

MOTIVATED TEACHING

TEACHERS OPINION
SURVEY NOV 2016

**Report 1:
Preliminary Findings**



ABOUT THE RESEARCH

The Motivated Teaching project investigates issues that motivate and matter to Australian teachers.

Central to student learning is student motivation, and central to student motivation is teacher motivation.

As a contribution to education in Australia, Dr Joan-Mary Hinds of [Hinds Research](#) initiated the project because of her early career experiences as an History and English teacher, and lecturer in teacher training.

The goal of the project is to find the drivers of teacher quality and performance through deep understanding of the school based influencers of teacher motivation.

It addresses the UNESCO Teacher Motivation Working Group (TMWG) research objectives identified in 2015, namely to define and measure;

- teacher motivation,
- factors influencing teacher motivation,
- the relationship between teacher motivation and student learning.

The project will ultimately deliver practical outcomes to support teacher motivation in Australian schools through identification of the evidence based factors that make a difference to, and are most likely to raise teacher motivation levels and thus student performance and learning.

This research project has been generously supported by the [Professional Teachers Council of NSW](#) (PTC NSW).

The project incorporated desk research, teacher focus groups, an anonymous online survey and the application of advanced statistical analysis. The survey combined measures of wide range teaching related issues with pre-existing reliable and valid measures of occupational motivation. (1)

Teachers were invited to the voluntary online survey via direct communications from their professional associations, facilitated by PTC NSW. Pleasingly, 503 teachers chose to participate in the November 2016 Teacher Opinion Survey. This first report provides an overview of preliminary findings. More analysis and reports are to come.

RESEARCH SUMMARY

- Five teacher focus groups were used to scope and capture issues for inclusion in survey
- The online survey was designed and managed by [Hinds Research](#)
- The survey contained a total of 119 opinion items (statements) presented with a modified Likert 5-point response scale
- In addition, 15 items were used to measure validated occupational motivation (Hinds needs based tripartite model)
- Demographic questions identified participant role and information about the school they work in
- The Survey Monkey platform was used to host the survey
- Invitation for teacher participation was facilitated by [PTC NSW](#) and its affiliates
- The survey data collection period was 5 weeks during November to December in late 2016
- Exactly 503 people chose to participate and of these, 457 respondents answered all 119 opinion items

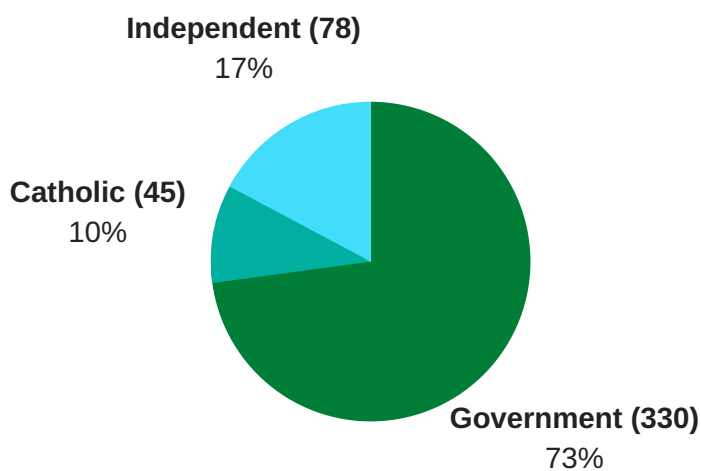
(1) Hinds, J-M. (2016) *We. Me. It: Compelling insights into the essence of human motivation* ISBN 978-0994603609
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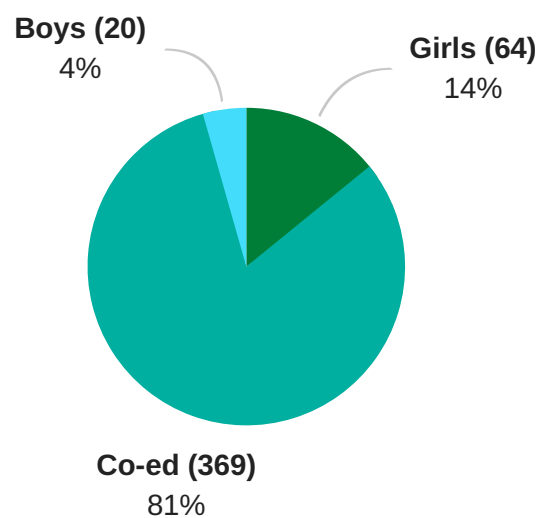
DEMOGRAPHICS

The majority of survey respondents were teachers currently working in co-educational, secondary, government schools employing between 51 and 100 staff.

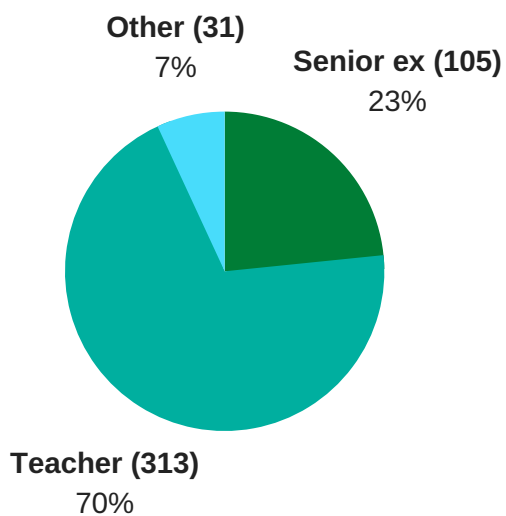
SCHOOL TYPE



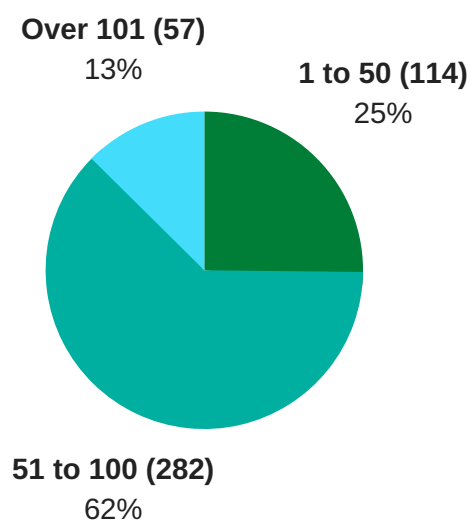
SCHOOL GENDER



ROLE



SCHOOL SIZE



Senior ex = Principals, Deputy Principals & Heads of Department

TEACHER PARTICIPATION IN PROGRAMS

Have you participated in any of the following in the past 12 months?

- 17% school induction
- 52% mentoring (as either mentor or mentee)
- 89% professional learning course/workshop
- 62% professional conference/seminar
- 67% online learning
- 2% APTA course
- 8% PTC NSW course
- 3% none of the above

52%

participated in
mentoring

89%

participated in a
professional
learning course or
workshop



TEACHER MOTIVATION

Teacher motivation levels are higher than levels in other occupations.

Motivation in all occupations is triggered by the human needs for affiliation, achievement and actualisation, and for teachers by an extension of the actualisation need, *to make a difference*.

On the validated WE (affiliation), ME (achievement), IT (actualisation) tripartite needs model, teachers in this survey score 66 out of a possible 100 on motivation. This is significantly higher the mean score of 49 found in other occupations.

Analysis of the survey data has also revealed a new and unique feature of teacher motivation, the need for 'making a difference'. **Making a difference** reflects the inner impulses of dedicated teachers, their desire to have a strong connection or relationship with their students, to leave an imprint on students' lives and to make a positive impact.

"Teaching is one of the few professions where I can make a massive difference."

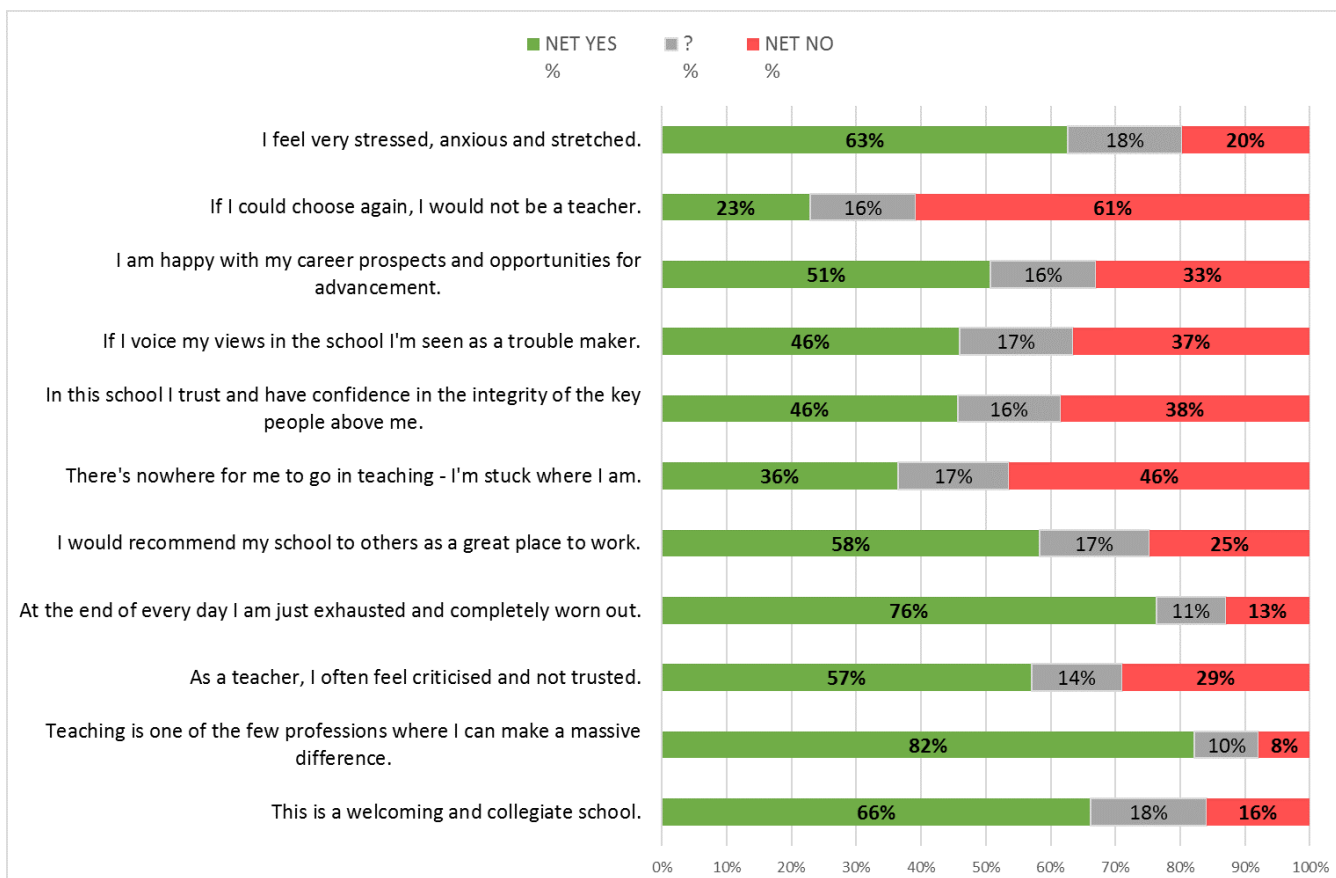


STRONGEST OF THE STRONG

Correlation analysis helped determine that eleven statements represent the issues with the most potent impact on teacher motivation.

1. I feel very stressed, anxious and stretched
2. If I could choose again, I would not be a teacher
3. I am happy with my career prospects and opportunities for advancement
4. If I voice my views in the school I'm seen as a trouble maker
5. In this school, I trust and have confidence in the integrity of the key people above me
6. There's nowhere for me to go in teaching - I'm stuck where I am
7. I would recommend my school to others as a great place to work
8. At the end of every day I am just exhausted and completely worn out
9. As a teacher, I often feel criticised and not trusted
10. Teaching is one of the few professions where I can make a massive difference
11. This is a welcoming and collegiate school

RESPONSES TO STRONGEST OF THE STRONG STATEMENTS



KEY INSIGHTS

ISSUES THAT MOTIVATE TEACHERS

Teachers respond positively to schools that offer **collegiate professionalism**, and are motivated when they have sufficient training to feel **confident and skilled**.

Teachers are motivated by quality **instructional leadership** that is approachable and ready to listen, focused on student learning outcomes and teacher professional development.

Teachers want to be more involved in school based decision-making and sharing new techniques of pedagogy.

Teachers value opportunities for **sharing and learning** with colleagues plus active **collaboration** within and between schools.

Teachers are concerned about a lack of career opportunities and look to the **benefits of accreditation** to raise their status.

ISSUES THAT DEMOTIVATE TEACHERS

The major issues that undermine teacher motivation, and drive turnover are **teacher stress and overwork** which is exacerbated by additional non-teaching duties.

Teachers experience constantly increasing **assessment burden**, a focus on compliance over quality, assessment over learning, and the unwanted corporatisation of education.



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THE RESEARCHERS

The Teacher Opinion Survey 2017 and analysis was conducted by Joan-Mary Hinds Phd and Louisa Vanderkruk, co-directors of Hinds Research.

It is hoped this research will lead to practical outcomes to support teacher motivation in Australian education.

www.motivatedteaching.com

All future reports and updates from Motivated Teaching research will be readily available for download from our website.

WANT TO PARTICIPATE?

Visit the website to

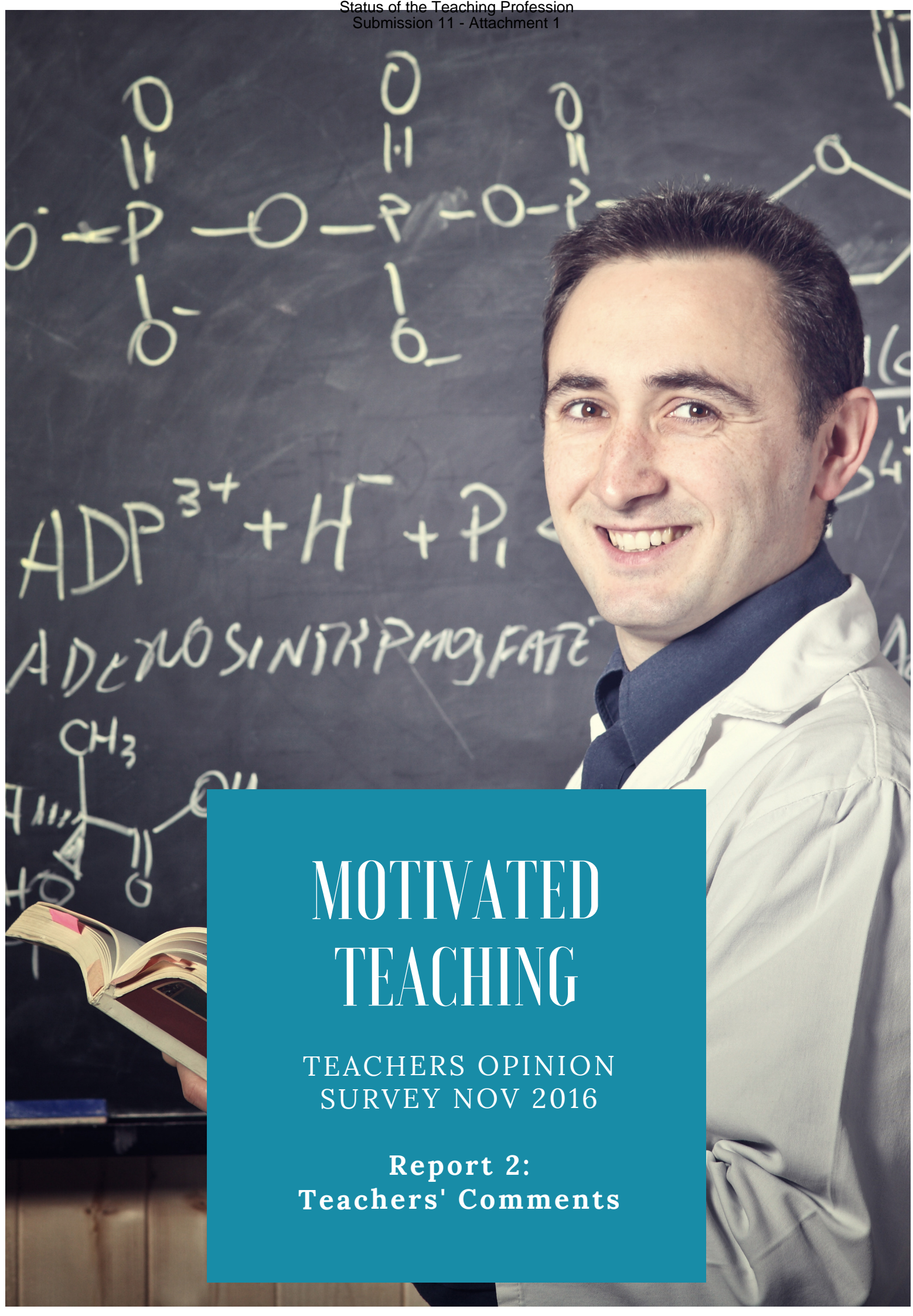
- Register to receive new motivated teaching reports
- Volunteer as a pilot school for future initiatives
- Contact the researchers with feedback or questions

HINDS RESEARCH

Experts in occupational and culture research
Level 26, 1 Bligh Street
Sydney NSW 2000
ACN 000564 107

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MOTIVATED TEACHING

TEACHERS OPINION
SURVEY NOV 2016

**Report 2:
Teachers' Comments**

ABOUT THE RESEARCH

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HOW TO ADDRESS TEACHERS' CONCERNS

Solve many of these teachers' problems and concerns with the Motivated Teaching Program (MTP). The MTP delivers learning with collaborative solutions to improve school culture, inform annual planning and raise teacher motivation.

Analysis of data from the Teacher Opinion Survey was used to define teacher motivation and its most potent drivers, and to construct the MTP diagnostic and action tool for educational leaders.



The **Motivated Teaching Program** is

- Built for principals and school leaders to drive better planning, teacher management and school performance
- Focussed on developing motivated, effective and happy teachers
- Collaborative learning, solutions and actions taken together to motivate everyone
- An evidence based tool based on current research

Using the **Motivated Teaching Program** includes

- Efficient diagnostic measurement of teacher motivation and driver levels
- Reports by school and faculty with insights, interpretation and action ideas
- The RODA (Receive | Own | Discuss | Act) collaborative action process
- Guides, worksheets and support to help every school maximise its MTP
- Access to the MTP user updates, action solutions and benchmarks

Use the **Motivated Teaching Program** with confidence

- Secure technology. Our 24/7 engine in the cloud ensures school data is safe, secure and always accessible
- User friendly, online application saves time by quickly and efficiently collecting, analysing and reporting data
- Confidentiality of individual survey data ensured and reports generated only for faculties or teams of 4 or more

Learn more about the MTP at www.motivatedteaching.com

TEACHERS' COMMENTS

28% of survey participants provided additional comments.

Survey comments are most often used by participants to express negative concerns, issues and frustrations.

ABOUT THE SURVEY...

This survey actually had statements which demonstrated understanding of the multidimensional demands on teachers these days - thank you.

I felt like this survey made the statements that cross my mind regularly.

Thank you - a real survey that deals with the real issues. I wanted a box that was more than strongly agree, at times you hit the nail on the head.

ON TEACHING...

I love my job but feel stressed and overwhelmed by responsibilities. I didn't feel this way 12 years ago, when I started teaching. I feel myself getting "worse" as a teacher rather than better.

Teaching is still very rewarding but the pressures placed on me to "perform" to standards are unreasonable and make me feel undervalued and overworked.

I regularly feel very dejected and unappreciated as a teacher.

THE DIRECTION OF EDUCATION...

I love being a teacher, but feel that education, in general, has lost sight of our core business; to educate. Teachers are now parents and counsellors, and students are increasingly unprepared for the realities of the world outside the classroom.



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THE TEACHING WORKLOAD...

The increasing work demands on teachers is a serious concern in an already time poor profession. Morale has dropped significantly and my once enthusiastic attitude has been badly eroded.

We just need more time! Every teacher would be able to plan effective, tailored and engaging lessons if they had more time to do it during their workday and not always so heavily on our weekends or after school.

STUDENTS, PARENTS AND POLITICIANS...

Teachers are not valued in the wider community for the work they do.

I feel a lot of pressure from the government, and newspapers who made broad statements about the poor job teachers are doing. I feel unsupported by the minister and undervalued.

I feel that the relationship between teacher and student has been eroded over time. Now I don't respond as much to individual student need as I am driven to achieve outcomes. There isn't enough time to pause, to address student needs.

PRINCIPALS AND SCHOOL LEADERS...

Principals today seem far more focused on 'the bottom line', enrolment numbers, and climbing the corporate ladder, than on creating inclusive, fun, and collegiate teaching and learning environments.

Schools need inspirational and transformative leaders that are well-versed in good business practice and human resource management but who are also at the vanguard of educational change. But really we are all just teachers who've been promoted, with little training in Human Resources, who just have to learn along the way.

As a leader in a school it is very difficult to reprimand and have a teacher put on a program. This is even after staff, parent and student formal complaints.

COLLABORATION...

I want to work and be surrounded by high performing people at all levels who inspire other seek out the best, share their successes and failures and are rewarded for their efforts.

Collaborative planning has stifled teacher creativity, and programs written by others do not fit with every teacher and classroom.

Not all schools have enough people in a faculty to be able to work as a team. Some of us work as an individual and rely on networks of colleagues from other schools.

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DISCIPLINE...

I have been punched by a student, spat on, sworn at, threatened, forced to listen to crass swearing all day and all I get is, "what have you done about it".

There are discipline systems in place where the teacher fills in all correct paperwork but in reality, nothing happens to the student. This ties our hands as we are seen to be totally powerless in our own classrooms.

Teaching can be fabulous, but poor student behaviour and lack of consequences makes it very unfair on both the teacher and their peers. It can take the buzz out of the job.

BULLYING...

Workplace bullying is an issue that is often not addressed and adds to the already enormous stress teachers face every day.

WELLBEING, BALANCE AND STRESS...

All the extra activities and responsibilities too often impact on our work-life balance and the quality of the lessons we prepare.

I love my job but feel stressed and overwhelmed by responsibilities.

I believe I am a good teacher who is stressed out, overworked and starting to cave in.

CAREERS...

The standards place very little value on those who choose to just be good classroom teachers by honing and practicing methods and programmes that work well already. Being a good teacher is seen by BOSTES as having a lack of ambition.

The reality is that Head Teachers have all of the responsibility, very little power and a huge workload.

TEACHERS: EXPERIENCED AND NEW...

The best professional learning comes from observing and working with others for an extended period of time. New teachers seem to be lacking the ability to effectively self-evaluate their own practice.



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ACCREDITATION AND PROFESSIONAL LEARNING...

I would appreciate more straight-forward ways (templates etc.) to collect evidence for my PDP and general accountability. I love teaching students and collaborating with colleagues but the administrative side to the job makes it exhausting, and often overwhelming, especially the constant requirements for collecting evidence/proving accountability for my teaching.

I do value professional learning, but accreditation is performative and irrelevant to my daily work.

TEACHING THEORY AND METHODS...

In many instances, it is not the theory or changes to class room practice that are problematic. Usually problems arise in the interpretation and mode of implementation of these practices and sometimes we forget to continue to focus on other important (although often small) details to ensure that the learning/work environment continues to function optimally allowing for a smooth integration of new practices (or refinement of existing practice).

Really rich learning experiences are not happening as there is so much content to get through and everything has to be measured and documented. Programs of work are becoming more prescriptive which does not allow for any flexibility on behalf of the teacher.

Students' ability to contact teachers through email, google classroom etc. is more invasive on private time than ever.

TECHNOLOGY...

BYOD (bring your own device) is problematic - handwriting and grammar in year 7 students is very poor. And there are constant connection/ technical issues with BYOD that is a nightmare. There should be a balance between the traditional and new technology.

THE RESEARCHERS

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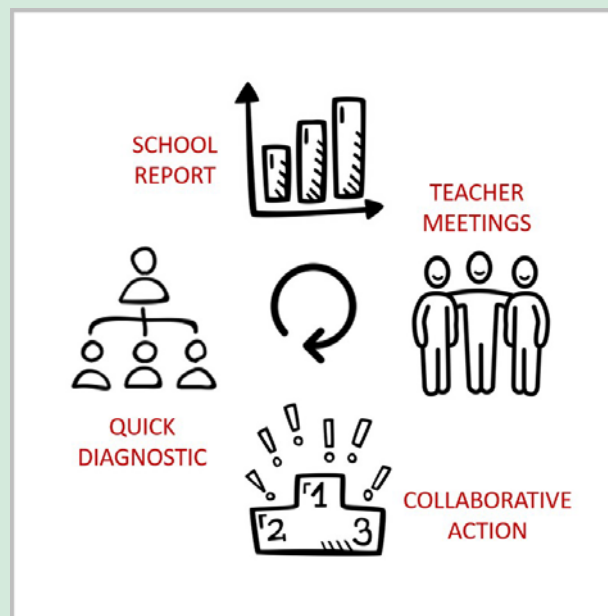
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MOTIVATED TEACHING PROGRAM

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- Dr J-M Hinds



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- Focused on developing motivated, happy and effective teachers
- Collaborative learning, solutions and actions taken together
- An evidence-based tool based on contemporary Australian research

Using the Motivated Teaching Program includes:

- Scores by school and faculty on teacher motivation and its drivers
- Reports with insights, interpretation guide and action suggestions
- The RODA (Receive | Own | Discuss | Act) collaborative action process
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**The Motivated Teaching Program is the closest thing I've found
to the tool that I want - something to help me manage and lead.**

- School Principal

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TEACHER MOTIVATION AND ITS RIVERS



PRAISE FOR THE PROGRAM...

The Motivated Teaching Program is much more valuable than other tools I've used. It is more detailed and gives me data and action that are faculty based.

— Principal, NSW High School

Teachers now have a tool, developed in Australia, that directly captures teachers' voice on grassroots issues impacting their core business - teaching. And the Motivated Teaching Program guides school leaders with their school plans and PL choices. Brilliant!

— Davie Browne, PTC NSW

Thank you. Finally real questions that deal with real issues. For some statements I wanted more than 'strongly agree', because at times you really hit the nail on the head.

— Teacher participant, Research Survey Nov 2016

The MTP is proudly associated with PTC NSW



TO LEARN MORE...

Email operations@motivatedteaching.com

