would expect that mid-lifers would be rather stressed and lacking in motivation while they either sought new goals or languished in their job.

Whether the effects of mid-life will impact on the lives of mid-career teachers, therefore increasing stress as they reach mid-point in their teaching careers, will be an area of enquiry in this research. It will be interesting to note how many of the mid-lifers become de-motivated and 'on the job retiree's, or instead opt out of the system in this time of great change.

2.2 Teaching and Midcareer

The "stock-taking" at mid-career, found in life-span literature, is also found in longitudinal studies of teaching (Huberman, 1989). While he notes that the evidence of phases or stages in the empirical literature is "tentative and uneven" (1992,p123) and discounts age as a "hollow variable" (1989,p357), mid-career is generally between the ages of 35-50 or between the 15th and 25th year of teaching (Huberman,1993,p8). This is supported by Oja (1989) who rather sees the key issues being worked on as determining the life period.

For while teacher career development is described by some in developmental stages (Hunt & Joyce,1967; Tomlinson & Hunt,1971; Gordon,1976;Sprinthall & Thies Sprinthall,1980,

1983a, 1983b) others according to age and career concerns (Gould 1972,1978; Sheehy 1976; Levinson 1978; Krupp 1981), it is generally agreed that after 20 years teaching students, teachers are often moving from an energetic period to a more reflective one. Huberman (1989,p357), acknowledges teachers may go through a period of uncertainty or reassessment, but he notes that "social and cultural variables and occupational demands" also have a combined influence on developmental stages. Teacher career development (Sikes et al,1985) - the occupational demands - mean teachers do pass through various levels of professional expertise, though not all go through each phase or even at the same pace (Huberman, 1989;Sikes et al,1985). Therefore the developmental needs of teachers from novices through to veterans, do vary and this must be recognised.

As each teacher is an individual, different factors motivate them and affect their careers (Tarrant,1991), and as a result their satisfaction with teaching fluctuates (Nias,1989). Mid-career seems for many to be one of those times when motivation may be on the wane and for some may precipitate a 'crisis'. All mid-career 'crises' are experienced differently (Huberman,1989) from a mild case of routine to a major 'crisis' of self doubt over the future

course of one's career. Huberman (1993,p9) describes 'mid-life crises' as "statistically marginal - and middle-class - phenomena" but finds that these periods of doubt can be avoided by new opportunities and promotion. As the majority of mid-career teachers could be considered as middle class, and with little chance of promotion, it would seem that they may be susceptible to such a 'crisis'.

Gender also has an effect. Men and women do experience mid-career differently (Krupp,1987; Huberman,1989). Those most likely to face a 'crisis' tend to be men who have "invested heavily in their careers" (Huberman,1989,p352), rather than those men with outside interests or women who had commitments to family or other areas of their lives. For many men and career-oriented women, in mid-life their career begins to assume a less central focus and they tend to become more "passive and nurturant while still asserting" while women other than those who have been defined as career-oriented, become "dominant and managerial while still nurturing" (Krupp, 1987,p33).

Besides gender impacting on mid-career, the concept of a career varies. The typical male career may appear linear and traditional with plateaux at times while "others could

have regressions, dead ends, or discontinuities" (Huberman,1981,p348). Women often have a very individual interpretation of the word 'career', and for most women it tends not to be linear but divergent. Some women see mid-career as a time to further develop personal interests, learning and development and may show little interest in the vertical mobility (Nias in Huberman, 1981) which many men seek. This model of the linear career is built on male norms and experiences (Acker,1989) rather than acknowledging that the teaching force is made up of a majority of women and therefore the predominant career trend is other than linear.

It also needs to be noted that correlations between age and stage are not uniform for women who re-enter the teaching force after a break, for those teachers recruited at an older age, and for those of ethnic and cultural backgrounds other than middle class white. It is therefore possible that this study may show variations on the literature as the majority of teachers in this study are European women, one Maori, and many of whom have had breaks in teaching to have families or diversify and thus have had varied careers.

Many other factors besides age and stage are equally

responsible for the symptoms of mid-life crisis, for instance, the particular characteristics of the institution, political and economic factors, family events. Some teachers are promoted or change jobs, and so are re-motivated while others who are not so successful see themselves as failures. Others may stay on in teaching because it is too late to change careers (Huberman, 1989). This leads to career plateauing which, in teaching, has been exacerbated by the economic changes in society and the large numbers of teachers around the same age (Bardwick 1976, in Lamarre & Umpleby, 1991). This is evident in New Zealand, as the statistics show the majority of teachers clustered in the 40-50 age group (Education Statistics of New Zealand, 1995, p61). These baby boomers are having to compete for positions (Tam & Salonome, 1994). Ways that schools can try and motivate individuals who have plateaued is by "job redesign, job enrichment, work projects, lateral transfers, mutual job switches and paid sabbaticals" (Tam & Salonome, 1994, p298; Tarrant, 1991, p37). Some of these possibilities were identified by staff as motivating them as they faced further change, but were not identified by mid-career teachers in their interviews.

While many studies identify this period of doubt at mid-

career, Gorrell, Bregman, McAllister, and Lipscomb (1985) and Coates and Thoresen (1976) (as noted in Rosenholtz & Simpson, 1990) found that there are no significant differences in teachers' levels of stress or burnout at distinct career stages. Huberman (1993) found the majority of women in his study, particularly those who worked part-time and had other interests, did not go through such a phase. While it may seem that patterns of commitment over the teaching career vary among different studies, other factors impinging on individual teachers at mid-career may mean that there are no set patterns and that there is a wide divergence dependent on the individual's particular situation. This area will certainly be of interest in this project.

2.3 Teacher Development

With all the changes occurring in education, it would seem the mid-career teachers are most likely to be adversely affected as, although highly skilled and experienced in their jobs, they need to learn a wide range of new skills to cope with the requirements of the changes (Sikes et al, 1985). With the call to upskill and re-train in this time of extensive change, the central focus is often on high

quality professional development. Professional development is a vital aspect of teachers' on-going learning. It is, according to Bolam (1987,p215),

"that whole range of activities by which teachers can extend their competence and improve their understanding of education principles and techniques".

It is not confined to a set number of years but is continuous throughout the teacher's career (Begg,1991). Traditionally teacher learning has been promoted in New Zealand, through in-service training (Cardno,1988). It is not compulsory and often dependent on the enthusiasm of the individual, and what is offered has been described as often "fragmentary and uninspiring" (Joyce,1981), "ineffective" (Guskey,1986,p6; Evans,1989,p12), as a "disease model" (Clark,1992,p79) or sharing characteristics of periodic detention i.e."short-term, one-off, ..with minimal participation by teachers and with little opportunity for the training to be retained" (Gilmore,1994,p21). While acknowledging this, Alcorn (1987) emphasises that teachers who do not continue to increase their professional skills will be unable to adapt to the changing environment. Thus,

on-going professional development is a vital part of every teacher's life.

Although teachers participate in in-service training because they want to become better teachers (Guskey,1986), these in-service courses are usually aimed at the group rather than being designed to stimulate individual development to a higher mode of functioning (Burden,1989). Teachers' performance in training activities is based on cognitive development stages and knowledge of these is needed to identify what support and challenge is required to promote adult learning and growth. Little heed seems to be taken of the developmental needs of teachers especially that large experienced and skilled group, those in mid-career, compared to those with fewer years of teaching experience.

Even if there is a match between the education and growth opportunities in staff development and the ages and stages that different teachers have reached (Oja,1989), they will not explain how a teacher will participate in professional development. This is not related to age or career stages but to the cognitive-development stage characteristics which help explain how certain adults think and perform as they do (Oja,1989). The key to improving learning lies in the

relationship between teaching methods and learner characteristics (Moore,1990). Such an emphasis has the potential for making teachers more effective (Bents & Howey, 1981; Tarrant,1991; Burden,1986). Therefore, in-service training offered to experienced teachers should be based on their developmental needs especially now as they are faced with changing the way they operate in the classroom, that is their practice, and the way they actually learn.

2.4 *Adult Learning Theory*

It is important to draw upon adult learning theory to help in developing teacher professional growth. Mezirow (1987,p136-137) states that adults learn in a way "that enhances their capability to function as self-directed learners". Adult learning theory stresses the need for emphasis on:

"the active role of the learner; the provision of regular feedback during training; the employment of a wide variety of training approaches; process as well as content; the job-related and the useful, and professional socialisation"

(Murphy & Hallinger 1989 and Guskey 1986 in Strachan &

Robertson,1992,pp56-57).

Hunt (in Burden,1986) noted that programmes aimed at stimulating teacher development to a higher mode of functioning included helping teachers reflect on their practice, matching training programmes to the teachers' skills and needs, helping them identify future developments needed, providing a supportive yet challenging environment during instruction, emphasizing the individual teacher rather than large group instruction and involving teachers in planning and direction. All these features together with those indicative of adult learning theory are identified as effective methods of implementing change in experienced teachers, in this case study.

As regards areas of development, according to Rosenholtz and Simpson (1990,p241) "experienced teachers are influenced more by organizational qualities that affect the core instructional tasks" and want "specific, concrete and practical ideas that directly relate to the day-to-day operation of their classrooms" (Guskey,1986,p6). This could be a focus for mid-career teachers as it is a vital part of their practice. This too, is reflected in this research, as very successful in-service training in co-operative

learning, has involved the core task of developing students' class participation in learning and implementing this technique into classroom activities.

Years of adulthood are years of ever increasing individuation (Moore,1990; Bents & Howey,1981). Yet while Tough (1971 in Tight,1990) has shown that by mid-career adults seek alone time and Krupp (1987) maintains that aloneness fosters growth and adaptation and a renewed sense of purpose, Bents & Howey (1981) assert that adult learning styles are not fixed but can be both collaborative and self-directing. This conflict within the literature further complicates our understanding of what best suits experienced teachers and elucidation of this for the sample of teachers will be sought in the analysis of data provided in this case study.

2.5 Motivation of Mid-Career Teachers

Evans (1989,p14) notes that "so many mid-career performance problems are rooted in motivation, the loss of the success cycle and the sense of being taken for granted" and with the avalanche of change that has hit teachers the demands of the job can be so great that it may be enough of a challenge to

maintain the status quo let alone be involved in professional growth (Duke,1990).

What then are the factors that motivate experienced teachers in their own development? Guskey (1986) identified teacher efficacy, as one of the primary factors accounting for commitment to work and Rosenholtz & Simpson (1990), Smylie (1986) and Tarrant (1991), see improving teacher efficacy as having greatest impact on experienced teachers. Also if they feel that the effort involved in development will lead to improved performance in the classroom, motivation to participate will increase (Van Fleet,1991; Carlisle,1987; Carnevale,1990).

Autonomy plays a large part in motivating teachers especially experienced teachers (Rosenholtz & Simpson,1990; Tarrant,1991; Walker,1992; Clark,1992) in their practice and increases their commitment to their work (Sullivan,1994), but as soon as soon as they lose control of the process they begin to resist (Lally et al,1992). They value autonomy and these new changes imposed at present, may "tighten the reins" on teaching and the curriculum (Apple & Junck,1992,p20) and the present system of management may crush "intrinsic motivation, self-esteem, dignity, and an

eagerness to learn" (Deming in Walker,1992,p257). However teachers may take the "most alienating experiences and turn them to their own advantage" if only to maintain control over their work (Ibid,p39). Thus it will be interesting to note the effects of the changes on motivation.

More experienced teachers also enjoy staff development that fosters personal growth and empowers them to focus and collaborate (Krupp,1987; Bell & Gilbert,1994; Huberman,1992; Strong et al,1990; Tarrant,1991). Thus while they value their autonomy in the classroom and in professional development, when it comes to changing practice, a collaborative approach is favoured. Staff development focusing on changing practice that includes collaboration may help experienced teachers retain their excitement and commitment. Yet as Hargreaves (1992,p 228) found, planned and deliberate "collegiality makes collaboration compulsory rather than voluntary", and this is not the way teachers usually learn from each other. Collaboration often tends to be "bounded" (Ibid,p229) to particular situations and if greater collaboration is to occur then teachers must feel they are in control of the process (Clark,1992).

School leaders have a major part to play. As Marsh

(1992,p66) noted "Motivation does not bubble from the bottom, but percolates from the top". According to Tarrant (1991) they must be sensitive to both motivational theory and to the psycho-social characteristics of mid-career teachers. Revitalisation depends on leadership (Sikes et al,1985; Bartol,1991) and school leaders who exemplify levelling off should not expect to see their staffs forging ahead (Evans,1989). They need to show they have expectations of their staff (Eden,1984), they are committed to an initiative for development and attend sessions (Hargeaves,1992). The school principal is the gatekeeper for adoption and continued use of new practices (Wood et al,1981) and resources are required for the in-service if the desired changes are to occur. The importance of adequate resources was also found by Begg (1991), Bolam (1982), Lally et al(1992), Huberman (1992), and Renwick (1994) found that insufficient funds were seen as the greatest barrier to teacher development in her survey of lower North Island teachers.

2.6 Effecting Teacher Change

The second factor identified by Guskey (1986) as being critical to teacher programmes was being aware of the

process by which the change in teachers typically takes place. Change is a gradual and difficult process for teachers. It is "a demanding and complex process requiring change in all the components of intellectual competence (attitudes, perceptions, concepts, beliefs)" (Baird in Lally et al,1992,p111). As it brings a certain amount of anxiety it can be very threatening, for to try something new means to risk failure (Ibid,p9).

This is highlighted in Rich's study (1993) which showed that the behaviour of some expert teachers resembles that of novices when the former are confronted with unfamiliar pedagogical situations and regaining that status is not always easy. Adult learning is "ego involved" (Wood et al,1981,P62) so learners only risk learning new behaviours when they feel in control of the learning situation and there is no threat of failure. They want to manage the risk (Bell & Gilbert,1994). Adults are the 'gatekeepers' and decide what they will and will not learn (Wood et al,1981; Burden 1986). So there is no point trying to force the teachers to change (Gilbert & Bell,1994) or impose courses on teachers (Hargreaves,1992). Therefore, as Burden states (1986,p201) "it is important to recognise how adults learn, how they prefer to learn, and what they want to learn" and

develop programmes to meet these needs.

While some courses aim to try and change teacher classroom behaviour, this usually does not occur for experienced teachers, as their instructional practices have been fashioned by their experiences in the classroom (Lortie,1975 in Guskey,1986; Lally et al,1992), and they do not easily disregard the practices that they have developed and refined. While this has implications for individual growth, it is also crucial for both curriculum development and whole school development. It is vital that effective methods are identified and implemented (Lange & Burroughs-Lange,1994) in a more widespread fashion so that school development can go ahead and experienced teachers' professional growth can be further developed.

Significant changes in teachers' beliefs and attitudes are likely to take place once they see the effects of new learning on classroom student performance (Guskey,1986; Bartol,1991). Guskey (1986,p9) also found that the presenter had to be "articulate, charismatic and emphasize the practicality of the new practices". This aspect of the quality of the presenter (Huberman,1992) may have a major role as this study will show. Teachers also need regular

feedback on student progress, and on-going support and follow up to maintain the new practice (Guskey,1986; Hargreaves, 1992). The importance of feedback is supported by Jalongo (1986) and Bell & Gilbert (1994) who saw it as a way to implement change successfully. Time is seen as a major factor both in implementing change of practice through staff development and for reflection on the change process (Begg,1991; Bell & Gilbert,1994; Gilmore,1994; Bents & Howey,1981; Kilman,1984). These critical factors in effecting long term change for experienced teachers match characteristics describing adult learning theory.

A change in individual behaviour requires a supportive environment. School settings that facilitate learning opportunities may increase teachers' commitment and school administrators need to be aware of this (Kreyer-Hamon,1987; Goodlad, 1975 in Wood et al,1981). Rosenholtz and Simpson (1990) also recognised that the organizational context within which teachers worked, influenced their commitment to their profession and to their schools. If the culture of the organization is not healthy, the changes anticipated as a result of the in-service usually do not occur.

2.7 Present Setting for Secondary Teachers in New Zealand Secondary Schools

Perhaps the nature of the change teachers are facing needs to be analysed. It should be noted that the on-going change of the last few years, within a short time-frame (Sullivan,1994) has been almost continuous reform imposed without teacher consultation or regard for the impact on teachers and their work load (Ibid). Not only are there new qualifications, new curricula, new assessment, new styles of teaching and a new curriculum framework with moderation requirements, but an expansion of roles and growing demands (Evans,1989). These include mainstreaming of students (Ibid), the stress of state versus teacher (Riseborough & Poppleton,1991;Apple & Jungck, 1992), falling rolls, budget constraints and disestablishment of staff (Evans,1989) and ever-present social problems of students (Ibid). It would seem that such demands on teachers could lead to a deterioration of "morale, job satisfaction and performance" (Ibid,p12). Faced with the normal stresses of mid-life and mid-career, and confronted by such extensive change and increasing workload, teachers could be expected to be facing personal crises of motivation.

The contradictions regarding motivation at mid-career, and autonomy and collaboration for experienced teachers, the different correlations between age and stage, the male career as the norm in a female dominated profession, and the divergence of opinion on the effects of change on motivation as described in the literature, add to the complexity of this issue. As little research has been undertaken in New Zealand on this particular aspect of professional development, there is a need for this study to clarify these issues in a New Zealand context.

3. Methodology

In this section, the overall research approach is described and an outline is given of the actual process used to collect data.

3.1 Overall approach: *Case Study of a New Zealand Secondary School*

Case Study is a research design method that has developed over recent years to meet the specific needs of educational research. Anderson (1990,p157) sees it as "process-oriented, flexible and adaptable to changes in circumstances and an evolving context". The main concern of the case study is with how things happen and why, and, unlike experimental research, it does not attempt to control events. Rather it seeks to observe, probe and understand what is actually happening, often within an institution. It may provide illumination rather than revelation (Kemmis,1980). While approaches to some research may involve "scientific" methods of inquiry, and the collation of quantitative data, the case study which investigates the complex social reality of everyday life in institutional

settings, emphasises process rather than outcomes (Kemmis,1980). It does not have a precise methodology but includes a number of specific research techniques. It strives for internal validity by incorporating a chain of evidence from a variety of data sources, using triangulation, "to interpret converging evidence, pointing to a clear conclusion" (Anderson, 1989,p175). In this particular case study, the researcher uses surveys, group discussion and interviewing to accumulate data.

The case study, as a method of research, has a number of advantages (Adelman,1976). It is a cultural and social process of truth-seeking that is strong in reality, and often attention holding for the reader. It tries to make sense of human experience by recognising the complexity and "embeddedness" of social truths. The case study allows generalisation about an instance but its strength is in its attention to the subtlety and complexity of the case in its own right. It provides a rich source of data which is available for further reinterpretation by others. As it is about a situation in action, the insights provided can be put into use for the benefit of individual staff, the school as a whole and in policy-making and these resultant actions

are grounded in the situation itself. The case study too is available for multiple audiences and thus allows the reader to judge the implications of the study herself.

One of the limitations of the case study as a method of research is that it is difficult to organise data. There is a great amount of information to handle which has to be recorded, organised so it can be used, analysed, reduced and hopefully not distorted, then written up (Stenhouse,1982). A second limitation is the dominance of the researcher's eye (Stenhouse,1982) as the intense involvement of the individual doing the study may mean it is very subjective. Thirdly, it is harder to show external validity as it is not easy to generalise with a case study.

The case study method is appropriate in this research as the researcher is seeking to understand what is happening in this particular institution, a secondary school, and ascertain what experiences in learning have been most effective for its teachers in gaining new knowledge and acquiring new skills. Seeking this "truth" (Kemmis,1980, p10) in this particular "instance in action" (Adelman et al,1976) that is, a small integrated school with a fairly

stable staff, may not lend itself to generalisation. However, it can be used to plan and develop future staff training and school development for those involved. It may also provide an impetus for other schools with a high percentage of older staff members to look to the professional development needs of their teachers.

The school in which the present case study was undertaken is a single-sex secondary school which is located in a North Island provincial town. The school roll is about 250 and includes students from rural towns in the region. The staff's ages range from late 30's to 60 and the majority have been teaching for more than 20 years, that is, mid-career and veteran teachers. There is minimal opportunity for promotion within the school as there is little staff turnover and the roll has fallen in the last two years. While there is an active staff development group operating, and opportunities for varied forms of staff training and individual professional development are provided, staff interest in new initiatives has not always been maintained.

Setting, both physical and work-related is an important feature of this particular school. The teaching environment

is a pleasant one as are the grounds and local vicinity. There is an atmosphere of community among the staff and between staff and students. The school is very supportive of its staff which may assist in addressing the needs of experienced teachers.

In September 1993, staff unanimously agreed at a staff meeting, that in order to develop in-service training to meet specific needs of teachers in the face of extensive change to curricula and teaching methods, they would participate in this case study.

3.2 Staff In-Service Activity

The first step involved the whole staff, as part of a staff in-service meeting brainstorming the following questions

- i. What are the professional development needs of staff?
- ii. How can these needs be met?
- iii. What are the most effective strategies for in-service training?

This experience provided teachers with the opportunity to give both the positive and negative aspects of ideas generated by their group and work together to incorporate all views in the data. It also provided an opportunity to focus on the issue of professional development needs at the outset of this study.

3.3 *Teacher Survey*

The survey is a convenient way to collect extensive individual data and the questions included are an attempt to measure the variables related to this research. Surveys, as they are standardised, should yield more comparable data than do interviews but this depends largely on whether or not the questions are structured or unstructured (Tuckman,1978). There are no specific rules for the response mode selected but it should be based on the manner in which the data will be treated.

The second stage of the case study involved all staff completing a survey about a number of areas pertinent to their own professional development experiences. The survey was used to collect individual data and included both scaled

and checklist items so there could be some statistical analysis of data. The questions included information about age and experience; length of service at the school; professional qualifications; on-going involvement in professional development whether, following individual interests and/or in-service training, both school-based and local. They were also asked to make scaled responses about the opportunities for professional growth and learning at the school and the extent to which their professional development had been enhanced by participating in in-service programmes. Some fill-in answers were included to provide teachers with the opportunity to write in more detail about particular kinds of development or training that they had found effective and the reasons for this, and finally to make general comments on professional development.

3.4 *Teacher Interviews*

The interview "represents a direct attempt by the researcher to obtain reliable and valid measures in the form of verbal responses from one or more respondents" (Sax,1979,p232). Interviews are part of the research design rather than an end in themselves and conditions are provided in the

interview for the respondents to talk reflectively about their observations and experience (Stenhouse,1982).

Interviews have many advantages as they are flexible - the questions can be rephrased if they are not clear, and there is the freedom to enlarge on, retract or question what is put to them. Also, they are useful in collecting personal information, attitudes, perceptions or beliefs of the respondents by probing for additional information. Lastly, as the interviewer builds up rapport with the respondent, he/she is likely to be more open and frank and this openness adds to the validity of the interview (Sax,1979).

The third stage of this case study involved interviews with all 9 mid-career teachers, that is, those with 15-25 years teaching experience and aged between 40-50, using a loosely structured schedule (See Appendix 8). This group included 7 female teachers, and 2 male. One of the female teachers is Maori. The interview consisted of a series of questions used by the interviewer, usually in the set order but often developing variations and additions as the discussion progressed. All interviews were taped to preserve an accurate record of what was said and to avoid

misrepresentations of interviewee's answers. Each interview was transcribed. The purpose of these interviews was to establish specific research data regarding teachers' experience in professional development as well as looking at why particular kinds of professional development had been more successful than others.

The opening questions were designed to encourage teachers to identify high levels of motivation in a particular career stage. Then the motivators and de-motivators of professional development were considered. Other questions explored methods of learning which respondents had found effective, both on an individual level and in in-service training. The particular difficulties of a small department were considered and finally, their specific goals in future professional development were discussed.

This use of more than one method was to seek triangulation of data so that various sources of data might point to a valid conclusion about the professional development needs of experienced teachers. It was hoped that it would produce a more enriched explanation of the research problem (Jick,1979) than unitary methods can offer.

Generalisation of Findings

The opportunity for generalising the findings of this research may be limited as although a large percentage of the New Zealand teaching profession is in the 40-49 age group, some of the factors relating to this particular research may be peculiar only to this school or to other small schools in a similar situation. The identification of methods or styles of professional development which meet the specific developmental needs of experienced teachers, however, may help other schools develop an awareness of the needs of experienced teachers.

4. Results

The secondary school in this case study has a roll of about 250 with most of its staff either mid-career or veteran teachers as defined in the literature. This data was gathered over one year in order to identify both the professional development needs of the mid-career teachers facing major upheaval in education and the factors that enable change in teaching practice to occur. It is intended that the resulting information is used to plan future in-service training which is both relevant and effective for these teachers.

It needs to be noted that this staff have a generous allocation of funding for professional development. This includes any teacher day relief resources remaining from the previous year, as well as an annual allocation of funds from the Board. All teachers are encouraged to be involved in development and select in-service courses based on their subject or teaching needs as well as using other opportunities for their own professional development such as study, evening courses, conferences and class visits. School-wide approaches have been attempted and have met with

a mixture of both failure and success.

By involving the whole staff in the first two tasks and then interviewing mid-career teachers and focusing on their experiences, various factors emerged. The Principal was also interviewed so direct comparisons could be made between his responses and those of staff. The results of the staff in-service activity and teacher survey are presented first, followed by the interview data of those teachers identified as mid-career.

4.1 Staff In-Service Activity

In order to focus on the issue of professional development at the outset of this study an in-service activity involving the whole staff was arranged. Staff worked in 4 groups and brainstormed questions related to professional development. All ideas and comments were to be included, whether negative or positive, so a sense of reality would come through in the data collected. Three questions were considered.

4.1.1 "What are the Professional Needs of Staff?"

Staff identified up-skilling and up-dating, better time

allowances and resource development, as their areas of professional development need.

Up-Skilling and Up-Dating

As schools face extensive changes, it is only to be expected that teachers request further training in a range of areas. Those identified would, for the most part, be a common range for schools at this time. These included areas of change such as subject up-dating, technology and scheme writing as well as those involving increasing demands being made on teachers, like pastoral care.

Attention was drawn to the need for new syllabus courses that approached the changes in smaller chunks. This shows the desire to do the training more slowly and more thoroughly, so that the new curriculum is well understood and the change in practice is accomplished effectively.

The possibility of taking leave to meet health needs, paid study and sabbatical leave were seen as positive for long serving teachers. There was the concern expressed that there was a need to be less isolated and interest was shown in the opportunity to visit other schools and observe what was happening. There was also the need to cope with stress

and create enthusiasm.

Time Allowances

Better time allowances were seen as being needed to lighten the teaching load and provide the opportunity to meet the demands of the new curriculum in scheme writing, developing assessment activities as well as resource development.

Resources

Resources were also seen as impacting on how staff were able to develop professionally. This was a concern of some with the need for a proper staff library including tapes, videos and articles to be available so that teachers could have ready access and keep up-to-date. Auxiliary staff would be helpful to assist HOD's and teachers in charge of some departments as at the moment the burden falls on them alone. Good and workable ideas that other teachers would share were seen as being useful.

4.1.2 "How Can these Needs be Met?"

Staff had the fewest responses in this section perhaps indicating that they were not sure how there needs could be met in a practical way. Money was identified as being

important and as this is not something that the school has much of, perhaps this realisation dampened their initial enthusiasm.

Up-Skilling and Up-Dating

Teachers respect the able practitioner and requested that advisors or leaders in professional development activities be recent classroom practitioners and that they also be specialist technologists in subject areas. The need for the professional development cycle to be goal-related was also mentioned.

Time allowances

When teachers were involved in in-service training it was noted that larger chunks of time out would be more effective. This fits with the literature which shows that one day is insufficient time to create change of practice. Staff were also prepared to do some professional development in their own time as they found leaving classes actually added to stress levels. It was also suggested that the format of the school day be re-considered.

Resource development

The staff library has been considered before and this seems

to be something easily rectified. Small schools always lack adequate funding and with the school roll having fallen in two of the last three years, and with on-going reduction of funding for smaller schools there is little hope of a great financial upswing. However, the positive attitude of staff showed with such comments as "Where there's a will there's a way", and "magic". It is interesting to note that apart from the need for administrative help, which is to be expected with the paper war that schools now face, the main concern of the staff is for resources to improve practice.

4.1.3 *"What are the Most Effective Strategies for In-Service Training?"*

This particular question is closely tied in with the main focus of this study and brought a good response. The most effective strategies for in-service training identified were related to the personnel facilitating the course, the resources provided and the style of presentation.

Personnel

Personnel had to be tutors with personality and charisma. They needed to be vital, inspiring, well-organised presenters, capable of dynamic lectures and creating dynamic

feelings.

Resources

All groups emphasised that they wanted excellent resource information to take away from the course. Most wanted resources that could then be used in class. All groups emphasised the importance of having samples of good resource material as exemplar so this was seen as important by all staff.

Style of Course

The style of the course was seen as the most important aspect for successful and effective in-service training and it brought a strong response from staff. The important factors in course style included active involvement by teachers rather than their being passive participants. It was also recognised that while the formal content was important there needed to be time for social contact and sharing ideas. There needed to be good breathing space so there was time to sup and talk. The course needed to be on-going, spread over several sessions and provide feedback.

Teachers made it quite clear they did not want a disorganised talk-fest, ice breakers, chalk and talk or

films of perfect classes being taught by perfect teachers.

4.2 *Teacher Survey*

The survey which was completed by all staff was related to their own personal professional development and provided an opportunity to look more closely at what they identified individually as effective in-service training experiences. The first questions concerned teachers age and length of service and qualifications. Then on-going involvement in professional development was considered and teachers identified what made particular kinds of in-service training or other forms of professional development effective for them. Other responses related to opportunities for professional growth and learning and its enhancement, as well as general comments on professional development follow.

4.2.1 *Age and Length of Service*

The first question identified that the majority of staff were aged between 40 and 50 years of age while almost the same number aged between 50 and 60. Thus the staff can best be described as being made up of mainly mid-career and veteran staff. Most of the staff have been teaching 21-30

years while another three have been teaching over 30 years. Only 3 have been teaching less than 10 years. This identifies the staff as experienced practitioners. While 7 teachers have been at the school for 11-20 years one has been there between 21 and 30 years. The majority have been there less than 10 years.

4.2.2 *Qualifications*

Teachers have a wide range of qualifications including 5 with masterates.

4.2.3 *Professional development involved in this year*

Teachers were involved in a wide variety of professional development that ranged from weekend/holiday courses to extra-mural study, correspondence courses, ASTU papers, tutoring an ASTU paper, polytech courses, conferences, subject association meetings to peer tutoring, visits to other schools, courses provided by the College of Education and the Pastoral Centre, Advisors visits and PD contracts from the College of Education.

4.2.4 Recent In-Service Training

Of the courses attended this year in teachers' own time, 14 lasted between 1/2 to one day, while 8 lasted from 2-5 days. Twelve teachers were involved in these courses. The courses included teaching strategies, subject-related courses, personal development, professional responsibility and administration. Nine teachers attended no courses in their own time.

Of the courses attended in school time, 20 lasted one day and 12 lasted two days. It would seem that the tendency in New Zealand to the one day in-service training still dominates. Only one course lasted 4 days. The majority of courses were related to subject areas and teaching strategies while 13 courses related to either administration or professional responsibilities. One teacher was unable to complete the teaching strategy course on cooperative learning due to personal circumstances. Two teachers did not attend any course during the year in school time.

Only 2 teachers did not attend any courses at all during the year either in school time or in their own time.

4.2.5 Effective Courses

The most effective in-service training identified was on strategies for teaching mixed ability classes, namely co-operative learning. Various subject courses were all seen as effective as well as some individual courses. It is significant that the strategies for the mixed ability course has had a major impact on all teachers who have participated in it.

Effective in-service programmes in previous years were not easily identified. Some subject update courses have been seen to be worthwhile. Seven teachers were unable to identify an effective course.

Factors of Effective Courses

When asked to comment on what made in-service training experienced over the last year effective, teachers commented on style, content/new ideas, personnel and resources as being particularly valuable. Factors influencing the quality of in-service training in previous years were style, content, personnel and whether it was on-going.

(1) Style

More than half identified style as the important factor. This overwhelming response suggests that style has a major effect on whether or not an in-service course for experienced teachers is effective. This is also an important characteristic of adult learning theory.

There was a similiar outcome in data related to previous years. The same number of teachers identified style as the most vital factor determining whether or not a course was effective.

(2) Content/New Ideas

Of the past year's courses, 9 teachers stated that presentation of relevant content, new ideas, and new material was important. This is natural in response to the extreme demands of the new curricula.

When asked to identify what made previous years' courses important, only 3 people identified content. The variation may be because more subjects are now coming onto the framework.

(3) Personnel

A number of teachers described effective presenters as being intelligent, enthusiastic, organised and dynamic. Their excellence in teaching and their knowledge were admired. In previous years' experience the same characteristics of enthusiasm, dynamism, having ability and being well-organised were again evident.

(4) Resources

Provision of or access to classroom resources was also seen as important. Creating of resources is a real issue for teachers because of time pressures. Meaningful application of classroom resources was also seen as necessary and courses that provided this support were valued.

Resources were not an issue in previous years. However course length mattered as those courses that ran for a longer period of time were seen as more effective.

4.2.6 Opportunities for Professional Growth and Learning at the School

The opportunities available were seen in a favourable way as the majority identified them as being between adequate and

very good with one seeing them as excellent and one as outstanding. There certainly is very little restriction on opportunities for professional development but the commitment and willingness to participate has to come from individual teachers.

4.2.7 The Enhancement of Professional Development by Participation in In-Service Training Programmes

Fifteen of the respondents indicated that their professional development was much or greatly enhanced by their participation in in-service training. Another teacher indicated there had been some enhancement while three others felt that in-service training programmes had had little effect on their professional development. A small percentage of teachers had not experienced effective in-service training. Two teachers did not answer this question.

4.2.8 General Comments on Professional Development

(a) Positive

Fifteen of the staff made comments on professional development and a wide variety of positive aspects were

mentioned. It was acknowledged that there were a wide range of professional development opportunities available through the school and that senior administration staff were proactive in encouraging staff to participate. There was a small number of positive reasons given for participating in local courses, including enjoying subject-related courses, experiencing the stimulus of working with other teachers, and keeping up with new trends.

While one teacher saw the staff as the school's greatest resource and professional development as essential especially in a small school, another teacher felt professional development should be mandatory, while yet another made clear that any sort of compulsion to participate was unacceptable.

(b) Concerns Noted

Time and support required to implement change were identified by 5 teachers as being of major importance. The fact that they were not always available was of great concern. One teacher identified short courses that were ongoing and outside school time as preferable to day courses during class time. Courses in school time were stressful as they included preparation beforehand and catching up on

marking on return. It was also noted that some courses are a waste of time.

The point was made that some teachers of optional subjects were at a disadvantage as regards access to on-going professional development as the majority of courses are held in main centres. Cost of travel is a real concern.

(c) Needs Identified

The main need identified was that of visiting other schools where ideas can be shared and learned from peers. This was seen as a neglected area. Although the opportunity has been available, some staff have yet to make use of it.

4.3 Teacher Interviews

Nine mid-career teachers on the staff were interviewed.

4.3.1 *"Looking back over your teaching career, what has been the most stimulating/enjoyable time?"*

For many of the teachers the period that was identified as most stimulating was in the earlier years of their career. For some it was once they had settled down and were faced with a new challenge or responsibility. For others it was

on leaving Training College or later in their career working with a highly motivated individuals.

Another group of three teachers were unable to identify any particular time as they had found all their teaching very stimulating. They were all women who had had varied teaching careers both full and part-time, and had developed interests and used opportunities as they came along. Another woman found specific occasions stimulating rather than a period of time.

One teacher identified his fifth year as stimulating when new in the job and beginning to implement change. He also found that recent experience with the cooperative learning training had also been motivating and useful in helping to change his teaching practice.

4.3.2 "What for you is most inducive to motivation and on-going professional development?"

The greatest motivator was the desire and opportunity to further develop skills and improve teaching practice. Teachers wanted to be better at their job and to see those results in the classroom in improved student performance.

There was a realisation of the need to keep on learning especially in a time of change. There was also the desire to fully develop potential. Being able to meet personal challenges by developing appropriate skills was also a motivator.

4.3.3 *"What do you see as being most detrimental to motivation and on-going professional development?"*

There were a variety of responses to this question. Some teachers found the experience of getting organised to go on an out of school course inconvenient and often creating extra work. Some courses were a waste of time, being of poor quality.

Style also had some effect in that long periods of talk or long lectures when teachers were expected to sit and listen, or listen and write, were seen negatively. A practical course was favoured. Other factors like overwhelming change, professional development that could not be shared, other staff not interested in hearing about what was done, few resources to implement things learned, and an unsuitable environment for the course, were all seen as being detrimental to motivation.

4.3.4 " What methods of acquiring new curricula knowledge suit you best?"

Some teachers favoured practical hands-on activity as the best way to learn new information while one third preferred to read about it themselves. Exchanging ideas with an exciting personality and bouncing ideas around was also seen as a good way to learn, while another favoured learning about something and then being able to put it into practice. Again the idea of learning over time was mentioned.

4.3.5 " What learning or teaching strategies have been most effective in developing new skills?"

Active learning was the preferred learning style of six of the nine interviewees. Again one teacher stressed the learning then doing style while another found she favoured a variety of styles. Working in a group was also seen as useful. Two teachers commented that the most effective learning had to be training that was on-going.

4.3.6 "What support do you need being in a small department?"

There seem to be a number of pressures on teachers in small departments. Some of these were having to be a jack of all trades as far as expertise and skills were concerned, acquiring set roles and being unable to change them and not having the variety of activities occurring within the department. The need to work with teachers from other schools was recognised especially at this time of extensive curricula change. As the school was small there was no technician in some areas which was seen as a problem.

On the other hand, positive aspects of small departments were also identified. As a small school teachers could have been rather isolated, but there was a general feeling by most of the interviewees that there was great support and contact between departments. A number of teachers taught across departments which encouraged sharing of ideas. There were excellent opportunities for professional development for all.

4.3.7 "What do you see as the most effective form of professional development at this school?"

Five of the nine interviewees saw cooperative learning with Don Brown as the most effective programme operating. They

saw it as offering collegial support. They also enjoyed courses out of the school where they met experts in their field, or were able to up-date their knowledge of subject changes. There were many opportunities to participate in a variety of professional development experiences but no compulsion to do so.

What then is the Don Brown Course which has often been mentioned? Don Brown has been running a series of courses on effective teaching strategies, namely cooperative learning, at the school for three years. This training has had quite an impact on some of these teachers. He is seen as interesting, exciting, low-key and well-organised, and knowledgeable about his subject. The material he uses in his workshops is well researched and described by staff as "A1". He works alongside teachers in a supportive way. While he encourages them to try to change practice, he does not expect miracles over night. His motto is "Go softly, but do go."

The learning style he encourages is an active learning style with the teachers as participants. He caters for all styles and promotes change of practice over time with support within the teacher's classroom rather than in short day

courses off campus.

The learning forms the basis of informal group meetings for the participants between visits when they are able to discuss collegially what they have been doing and ask for help from the trainer. There has been a growing number of staff involved in this professional development, all on a voluntary basis.

Some other factors may have helped its success. The idea behind the programme is in keeping with the school climate. Also all classes are mixed ability and this strategy enables teachers to learn new skills that work and students seem to enjoy lessons run in this way. The programme has been well resourced and has had the support of administration with at least two of the senior administrators, including the Principal, involved in the training.

4.3.8 *"What specific goals in professional development do you have over the next couple of years?"*

Two thirds of the teachers indicated that their main professional goal over the next few years would be to improve their teaching practice. Some are already on the

Don Brown course and want to continue to work on their classroom skills. They see it as something that will take time to perfect. Others plan to improve or complete their qualifications, and another is looking for a new challenge either within or outside the school. One teacher decided to take unpaid leave and retrain in an area of interest. It needs to be noted that this teacher was mid-life and not mid-career as defined in the literature, and was feeling the stress of the changes in education. She had re-formulated her goals and was creating an opportunity to become re-motivated and re-vitalised.

5. Discussion

The discussion focuses first upon the characteristics of mid-career teachers as found in this study. It then looks at professional development needs of these experienced teachers, how they are motivated and what can make in-service training effective. Finally, there is a consideration of how change of teaching practice can best be brought about.

5.1 *Characteristics of Mid-Career Teachers*

Experienced teachers, mid-career in this study, have been teaching 15-25 years (Huberman,1993) and therefore are generally skilled in what they do. In a time of upheaval in education and great change (Sullivan,1994) they face many new demands on their time, skills and abilities (Evans, 1989).

5.1.1 *Stress and Commitment*

While the literature describes mid-life in adult development

and mid-career in career development as times of stress and sometimes of crisis (Krupp,1987;Huberman,1989) there was no real indication of stress, let alone crisis for these mid-career teachers who were also in the period of adult development defined as mid-life (Krupp,1987). There was little evidence either of plateauing (Tam & Salonome,1994; Tarrant,1991) as all seemed committed to on-going professional development and were heavily involved in various initiatives in an effort to improve skill and be better at what they do. Teachers seemed quite focused on their priorities.

The literature describes mid-career teachers as moving from a rather energetic period to a more reflective one at this time of their career (Huberman,1989). This has some relevance, in that certainly teachers in this study were reflecting on practice. However, there was little evidence of their resting on their laurels but rather evidence of all of them putting considerable energy into specific interests that they felt would be of value in their own professional development.

Different factors motivate individual teachers and affect

their careers (Tarrant,1991) and this may, as Nias (1989) noted, cause satisfaction with teaching to fluctuate. For many teachers there had been a period of their career that was more stimulating or motivating than others and it was often an earlier time when they were younger and involved in a new job or taking on a new responsibility. One teacher identified his involvement over the last couple of years with the Don Brown course as well as an earlier period of his career as being very stimulating.

5.1.2 *Women's Experience*

While periods of commitment to teaching may vary for individual teachers throughout their career, there are female teachers who do not follow the general trend as described in the literature. It was interesting to note that four women were unable to identify a particularly stimulating time during their careers. Most had found it generally stimulating and never dull. One identified various occasions throughout her career as coming into this category. Each had had a range of changes during their careers which re-motivated and re-vitalised them. This is supported in Huberman's study (1993) where it was found that

the majority of women, particularly those who worked part-time or had other interests, did not go through mid-career crisis.

There was a variation noted in the concept of career. While the males in the study had had typical male careers, that is, linear (Huberman,1989;Acker,1989), all except one of the women teachers had divergent careers (Nias,1989). All of these women had had varied experiences of teaching often moving across subject areas, had changed jobs, had periods of part-time teaching, been promoted into areas other than teaching, or had breaks from teaching to bring up a family, for study or to work out of teaching. The teacher in mid-life who, until now had a linear career, had opted to take a year's unpaid leave to retrain in a specialised area. This shows that women's careers in this school bear little resemblance to the definition of career which dominates the literature. The lack of opportunity for promotion at present (Guskey, 1986;Riseborough & Poppleton, 1991;Milstein in Lamarre & Umpleby,1991) may be only de-motivating for men and for 'career-oriented' women.

5.1.3 Characteristic Behaviour

There are many factors impinging on individual teachers at mid-career (Huberman,1989) including those relating to occupational, social, economic and personal needs. The school environment is a particularly supportive one and there are many opportunities provided for a variety of professional development activities. As there is little sign of stress being experienced by these teachers, this may have been a factor in how teachers have coped with this mid-period in their careers. It is difficult therefore to define set patterns of behaviour as typical of this period of career but rather see it as dependent on an individual's particular situation.

5.2 *Professional Development Needs of Mid-career Teachers*

As a group, mid-career teachers may have greatest need of professional development in this time of change. Though highly skilled practitioners and experienced in their jobs, they need to learn a whole new range of skills to cope with the requirements of the change (Sikes et al,1985). Alcorn (1987) emphasised that teachers who do not increase their professional skills will be unable to adapt to the changing

environment. The teachers in this study were making good use of the opportunities available to up-skill and up-date knowledge.

5.2.1 Professional Opportunities

Teacher training has been promoted in New Zealand by one day in-service courses which are described in the literature as fragmentary and uninspiring (Joyce,1981), ineffective (Guskey,1986;Evans,1989), as a disease model (Clark,1992), or as periodic detention (Gilmore,1994). They are aimed at the group rather than the developmental needs of the individual but they are the most likely form of in-service training teachers will undergo. They were favoured by these mid-career teachers as a way to gain specific information, a chance to meet up with other teachers from other schools and to go out to courses with experts in their subject areas. It may have real importance to these teachers as, besides providing quick experiences of input, being in a small school it provides needed social contact with colleagues in their subject areas.

Professional development opportunities at the school were

seen positively and the school was seen to offer a wide range of learning opportunities. All the mid-career teachers were involved in a variety of development both subject and skills oriented, as well as most of them being involved in the Don Brown course as a way to improve their classroom performance and to actively involve students in the learning process.

5.2.2 Time allowances and Resourcing

Time allowances were seen as vital in order to keep up-to-date as well as to be able to visit other schools and watch other teachers in action. As time allowances continue to be whittled away in smaller schools, funding becomes tighter and more demands are made on the classroom teacher, the opportunity to participate in some of these activities may be reduced. Appropriate resources to enable effective implementation of new ideas and support for heads of small departments in the way of technician assistance was also seen as necessary but this was not a major concern. Lack of resourcing can reduce the chance of successful professional development (Begg,1991;Bolam 1982;Lally et al 1992;Huberman 1992) and insufficient funds were seen as the greatest

barrier to teacher development in the lower North Island (Renwick,1994). This was not a problem for staff as professional development had a high profile and sufficient funds were available for a wide variety of educational opportunities. As teachers are faced with changing teaching practice, the most effective ways of making this happen for mid-career teachers were identified.

5.3 *Effective In-Service Training*

Teachers identified Effective Teaching Strategies: Cooperative Learning run by Don Brown, as the most effective course that they had attended, followed by some subject-related courses. The Don Brown course which helps teachers develop new skills in cooperative learning was identified by 6 of the 9 interviewees as the most effective form of professional development happening at the school. It seems to have had a major impact on mid-career teachers with many of them now involved. It caters for all learning styles and looks to change practice over time. Participation is voluntary and a growing number of teachers are becoming involved.

5.3.1 Style

Teachers saw active learning, in the style used by Don Brown as the most effective form of professional development for learning new skills. It involved a hands-on approach that taught them something that had a practical application in the classroom. Similarly when it came to learning new knowledge, hands-on activity was favoured over reading, though reading was seen as important to gain information.

5.3.2 Personnel

According to the literature, personnel have a part to play in effective teacher training. The presenter of such skill development is important according to Huberman (1992). Guskey (1986) identified being "articulate, charismatic and able to emphasise the practicality of the new practices" as important. The personal characteristics of Don Brown noted by interviewees are that he is interesting and exciting, low-key and well-organised, knowledgeable, non-threatening and supportive and these attributes were seen as conducive to learning. His particular skills and charisma had also been noted by teachers at the later stage of their careers

who had participated in an earlier course.

5.3.3 *Timing and Time*

When professional development requires time out of teaching it was seen by some as being detrimental to motivation and their commitment to practice. Staff were prepared to do some of their professional development in their own time and those doing the Don Brown course already work in this way.

The need for all professional development to be in smaller chunks and spread over time recurred throughout the study. It was also suggested that larger periods of time rather than one day courses would enable better learning to occur. This is supported in the literature where it is acknowledged that time is a major factor both in implementing change through staff development and for reflection on the change process (Begg,1991; Bell & Gilbert,1994;Gilmore,1994;Bents & Howey,1981;Kilman,1984). Don Brown's course meets these criteria as it occurs over time, recognising that teacher change is gradual.

5.4 *Motivation of Experienced Teachers*

According to the literature, mid-career is a time of loss of motivation and for some may herald a time of 'crisis'. This period of time may also co-incide with mid-life crisis which is quite a common phase for all people as they realise that time is finite. However, there seemed to be little stress caused by this period of life and career and rather than motivation being at a low ebb, the commitment to improving teacher performance in the classroom was the focus of most teachers.

5.4.1 *Personal Motivation*

Guskey (1986) identified teacher efficacy as one of the primary factors accounting for commitment to work and improving teacher efficacy is seen as having greatest impact on experienced teachers by Rosenholtz & Simpson (1990), Smylie (1986) and Tarrant (1991). The literature also shows that if experienced teachers feel that effort put into development will lead to improved performance in the classroom, motivation to participate will increase (Van Fleet 1991; Carlisle 1987; Carnevale 1990).

Mid-career teachers in this study were particularly

motivated by learning relevant and useful skills that they could transfer into their teaching in the classroom. Their desire to keep learning and increase their professional skills and knowledge and meet challenges was also a powerful motivator. Their commitment of time to the Don Brown course, both in and out of school, was indicative of the value they placed on the course.

There was a wide variety of factors that proved detrimental to motivation including poor timing or quality of courses, inappropriate styles of presentation or location, lack of collegial interest in or opportunity to share learning experiences and the lack of resources available to implement what had been learned. The overwhelming change that was being experienced at present was seen as demotivating by one mid-life teacher. Therefore intrinsic rewards rather than extrinsic rewards were seen as most valuable and only one teacher mentioned lack of financial incentive as being important to motivation.

5.4.2 Motivation and Career

When related to their careers and identifying times when

stimulated, all teachers identified challenges, trying out new ideas, or taking on new responsibilities as motivators. Therefore this time of change could be harnessed to motivate and stimulate experienced teachers to become more knowledgeable and further skilled in classroom practice.

5.4.3 *Autonomy*

Autonomy has always been important in motivating experienced teachers in their practice and in their commitment to work (Rosenholtz & Simpson, 1990; Tarrant 1991; Walker 1992; Clark 1992). This is evident in the study as teachers became reflective about their own specific learning needs and the wish to maintain control over development. The literature shows that as soon as experienced teachers lose control of the process they begin to resist (Lally et al, 1992). Thus the lack of compulsion, but rather encouragement, to participate in professional development is viewed as positive by mid-career teachers. While teachers run their own departments and participate in development in and out of school time, they also seek ways of working together in areas involving skill development to improve practice. Bents & Howey's assertion (1981) that adult learning styles

are not fixed but can be both collaborative and self-directing has been evidenced in this study.

5.4.4 Collaboration

While experienced professionals are often defined as autonomous, mid-career teachers are described as collaborative and working together collegially (Krupp, 1987; Bell & Gilbert, 1994; Huberman, 1992; Strong et al, 1990; Tarrant, 1991). The collaborative aspect was obvious in this study with a desire to improve contacts with other schools so as to observe the practice of other teachers, the preference to workshop as a learning strategy and share ideas with others. The need to work inter-school was identified in the interviews as a way also to support the problems of being isolated subject-wise in a small department. Teachers identified support between departments within this school as important and positive. This may not have occurred in larger schools where departments which were almost entities within themselves and self-sufficient could become isolated from other areas of the school.

The Don Brown course was seen as encouraging collegial

support among teachers so they worked together to create change of practice. It involved informal group meetings to discuss what individual teachers were doing and there is a growing voluntary participation. Hargreaves (1992) found that planned and deliberate collegiality made collaboration compulsory and this is not the way teachers learn. Collaboration occurs when teachers feel they are in control of the process (Clark,1992). Certainly the voluntary nature of professional development at the school provides the opportunity for learning to occur whether as an autonomous professional or as part of a collaborative group looking at changing practice over time.

5.4.5 Cognitive development

Teacher's performance in training activities is based on cognitive developmental stages and knowledge of these is needed to promote adult learning and growth (Burden,1989). This method of working alongside teachers in their classrooms as they implement what they have learned is actually stimulating individual development to a higher mode of functioning (Burden,1989) because it provides for individual need. It is well documented in the literature

(Bents & Howey 1981;Tarrant 1991;Burden 1989) that such an emphasis has the potential for making teachers more effective. The key to improving learning lies in the relationship between teaching methods and learner characteristics (Moore,1989) and the Don Brown course seems to have achieved that successfully for mid-career teachers.

5.5 *Bringing about Change of Teaching Practice*

Teachers as adults are "self-directed learners" (Mezirow, 1987,p137) and this is seen in the way that these mid-career teachers have 'found' this Don Brown course which offers a way of acquiring the skills they have identified they need. As it has proved to be effective they have spread the word and others have become part of this on-going training of their own volition.

5.5.1 *Don Brown's Course*

Don Brown has included all the characteristics that adult learning emphasises are necessary to encourage change (Murphy & Hallinger and Guskey 1986 in Strachan & Robertson, 1992) as well as features identified as stimulating teacher

development to a higher mode of functioning (Hunt in Burden,1986). It also focuses on how the core instructional tasks of teachers are performed (Rosenholtz and Simpson, 1990) an area where experienced teachers want "specific, concrete and practical ideas that directly relate to the day-to-day operation of their classrooms" (Guskey, 1986). The Don Brown course offered all these and thus provided a real opportunity to change teaching practice.

5.5.2 *The Nature of Change*

Change is not only gradual and difficult but is a demanding and complex process (Baird in Lally et al,1992). While experienced teachers, with about twenty years teaching experience have fashioned their practice by their successful classroom experiences they are not willing to disregard practices that work for them (Lortie 1975 in Guskey 1986; Lally et al 1992). To change their practice is a process that requires a massive change of behaviour and attitude. Thus it must be seen to be worthwhile and have real benefits for the teacher. It can be very threatening for these teachers as they risk failure in their effort to learn a new skill (Rich,1993). The fact that Don Brown is "non-

threatening" is positive for these teachers.

The persistence of those involved in the Don Brown course shows that teachers can see worth in what they are learning, knowing that it can change practice and that it also has an effect on student classroom performance (Guskey,1986; Bartol,1991). Improvements in students' results should occur for the change of practice to be maintained. The teachers in the study enjoyed being involved in active learning, found it actually worked in the classroom and that the students enjoyed this style of active learning too.

The Principal plays a major role in motivation and creating the right environment for change (Marsh,1992;Tarrant,1991; Sikes et al,1985;Bartol,1991;Eden,1984). When interviewed, he emphasised that he was committed to the Don Brown initiative for developing teaching skills and had himself attended sessions (Hargreaves,1992). He favoured an even wider participation of staff and further skills development of those who were on the course already. This should help to ensure the continued use of these new practices (Wood et al,1981) and more teachers becoming involved in this training.

5.5.3 Support

A supportive environment is required for a change in individual behaviour to occur. School settings that facilitate learning opportunities may increase teachers' commitment (Kreyer-Hamon,1987;Goodlad in Wood et al,1990). Similarly a healthy culture is necessary if change is to occur. This includes both the physical and professional environment. The school in this case study has both a pleasant physical environment, small classes and a communal atmosphere as well as a supportive environment for professional development (Kreyer-Hamon,1987;Goodlad 1975 in Wood et al 1981).

Teachers also need on-going support and follow-up to maintain the new practice (Guskey,1986;Hargreaves,1992). They want to manage the change (Bell & Gilbert,1994) so there is no point forcing them to change or impose courses on them (Hargreaves,1992). This is evident in the study with teachers enjoying the opportunity to select their own professional development based on what they see as their own needs.

This style of professional activity also has the support of administration as it is closely aligned to the school-wide strategic goal of developing strategies to teach mixed ability classes more effectively. It was thus well resourced. It also fitted the school climate of being concerned for the learning needs of all students.

While the need for some link between professional development and the PDC cycle was recognised as being necessary in the early group activity this did not appear in the interviews and teachers seemed more focused on their individual needs rather than seeing them as part of wider school development. All teachers had improvement of their own knowledge or skills as their goal for the future.

5.6 *Summary*

While there is a great deal of change occurring for teachers, mid-career teachers as experienced practitioners in this case study seemed to be coping well. Mid-career teachers were not stressed out by change or resistant to change but needed time, training and resources so that it could be implemented effectively. Change is a gradual

process and massive change cannot be effected quickly. It needs to be implemented over time.

There is a real awareness of the extra demands being made on teacher time and they felt strongly that time be made available in their day to cope with the demands of the changes if they are to be able to implement them in an effective way. They are making good use of the opportunities available both in and out of school time to further extend curricula knowledge and develop teaching skill. Further professional development, particularly improving teaching practice, will continue to be their goal.

6. Conclusions and Recommendations

Mid-career teachers in this case study show little of the stress indicated in the literature as being typical of adults at this stage of life and career. Rather, they were focused and committed to on-going professional development both in acquiring knowledge required for the changes and by further developing teaching skills.

The divergence from the literature may be related to a number of factors including the gender make up of those participating in the study, the support available in the school for on-going professional development and the identification of effective skills development which meets specific needs of experienced teachers at this time of great change.

Women teachers made up three-quarters of the study and their experience of 'career' does not fit the dominant literature. Their divergent careers provided on-going motivation and commitment to their work. Flexible and skilled, they are adapting to the changes without crisis.

Extensive support is available in the school for professional development and there is encouragement to be involved. Support includes time, encouragement and principal endorsement for worthwhile initiatives. Time is most important as change of teaching practice is demanding and gradual and each person needs on-going support. This is one of the vital ingredients of effecting real change and was needed by these teachers when trying to change practice.

The Don Brown course including his personal qualities, exemplifies all the characteristics noted in the literature for bringing about real change of teaching practice of experienced teachers. By involving the core instructional tasks as the focus, using an active style experienced teachers favour, by stimulating them to higher learning through meeting individual need and encouraging them to work collegially to bring about their own change, he has achieved success. Teachers have recognised the value of what is offered and this has motivated them to be committed to on-going development in this area. Experienced teachers do enjoy autonomy in many areas but can alter their style to a more collaborative one when working for change; in this study changing individual teaching practice.

While the literature tends to focus on the negative aspects of this 'crisis' for mid-career teachers, schools may need to look at its potential for professional growth (Jalongo, 1986). As Deming (in Walker, 1992) stated, teachers are able to take "the most alienating experiences and turn them to their own advantage" if only to maintain control over their work. This seems to be happening in this study. Despite the upheaval in education, there is a strong commitment by mid-career teachers in this school to on-going professional development especially in regard to improving classroom practice.

Schools need to ensure that the professional skills of those teachers in the field are enhanced and further developed. This can be achieved by providing professional development opportunities for staff that incorporate characteristics of learning that research indicates motivates and revitalises experienced teachers. This needs to be presented in a style in keeping with adult learning theory and which meets the developmental needs of these teachers. With the provision of adequate time and resources and an environment of support, these skilled practitioners can with time be re-trained to meet the demands of the changes facing education.

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Appendix 1Staff In-Service Activity ResultsThe Professional Development Needs of Staff

Four areas were seen as meeting the professional development needs of staff.

1. Up-skilling and Up-Dating

This was seen as an important area by all staff.

<u>Courses Identified</u>	<u>Number of Groups</u>
Subject Up-Dating	2
Scheme Writing	2
Technology and Video Production	2
Special Character	2
Pastoral Care For Students at Risk	1
Te Reo Immersion	1
Biculturalism	1

2. Other Professional Development Needs

<u>Other Professional Activities</u>	<u>Number of Groups</u>
Visiting Other Schools/teachers	4
Sabbatical Leave	3
Paid Leave For Study	1
Strategies for Change-Overload Stress	1
Course on Creating Enthusiasm	1

3. Time Allowances

Greater time allocations were seen as essential.

<u>Time Required for</u>	<u>Number of Groups</u>
Scheme Writing	2
Observing at Other Schools	2
Developing Assessment Activities	2
Developing Resources	1

4. Resources

<u>Resources Needs</u>	<u>Number of Groups</u>
Staff Library	2
Ancilliary Staff for HOD's	1
Workable Ideas	1

Appendix 2Staff In-Service Activity ResultsThe Most Effective Strategies For In-Service Training1. Personnel

<u>Characteristics Identified</u>	<u>Number of Groups</u>
Dynamicism	3
Charisma	2
Organisation	1

2. Resources

<u>Kinds of Resources</u>	<u>Number of Groups</u>
Shared Resources to Take Away	4

3. Style of Course

<u>Important Factors</u>	<u>Number of Groups</u>
Hands-On	3
Workshops	2
On-Going	2
Has a Social Component	2
Style of Delivery of Information	1
Providing Feedback	1
Includes a Good Demonstration	1

Courses that are active learning experiences are seen by the staff as best meeting their learning needs.

Appendix 3
Teacher Survey

NAME:

POSITION:

AGE:

1. How many years have you been teaching?

5-10	11-20
21-30	30+

2. How many years have you taught in this school?

Less than 5	5-11
11-20	21-30

3. What are your professional qualifications?

Dip. Teaching

Dip. Ed, Dip.TESL

Bachelors Degree

Masters

Other

4. What professional development are you involved in this year?

Extramural study from Massey

ASTU papers

Polytech Courses

Weekend/Holiday Courses

Conferences

Subject Association Meetings

Advisors Visits

Visits to other schools

Teacher Exchanges

Peer Tutoring

Correspondence Study

Other

5. What courses have you attended this year?

In your time:

How often?

In school time:

How often?

Were these directly related to your subject area? Explain.

6. What was the most effective in-service training you received in

(a) the last year

(b) previous years

7. What was it about it that made it effective?
Was it style?
Was it content?
Explain.

8. How would you assess the opportunities for professional growth and learning at this school?

Inadequate

Outstanding

1

2

3

4

9. In general, to what extent has your professional development as a teacher been enhanced by participating in in-service programmes?

Not at all

Very Much

10. General Comments on Professional Development:

Appendix 4Teacher SurveyAge, Experience and QualificationsStaff Ages:

30-40	***
40-50	*****
50-60	*****
60+	

1. Years Teaching:

Less than 10	***
11-20	*****
21-30	*****
30+	***

2. Years Teaching at Present School:

Less than 10	*****
11-20	*****
21-30	*

3. Qualifications

Diploma of Teaching	*****
Teacher's Training Certificate	*****
Commercial Teacher's Certificate	**
Assoc. Diploma of Art	*
Te Ata Kura Training	*
Dip.Ed./Dip TESL	*
Dip. Religious Education	**
ACANZ, CIS, FIPS	*
Bachelor's Degree	*****
Masters	*****
ATCL	*
LTCL	*

Appendix 5Teacher SurveyInvolvement in Professional Development4. Professional Development this Year

PNCE courses	*****
Weekend/holiday courses	*****
Subject Association meetings	*****
Advisors visits	*****
Peer tutoring	*****
Pastoral centre courses	****
Conferences	****
Polytech Courses	****
Visits to other schools	***
Extramural study form Massey	***
Correspondence school	**
ASTU papers	**
PD contract with PNCE	*
Local ASTU tutor	*

5. Courses attended this year in own timeNumber of courses attended:

0	*****
1	***
2	****
3	***
4	**

Variety of courses attended:

Teaching Strategies	1 day	*
	2 days	*
	5 days	*

Subject Area	1 evening	****
	1 day	*****
	2 hours weekly	*
	3 days	*
Personal Development	2.5 days	**
	2 hours weekly	**
Professional Responsibility	2 hours	*
	2 hours weekly	**
Administration	2 days	**

Length of courses:

2 hours - 1 day	*****
2-5 days	*****
2 hours weekly	*****

Courses attended in school time:

Nothing attended	**
------------------	----

Variety of courses attended

Subject Area	1 day	*****
	2 days	*****
Administration	1 day	*****
	2 days	*
Teaching Strategies	1 day	*
	2 days	***
	1 day	*
Professional Responsibility	1 day	*
	2 days	***

Length of courses:

1 day	*****
-------	-------

103

2 days	*****
4 days	*

N.B. Nothing attended in either category

**

Appendix 6Staff Survey ResultsEffective In-Service Training

6. Most effective in-service training received:

(a) In the last year:

Mixed ability strategies	6
Subject related courses	5
Administration	2
Leadership	2
All courses had some value	2
Resources	1

Nothing mentioned	3
-------------------	---

(b) In previous years:

Subject up-date	7
Leadership	3
Maori Issues	2
Most have some value	2

Nothing mentioned	7
-------------------	---

7a. What made the last year's in-service training effective?

Style	11
Content/new ideas	9
Personnel	5
Resources available or provided	3
Dynamic motivated group	1
Nothing mentioned	3

b. What made previous years' in-service training effective?

Style	11
Content	3
Personnel	3
Length	2
Nothing Mentioned	7

Appendix 7Teacher SurveyComments on Professional Development8. Opportunities for Professional Growth and learning at this School

Inadequate-----Outstanding

1	2	3	4
	*	**	***
	*	**	***
	*	*	***
		*	

9. To what extent has your professional development as a teacher been enhanced by participating in in-service programmes?

Not at all -----Very Much

***	*	***	**
		***	**

		*	

No comment **

10. General comments on professional development:

(a) Fifteen of the staff made comments on professional development. There was a wide variety of positive aspects mentioned about professional development.

<u>Positive Aspects noted</u>	<u>Number of teachers</u>
-------------------------------	---------------------------

Not mandatory	1
Staff as greatest resource	1
Essential for those in a small school	1

School-based	
Wide range of opportunities available	5
Senior management encouraging	1

Local courses	
Subject related most enjoyable	2
Stimulus of working with other teachers	1
Keep up with new trends	1

(b) Staff also noted some aspects of frustration and concern about professional development.

Concerns noted

Time and support needed to implement change	4
Change of practice does not always occur	1
Timing of courses	1
Access to courses in main centres difficult	1
Strands are depressing	1
Courses needed to be on-going	1
Some courses a waste of time	1

(c) It was also noted that there are still some areas of need that should be met.

Needs Identified

Visits to other schools	2
Specific areas of staff training e.g. Te Reo	1
Organising personal priorities for development	1

Appendix 8

Interview Questions for Mid-Career Teachers

1. Looking back over your teaching career, what has been the most enjoyable/stimulating time?
2. What for you is most inducive to motivation and on-going professional development?
3. What do you see as being most detrimental to motivation and on-going professional development?
4. What methods of acquiring new curricula knowledge suit you best?
5. What learning or teaching strategies have been most effective in developing new skills?
6. What support do you need being in a small department?
7. What do you see as the most effective form of professional development at this school?
8. What specific goals in professional development do you have over the next couple of years?

Appendix 9Trends Shown in Interview of Mid-Career Teachers

<u>Stimulating time in career</u>	<u>Influenced by</u>
Young- out of Training College	Trying out new ideas
Younger - when appointed here	New in the job
About fifth year of career	New responsibility
Five years into my career	Implementing change
About 9 years into career	Change of department
	Working with motivated TIC
Always stimulating, never dull	Taking on new challenges
Every year stimulating	Taking on something new
More than once in career	Enjoyment of the subject
	Encouragement and a challenge
Occasions not period of time	Trying out new ideas
Don Brown's course last two years	Trying to change practice

<u>Inducive to Motivation</u>		<u>Detrimental to Motivation</u>	
Relevant and useful skills	- 5	Leaving classes	- 2
To keep learning	- 3	Long lectures	- 2
Personal challenges	- 3	Overwhelming change	- 1
Reacting against negatives	- 2	When not practical	- 1
New idea to ride	- 1	Poor quality course	- 1
Opportunities offered	- 1	PD can't be shared	- 1
Working with others	- 1	Staff not interested	- 1
School-wide change	- 1	Lack of resources	- 1
Encouragement	- 1	No financial incentive	1
		Unsuitable environment	1

Learning new knowledge

Hands-on activity - 4
 Reading - 3
 Exchanging ideas with exciting personalities - 1
 Over time - 1
 Learning then doing - 1

Developing new skills

Active learning - 6
 On-going - 2
 Part of a group - 1
 Learning then doing - 1
 Variety of approaches - 1

Small department - Problems

Need to work inter-school - 2
 Jack of all trades - 1
 Don't see others teaching - 1
 Lack of variety of activities - 1
 No technician - 1
 Need to keep school informed of activities - 1

Benefits

Interdepartmental support and contact - 5
 Opportunities for PD - 2
 Share ideas - 1

Most Effective PD at this school

Coop. Learning - Don Brown - 5
 Out to courses - 3
 Opportunities for courses - 2
 On-going with a group - 2
 Quality speakers - 1
 No compulsion - 1

Specific Goals in PD

Improve teaching skills 6
 Improve qualifications 3
 Take leave and retrain 1
 New challenge 1

Don Brown CoursePersonal characteristics

Interesting and exciting - 2
 Low key, well-organised - 2
 Knowledgeable
 All material
 Non-threatening, supportive
 Doesn't expect miracles overnight

Style

Active learning
 Caters for all styles
 Change over time

Collegial	Other
Collegial discussion	Fits school climate - 2
Informal group meetings	Activity that works - 2
Large voluntary participation	Had admin support
	Students enjoy it